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**Gender Stereotypes: Written in Plain Sight:**

**A Quantitative and Qualitative Textbook Study**

30 credits assignment

Hedda Emilie Vestre Aasen and Emilie Gundahl

**OSLOMET**

**Oslo Metropolitan University**

**Faculty of Education and International Studies  
Department of Primary and Secondary Teacher Education**

# Preface

A long process of writing, researching, and exploring is over and we are left with a lot of new experiences and knowledge. When we first started this project, we had a lot of thoughts and ideas. Together we managed to narrow it down and agree on the topic. Working with three different textbooks, feminist theory, and the national curriculum have been very interesting and provided us with new understanding of the topic, as well as insight on what teachers need to be aware of when it comes to the hidden curriculum that is explicitly mentioned in ESL materials. Furthermore, it has been many long, troublesome, fun, rewarding and interesting days at school – at the "master room". It has also been many nice and effective days here and the people around us have provided us with good energy and a reminder that "we are all in this together". Throughout writing this paper we have also faced some challenges. However, when this happened, we motivated each other and helped one another to solve the problems that we were facing.

Throughout the writing process we have received valuable guidance and support. We want to thank our supervisor Kaja Granum Skarpaas for many wise words, reflections, and propositions that could improve our thesis. The encouraging words and the positivity throughout the whole process is something that we have appreciated a lot. We also want to thank each other for helping one another throughout this period. Since living together, we have helped one another to stay focused at school, and to unwind and relax at home. Lastly, we are grateful for the motivating words and encouragement we have received from friends and our family throughout this semester.

Oslo, May 2023

Hedda Emilie Vestre Aasen and Emilie Gundahl

## Abstract

Gender equality is a value that has been fought for over several decades, and although significant progress has been made, it is still a challenge that society strives to fully achieve. An imbalance between genders exists in various aspects of our lives, including in the literature and textbooks we use to educate the next generation. This can have an impact on students' perceptions and attitudes towards gender equality. Therefore, the aim of this master thesis is to explore the representation of women in English textbooks used in Norwegian 9<sup>th</sup> grade classrooms with a particular focus on critical thinking. The English language textbooks examined were *Stages 9* (Pettersen & Røkaas, 2021), *Engelsk 9* (Haegi et al., 2020) and *Enter 9* (Diskin & Winsvold, 2020). These textbooks are published by the three largest publishing houses in Norway, and these books are being used by different schools in Norway. The theoretical lens of the paper is feminist theory, which emphasises the importance of gender equality and challenges traditional gender roles. The research methodology involves a quantitative and a qualitative approach. The method used to analyse the three different texts was critical discourse analysis. Additionally, analysing nouns, pronouns, domestic roles and examining both occupations and the general representation of women as characters.

The results of this study indicate that women are underrepresented in both areas, perpetuating gender stereotypes, however, if teachers are aware of this being the case it can contribute to critical thinking and reflection. The nouns, pronouns and domestic roles showed that female characters suffered from low visibility in all the books. These results did however vary across the different textbooks. One of the books, *Enter 9*, showed the highest imbalance between male and female after counting the different nouns, pronouns, and domestic roles. The analysis of the three self-chosen text, by using CDA, indicated that female characters often is presented as emotional and as the weaker character. The textbook analysis and its results have been discussed in relation to the contemporary society and critical thinking. This study emphasises the need for more gender-inclusive and gender-neutral textbooks, and a national curriculum that emphasises gender-neutrality.

### Key words:

Textbook, Feminist theory, Gender, Qualitative approach and Quantitative approach, Critical Discourse analysis, Critical thinking, Lk20, Nouns, Pronouns and Occupations

# Sammendrag

Likestilling er en verdi som har blitt kjempet for gjennom flere tiår, og selv om vi har gjort betydelige fremskritt, er det fortsatt en utfordring som samfunnet strever med å oppnå fullt ut. En ubalanse mellom kjønn eksisterer i forskjellige aspekter av livet vårt, inkludert i litteraturen og lærebøkene vi bruker i utdannelsen av neste generasjon. Dette kan ha en påvirkning på elevenes oppfatninger og holdninger om likestilling. Derfor er målet med denne masteroppgaven å utforske representasjonen av kvinner i engelske lærebøker for 9.klasse i Norge, da med et søkelys på kritisk tenking. De lærebøkene som vi valgte å undersøke i denne studien var *Stages 9* (Pettersen & Røkaas, 2021), *Engelsk 9* (Haegi et al., 2020) og *Enter 9* (Diskin & Winsvold, 2020). Disse lærebøkene er blitt utgitt av de tre største forlagene i Norge, og er bøker som blir brukt i de norske klasserommene i dag. Den teoretiske linsen av denne oppgaven er feministisk teori, som også vil understreke viktigheten av likestilling og utfordrer tradisjonelle kjønnsroller.

Metoden som ble tatt i bruk i denne oppgaven har både en kvantitativ og en kvalitativ tilnærming. Metoden som ble brukt for å analysere tre ulike tekstene var kritisk diskursanalyse. I tillegg til tekstene ble substantiv, pronomener, huslige roller, yrker og den generelle representasjonen av kvinner som karakterer analysert.

Resultatene indikerer at kvinner er underrepresentert på de overnevnte områdene, og opprettholder kjønnsstereotyper. Dersom lærere er bevisste på dette kan det bidra til kritisk tenking og refleksjon. Substantiv, pronomener og huslige roller viste at kvinnelige karakterer var lite synlig i alle bøkene. Disse resultatene varierte imidlertid mellom de forskjellige lærebøkene. En av bøkene, *Enter 9*, viste den største ubalansen mellom menn og kvinner etter å ha telt de ulike substantivene, pronomener og de huslige rollene. Analysen av de tre selvvalgte tekstene, ved bruk av kritisk diskursanalyse, indikerte at kvinnelige karakterer ofte blir presentert som emosjonelle og som de svakere karakterene. Lærebokanalysen og dens resultater er diskutert i forhold til samtidens samfunn og kritisk tenking. Denne studien understreker behovet for mer likestilling mellom kjønnene i lærebøkene og en læreplan som legger vekt på kjønnsnøytralitet.

## Nøkkelord:

Lærebøker, Feministisk teori, Kjønn, Kvantitativ og Kvalitativ, Kritisk diskursanalyse, Kritisk tenking, Læreplanen, Substantiv, Pronomen og Yrke

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## 1 Introduction

English is a central subject in the Norwegian school system, mandatory in both primary and secondary school. While the subject can be taught in many different ways, using a variety of teaching aids, previous research suggests that the English textbook has an important position as part of teaching (Gilje et al., 2016; Lyngstad, 2019; Aashamar et al., 2020). Regardless of teaching approach, English is probably the most important tool that Norwegians have to communicate with speakers of other languages, (Mæhlum, 2007). Norway has never been colonised by an English-speaking country, therefore, English does not have an official second language status in Norway. As a consequence, English is considered a foreign language in Norway (Crystal, 1997, p. 54). Even so, most Norwegian children are introduced to the English language through multiple digital sources before school-starting age, including games and television. Due to an increased globalisation, the English language is becoming a significant part of pupils' social lives and digital arenas. Children are influenced by different sources on a daily basis, and one source of exposure to the English language is through Anglo-American popular culture. Medietilsynet (2020) states that children are exposed to the English language through music, film, television, and social media platforms like TikTok, YouTube, and Instagram. Boys and girls are influenced by and use the English language in different situations. Studies show that fewer girls play video games, and boys invest more time and money in video games than girls. Furthermore, Medietilsynet (2020) reports that boys watch more English television and films, and they also watch more English content on YouTube than girls. Brevik et al. (2019) state that girls in school often use the English language only when speaking about a subject, while boys use the English language much more extensively discussing various topics and speaking three times as much as girls.

English is, besides Norwegian, the only language taught to all pupils throughout their compulsory schooling (The Education Act, 1998 § 2-3; The Primary Education Act, 1969 § 7). The importance of English learning in school is also emphasised in the national curriculum, abbreviated as LK20. LK20 describes English language learning as a means towards pupils' cultural understanding, communication, all-around education, and identity development (Ministry of Education and Research, 2019b). However, the LK20 curriculum is very open to interpretation, which means that teachers and authors of English as a second language (ESL) materials hold significant power and influence over the content and structure of the lessons. Since LK20 lacks specification of teaching content, teachers are thereby given



creative responsibility in choosing and adapting appropriate teaching materials for their classes. Thus, it becomes especially important to have a critical view of the textbooks and what they communicate, both on the surface and “in between the lines”.

Also, LK20 points out that we live in a diverse society, and teachers need to be aware and emphasise inclusion for all students (Ministry of Education and Research, 2017b). This sparked our interest in investigating how genders are represented in ESL textbooks.

## 1.1 School and gender

Schools often portray girls as quiet and eager to learn, while boys are depicted as acting out and disinterested in being in school (Bakken et al., 2008, p. 13). Relatedly, Nielsen (2009) argues that teachers pay more attention to boys in the classroom and often tailor classroom activities to be more beneficial for them. She refers to research conducted in the 1970s and 1980s, which found that girls were treated as minor characters in the classroom, while boys dominated both orally and physically. In addition, Nielsen (2009) conducted her own longitudinal classroom research study from 1992 until 2001 in the same class, which revealed that although girls were still shy in the classroom, some were becoming more visible than before. Conversely, some boys were more restrained than before. Furthermore, Nielsen (2009) suggested that this could be due to new requirements, increased focus on communication and self-organisation, which might be more suited to girls than boys. As preservice teachers in English language learning, the debate concerning gender and school and gender and learning interested us because it is crucial for creating an inclusive and empowering educational experience, fostering critical thinking skills, and equipping pupils to navigate and challenge societal norms and stereotypes.

Several scholars have pointed to the fact that boys and girls have different school experiences. For example, girls' participation in school is often limited to specific subjects, whereas boys' participation is not limited to any specific subject. Still, girls tend to achieve better results and performed better in school than boys do (Bakken et al., 2008). In Sweden, Öhrn (1990) found that boys receive more questions and criticism from the teachers when compared to girls. The issue that boys and girls are treated differently in school and that the Norwegian school system is not gender-neutral, seems to be a persistent problem. For this reason, teachers need to be aware of this issue and it is their job to prevent this imbalance from growing. Teachers

need to be alert to different patterns and hidden features that they need to uncover such as those found in subject textbooks.

## 1.2 Hidden curriculum

Textbooks used in Norwegian classrooms are designed by publishers who use LK20 as a guideline when creating English subject textbooks. Textbooks have an influential position in Norwegian classrooms, and most teachers use them when planning a lesson or to put stress on the curriculum and what is to be uncovered. Furthermore, textbooks can promote different ideals through grammar and language. These values are a part of the manifestation of a so-called hidden curriculum, which entails many requirements pupils are expected to fulfil that are not mentioned in the official curriculum (Alsubaie, 2015, p. 125). The hidden curriculum can be intentional and positive, for example in the case of the emphasis on the basic skills that are present in every Norwegian school subject. All subjects require pupils to learn oral, writing, listening, and digital skills. However, through the hidden curriculum, pupils may also learn things that are not explicitly mentioned in the subject curriculum that is different for boys and girls. An example of how the hidden curriculum can become apparent is through the choice of learning materials, where the textbook might present certain occupations more suitable for men than women. Another example can be how teachers might behave differently and have separate expectations towards girls and boys. A teacher may make assumptions that boys are typically to misbehave in class, leading them to tolerate more of this behaviour from boys. On the other hand, the teacher may assume that girls are quiet and hardworking, and thus have less tolerance for any misbehaviour (Paludi, 2004)

## 1.3 Our MA project

As mentioned, many schools in Norway rely on textbooks produced by commercial publishing houses, as their main source of instruction (Gilje et al., 2016). In Norway, textbooks do not need government approval and much of the responsibility for checking the quality of such books will fall to school leaders and teachers. Teachers might assume that the materials are free from any biases or inaccuracies, and simply rely on them without questioning their content or perspectives. It is worth noting that the topics and written texts selected in the textbooks can subtly influence pupils without their awareness. In light of this, we have chosen to conduct a textbook analysis, focusing on identifying and counting the most prominent features of gender representation, followed by a critical discourse analysis to

examine the various texts. The application of critical discourse analysis (CDA), as proposed by Fairclough (2003), will assist in identifying and analysing dominant representations, as well as uncovering underlying ideologies and different beliefs that may be present in the three most well-established textbooks in Norway. Additionally, given the constantly evolving nature of society, many of the texts, songs, poems, and short stories included in textbooks have been used before. Therefore, it becomes imperative for teachers to foster critical thinking amongst pupils, encouraging them to reflect upon and question the topics presented.

#### 1.4 Research question and aims

This thesis will investigate and try to answer the research question by analysing different textbooks used in Norwegian schools. Even though LK20 states that all pupils shall be treated equally and be given the same opportunities to make independent choices, textbooks may depict gender in different ways because the designers of LK20, the curriculum upon which textbooks are based, differ from those who create the textbooks. To investigate the current situation in three English 9<sup>th</sup> grade textbooks regarding gender equality, we pose the following research question: What characterises the gender representation of current Norwegian 9<sup>th</sup> grade ESL/EFL textbooks? We believe this is an important issue to investigate as a means to discuss whether to what extent there is the potential of an unintended effect of such textbooks on young language learners. Further, as teachers-to-be we are interested in how teachers can facilitate critical thinking regarding gender roles if stereotypes are present.

#### 1.5 Structure

The remaining chapters of this MA thesis are structured as follows: In Chapter 2, we present previous research conducted in the field of gender representation in English textbooks as well as the current situation on gender equality in the Norwegian society. Chapter 3, Theory, describes relevant theoretical literature regarding feminist theory, gender, CDA and LK20. In Chapter 4, we present the methodological design, emphasising CDA as a method, and we describe the choices that were made with regards to the quantitative and qualitative approach. Chapter 5 presents the results of our analysis, starting with quantitative data ([sections 5.1](#)), before the presenting the qualitative data ([sections 5.2](#)). Lastly, Chapter 6 views the analysis in light of the preceding sections (particularly background and theory) to discuss the research question, while Chapter 7 concludes the thesis.

## 2 Background

To provide background for our study, this chapter will review relevant research on the topic of gender representation in textbooks. Firstly, we will examine the use of textbooks in Norway [2.1](#). Next, we will present the role of textbooks in Norway [2.2](#), followed by an overview of previous research conducted in Norway and other countries [2.3](#) and [2.4](#). Additionally, we will delve into gender roles in contemporary Norwegian society [2.5](#) and explore gender dynamics within the classroom [2.5.2](#). While the background section highlights the importance of textbooks in Norwegian classrooms and recognises their influential power in shaping students' perspectives and dispositions (Lee & Mahmoudi-Gahrouei, 2020), it is noteworthy that few recent studies have analysed gender representation in EFL/ESL materials. However, we have included two older studies, Hartman and Judd (1978) and Porreca (1984), as they shed a light on the imbalance between genders and illustrate that this is not a new concept. Our aim with these studies is to provide historical context and assess how the situation has evolved over time.

Moreover, Hartman and Judd (1978) conclude their article by offering considerations that should be taken into account when creating new ESL materials. These considerations can be utilised to guide teachers and authors of ESL materials in promoting more inclusive and diverse representations of cultures and identities.

### 2.1 Textbook use in Norway

Historically, textbooks have been essential for developing learning and teaching practices in schools (Haug, 2011; Meld. St. nr 79, 2000). In Norway, it is also found that textbooks are the dominant teaching materials, holding a central position in the teaching process (Haug, 2011). English textbooks are also used to by teachers to equally emphasise the curriculum, LK20, that needs to be covered.

### 2.2 The role of textbooks in Norway

Textbooks have been described as having the most significant impact on children's terms of transmitting values, standards, and ideologies. According to Michel (1986), the younger the child, the less equipped they are to detect and resist powerful stereotypes that lead them to perceive the opposite sex as having specific conversational attributes, qualities or

shortcomings. Horowitz and Oslon (2007, p. 55) write that textbooks, which provide the documentary foundation for schooling, have become the text that talks. This means that even though texts may be difficult to understand or challenging to read, pupils can learn from them and be influenced by the text. In other words, the text function as a “silent partner” in conveying messages, ideologies, or hidden features. Therefore, while many scholars argue that textbooks are essential in teaching, the teacher’s role is to function as critical and active agents when using textbooks (Rasmussen & Lund, 2015). Furthermore, Lee and Mahmoudi-Gahrouei (2020) state that the content and linguistic choices of textbooks can have a significant effect on students’ perspectives and dispositions towards themselves and others. Similarly, Bandura’s social cognitive theory (1977) describes how humans learn by observing others’ behaviour, which can guide their subsequent actions. If textbooks contain any biases that portray gender in stereotypical ways, there is a possibility that pupils may mimic what they see and read (Lee & Mahmoudi-Gahrouei, 2020). Therefore, teachers need to constantly evaluate the teaching materials, the model texts, and tasks they use, to help pupils become aware of the messages conveyed by the textbooks. It can also be argued that teachers need to guide pupils to be critical of the given text, images, and use of pronouns. This is an important skill to develop, as it can help the pupils cultivate critical thinking and to a more inclusive worldview. Furthermore, if pupils do not understand or practise being critical of what they read and to the different images in textbooks, they can be influenced by various stereotypes and beliefs without even being aware of it. The importance of imagery has been underscored by Ferrer (2019, p. 116) who established that textbooks in lower secondary schools often have a high frequency of multimodal affordances, where the modality is used to convey different knowledge.

Textbooks serve an essential role in pupil’s perception of themselves and others. They have the potential to reinforce existing attitudes or introduce alternative perspectives that reflect society (Good et al., 2010). However, language learning textbooks are in a unique position because authors have significant creative freedom, which can greatly influence pupils. Unlike subjects such as history and science, where materials are restricted to factual events and tested theories, language textbooks can include fictional characters and stories. This creative space allows authors to break away from stereotypical gender role depictions and create narratives where all pupils can see themselves represented. However, if authors are not mindful, they may inadvertently perpetuate gender stereotypes and outdated gender roles.

Looking at the previous curriculums in Norwegian schools, one can find ideas for gender which we today would consider sexist. The curriculum from 1939, for example, separated girls and boys, with girls being instructed in household affairs such as cleaning and cooking. Moreover, the curriculum explicitly expressed expectations that boys and girls needed different skill sets as future men and wives. Today, there is a collective agreement among teachers and the curriculum to support gender equality in all school subjects (Ministry of Education and Research, 2017b). However, as Røthing (2005) points out, textbooks can still convey specific gender ideologies, even if the authors are unaware. It is, therefore, crucial for authors to be conscious of sexist language and behaviours and avoid promoting sexist ideologies that can have a negative impact on pupils.

In this section, we have demonstrated the significant role textbooks play in English instruction in Norwegian classrooms. Given the considerable creative freedom if authors, they bear a substantial responsibility for representation and reinforcing gender equality.

### 2.3 Previous research on textbooks in Norway

To the best of our knowledge, only a few studies on gender roles in textbooks have been conducted in Norway. In 1984 “Arbeidergruppa” compiled a report on gender roles in Norwegian textbooks, analysing several textbooks across various school subjects. The results received significant attention, and the overall conclusion highlighted the presence of indirect discrimination against women and girls in Norwegian textbooks. The report examined four English subject textbooks, two for 4th grade and two for 7th grade. In three of the four textbooks, men and boys were predominantly featured in texts, professions, and illustrations (Vogt, 1984). Since then, there has been limited research on gender roles in English subject textbooks in Norway. This suggests that there is an assumption of equality in the existing textbook materials. Therefore, it is interesting to broaden the scope and look at other subject textbooks in Norway.

Furthermore, while there is limited research on textbooks, specifically on English subject textbooks in Norway, a study has been conducted in the field of social studies. The study presented by Ferrer investigated how gender is represented in textbooks used in social studies. Moreover, this research indicates the situation in other subjects. Additionally, it provides us with knowledge of different textbook analyses. Ferrer (2019) researched two textbooks on

social studies, which focused on critical thinking and gender representation in various illustrations, pictures, and drawings. She looked at different images used in chapters about the stone age. The analysis showed that it was difficult to distinguish between men and women. However, one could observe some gender differences, such as men having beard and women using necklaces. The research showed that there were clear tendencies towards stereotyped gender behaviour. While men were illustrated as active and acted in the physical environment, women were shown as inactive and sedentary (Ferrer, 2019, p. 118). Furthermore, Ferrer (2019) writes that the best textbooks make teachers and pupils wonder through ambiguity. In other words, where the textbooks do not open up for questioning, the teachers should choose a teaching approach that facilitates for critical thinking. Regarding critical thinking, Ferrer (2019, p. 122) argues that textbooks characterised by stereotypes are a resource for working with and provide pupils training to think more critically and reflect upon what the pupils read. The effect of using textbooks that portray a stereotypical society can be that students acquire uncritically inherited beliefs.

## 2.4 Previous research on ESL textbooks in other countries

### 2.4.1 Male firstness in ESL textbooks

Gender inequality has been on the agenda in several countries regarding textbook analysis, but as mentioned, when it comes to EFL, there are few examples. To our knowledge, there have been studies conducted in USA, China, Spain, and Australia. Commonly for these findings, women have been portrayed as the weaker sex and as emotional characters. Since, these articles have been published with some years apart, the most systematic approach is to start with the earliest studies first.

Hartman and Judd (1978) analysed four ESL textbooks where the research showed that the imbalance between the two sexes was quite visible. Most textbook analyses research females' appearance in the text, in contrast to males' appearance. Furthermore, omission, which refers to a person that is left out or something that has been excluded, is an aspect that is usually examined when researching sexist attitudes. The exclusion of women in textbooks that they are seen as less significant and therefore they are not included in the materials (Hartman & Judd, 1978).

Some years later, Porreca (1984) conducted a study that revealed consistent inequality between men and women in 15 ESL textbooks. Similar to Hartman and Judd (1978), Porreca

(1984) discussed the concept of “firstness”, which refers to the order in which male and female characters are presented. Firstness refers to the number of times a male or a female character appears first in reading, a dialogue, or an exercise. Hartman and Judd (1978) discovered that the male perspective was almost always prioritised over the female perspective. Examples included phrases such as “Mr. and Mrs.,” “brother and sister,” “husband and wife,” and so on (Hartman & Judd, 1978, p. 390). Additionally, the women in these textbooks were found to have low visibility. Porreca (1984) also observed that masculine words consistently appeared before feminine words.

While these studies were conducted several years ago, they serve to document that an interest in gender representation in ESL materials is not new. They also provide insights into how textbook analysis can be conducted. Furthermore, more recently published studies on ESL materials have been conducted in countries such as Spain, Australia, and China. These studies demonstrate that inequalities in gender representation still persist in textbooks.

For instance, Lee and Collins (2008) describe the issue of sexism in language, which has been widely discussed in Australia for decades. They emphasise that this is problematic because text plays a role in shaping children’s values and beliefs regarding gender-based attitudes and behaviour. The study highlights how males are predominated in textbooks, often portrayed as heroes, villains, and judges, while women are assigned passive or supportive and caring roles (Lee & Collins, 2008).

Recent research from Spain has also documented the occurrence of male firstness in textbooks, although to a lesser extent than in the previously mentioned studies (Otrín & Abad, 2018). Similarly, a study conducted in China in 2021 revealed significant differences in the representation of males and females in certain nouns and pronouns examined (Zhang et al., 2022). The study indicates that males are often portrayed in activities related to development, work and sports, while females are depicted as engaged in writing, shopping, and blogging (Zhang et al., 2022, p. 3).

#### 2.4.2 Stereotyped Occupations

In addition to language and emotions, Judd and Hartman (1978) also analysed the different occupations the two sexes were given. They found that there was a significant difference in the occupations assigned to men and women. Women were portrayed as housewives, nurses,



and salesgirls, whereas men were portrayed in occupations considered prestigious in English-speaking cultures, such as senator, army general and politician (Judd & Hartman, 1978, p. 386). In similarity to Judd and Hartman's (1978) research, Porreca (1984) also found that males were more visible in occupational roles than females. For every working woman depicted, there were five more illustrations of men engaged in their respective jobs. Women's occupations were predominantly limited to traditional roles such as waitresses, nurses, and secretaries (Porreca, 1984, p. 719). However, it was more common during this period that men were employed outside of the home, while women primarily assumed the role of homemakers. Thus, it was prevalent in the past for women to remain at home than it is now (Statistisk sentralbyrå, 2022). Judd and Hartman's (1978) and Porreca's (1984) articles were not connected to any specific school or country.

Recent studies on textbooks have shown advancements in the portrayal of women's occupations. The study conducted in Australia shows that both genders tend to occupy traditional roles, whereas women are fashion designers and salespersons. On the other hand, men have a more comprehensive range of roles, such as farmer, soldier, and postman, to higher-ranking positions as pilots and politicians (Lee & Collins, 2008, p. 360). This is similar to the situation in Spain, where there is a balance in male-female representations in lower-status jobs. In higher-status jobs, the balance favours men. Textbooks present a robust binary system of labour, presenting men with intellectual and scientific jobs while women are portrayed with "assistant" jobs (Otrín & Abad, 2018, p. 181).

On the other hand, Zhang et al. (2022) found that there were a balanced number of occupational roles mentioned for males and females. However, males were rarely involved in feminine occupations such as nurses, whereas females' jobs were predominantly depicted as teachers. Additionally, male characters were often engaged in physically demanding jobs, such as football players and swimming instructors. They were also depicted in skill-demanding jobs, including police, computer engineers and detectives (Zhang et al., 2022, p. 6).

The results from various analyses from different parts of the world show how there has been and still exists an imbalance in the representation of men and women. However, the research also explains how some representations are based on the reality of the society in which the study is done. In other words, it is not entirely wrong to portray women in assistant jobs and men in more physically demanding jobs because this is the situation in many men's and

women's lives. The next section of the research paper will therefore investigate the gender roles in contemporary Norwegian society to conclude whether the textbooks merely mirror the society or need to be adjusted.

## 2.5 Gender roles in the contemporary Norwegian society

The methodological approach used in this project, CDA, require assessing text in relation to the societal norms. Therefore, it is necessary to provide an overview of gender roles in Norway. Norway is considered one of the most gender-equal countries in the world. As reported by Global Gender Gap 2016, Norway is the third most gender-equal country globally. In fact, Norway has been ranked among the three most gender-equal countries yearly since 2006 (WEF, 2016). Ever since 1913, women had the same rights as men to vote. In the years following, the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) was in 1979 adopted by the UN's general assembly – ratified by Norway in 1981. The right “not to be discriminated on the grounds of gender” is a human right set out in several conventions in Norway. Furthermore, different regulations, like CEDAW, have been established to secure equality amongst gender. The national government in Norway, focus each year on different strategies in politics to ensure equality on a central, regional and on a local level (Regjeringa, 2023). In 2021, 76 women were voted into to the Norwegian parliament which constitutes 45% of the parliament, the same year women outnumbered men for the first time in the government's cabinet with 10 out of 19 members (Statistisk sentralbyrå, 2005). Concerning participation in higher education, 60% of the students at the university level in Norway are women. This number has been relatively stable for the last 15 years (WEF, 2015).

### 2.5.1 Education and family life

Despite the increasing equality in the political sector, there are still ongoing differences in schools, families, and occupations in Norway. One can see a correlation in gender related to occupations in Norway. Occupations related to construction, transport, and mechanics consist of over 80% men, while occupations relating to healthcare and teaching, approximately 70% represent women, and the remaining is men (Statistisk sentralbyrå, 2022). Furthermore, Baker and Kuiper (2014, p. 2) writes that many women are contributing and working. Women work in low-paying and service-sector jobs that often do not offer any job security and benefits. As mentioned above, the educational situation between men and women is unequal. Even though

women take more degrees or higher education than men, there is still a large number of women who are still unemployed (Statistisk sentralbyrå, 2022).

Furthermore, the division between men and women applying to different educations correlates with the statistics concerning men's and women's occupations. As a result, women and men keep perceiving occupations such as nurses as feminine and construction workers as masculine. The reason for this is that the majority of nurses are women, and the majority of construction workers are men (Statistisk sentralbyrå, 2022). However, there has been an apparent increase of men and women in the "untypical" choices of education and occupations over recent years. This illustrates that men's and women's interests are diverse despite their gender and that schools need to evolve in line with society to mirror its citizens.

Statistics show that there are also differences amongst gender when it comes to family and household. Women usually take prime responsibility for childcare, cooking, cleaning and shopping, whereas men are responsible for the household repair, maintenance, mechanical- and construction (Statistisk sentralbyrå, 2020). However, it is important to comment that men spend more time on household chores today than before. Finally, it is beneficial to know how people in Norway find the current situation regarding equality. According to an analysis done by *Respons Analyse* (2019) on behalf of the Norwegian broadcasting company NRK, 62% of men think there is equality in Norway, while only 27% of women are of the same opinion. This report shows that equality is not fully achieved in contemporary Norwegian society, although there has been a substantial improvement since the turn of the 20<sup>th</sup> century (Carlson & Alnes, 2019).

### 2.5.2 Gender in the Norwegian classroom

Røthing and Bjørnstad (2013, p. 407) reported that research conducted in Norwegian classrooms during the early 1980s revealed that girls were often depicted as reserved, while boys were portrayed as assertive and domineering in the classroom. Nielsen (2009) found in her study (see [section 1.1](#)) that girls during the 1970s and the 1980s were minor characters in the classroom, and boys dominated both orally and physically. Today different researchers, such as Bakken et al. (2008); Nielsen (2009); (2014); Røthing and Bjørnstad (2013), have tried to explain how and why gender differences occur in school. Bakken et al. (2008, p. 13) note that some researchers attribute gender differences in academic achievement to the school system and its values, while others examine individual and cultural factors that affect

students. The former perspective suggests that schools and teachers play a central role in shaping students' academic performance and may favour one gender over the other, perpetuating gender differences. Nielsen (2009) found in her study that boys' teachers explicitly wanted boys to answer question, because the teachers were determined to include the boys in classroom intrastation. This raises questions about how school practices and values may endorse or reinforce gender differences. On the other hand, the latter perspective examines the individual and cultural factors that shape students' experiences and academic outcomes, such as their social and economic backgrounds, family values, and cultural norms. By considering both perspectives, researchers better understanding of the complex connection between gender, education, and social factors.

Another relevant feature to include when talking about gender in the Norwegian classroom is the pupil's social background. Pettersen (1987) writes in her book that boys and girls have been treated differently by their parents, in kindergarten, by family, by friends, and by the rest of society from the day they were born. Different expectations have been made, and rewards are given based on gender. Furthermore, this is something a child brings with it to school. How they have evolved their social gender effect what "role" the pupils take and how others meet them (Pettersen, 1987, p. 15). Additionally, we socialise boys and girls in different gender roles depending on how we speak to them, what we speak about, what we expect of them and so on. A study conducted in Sweden by Öhrn (1990) identified different patterns between genders, and these patterns indicated that boys express themselves more often than girls. Furthermore, Bakken et al. (2008, pp. 49-50) stated that this is how it has been for a long time and a lot of previous research states that these differences that often occur in classrooms come from boys acting out, and leading to girls getting less attention, and some might get invisible because of the boys' attention-seeking.

The school system might, as mentioned, be a factor to blame for gender inequality. Ever since the curriculum from 1997, called R97, equality amongst pupils has received less attention, and the attention has shifted from equality to equity (Røthing & Bjørnstad, 2013, p. 407). The report "Likestilling er jo ikke lenger det helt store..." discusses equality amongst teachers and students, and one of the findings was that:

The most common attitudes we meet are that equality in school is perceived as "of course" or "something that is common knowledge" by most people and that it does not

need to be further discussed. Equality is something that you have to a greater extent in Norway. That is why teaching about equality, is often seen from a historical perspective rather than today's perspective. The same goes for culture – one focuses on other communities and other cultures that do not have equality between the genders on the same level as in Norway (Støre et al., 2010, p. 98, our translation).

Considering the research presented above, it can be implied that gender equality in schools today is often seen as a given. NOU 2019:3 is a report showing that almost 70 percent of the ones attending special educations in primary school are boys. This certainly seems to imply that the regular instruction in school is better fit for girls than for boys. The report also states that girls have higher grades than boys at the end of a school semester (NOU 2019:3). In recent years, it has both in Norway and in Sweden been reported that girls on average achieve better results and perform better than boys in school (Backe-Hansen et al., 2014; Bakken et al., 2008; Öhrn, 1990). Going back to pupils' individual or cultural features, different studies show that boys are more resistant to school than girls. Why they act out this resistance is hard to determinate one reason for. Nielsen (2014, p. 17) writes that some researchers speculate that boys assimilate being good in school as something feminine, which collide with the masculinity they strive to achieve.

Although, there are many different perspectives and many interesting findings, we have presented the ones we find the most relevant for our MA thesis. Namely, teachers giving more attention to boys who struggles in school, and that can cause a further difference between boys and girls in the classroom. In addition, this behaviour can support boys' well-being in school, meanwhile girls are given less attention. This can for example be done by choosing texts that are more representative towards boys than girls.

As stated above there are different statistics that shows men and women being unequally represented in occupations, family situations, education and how they themselves consider the imbalance. Therefore, considering the research discussed earlier regarding gender inequality in both Norwegian classrooms and society, it becomes crucial to examine how gender is represented in English as a second language materials. To understand how these materials might potentially reinforce gender stereotypes or promoting gender equality, it is necessary to draw on relevant theories and concepts related to gender and language. The next section will

provide an overview of key ideas including feminist theory, gender as a social construct, critical discourse analysis and the effect of gender stereotypes.

### 3 Theory

The theory will give an overview of feminist theory, which can help to provide a more nuanced and comprehensive analysis of the subject ([section 3.1](#)). Feminist theory will serve as the theoretical lens of our project, since it, in line with the situation of society, offers an important insight into how gender shapes our understanding of the world around us. Secondly, this section will give a theoretical differentiation between gender and sex, as well as gender roles and what that is ([section 3.2 and 3.2.2](#)). While we acknowledge that it is not without controversy to divide gender into male and female only, for the purpose of scope, we have decided not to address transgendered representations in this paper. Further, the theory will consider the matter of critical discourse analysis as a theory followed by critical thinking ([section 3.3 and 3.4](#)). CDA is both a method and a theory. Therefore, it is relevant to outline of the different approaches of the theory. All the aspects mentioned above are intertwined in the national curriculum. The final aspect that will be considered in this section is the national curriculum ([section 3.5](#)).

#### 3.1 Feminist theory

Feminist theory provides a framework for analysing and challenging gender inequality and discrimination. It emphasizes the importance of understanding the social and cultural context in which gender roles are constructed and recognizes that gender is not simply a biological fact but also shaped by cultural norms and values (Lazar, 2007, pp. 144-145). Young (1990) defines feminism like this: “Feminism means that we seek women the same opportunities and privileges the society gives to men, or [...] that we assert the distinctive value of womanhood against patriarchal denigration” (Young, 1990, p. 85).

As this quote illustrates, feminist sets out to change systemic inequalities and to achieve full equality between genders. While feminist theory can be traced back to the ancient world. Olympe de Gouges (born 1748) and Mary Wollstonecraft (born 1759) are often celebrated as the first feminist theorists. They were the first to systematically demand for equal rights as a theoretical argument (Disch & Hawkesworth, 2016, p. 1). Early feminism did not just arise in Europe, as there were also women’s social freedom movements in India in the early nineteenth century (Walters, 2005). Gross (1986) writes that to begin with, feminists directed their theoretical attention to the patriarchy, those who were either openly hostile to or aggressive about women and the feminine. Disch and Hawkesworth (2016) state the feminism

would not exist as a theoretical endeavour without the political struggles for women's empowerment that have emerged in all regions of the world. This is based on men's and women's lives and the conviction that any exclusions are based on sexual differences. Feminist theory has flourished as a theory that illustrates the limitations of popular assumptions about sex, race, sexuality, and gender (Disch & Hawkesworth, 2016, p. 2) and it can inform the analytical framework used in CDA by emphasising the importance of understanding the social and cultural context in which language is used. By combining feminist theory and CDA, researchers can develop a more nuanced and critical understanding of how language is used to construct and reinforce gender-based power dynamics and social inequality (Lazar, 2007, p. 144). This is something we seek to utilise in the present thesis.

### 3.1.1 Feminism modern history

In the 1970s several different centres researching women's possibilities, rights and independence emerged. Grumet and McCoy (2004) writes that several of these centres was interested in women's opportunities, especially when it comes to education and getting a high – paying job. Furthermore, these centres and the different project they commenced helped to diminish gender stereotyping in educational materials and provided equal access to facilities and educational opportunities (Grumet & McCoy, 2004, p. 428). Even though, opportunities and independence among genders have been a progress in many years, one cannot state that this progress is finished yet. Thus, female and male in many countries have the same opportunities to attend school, the behaviour among peers, gender stereotypes that occur and how they are act in school are not as balanced. In relation to this MA thesis, teacher need to be aware of these attitudes and features that might occur, as well as being critical towards the educational material.

Furthermore, when talking about the history of feminism the first, second, third and fourth wave of the movement relevant to mention. In contrast to the first wave, where the focus was primarily on women's political rights, including the right to vote, the second wave turned its attention to women's societal inequality (Munro, 2013, p. 22). The second wave has often been seen as marking the emergence of women's liberation movements. The second wave aimed to increase equality for women and it was the shared oppression that united women to start fight for equality (Charles & Huges-Freeland, 1996, p. 2). Furthermore, the third wave wanted to reclaim and redefine ideas and words about womanhood, gender, sexuality,



femininity and masculinity (Munro, 2013). Moreover, the fourth wave is relevant to mention because of the increased internet use among pupils. This wave is characterised by the empowerment of women, and it desires more gender equality by focusing on gender norms and marginalisation of women in the society. This wave also uses the internet, the social media, as its tools to address these issues. Munro (2013) argues that the increased internet use enables a culture in which sexism and misogyny can be “called out” and challenged.

Furthermore, talking about increasing equality and the fight for feminism, the concept of power is relevant to mention. Charles and Huges-Freeland (1996, p. 13) emphasise that the concept of power varies. For example, it can be linked to access to different resources. It can be an imposition of the will of one person or a group of people over another group of people, as constitutive of social relations and intimate connections with every aspect of social life etc. Feminist research has uncovered that women have been, and still are, systematically disempowered because of gender inequalities in access to resources. Another aspect of power pointed out by Charles and Huges-Freeland (1996) is that power does not only exist at an institutional level but also within daily lives. It was seen as significant that women everywhere were associated with the private, domestic domain and men with the public domain. This is something which has been found in previous textbook analysis, where women for example have been stereotyped in certain roles and men in others (see [section 2.4.2](#)). Marxist-inspired analysis argued that women were structurally oppressed because their primary involvement in reproduction conditioned their involvement in production. Women all over the world were the ones involved in feeding and caring for others, namely children and men (Charles & Huges-Freeland, 1996, p. 3).

### 3.1.2 Male gaze

At the beginning of the 1970s, feminist activists fought for increased representation of women in government and the private sector and against sexualized representation of women in popular culture. Feminists have explored how women are perceived in the society and found that the way they are typically portrayed constrains their political action, the equal exercise of rights and general empowerment (Disch, 2016). The late 1960s and early 1970s were the starts of organised actions to draw critical attention to the mass-cultural representation of women as sex objects. Feminist film theory contributed to a massive paradigm shift through the transformative conceptualization of representation. The narrative and symbolic problem of establishing the difference between the sexes was the primary motivating force of classical

Hollywood films. Feminists had no choice but to reject the forms of classical cinema, for they were constructed based on the male gaze. “The male gaze” refers to how visual arts have traditionally represented women from a masculine point of view. In this representation, women are often objectified and portrayed as passive objects of male desire (Mulvey, 1997). In similarity to what has been the situation in English textbooks including also “male firstness” (Porreca, 1984). “Male gaze” and “male firstness” are related concepts where male firstness refers to prioritizing or giving more importance to male perspectives and experiences. This term can be used to describe the situation in previous textbooks where men are presented as the primary actors, and women and other marginalised groups have a subordinate position or are excluded from the narrative (Ferrer, 2019; Handal, 2020; Larsson & Rosén, 2006).

By applying a feminist lens to the analysis of gender roles in textbooks, one can help pupils develop a more critical and nuanced understanding of gender. This approach also allows them to recognise how gender inequality and discrimination are perpetuated through cultural norms and values. Ultimately, this can promote a more inclusive and equitable educational experience and equip students with the tools to challenge gender-based discrimination and inequality in their own lives (Lazar, 2007).

## 3.2 Sex and gender

Before exploring female and male representations in ESL materials, it is useful to obtain a general understanding of the two terms: sex and gender. Additionally, distinguish the two terms from each other and identify where gender roles occur. The English language is more complex than the Norwegian language in the sense of having two terms to assign the status of male or female explain. In comparison, the Norwegian language only has one that includes both biological and societal status. Also, this section will define gender role, gender identity, stereotypes, and sexist stereotypes.

### 3.2.1 What is sex and gender?

Sex and gender are often perceived in the same context and meaning; however, the terms differ. In brief, one can say that sex is biological, and gender is socially created (Money, 1994). The term sex, refers to, as mentioned, a person’s biological sex – how one is born (Money, 1994; Palazzani, 2012). From a biological viewpoint, there are two sexes men, and

women, who possesses different physical features. To determine a person's sex, one can look at anatomy, genetics, and hormones. Although many scholars state that there are two biological sexes and is either born a boy or a girl, Simone de Beauvoir argues that one is not born a woman or a man but becomes one. She believed that gender is constructed and does not have to correspond with one's biological sex (Butler, 2006, p. 11). Furthermore, de Beauvoir sought to prove that women are not naturally constituted but produced as a historically variable culture project (Vigoya, 2016, p. 252). Palazzani (2012) also states that sex denotes how we are, the natural condition, and gender denotes how we become the developed condition.

Already in 1935, within the field of anthropology, Margaret Mead argued that masculine and feminine roles tend to vary socially and culturally and do not depend on biology (Mead, 1935). Even though Mead defended the right to express one's individuality freely, she did not question the hierarchical ordering of men's and women's statuses. Money (1994) distinguishes between sex and gender in his article *The Concept of Gender Disorder in Adolescents and Childhood After 39 Years*. He explains the term gender as a social aspect, which is something that a person acquires. Further, Lindroos (1997) points out that the purpose of the division between gender and sex was to set women free from the position of the weaker sex determined by biology.

Similar to the previously mentioned articles, Risman (2004) examines the concept of social gender. She argues that gender is not just an individual characteristic, but rather a social structure that shapes the way people interact with one another. Risman (2004) explains that gender is not just about biological differences between males and females but is also shaped by social and cultural factors. She goes on to discuss how gender affects different aspects of social life including education, work, and family. Where she points out that traditional gender roles often depict women as responsible for childcare and household tasks, while men are the primary breadwinners. Which again can lead to gender-based discrimination in the workplace and limit opportunities for women to advance their careers (Risman, 2004, p. 430) Since it is not within the scope of this present study to find a conclusion about the different terms of sex and gender, this research paper accepts the established conceptions of sex and gender. For this reason, the paper will use the terms "sex" and "gender" as defined previously in this section: the term sex refers to the biological fact of being a man or woman and the term gender refers to the social and cultural aspect of being feminine or masculine. Hence, this

paper not investigating or identifying sex or gender itself, gender will be used when talking about the different characters in the textbooks. Additionally, since the only terms related to gender is “masculine” and “feminine”, this research paper will be using the noun “males” to refer to people of the masculine gender and the noun “females” to refer to the feminine gender. This is done to not cause confusion when referring to the genders in the research. Proceeding, the next section will discuss gender roles and stereotypes and how they are learned and acquired.

### 3.2.2 Gender roles and stereotypes – born into or learned?

As mentioned, the paper uses gender when talking about females and males. Furthermore, it is relevant to identify that there are different features of gender, such as gender roles and gender identity. John Money (1994) is a scholar that defines and explains the term gender role, to separate it from other terms, such as sex, gender, gender identity and so on. He describes gender roles as the public manifestation of the term gender identity, where gender identity is the private experience of how one feels. Furthermore, gender identity is the workings of the mind and gender roles are the workings of society. For this reason, one can say “I am female” or “I am male” without this correlating with one’s gender role (Money, 1994, p. 169).

Although, this is true, Money (1994) also argues that gender identity and gender role are two sides of the same coin. Furthermore, gender identity is one’s own individuality as male and female and gender role is what a person says or does to indicate to others, or oneself, that one is either male or female. Gender role is the cultural stereotype of what is masculine and feminine. So, to give a brief example, gender role is something that appears in society, and it is how we are expected to act, speak, dress, groom and conduct ourselves based upon our assigned sex.

On one hand, Money (1994) writes that the term gender role has always belonged in paediatrics and children’s development and owes its existence to children that were born with hermaphroditically ambiguous genitalia, children born with genitalia disorder. Money claimed that gender roles grew in children that were born with defects of the genitalia. On the other hand, a study from the 1960s described how some juvenile boys started showing signs of gender role incongruity without being born with genitalia defects (Money, 1994, p. 169). Gender roles are a part of our lives from we are born. Traditionally, when babies are born, girls are given a pink blanket and boys a blue blanket. Girls get dolls to play with and boys get toy cars. We dress boys up in pants and shirts and girls in skirts and dresses. As Money

(1994) explains, children assimilate and live these roles. As such, we do not simply learn such roles; they are assimilated and influenced to us by others in words and in action.

Children learn early that what they do have different consequences based on if they are born a girl or boy. For example, it is seen as more common and acceptable when boys do not listen to their teachers or parent, whereas girls are expected to do as they are told (Michel, 1986). The peer group of girls and boys also differ, where girls often take part in smaller groups and boys in larger groups. In this way, boys and girls might acquire different skills where girls learn to listen and understand others' emotions and boys learn to compete for the attention of the group and speak up to be heard (Michel, 1986). As mentioned, boys and girls learn from a very early age, from caregivers and childcare providers, that there are cultural differences in how the two sexes should behave, think, speak, and dress. It is through the socialisation process with others we develop our inner self in the continuing process of several stages (Bronfenbrenner, 1992, p. 193).

In relation to this Bronfenbrenner's (1992) Ecological systems theory, can explain how children develop and grow, and how they are mutually influenced by processes between individuals and the social environment. Children engage in social and cultural contexts which they have an impact on and are affected by. Children's development and socialisation processes are affected by the different social environments surrounding the child.

Bronfenbrenner's (1992) theory identified four systems within which the child exists that would combine to have an impact on how they grow and develop. It is within the first system that one usually finds family, peers, and teachers. These are groups that have direct contact with the child. Microsystem as being the first system has the first and perhaps the most influential part of a child's life. Values, norms, and behaviour is what manifests in this first process, where values from the family may come in conflict with peers and at school. Media also serves as one of the biggest influences even if it is considered to take place in the third system. As teenagers spend more time on social media it is perhaps more important now than ever that schools provide a nuanced picture of how men and women can look and act (Lee & Mahmoudi-Gahrouei, 2020; Rassmussen & Lund, 2015 ).

When describing stereotypes, we usually say that it takes the form of images, attitudes, feelings, and activities (Michel, 1986, p. 16). Michel (1986) further elaborates that stereotypes can refer to the physical characteristics of a group, e.g., female or male, its member's

intellectual, emotional, or volitional qualities, or certain aspects of its position in society. Stereotypes usually reflect an unduly general and over-simplified viewpoint and are often associated with a negative phenomenon that twists reality. One aspect of stereotypes is sexist stereotypes. Michel (1986, p. 15) writes that “sexism is an attitude which demeans, excludes, underrepresent and stereotypes people based on gender”. Additionally, sexism is a course of action which favours one sex over another. Sexist stereotypes of men and women tend to underline the importance of men and deny the worth of women and/ or girls. To give an example of such stereotypes, Marin (1990) writes in her research that men tend to be presented as warriors, hunters and processors of hard raw materials where they have to use weapons or tools. Women on the other hand tend to be portrayed as the weaker sex, both emotionally and in occupations. Judd and Hartman (1978) and Marin (1990) both writes that women are often given sexist stereotypical roles such as housewives. Additionally, men are given chores such as gardening, painting, fixing the car and so on, whereas women have been portrayed with chores such as cooking, cleaning, and taking care of the children. Michel (1986) elaborates by stating that sexist stereotyping of behaviour where the stereotype tends to favour men to the detriment of women.

Gender roles, gender identity and stereotypes can all be influenced by sex. Sexism is something that pupils can encounter in school, particularly through the sexist stereotypes that they may find in textbooks. Pupils can also assimilate and observe sexist stereotypes through interactions with their peers and the attitudes of other young children. Both sexes learn that rough, noisy street games like football are typically associated with boys, while girls are often expected to engage in activities within the home, such as playing with dolls or hopscotch on the pavement (Michel, 1986, p. 19).

### 3.2.2.1 The effect of sexist stereotypes and gender roles

As mentioned earlier, the younger the child is the less equipped he or she is to resist the powerful stereotypes. Furthermore, sexist stereotypes and gender roles that children experience or meet through school, friends, family and so on are a product of the inequality between the two sexes (Michel, 1986, p. 23). A French study shows that by the age of three or four children of both sexes have already adopted their parents’ preferences in terms of clothing and toys. Children internalizing their parents’ preferences’ may be seen as an effect of sexist stereotypes. This is because the parents buy certain clothes or toys according to the sex of the child (Michel, 1986, p. 23). Hartman and Judd (1978) and Michel (1986) write that

textbooks and pictures in books lead children to doubt the world in which they live. Stereotypical roles such as males portrayed as doctors and females portrayed as nurses give young children a misleading view of society if this is the only example they see.

Images, gender roles, and sexist stereotypical roles have the power of making girls repress their ambitions and potential. Also, it limits their goals to fit into conventional stereotyped occupations assigned to women. Further, the portrayal of men in higher-paying jobs and women in lower-paying jobs in textbooks can perpetuate gender inequality in the labour market, as it may suggest to students that men are more highly valued than women in the workforce. This message can have a broader impact on students' views and attitudes towards gender equality. Another effect of sexist stereotypes is how the children's parents grant them freedom. Michel (1986, p. 23) writes that parents grant their daughters less freedom than their sons. When sexist stereotypes rob girls of their independence, it stands in the way of their equality of opportunities and conflict with their principles of sexual equality. Moreover, media and children's literature have often suppressed boys' and men's emotions and natural feelings. As Marin (1990, p. 96) stated in her research, the socialization of boys and men is a mould of harshness, competitiveness, aggressiveness and insensitivity. That is the cruel world in which stereotype boys in sexist roles that do not represent the vast majority (Michel, 1986, p. 23). As we can understand, the effect of sexist stereotypes has a negative influence on both boys and girls.

### 3.3 Critical discourse analysis

Having gained a theoretical backdrop of feminist theory and gender the next section will provide knowledge about CDA. In line with the research questions presented in the introduction, CDA's theoretical framework, it is essential to understand the society and the teaching material's surroundings. CDA provides the possibility to interpret the content, context and language of the teaching materials and serves as a favourable approach in this type of research (Jørgensen & Phillips, 2011). Skrede (2017, p. 20) writes that CDA is used to investigate which ideological interests the text has. In this situation, ideologies are defined by Fairclough (2003, p. 218) as representations of the world that contributes to maintaining and establishing power relations, dominance and exploitations.

CDA provides theories and methods for the empirical study of the relations between discourse and social and cultural developments in different social fields (Jørgensen & Phillips, 2011, p. 2). Fairclough (2001a, p. 2) elaborates by viewing CDA as a theory or a theoretical perspective on language and semiosis. Through CDA different practices can contribute to the creation and reproduction of unequal power relations between social groups, for example between social classes, women and men, ethnic minorities and the majority (Jørgensen & Phillips, 2011, p. 4). As mentioned, Fairclough talks about semiosis and this term includes all forms of meaning-making, such as visual images, body language, as well as the language itself (Fairclough, 2001a, p. 3). One cannot take the role of semiosis in social practices for granted – it may change, or it may be more or less important in some practices compared to others. Semiosis in different representations of social practices constitutes discourses. Furthermore, when talking about CDA the concept of discourse is frequently used throughout both theory, method, and analysis. As explained by Fairclough:

Discourses are diverse representations of social life which are inherently positioned – differently positioned social actors “see” and represent social life in different ways, different discourses. For instance, the lives of poor and disadvantaged people are represented through different discourses in the social practices of government, politics, medicine, and social science, and through different discourses within each practice corresponding to different positions of social actors (Fairclough, 2001a, p. 4)

Furthermore, CDA can be understood as an inclusive term when talking about text analysis. However, Fairclough has identified three features that he means should be included before an analysis can be stated as CDA. (1) it does not only include an analysis of discourses – one also includes an analysis of discourses and other elements of social practices. (2) it is not only general or abstract talk of discourses – one also undertakes some sort of systematic analysis of texts. (3) It is not only a descriptive analysis. CDA identifies and criticises an adverse society as its discourse element and tries to list possible ways to solve this problem (Skrede, 2017, p. 23).



### 3.3.1 Five features to CDA

CDA requires a focus on the structure and a focus on action. In addition CDA, focuses on the shifts in social structures of discourse and on the productive semiotic work that goes on in different texts and interactions (Fairclough, 2001a, p. 5). There are also several different approaches to analysing written or vocal language and semiotic events. Among these different approaches to CDA, five common features can be identified. These features are (1) discursive practices – through which text is produced and consumed, (2) constitutive and constituted, CDA engages in concrete, (3) linguistic textual analysis of language use in social interactions, (4) discourse function ideologically, and (5) critical research (Jørgensen & Phillips, 2011, pp. 2-4). All these features are relevant to understand CDA both as a theory and a method. For this paper, features four and five are the most relevant to focus on. The fourth features are about social practices that contribute to the constitution of the social world, social identities, and social relations. Additionally, the features consist of how CDA engages in linguistic textual analysis of language use in social structures and how CDA and discourses can contribute to unequal power relations. The fifth feature is called critical research. The critique feature aims to uncover the role of discursive practice in the persistence of unequal power relations. Jørgensen and Phillips (2011, p. 5) write that CDA is critical in the sense that it aims to reveal the role of discursive practice in the maintenance of the world, including social relations. The goal of CDA being critical is to contribute to social change, and more equal power relations in communication and the society in general.

These five features make it possible to categorise the approaches as belonging to the same movement. The approaches mentioned differ a lot concerning their theoretical understanding of discourse, ideology, and historical perspective (Jørgensen & Phillips, 2011, p. 6). Some of these critical discourse analysis approaches are presented by Norman Fairclough, Teun Van Dijk and Ruth Wodak. The next section will give a brief overview of van Dijk's and Wodak's approaches before going more in-depth with Fairclough's approach.

### 3.3.2 Three approaches of Critical Discourse Analysis

Teun Van Dijk (2001) approach is called socio-cognitive and this approach is a framework to systematize phenomena of social life. Van Dijk (2001) defines discourse as semiotic or multimedia dimensions (Amerian & Esmaili, 2015, p. 1036). Ruth Wodak (2001) introduced the most linguistic-oriented model of CDA. Wodak considers language as a social process and

interaction which involves three points that can be summarized as power and ideologies, history, and interpretation.

One of the most influential researchers in the domain of CDA and founders of CDA is Fairclough. Fairclough's (2001a) view or approach of CDA is the analysis of dialectical relationships between semiosis and other elements of social practices. Additionally, it is important in Fairclough's (1992, p.64) approach that discourse is a form of social practice which reproduces and changes knowledge, identities and social relations including power relations. Through CDA one can explore how power is exercised through language. Fairclough has developed a model explaining three dimensions of how CDA can be used and understood as a method (see section [4.2.1](#)) (Amerian & Esmaili, 2015, p. 1035 from; Fairclough, 2001b)

Judd and Hartman (1978) also states that it is not desirable to separate the linguistic aspect of a language from its surroundings since it is influenced by the society. Furthermore, ESL materials are bound to reflect both implicit and explicit attitudes of the authors and their society. This is because ESL materials tend to mirror the society and it is hard to not be affected by the cultures and norms that are at the time the materials are written (Judd & Hartman, 1978). Thus, Van Dijk (2001), Wodak (2001) and Fairclough (2001a) introduce three different approaches to CDA they are all representing how language (text, communication, speech, visual language etc) can contribute to change in the society. Proceeding, this paper will include all of Fairclough's approaches when looking at how men and women are represented in ESL textbooks. This means that we have prioritised the three dimensions of his model in our analysis (see figure 4, in [section 4.2.1](#)).

One can see how power and ideology are embedded in our communication by applying CDA. However, merely analysing language is not enough to fully engage with the complex ideas and arguments one encounter in the language. Critical thinking skills are also important to develop to evaluate the validity and implications of these ideas. It requires questioning assumptions, identifying biases, and considering multiple perspectives to reach a well-considered conclusion. By combining the insights of CDA with critical thinking, we can gain a deeper understanding of how language and power come together and use this understanding to navigate the complex discourse of society.

### 3.4 Critical thinking

Critical thinking has also been incorporated into LK20 and is an essential part of the Norwegian schooling. Critical thinking is important when it comes to examining gender roles in textbooks because it can help students develop a more nuanced understanding of gender, challenge harmful gender stereotypes, and shape their views about gender roles based on their own experiences. When pupils are not thinking critically, they are passively accepting ideas and information from others or drawing hasty conclusions without any further consideration (Ferrer et al., 2019, p. 12). Since English is a subject with close ties to identity development this might be particularly important for teachers to this particular subject.

John Dewey (1997, p. 6) defines what critical thinking can be. He states that critical thinking is “[...] active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it, and the further conclusion to which it tends”. Ferrer et al. (2019, p. 14) adds that critical thinking does not only refer to negative critique towards others’ ideas or arguments. However, critical thinking is more of a creative process where pupils can develop different perspectives and so on. Ministry of Education and Research (2017b) also writes that pupils must be able to understand that their own experiences, points of view and opinions might be incomplete or incorrect.

Among scholars and researchers, there is a broad consensus that the ability to think critically is a desirable human skill. That is one of the reasons why critical thinking should be taught in schools (McPeck, 1981, p. 1). The curriculum LK20 has included the aspect of critical thinking and focuses on pupils’ ability to reflect, discuss, and be critical towards textbooks, what they hear, read, and see (Ministry of Education and Research, 2017b). Pupils should also develop their ability to analyse, evaluate and reflect critically on information and arguments. In addition, students should also be encouraged to engage in active and independent learning to question assumptions and biases and to consider multiple perspectives on different issues and topics.

Critical thinking in the English subject appears in the different competence aims. Several of the competence aims after year 10 uses terms such as explore, ask question, describe, reflect and so on. These are all approaches to acquire a critical way of thinking. However, there is only one competence aim that explicitly mentions the word “critical” and this deals with pupils being critical towards different sources (Ministry of Education and Research, 2019a).

Therefore, it is necessary that the teacher emphasises and are aware of the importance of critical thinking and incorporates it into as many activities as possible. Furthermore, LK20 states that pupils must be able to assess different sources of knowledge and think critically about how knowledge is developed. Even though LK20 emphasises critical thinking in all subjects the teaching and training must seek a balance between respect for establishing knowledge and the explorative and creative thinking required to develop knowledge (Ministry of Education and Research, 2017a).

Critical thinking always manifests itself in connection with a subject area or an activity, it is never isolated. One has to think about something, and usually that involves some aspect of content knowledge (Ferrer et al., 2019, p. 15; McPeck, 1981, p. 5). Furthermore, pupils read, do tasks, and analyse texts usually from a textbook. These textbooks are secondary sources, which means that they contain information and knowledge that have been revised and interpreted by someone, before using it in textbooks. Even though these textbooks are secondary sources pupils tend to rely on them and use them as their main source. When using secondary sources, it is very important that pupils use their ability to think critically and be aware of the given information. One reason for this is as Ferrer (2019, p. 110) states that, almost all of the assumptions, identifying cases and relationships, and arriving at judgments have been done for the pupils.

### 3.5 The Norwegian curriculum and equality

In order to discuss gender representations in textbooks it is lastly necessary to obtain some information concerning the English subject curriculum, in Norway. The Norwegian curriculum is one of the most important tools and documents for teachers (Imsen, 2016, p. 157). In addition to being a guideline on how to teach and what competence the pupils should achieve, the curriculum is also mirroring the society's understanding of different aspects such as gender and equality (Røthing, 2020, p. 80). Furthermore, the Norwegian Education Act states that education and training are going to provide cultural diversity and endorse democracy, scientific thinking, and equality (Opplæringslova, 2008).

In 1960 a curriculum including both boys and girls was developed. Previously boys and girls had different subjects and curriculums, depending on the different competences that were needed at that time (Røthing, 2004, p. 356). Although boys and girls now shared the same

curriculum it was not until 1974 that men and women were equalised. Furthermore, a lot has changed over the years and the curriculums have been developed and revised.

Today equality and equal rights have been incorporated in the section called “core curriculum” and these factors are portrayed as important core values in school. The core curriculum writes that equality and equal rights are values that are in constant need of protection and reinforcement. These equalities have been fought for throughout history and the school needs to present knowledge and promote attitudes which safeguard these values (Ministry of Education and Research, 2017b). Moreover, as stated by the Ministry of Education and Research (2017b) pupils are going to be treated equally and get equal opportunities so they can make independent choices. Gender equality is an important aspect of the whole curriculum.

Despite the absence of explicit references to gender, equality, or equal rights in the competence aims for year 10 in English, it is important to note that the issue of gender representation is pervasive throughout LK20. According to Koritzinsky (2020 p. 118) gender has received reduced attention in the “new” curriculum, with a greater focus on teaching students how to treat others with equality. However, this does not negate the importance of addressing gender representation in English textbooks, as it can have significant implications for students’ understanding of gender roles and equality. The interpretation and implementation of the curriculum is ultimately left up to individual teachers, and it is up to them to make deliberate efforts to promote gender equality and challenge traditional gender stereotypes in their teaching practices. Thus, it is crucial for teachers to critically evaluate their materials and curriculum and ensure that they are inclusive and free from gender bias and stereotypes (Ministry of Education and Research, 2017b).

### 3.6 Summary

To summarise, this chapter has presented the history of feminist theory and the emerge of the feminisms fight for equal rights and the same possibilities as are given to men. This is still an ongoing process and, as pointed out in this chapter, feminist theory is the lens of this thesis. In addition, this chapter has outlined some clarifications of terms. We have distinguished between sex and gender, as well as, defined what gender roles and gender identity is. Additionally, this chapter presents what stereotypes are and the effect of stereotypes (see section [3.2.1](#) & [3.2.2](#)). We have seen that critical thinking is an important tool for pupils to

acquire because it contributes to awareness, curiosity, and development, as well as it is highly emphasised in LK20 in all subjects. This chapter has also presented CDA as a theory. Thus, CDA is both a method and a theory we found it relevant to present an overview of the theoretical aspect of it, in addition to different features that helped us understand CDA.

## 4 Methodology

The following chapter will give an overview of the methodological approach (Section 4.1), the three textbooks and the analytical processes (Section 4.4). The methodological approach starts off by giving a justification for why choosing both a quantitative and a qualitative research approach. Next, the paper presents using text as data, as well as, presenting the three chosen English subject textbooks for year 9. Before outlining the analytical process, this section will present CDA as a method (Section 4.2), Fairclough's three dimensions, social events, social practices, and social structures and validity and reliability (Section 4.3) as well as the scientific theory (Section 4.2.2). As mentioned, to investigate the current situation in three English 9<sup>th</sup> grade textbooks regarding gender equality, we pose the following research question: What characterises the gender representation of current Norwegian 9<sup>th</sup> grade ESL/EFL textbooks.? We will also be discussing to what extent there is the potential of an unintended effect of such textbooks on young language learners. Further, we are interested in how teachers can facilitate critical thinking regarding gender roles if stereotypes are present.

### 4.1 Methodological approach

Text can be analysed both through quantitative and qualitative approaches. While the two research paradigms approach text differently and generate a different type of data, they can both be utilised to investigate how the content of the text can affect the reader and the community (Hitching & Veum, 2011, p. 12). In this thesis we utilise both quantitative and qualitative approaches, to comprehensively explore the issue from various dimensions and attain several insights and viewpoints. We have utilised a quantitative approach to count instances of gendered nouns and pronouns and to collect countable data concerning domestic roles in three English subject textbooks for year 9. Dalland (2018, p. 52) states that a quantitative approach has the advantage of providing data of measurable units. This means that the collected data allows for doing an arithmetic operation. This quantified information can be counted and converted into numbers or statistics. An arithmetic operation can be used to investigate units including measurable numbers, for instance, to find the average age amongst a group of people. In this case, the arithmetic operations, provide measurable knowledge about female and male pronouns. One of the aims of this thesis is to research if there is an inequality in gender representation. Therefore, as Dalland (2018, p. 53) points out, a quantitative textbook analysis provides accuracy, a broad perspective and one can organise the data in different categories. Furthermore, this approach gives us an indication of the

hypothetical male firstness in textbooks. However, Grue (2011, p. 122) states that it is not adequate to utilise a quantitative approach with counting words as the only method, as words can be used in different ways depending on the context. This is one reason why a qualitative discourse analysis has also been used. Additionally, a qualitative approach interprets text and explores the meaning of a text in a way that a quantitative approach cannot. When using a qualitative approach, we can interpret the text and decode it in association with the contemporary society (Dalland, 2018, p. 53). The use of both qualitative and quantitative approaches is inspired by mixed methods. However, we choose to label it a multi-mode method. A reason for not adopting a mixed method, but rather to be inspired by the approach, is that it is a complex method that includes components that are not relevant to our analysis. Importantly, while our study includes both qualitative and quantitative data, we have not mixed the results in line with recommendations for mixed research (Tashakkori et al., 2020). However, as pointed out by Brevik and Mathé (2021 pp. 48-49) multi-mode methods are suited when researching humans, words, and how humans and context affect each other in a social relationship. In line with this, our primary reason for choosing both quantitative and qualitative methods is that it is appropriate when researching social concepts to get a richer understanding of the phenomenon under study.

#### 4.1.1 Text as data

Discourse analysis is often characterised by viewing text as something greater than just the actual written words (Gleiss & Sæthre, 2021, p. 126). When using text as data, it is based on the assumption that these texts can provide the researcher with new knowledge about the world or the society (Gleiss & Sæthre, 2021, p. 120). Within CDA “text” can have a broad and inclusive definition that goes beyond traditional written texts to include any form of human interaction that is mediated by language. Text is never neutral, therefore, the reader or the subject interprets texts depending on the society in which they live in (Amerian & Esmaili, 2015). This could also include illustrations and audio files from the textbooks. One reason for us choosing the traditional way of analysing text, which focuses only on the written words and excludes elements such as pictures and audio, could be the historical dominance of written language in academic and intellectual contexts. The development of linguistics and discourse analyses as academic disciplines has to a large extent been centred around the written word, and this practise has gone through generations of scientists. In addition, to analyse written text without the consideration of other elements could be seen as a way of



maintaining a level of objectivity and precision in the analysis, because visual and audio elements can be more subjective and open for interpretation (Huckin, 1997).

#### 4.1.1.1 Selected textbooks

This thesis focuses on three ESL textbooks used in Norwegian classrooms for 9<sup>th</sup> grade. One of the reasons for choosing grade 9 was that the three textbooks contain a variety of topics, relevant to the lives of teenagers. Additionally, textbooks for 8<sup>th</sup> and 10<sup>th</sup> included fewer chapters than 9<sup>th</sup> grade. We wished to compare somewhat similar chapters from the three textbooks. Given that the 9<sup>th</sup> grade textbooks comprised a greater number of chapters, we anticipated a higher likelihood of identifying similar chapters across the books.

The three chosen textbooks are the textbooks published by the three largest publishing houses in Norway. Thus, the books are representative for the type of textbook that is used in English classrooms in Norwegian lower secondary school. In previous years there have been several English textbooks that one could have chosen. However, textbooks used in this thesis were limited by the new subject curriculum in 2020. The following section will give a short description of the three textbooks to give an overview of the books and give an impression of how they are structured.

#### *Enter 9*



Figure 1: Cover of *Enter 9*

*Enter 9* (Diskin & Winsvold, 2020) is made up of six different chapters. Each chapter consists of novels, factual text and stories, articles, poems etc. The chapters are introduced by focus words or headlines and then divided into subsections. At the beginning of each chapter, there is a question to help the pupils reflect upon the topic of the chapter. As well as a reflecting question there is a listening activity, where the student can listen to different people speak about the different topics. After each text or subsection, there are different activities presented to help the pupils understand what they have just read. Additionally, there are difficult words translated and language rules and examples throughout the textbook. At the end of each chapter, there is headlines called *Sum up*, *Dig deeper*, *Learning how to learn*. First, *Sum up* consists of

activities that help the pupils sum up what they have learnt in the chapter. Second, in the *Dig deeper* sections pupils can work more in-depth with different activities. Third, *Learning how to learn* is a section where the pupils reflect upon what they have learnt in each chapter. Lastly, this textbook is connected to a *basic skills* book where the pupils can find more information about the topics that they have worked with in this *Enter 9* book.

### Stages 9

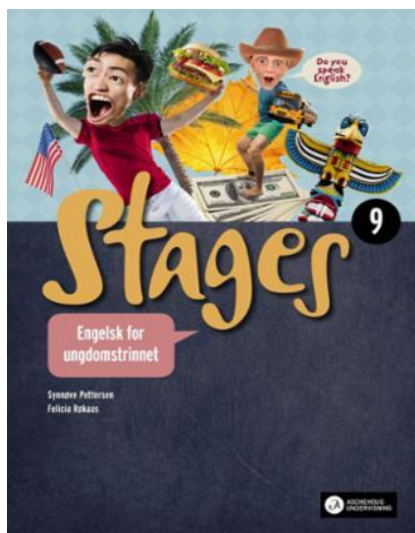


Figure 2: Cover of Stages 9

*Stages 9* (Pettersen & Røkaas, 2021) contains five chapters and each chapter includes several texts. Each text has a glossary to help the pupils understand the texts. At the beginning of each chapter one can find the *Chapter focus*, which are bullet points that explain what the chapter will cover. At the end of each text, there are several tasks where the student can work with their vocabulary, pronunciation, writing skills, understanding of the text etc. Towards the end of each chapter the student will come across these tasks: *Speak & Write*, *Language work* and *improve your writing*.

Additionally, next to some of the tasks there will be some symbols. These symbols can either be handouts from the teacher or having the pupils move around in the classroom or tools and guidelines to complete the different tasks.

### Engelsk 9

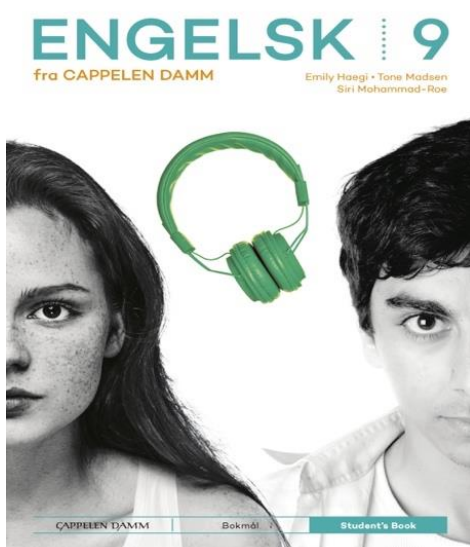


Figure 3: Cover of Engelsk 9

*Engelsk 9* (Haegi et al., 2020) has five chapters, each chapter consists of eight texts, including a model text, an easy read, and a further reading. Every chapter introduces important new words or phrases. Before reading there are short tasks that help the students to be prepared for the text. At the end of each chapter, there are tasks which let students reflect on their learning process and what they have learnt by working with each chapter. The reference section is found at the end of the book where grammar and language are separated into two learning areas. The grammar section provides seven word-classes explained

in Norwegian, with examples in English. The language section gives useful information about the English language, as well as tips about how to read, write and communicate successfully.

## 4.2 Critical discourse analysis as method

As mentioned in the theory section of this paper (see section [3.3](#)), a discourse analysis understands text and society as mutually influenced by each other. Therefore, a discourse analysis is used as a method to uncover how teachers can facilitate critical thinking regarding gender roles and how the pupils are influenced by them. To explore this research question, it is essential to conduct a thorough examination of the textbooks. By utilising a critical discourse analysis one can systematically uncover the hypothetical beliefs or stereotypes found in the books. A critical discourse analysis can, as mentioned be understood as both a method and theory. Fairclough's three-dimensional model is an analytical framework for empirical research on communication and society. The model includes an analysis of a text and then focuses on the social setting or the social context of where the text is (Fairclough, 2003). This model was used when analysing different texts in the three English subject textbooks. Skrede (2017, p. 29) writes that the "new" model consists of social events, social practice and social structure.

### 4.2.1 Fairclough's three-dimensional model

Fairclough's model includes analysis of texts and other social events, as well as the social setting and the context that the texts are presented in. The model was first talked about and established by Fairclough in the 1980s. Since then the model has been further adjusted and discussed, especially by Fairclough after his interest in critical realism as its scientific basis (Skrede, 2017, p. 32). There are still many scholars and researchers that use the old model, but we have chosen to use the "new" model since this applies to his work today. As already stated, the model focuses on three dimensions: social events, social practices and social structures, which collectively refers to any form of language use (Jensen & Fairclough, 2008).

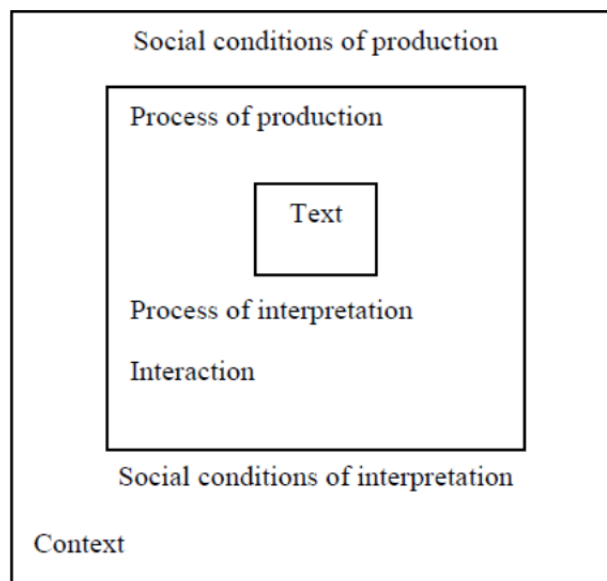


Figure 4: Fairclough (2001a, p.21)

#### 4.2.1.1 Social events

The first dimension of the model focuses on the linguistic features in text such as speech, writing, visual images, or communication of these three (Fairclough, 1992). Fairclough (2003) claims that one of the most obvious and easiest ways one can identify different discourses in a text is through the chosen vocabulary. Therefore, vocabulary is one aspect that this paper looked at when analysing selected texts. The vocabulary that we analysed contributes to identifying discourses and elucidating ideological beliefs in the texts (Fairclough, 2003). To do so we studied three types of value that formal features have: experiential, relational, and expressive values. Fairclough (2015, p. 130) writes that a formal feature with experiential value is a trace of and a cue to how the text producer's experience of the natural or social world is represented. It has to do with the contents and the knowledge and beliefs. Furthermore, relational value is a trace of and a cue to the social relationships which are enacted via the text in the discourse. In other words, is to do with the social relationships. The last formal feature, expressive values, is a trace of and cue to the producer's evaluation of the bit of the reality it relates to. It has to do with the subject and the social identities (Fairclough, 2015, pp. 130-131).

#### 4.2.1.2 Social practices

The second dimension is a social practice. This dimension involves the production and consumption of text, the way we talk about a subject can change our view on the subject. Text is subject to interpretation. Discursive practice is what Fairclough originally called this dimension, however, he stated that all practices needs to be considered as social with active participants and therefore he changed the name to *social practice* (Fairclough, 2003; Skrede, 2017, p. 34). Social practices consist of the different production and interpretation processes as the basis of the text that is to be analysed. In addition, social practices include how authors and readers draw on already existing genres, discourses and styles (Fairclough, 2004, p. 119). This thesis focuses on the discourse aspect of social practice and not genre or styles. The reason for this is because this aspect is the most relevant when researching the research question. By looking at social practices we identified power relations, including the discovery of who has agency and who was marginalised, as well as how power was constructed and maintained through language. Furthermore, Fairclough (2003) states that the relationship between social events and social structures is mediated by social practices.

#### 4.2.1.3 Social structures

The last dimension which was previously called social practice is now referred to as social structures. In this dimension, language creates opinions and characterises our attitude, and it is here language is associated with power (Amerian & Esmaili, 2015, p. 1035; Jørgensen & Phillips, 2011, p. 10). Fairclough (2003) argues that language is affected by the context and the society where it is used, but society is also affected by the language that we use. The dialectic relations between language and social structures are an essential part of CDA, and it is used to shed light on the uneven power relations that language enhances (Fairclough, 2004, p. 27). Therefore, social structures were investigated and this involved identifying the dominant values, beliefs and norms that were reinforced or challenged by texts (Fairclough, 2003, p. 35; Skrede, 2017).

#### 4.2.2 Scientific theory

Bratberg (2021, p. 121) states that to interpret something means to uncover meaning from one's own preconception or context. When it comes to the basis of interpreting Gilje (2019) explains that the hermeneutic interpretation process tries to uncover an underlying context or a deeper meaning in actions, art, historical sources and similar cultural expressions. In other words, the hermeneutic aspects want to clarify the reasons people have to act as they do and

reveal the reason and intention that is expressed. CDA is scientifically grounded in the hermeneutical aspect. As pointed out by Fairclough (2001a) Critical realism is a philosophical perspective which argues that social reality exists independently of our perceptions and interpretations of it, but our understanding of it is always partial and mediated by social structures and power relations.

Structuralism, poststructuralism, and social constructivism are usually considered the scientific theoretical basis of discourse analysis. However, as pointed out by Skrede (2017, pp. 72-73) it is not necessary to immerse oneself in the scientific theoretical approach to engage in a discourse analysis, even though it will provide a greater understanding of the methodological approach. Furthermore, CDA stands out from the other discourse approaches because of the critical aspect. Therefore, it is relevant to understand the underlying premise of CDA, namely critical realism (Skrede, 2017, p. 79). Critical realism is characterised by separating between reality *as it is* and the different perceptions of it, in other words, the *constructed* reality. Hjarvemaal (2011, p. 206) writes that an objective reality is neutral to our ideas of it, and at the same time, one's own views and knowledge of this reality are based on theories and ideas. Furthermore, when talking about critical realism and CDA Fairclough (2003) argues that one cannot view the reality through only one discourse. However, it can be understood through three domains, the potential domain, the actual domain and the empirical domain (Hjarvemaal, 2011, p. 203). These domains involve perceptions of the reality, and that reality cannot be marginalised to different ideas of it, this also goes for texts.

[...] we should not assume that the reality of text is exhausted by our knowledge about text. One consequence is that we should assume that no analysis of a text can tell us all there is to be said about it – there is no such thing as a complete and definite analysis of a text (Fairclough, 2003, p. 14)

In other words, a text analysis is never complete and final. However, this does not mean that one should not conduct analysis of social events, social practices, and social structures, since these still explain the reality that is important to shed light on. Working with both linguistic aspects of the language and the text's ideas and beliefs can provide awareness of the text's reality (Fairclough, 2003, p. 14).

### 4.3 Validity and reliability of the study

CDA, as mentioned above, is a method which gives the opportunity for different variations and approaches to an analysis. In this case, validity and reliability might be especially important regarding the choice of method. Although one pays attention to validity and reliability throughout the whole research process, Cohen et al. (2017, p. 245) point out that threats to validity and reliability can never be completely erased.

Validity considers to which extent the study measures what it is supposed to measure (Skrede, 2017, p. 156), and to which degree there exists a correspondence between a description and the social reality the description expresses (Silverman, 2016, p. 232). The first part of the textbook analysis, the quantitative approach, agrees with the criterion of a method being valid. The paper investigates the number of pronouns and nouns in English subject textbooks. These pronouns and nouns were predominant before starting to analyse the different books. One potential strength of this study is that it involved two researchers who analysed the same books, who might interpret text differently. By counting nouns, pronouns and utilizing CDA to analyse the chosen texts, we were able to strengthen the validity of our results. This collaborative approach allowed for a more thorough and comprehensive analysis of the texts, as it ensured that multiple perspectives and interpretations were taken into consideration. Within social constructivism, there will always exist several truths and different interpretations of the same text. Furthermore, work within the hermeneutic tradition is affected by “the horizon of expectation”. This explains how people will have different expectations and preconceptions about a concept, which will give different interpretations of what is being observed (Gilje, 2019, p. 162). However, if one tries to read with an open mind and try to understand the full picture in the separate parts one can prevent personal prejudices fully dominating the interpretation (Gilje, 2019, p. 157). The range of different texts chosen for the analysis strengthens this. When it comes to generalisation, discourse analysis is not suited to generalise a population, since it is based on the researchers’ interpretation of a text (Bratberg, 2021, p. 63). This research can only say something about the selected textbooks and the possible consequences of them.

Furthermore, it is not a goal with CDA to be neutral, nor has this research a goal to be objective since we have chosen to analyse the data material in the light of feminist theory, which is a subjective decision. This research is as affected by the social and cultural society as every other research project and will be visible in the research paper (Skrede, 2017, p. 160). In light of this, it will be important to be reflexive about our own position and where our

subjectivity and possible values come from, so that the reader has this in mind when reading the research paper.

Reliability of research can be considered an umbrella term for transparency, dependability, consistency and replicability (Cohen et al., 2017, p. 248). The interpretations that have been done in a research project are also supposed to be reliable, this in many cases is often understood as verifiable, that other people can do the same analysis and end up with the same type of interpretations (Gilje, 2019). However, since this analysis will consist of a subjective interpretation of the textbooks, it can be difficult to obtain the same interpretations (Bratberg, 2021, p. 63). This research paper will therefore be using a wider understanding of reliability, which includes being trustworthy, transparent, and reflexive. Skrede (2017) argues that the data material in CDA is often considered to be of high reliability because it is often naturally occurring data, rather than data obtained by the researcher themselves where the researcher can have affected the data material. Since the data material in this research project is English textbooks, we could not have been able to affect the material in any way. The textbooks are identical to what is presented to the pupils, which can be said to strengthen the reliability of the materials. In addition, Skrede (2017) also argues that to achieve a thorough and transparent analysis one strengthens the reliability by presenting a detailed description of the data material. For instance, presenting longer citations from the textbooks rather than short summaries and paraphrasing is done by the researcher.

By creating clear categories and criteria for the analysis it will elevate the reliability of the research paper. In addition, we conducted the analysis separately and then compared the results to uncover any weaknesses in the framework of the analysis. The three texts that we have chosen from the three textbooks will be analysed by using CDA. Fairclough (2001b) points out that there is not one definite way to conduct a text analysis but that his framework can be used as a tool or a guide throughout the process.

## 4.4 Textbook analysis

### 4.4.1 Procedure for the current textbook analysis

The textbook analysis process was divided into two approaches, as mentioned above, one qualitative and one quantitative. We counted both pronouns and conducted an analysis using CDA, which provided us with knowledge of the ratio between men and women, and with



knowledge of vocabulary, power relations, stereotypical roles, ideologies, and different beliefs represented in the three books.

As mentioned, in all three English subject textbooks we read through the whole book and counted pronouns and nouns in each chapter. The reason for using this quantitative approach was to investigate if there was a significant imbalance in the ratio between genders in the textbooks. The pronouns that we counted were *she, her, hers, herself, and he, him, his, and himself*. In addition, we selected different nouns relating to domestic roles, these were also counted as shown in table 1. The nouns chosen are words that are typically used when talking about males and females in different social or familial settings which one will encounter in the textbooks. Since these pronouns and nouns were determined before reading the books this is characterized as a deductive analysis method (Dalland & Hølland, 2020). The advantage of doing this analysis in a deductive manner was that the outcome almost always is reliable (Dalland & Hølland, 2020).

Males:	Man, Mr, Father, Dad/daddy, Husband, Grandfather/Grandpa, Uncle, Brother, Boy, Son
Females:	Woman, Ms, Miss, Mrs, Mother, Mom/mum, Wife, Grandmother/Grandma, Aunt, Sister, Girl, Daughter

Table 1 : The selected nouns

The coding system presented above was created to decide what to look for while reading through the book, furthermore, to categorise the nouns and pronouns both of us counted the same feature and checked with each other if the numbers matched, if not, we counted the nouns and pronouns one more time until we got the same number. The coding system was also used to get to know the material better (Gleiss & Sæthre, 2021). As one can understand from table 1 the domestic roles were accounted for by counting the singular form of the words. We could have included the plural form of the nouns as well, however, in order to reduce the raw data to a manageable and comprehensive proportions we decided to only focus on the singular forms.

When going through the three books, the amount of masculine generic was significant. Therefore, throughout the process of analysing nouns and pronouns, we decided to incorporate masculine generics into the analysis. Masculine generics is the mechanism through which language defines women as objects of sexual exchange (Silveira, 1980, p.

165). The study focused on investigating the use of masculine generic language by counting instances where the word “man” or other male-specific terms were used in situations where a gender-neutral alternative could have been used instead. For example, using police officers instead of policemen.

As previously stated, nouns are not the only focus of this analysis, CDA and the qualitative approach in this analysis looked at different texts more in-depth. All three books consist of many texts, songs and poems. Considering the scope of the present thesis, and to prevent ourselves from becoming too ambitious, we chose to select one text from each of the three books to close-read. The texts were selected after having counted nouns and pronouns. Selecting the different texts was a bit hard. However, we created a table that was based on what we had found when counting nouns and pronouns. Table 2 shows the different categories that we divided the texts into. In addition, the table investigated the different trends in the three books. We analysed all texts in each book and identified the features that could fit in the table.

Chapters	Text	Summary of the text	Man/boy, Woman/girl, father/ dad, mother/ mom, grandfather, or grandmother	Stereotype or mirroring the society	Occupational roles
The different chapters in the three books	The headline of the text and if the texts are factual or fictional texts	Summary of the text	Write what gender it involves and if the character is a main or a sub character.	Can the situation be interpreted as a stereotype or does it mirror the contemporary society	Does the character have any occupational role or is it mentioned that the different genders have a job in general

Table 2: To investigate the different patterns in the three books.

We utilised different trends that occurred when analysing all texts according to table 2 in selecting the three texts. Furthermore, the three texts that were chosen are relevant to the thesis. The different trends that occurred when analysing all texts accordingly to table 2 sparked our interest in choosing these texts. In addition, to table two the text that we ended up choosing had to include both male and female characters so that the text provided us with knowledge of different situations – not just one-sided situations. Even though this paper is studied through the lens of feminist theory. Additionally, as mentioned in the theory chapter, critical thinking is a crucial part of the Norwegian education and therefore, we chose texts that can be linked to that as well.

As pointed out by Dalland (2018) a qualitative analysis is where one can interpret and create an understanding of the hidden features of a text. Therefore, the selected texts have been examined more in-depth than the rest of the book. As already stated, Fairclough’s model was used when looking at the chosen texts. First, we analysed the vocabulary of the different texts by using Fairclough’s framework as presented in table 3, and then looked at the social practices and social structures of the chosen texts.

Text / vocabulary	Analytical question	Analytical object	Definition
Vocabulary		The chosen texts	In this text the selected words
Experiential values <ul style="list-style-type: none"> <li>• What experiential values does words have?</li> </ul>	What classification schemes are drawn upon? Are there words which are ideologically contested? Is there rewording, overwording? What ideologically significant meaning relation (synonym, antonym, hyponym) are there?		
Rational values <ul style="list-style-type: none"> <li>• What relational values does words have?</li> </ul>	Are there euphemistic expressions? Are there markedly formal or informal words?		
Expressive values <ul style="list-style-type: none"> <li>• What expressive values does words have?</li> </ul>	What are the positive and negative words that are used?		

Table 3: The table shows the procedure of how to analyse the words value of the vocabulary.

## 4.5 Summary

In summary, this chapter outlined the methodological approach of this thesis. The chapter delved into critical discourse analysis (CDA), examining its three different levels as outlined by Fairclough's (2003) dimensions. By treating CDA as both a method and theory, we have acquired a significant understanding of the discourse, which will serve as a robust foundation for the subsequent analysis and interpretation of the data. Finally, we have given an overview of the three English textbooks, followed by the analytical procedure.

## 5 Analysis and results

The methodological approach and the textbook analysis process distinguished between a quantitative and a qualitative approach. Therefore, to best give an overview of the results of the current textbook analysis, it is necessary to present the quantitative and qualitative data separately. For this reason, the following chapter will first present the quantitative data (section 5.1), which consists of two data sets. The first set ensued from counting pronouns in the three different textbooks. The second of the quantitative data sets concerned nouns or domestic roles found in the three textbooks. To present these results an excerpt from the different tables that we used when analysing the different nouns, pronouns, domestic roles and occupations is included (table 4 - 9). The second part of this chapter presents the results of our qualitative analysis (section 5.2). Here we have analysed the text using Fairclough's framework of CDA, examining the use of vocabulary, discourse, and social structures to identify dominant roles, ideologies, and different beliefs.

### 5.1 Quantitative data analysis

#### 5.1.1 Pronouns designating males and females.

As previously explained, we have counted pronouns designating males and females, which include *she, her, hers, herself, and he, him, his and himself*. The result of the analysis demonstrates an uneven balance between male and female pronouns in all three textbooks as demonstrated in table 4 (below)

Textbooks	She	He	Her	Hers	His	Him	Herself	himself	F	M
<i>Enter 9</i>	152	415	112	2	322	58	8	13	<b>274</b>	<b>808</b>
<i>Stages 9</i>	287	301	225	5	237	112	6	13	<b>523</b>	<b>660</b>
<i>Engelsk 9</i>	240	317	145	1	174	92	2	9	<b>388</b>	<b>592</b>

Table 4 The counted pronouns found in the three different textbooks.

In total, we counted 2,060 male-designated pronouns and 1,185 female-designated pronouns across the three textbooks. This means that of the total number of the pronouns, 63,5% were male and 36,5% were female. Thus, male pronouns are used nearly twice as many times as female pronouns, which does not mirror the prevalence of men and women in Norwegian society. However, it is important to mention that *Enter 9* represents the largest difference in the total sum of the counted pronouns and that the ratio between female and male pronouns would be much more balanced if one did not include *Enter 9* in the analysis. The ratio

between female and male in *Enter 9* is 274 female and 808 male designating pronouns. The percentage of this is 25% female and 75% male. If we subtract these from the total, the ratio between male and female would be 1, 252 (58%) male designated pronouns and 911 (42%) designated female pronouns. Although there is still a significant imbalance between male and female pronouns when only counting *Stages 9* and *English 9*, it is a minor imbalance than when counting all three textbooks.

While table 4, above, illustrates a general imbalance of male and female pronouns, in each book there is some variation between chapter. Therefore, we have chosen to present the chapter-by-chapter results from each textbook to describe potential tendencies and show the distribution across the different chapters in the textbooks (see Table 5, 6, 7). Following, we will also provide some examples from the three books to elucidate where the imbalance is most apparent.

Table 5 below demonstrates the distribution of pronouns per chapter in *Enter 9*. As mentioned, this is the book with the most prominent imbalance with 808 counted masculine pronouns and 274 feminine pronouns. Moreover, it is “he” and “his” that make up the largest part of the total number. In terms of prevalence, most of the masculine pronouns are found in chapters 4 and 5, where chapter 4 concerns criminals, investigations, and other intriguing stories. Chapter 5 is about Australia, where the students are presented with a variety of different stories about the country and the people living there (Diskin & Winsvold, 2020, pp. 115 - 201). “She” has the largest counted number of feminine pronouns and the chapter with the most instances were chapter 2 “Beyond”, which is a chapter that writes about supernatural people and mysterious people. Chapter 2 includes excerpts from the novel *Miss Peregrine’s Home for Peculiar Children* and *Skelling*. In both excerpts, the main character of the story is female. Due to this, the first person, the speaker of the story, is referred to as “she” (Diskin & Winsvold, 2020, pp. 43 - 62).

Enter 9	she	he	him	her	His	Hers	herself	himself
Chapter 1	23	25	10	12	25	0	0	1
Chapter 2	52	85	37	16	60	0	2	1
Chapter 3	18	49	7	19	32	2	2	1
Chapter 4	35	130	22	27	79	0	1	6
Chapter 5	10	100	24	16	111	0	2	4
Chapter 6	14	26	8	22	15	0	1	0
<b>SUM</b>	<b>152</b>	<b>415</b>	<b>108</b>	<b>112</b>	<b>322</b>	<b>2</b>	<b>8</b>	<b>13</b>

Table 5: Male and female designated pronouns from Enter 9

*Engelsk 9* also has quite an imbalance in terms of gendered pronouns with 592 masculine pronouns and 388 feminine pronouns (see Table 6). “He” has most instances in chapter 5 “Choices” which concerns choices that we make in life and how these choices can affect us (Haegi et al., 2020, pp. 206-255). One of the texts that include “he” is the short story called “The Scholarship Jacket”. In this short story, the narrator is a girl who is talking with and about her principal and grandfather, and she refers to them by using the pronoun “he”. Another example from this chapter is an excerpt from the book *The Perks of Being a Wallflower*. Furthermore, this excerpt is built up as a manuscript so most of the time the pronoun “he” is used is when it is the narrator of the story (the author) who adds information to the situation, e.g. “He can’t contain himself anymore. He moves to her and kisses her [...]” (Chbosky, 1999 in: ; Haegi et al., 2020, p. 235). “She” on the other hand has the most occurrences in Chapter 1 “What’s your story” where the experiences that we have in life is the main theme of the chapter. In this chapter, “she” is mentioned 70 times. But in contrast to the male pronouns, she is used throughout the whole chapter and there is not a specific text that stands out as containing the most numbered of the female pronoun. However, one excerpt that can be mentioned is *The Art of Being Normal*. In this text “she” is used when referring to the children’s mother or when talking about Tia’s little sister (Haegi et al., 2020, p. 39)

<i>Engelsk 9</i>	she	he	him	her	His	Hers	herself	himself
Chapter 1	70	57	12	48	33	1	0	1
Chapter 2	16	52	11	6	25	0	0	2
Chapter 3	92	73	31	47	63	0	0	1
Chapter 4	26	35	8	11	22	0	1	3
Chapter 5	36	100	30	33	31	0	1	2
<b>SUM</b>	<b>240</b>	<b>317</b>	<b>92</b>	<b>145</b>	<b>174</b>	<b>1</b>	<b>2</b>	<b>9</b>

Table 6: Male and female designated pronouns from *Engelsk 9*

*Stages 9* on the other hand has the most balanced number of pronouns with 523 feminine pronouns and 660 masculine pronouns. In contrast to the other textbooks, in *Stages 9* both “he” and “she” has the most counted instances in the same chapter called “The English-speaking world: Jamaica, USA and Canada”. This chapter includes folktales from different places, historic events and stories about the people living in Jamaica, USA and Canada. One text that includes the most instances of “he” was found in the text “Kissing Kate” (Sachar, 1998, in; Pettersen & Røkaas, 2021, pp. 217 - 223). This is an excerpt from the novel *Holes* about Kathrine and Barlow. In this story the two characters are in dialogue with each other, meaning that there are a lot of instances of both “he” and “she” when the turns in the dialogue are described. As seen in table 7 “her” and “he” was also noticeable in Chapter 4. In the text “Anne of Green Gables” the narrator, Anne, is talked about in the third person. Therefore, the pronoun “her” repetitively follows throughout the whole story. Even though *Stages 9* has the most balanced number of pronouns, Chapter 2, “Out of this world” stands out as having substantially more examples of female pronouns compared to male pronouns. Female pronouns are mainly used when talking about someone, instead of using their name or when referring to someone in a dialogue. One example can be found in, *Dracula*, where Lucy is referred to as “she” and “her” throughout the story (Stoker, 1897, in; Pettersen & Røkaas, 2021, pp. 90 - 96). However, while there are many female pronouns in this textbook. The male pronouns are still mentioned more frequently when considering the whole book.



<i>Stages 9</i>	she	he	him	her	his	hers	herself	himself
<b>Chapter 1</b>	70	61	20	38	58	1	2	5
<b>Chapter 2</b>	73	27	6	61	17	1	0	0
<b>Chapter 3</b>	36	47	4	28	32	0	1	0
<b>Chapter 4</b>	74	93	35	65	66	3	1	3
<b>Chapter 5</b>	34	73	47	33	64	0	1	2
<b>SUM</b>	<b>287</b>	<b>301</b>	<b>112</b>	<b>225</b>	<b>237</b>	<b>5</b>	<b>5</b>	<b>10</b>

Table 7: Male and female designated pronouns from Stages 9

### 5.1.2 Masculine generic constructions

Another result from the analysis was that all three books utilised masculine generic constructions, which refers to the use of language that appears to be gender neutral, but in fact only refers to men or male individuals (Silveira, 1980). When looking at the three textbooks, it became apparent that *Stages 9* had the highest number of instances, a total of 5 instances of masculine generic constructions. One example of this can be found in the chapter “To infinity and beyond”, where the moon landing is the topic of the text. The text reads: “The universe has fascinated mankind since the beginning of time” (Pettersen & Røkaas, 2021, pp. 75-78). In this text, the masculine generic word “mankind” is used to refer to the human species. This is being used, even though, “humankind” is a well-established word today (Sczesny et al., 2015) In *Enter 9*, one of the speaking tasks stated that “Work with a classmate. One is a sceptical policeman and the other one is the eyewitness” (Diskin & Winsvold, 2020, p. 73). While the authors of this book used the word “policeman” in several instances, the work “police officer” is used when listing different occupations. The last book, *Engelsk 9* on the other hand, had only one instance of masculine generic constructions. This appeared in Chapter 1 “what’s your story” in a text concerning the environment. “Build environment is all man-made things, such as park, benches, roads and building.” (Haegi et al., 2020, p. 9).

### 5.1.3 Domestic roles and nouns

As mentioned, a selected number of nouns designating males and females in domestic roles were counted to get an overview male and female representation. After counting the pronouns designating males and females and finding that there exists a slight imbalance in the ratio, we also wanted to investigate the ratio in domestic roles to see if there were some roles that were represented more than others. When counting these nouns, we counted all instances that

appeared in the textbooks, in headlines, in tasks and the text themselves, excluding the glossary found on the sides of each text. After counting the selected domestic roles eight roles were noticeable: man, woman, father, mother, dad, mom, mum, boy and girl. Table 8 below shows their distributions.

Textbook	Man	Woman	Father	Mother	Dad	Mom/mum	Boy	Girl	F	M
<i>Engelsk 9</i>	22	45	31	37	24	23	109	39	144	186
<i>Enter 9</i>	23	2	11	17	9	9	11	11	39	54
<i>Stages 9</i>	30	18	27	51	13	14	41	29	151	111
<b>SUM</b>	<b>75</b>	<b>65</b>	<b>69</b>	<b>105</b>	<b>46</b>	<b>14</b>	<b>161</b>	<b>79</b>	<b>334</b>	<b>351</b>

Table 8: The counted domestic roles in all three textbooks

From the selected words there were 351 counted instances of words designating males and 285 designating females from the three textbooks, where *Stages 9* were the only book that had more instances of words designating the female roles. However, it is the words “mother” that account for much of the total number in *Stages 9*. *Engelsk 9* had the most illustrations of “mom/mum” of the three books. Throughout the book, “mum” was mentioned 21 times. In all the three textbooks the word “mother” outnumbered the word “father” whereas *Stages 9* had the largest imbalance with “mother” counted 51 times and “father” counted 27 times. When counting the similar words “dad” *Engelsk 9* had a higher number of instances where “dad” was mentioned. However, when looking at the context of the pronouns “dad/father” and “mom/mum/mother” in all three textbooks, these domestic roles are never the main characters or the ones telling the story. Such as in *Engelsk 9* the excerpt “A Visit to the doctor” from Roald Dahl’s book *Boy: Tales of childhood* the mother is a side-character supporting her child when he is visiting the doctor (Dahl, 1988 in: ; Haegi et al., 2020, p. 21). Furthermore, looking at the words “man” and “woman”, there were considerably higher numbers of the word “man” in both *Stages 9* and *Enter 9* compared to women. “Woman” was mentioned 18 times and “man” 30 times in *Stages 9*. In *Enter 9* “man” was mentioned 23 times and “woman” only two times throughout the whole book and both of these instances were in a *sum up* question at the end of Chapter 4 (Diskin & Winsvold, 2020, p. 152). In *Engelsk 9* on the other hand, we counted the word “woman” 45 times and “man” 22 times, which is interesting compared to the two other textbooks. The two last words that were noticeable when comparing the results were “girl” and “boy”. In *Enter 9* the two words were mentioned

equal number of times, in *Stages 9* and *Engelsk 9* however, it was found a clear difference. “Boy” was utilised 41 times and “Girl” 29 times in *Stages 9*, whereas in *Engelsk 9* “Boy” was used a total number of 109 times and “Girl” only 39 times.

#### 5.1.4 Occupations

As a part of our study, we also conducted research on the representation of occupations held by men and women in the three textbooks. Our results indicate that the number of occupations mentioned for men significantly outnumbered those mentioned for women in all three textbooks.

Stages 9		Engelsk 9		Enter 9	
Male	Female	Male	Female	Male	Female
Repairman	Waitress	IT Worker	Nurse	Chief editor	Chief editor
Magician	Store worker	Doctor	Teacher	Managing director	Leader of a project
Teacher	Scientist	Farm labourer	Author	Engineer	News reporter
Astronaut	Teacher	President	Healthcare worker	Local count	Servants
Farm labourer		Author	Beauty shop worker	Servant	Crime scene investigator
Judge		Surgeon	Red cross worker	Dentist	Author
Restaurant owner		Journalist		Author	Soldier
Artist		Chess player		Magazine shop worker	Top Athlete
Referee		Poet		Detective	Nurse
Coach		Playwright		Journalist	
Director		Critic		Runner	
Archaeologist		Military		Electrician	
Physics		Store owner		Architect	
Friar		Principal		Cereologist	
		Film director		Farmer	

		Restaurant owner		Animal expert	
		Policeman		Scientist	
				Physics	

Table 9: different occupations given to males and females.

*Stages 9* mentions men in 13 different occupations. As shown in table 9, there is a variety of occupations where several are prestigious and high-status jobs, including archaeologist director and judge. These occupations have the ability to pass out sentences and decide the outcome of people’s lives. In other words, these are occupations that are not just prestigious, but that also come with a certain amount of power. The occupations that women are mentioned in however, do not have the same prestigious status and high-paying salaries. Women are restricted to only 4 occupations in *Stages 9*: waitress, store worker, teacher, and scientist. Even though scientist is a profession that is of high status, it is unfortunate that this is the only high-status occupation mentioned for women. Waitresses and store workers are also two of the lowest-paid occupations in Norway and these occupations are normally positions where one takes orders from others (Statistisk Sentralbyrå, 2023).

In the textbook *Engelsk 9*, men are described in 17 different occupations, varying from surgeon and IT worker to film director. Most of the occupations for men in *Engelsk 9* have typically been dominated by men in both Norway and the rest of the world (Statistisk sentralbyrå, 2022). *Engelsk 9* has managed to include women in a few more occupations. *Engelsk 9* depicts females in a total of 6 occupations. These are also occupations that relates to healthcare and education. There are several instances where it is mentioned that women work but not what they work with. Especially in *Engelsk 9* one can find many cases of “She was driving to work” “She was fired from her job”.

*Enter 9* has portrayed women in the most variety of occupations, a total number of 9. Although, the portrayals of these female characters working, are often in association with the male characters. As seen in table 9, both females and males are “chief editors” and work together. *Enter 9* has managed to portray women in several different occupations where they are leaders of both magazines and other projects. These are leading positions in their occupations; however, they are not perceived as prestigious as the occupations male

characters are portrayed in. Then again, as seen in table 9 women are also mentioned in the same types of occupations as nurses and teachers. *Enter 9* has, as stated, considerably more occupations for women than the two other textbooks, but the book have a higher number of occupations for men.

## 5.2 Qualitative analysis

The second part of this chapter presents the qualitative analysis of three selected texts. This chapter is divided into three main sections, one for each text, in order to present the results in transparently. The first text *Thank you ma'am* (see [appendix 1](#)), is from *Engelsk 9* and is a fictional short story originally written by Langston Hughes in 1958 (Hughes, 1958, in; Haegi et al., 2020). The second text “Old Joe and the Carpenter” (see [appendix 2](#)) is found in *Stages 9* (DeSpain, 1998 in; Pettersen & Røkaas, 2021). The last text chosen for in-depth research is a poem from *Enter 9* titled “Boys and Girls Together” (see [appendix 3](#)) and was written by Neil Gaiman in 2000 (Gaiman, 2000, in; Diskin & Winsvold, 2020). These texts are analysed using CDA and Fairclough’s framework. Consequently, the texts are divided into sections based on the three dimensions of Fairclough’s model: social events, social practices, and social structures.

The discourse for this thesis has already been established based on the research question. Therefore, the following analysis will focus on words, ideologies and power relations related to gender and gender roles and how they are represented in the textbooks.

### 5.2.1 *Engelsk 9 - Thank you Ma'am*

The first selected text is an excerpt from *Thank you ma'am* (see [appendix 1](#)) that revolves around an incident where a teenager named Roger attempts to steal a woman’s purse. The woman, Mrs. Luella Jones confronts the boy and causes a shift in Roger’s perspective and behaviour (Hughes, 1958, in; Haegi et al., 2020, pp. 133 - 137).

#### 5.2.1.1 Social events

This section of the analysis is where the text analysis is understood at a linguistic level (Jensen & Fairclough, 2008). Throughout this analysis we have looked at the experiential, relational, and expressive values that the vocabulary can have, and tried to discover one or more ideological features. The language used in the text “Thank you ma'am” indicates that

the plot of the story is set to the past in an African American society: “pickup my pocketbook, boy, and give it here. [...] Now ain’t you ashamed of yourself?” (Hughes, 1958, in; Haegi et al., 2020, p. 133). The wording throughout the story gives the impression that this is a time with poverty and difference in the socioeconomic situation. Furthermore, the experiential value in the story gives the reader the sense of the community and home situation (Fairclough, 2015, p. 131).

The first sentence of the short story is “She was a large woman with a large purse that had everything in it but hammer and nails.” (Hughes, 1958, in; Haegi et al., 2020, p. 133). This can be understood as a metaphor, and it portrays the woman as strong and prepared for anything that might come. It is mentioned several times throughout the text that the woman is large and it is clear that she is strong and capable, as seen in the excerpt: “The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.” (Hughes, 1958, in; Haegi et al., 2020, p. 133). Furthermore, the woman is illustrated as a character that is straight, old, and someone that you do not mess with. The boy on the other hand, is depicted as someone that is physically fragile and easily frightened. When the lady talks at the kid, with a strict voice, he listens and do everything that he is told to do without any hesitation.

The author of the text, Langston Hughes, uses dialectical language to create a sense of authenticity and realism, but also to reinforce stereotypes and cultural assumptions. For example, the boy is described as a “young, rugged boy” and his attempts to steal are attributed to his “desire for blue suede shoes”. This language constructs the boy as a typical criminal who is motivated by materialistic desires, rather than exploring the complex social and economic factors that contribute to juvenal crime. There are several examples of negative attitudes between the two characters in the text. Mrs. Jones uses the vocabulary such as “aren’t you ashamed, your face is dirty, was I bothering you”. These expressive values in the text are negative in style and makes it clear that Mrs. Jones are mad, angry, or giving the boy a lesson for what he has done to her.

#### 5.2.1.2 Social practices and social structures

In this short story, Mrs Jones is a strong and independent woman who refuses to be intimidated by Roger’s attempted theft. She takes control of the situation by dragging him to

her home and making him wash his face. This can be seen as a subversion of traditional gender roles, where men are typically portrayed as being dominant and assertive, while women are often depicted as passive and submissive. In this story the roles are reversed, where Mrs Jones shows the boy that she is no one to mess with.

However, another perspective of the story is the expectation of Mrs Luella Bates Washington Jones to fulfil her gender role as a caregiver and nurturer. She takes care of the young boy, Roger, who tries to snatch her purse. Despite his attempt to steal from her, she takes him under her wing and feeds him, providing him with maternal care. Mrs Jones takes over the role as Roger's mother in a way because he has no one to look after him at home.

In the analysis, we see that although the character Mrs Jones is described as a strong, independent woman of colour she still represents traditional female stereotypes. Mrs Jones is portrayed as a caring and a helpful character, where her emotional features appear, and she takes care of the boy as if he was her own son.

### 5.2.2 *Stages 9 - Old Joe and the carpenter*

“Old Joe and the carpenter” (see [appendix 2](#)) are a short story about two farmers who argue over a cow. Their arguments last until a carpenter, a woman, comes along and builds a bridge across the river that divides their properties, effectively saving their friendship. The carpenter then leaves and says she has more bridges to build (DeSpain, 1998 in; Pettersen & Røkaas, 2021, pp. 131-133).

#### 5.2.2.1 *Social events*

The story starts by letting the reader know that the story takes place in the countryside. Based on the language, one can also assume it is north in the US. The word “crick” is an example of this, which is most used in the northern countryside. The language used in this story is gender-neutral and an example is the use of the word “spouses”. The text explains that the two farmers had both lost their spouses, which opens the possibility that one might be talking about both men and women, in contrast to just using the words “wives” or “husbands”. Even though the language is neutral towards gender, both farmers are described as stubborn, which is a stereotyped depiction of two older men. The wording used at the beginning of the short story has expressive values as positive. Old Joe used the vocabulary “good neighbour”, “friends all their lives” etc. However, throughout the story, the wording changes in a negative

fashion. When discussing the relationships between the neighbours, they were described as “having an argument and that they were both stubborn”. Furthermore, the story includes three characters: Old Joe, the neighbour, and the carpenter. The relational words reflect and create the relationships between the three characters.

#### 5.2.2.2 Social practices and social structures

Despite the physical depiction, the woman is described as having an unconventional occupation as a carpenter. In the story, she makes a bridge where her work is described as smooth and fast. The bridge turns out as “a fine piece of work”. This breaks with the stereotypical view that men have typically dominated in the occupation of carpenters. When looking at the story from another perspective, one can see that the woman, even though she is portrayed in a non-traditional occupation, plays a stereotypical role in the story. It is the woman who eventually helps the two farmers to become friends again. The bridge itself is merely a tool to get them together, not acknowledged craftsmanship. However, the fact that Joe, the farmer, hires the carpenter without hesitation suggests that he values her skills and abilities, regardless of her gender.

However, this is also a story of two friends who had never argued before they turned to harsh words and aggression over a stray calf. The two male farmers repair their friendship after the carpenter builds a bridge instead of a fence, which further challenges the traditional roles. Instead of allowing their dispute to escalate into further aggression, the men can reconcile their differences and recognize the value of their friendship. The language in this text does not promote either of the two genders. However, while reading through the short story the farmer’s attitude towards the female carpenter is apparent. At first the farmer looks at the carpenter and notices her as a young girl with a kind voice. Then, towards the end of the story Old Joe takes all the credit for building a bridge, and not a fence. He undermines the carpenter’s work and does not show any appreciation towards her work.

In this analysis the female character is given an occupation that challenges the traditional stereotypes. Although, she is given an occupation, such as a carpenter, it is her ability to make the two farmers friends again that are highlighted. The characters’ emotions and her ability to mediate between the two neighbours is her purpose in the story – not actually working as a carpenter and fixing the fence.



### 5.2.3 Enter 9 - Boys and Girls Together

The last book, *Enter 9*, consists of many different excerpts and, when compared to the other two books - not many short stories that are suitable to illustrate beliefs and attitudes regarding gender. However, *Enter 9* has the most skewed ration of male and female pronouns, as discussed in section [5.1.1](#). Therefore, it was interesting to dig deeper into the texts presented in the book. After looking at the different excerpts we found that “he” and “she” was almost mentioned in all of them throughout the whole book. Due to this, we selected a poem that reflects a critical approach to traditional gender roles and expectations. The poem “Boys and girls together” (see [appendix 3](#)) by Neil Gaiman suggests that boys do not necessarily want to be princes and that girls are not necessarily waiting for a prince to come and rescue them (Gaiman, 2000, in; Diskin & Winsvold, 2020)

#### 5.2.3.1 Social events

When looking at experiential values in this poem, one can find that the poem explores various themes and ideas, such as gender roles, societal expectations, transformation, and human experiences. Which is what this analysis focuses on. The way the language is used in the poem is important as it challenges and undermines conventional gender norms. For instance, “reluctant king” implies that being a king is not always a desirable role. This is significant because it challenges the idea that being a ruler is always associated with power and privileges. Similarly, the use of the word “shepherd” instead of a more courageous character such as “knight” or “warrior” suggests that it is not necessary to be a traditional hero to slay dragons and giants.

The poem also challenges the traditional belief of beauty and ugliness. It suggests that princesses can disguise themselves as “ugly, soot, cinder, and donkey girls” and that their true beauty is not always visible (Gaiman, 2000, in; Diskin & Winsvold, 2020, p. 76). This is significant because it undermines the idea that a woman’s worth is only based on her physical appearance. Various relational values associated with gender roles and societal expectations can be found in the poem. To look at one relational value, the value of independence can be identified, where the poem highlights how princes in stories often disguise themselves as commoners or run away from their kingdoms to find independence and adventure. This suggests that there is a desire for freedom and autonomy among boys and girls.

### 5.2.3.2 Social practices and social structures

One of the key social practices in this poem is how gender roles are constructed and enforced. The poem describes a world where boys and girls are expected to behave in certain ways based on gender. In the poem, one can see examples of girls and boys who resist the gender roles that are imposed on them. The ideologies or the different beliefs in this poem contradict the social expectations of how girls and boys should behave.

In this analysis boys and girls challenges the norms and the traditional stereotypes. This poem uses language that undermines “prestige occupations” such as being a king. Furthermore, girls are being portrayed as more than just an emotional character and based on their physical appearances. The poem reflects resistance to social norms and patriarchal power structures and challenges the idea of girls being passive and boys being active.

### 5.3 Chapter summary

From the first part of the textbook analysis, it was brought to light that there was a significant difference in the ratio between male and female pronouns and nouns. Thus, there was an imbalance in the ratio of genders in the three different textbooks, all books had a noticeable number of male pronouns and nouns. *Engelsk 9* had the most counted domestic roles, where male domestic roles were counted 186 times and female 123 times. These domestic roles illustrate the imbalanced ratio between female and male characters, as well as, in line with pronouns, it highlights the firstness in all three textbooks. Furthermore, the occupational roles found in the three books varied from each book. However, in all three books, men were depicted in more occupations than women. Even though women were often referred to “as being at work”. The second phase of the textbook analysis interpreted three selected texts from the subject textbooks. These books, *Engelsk 9*, *Enter 9* and *Stages 9*, included texts that portray men and women in stereotypical roles. Across the three textbooks, one can see that there is a significant difference when it comes to the vocabulary which represent the two genders. *Thank you ma'am* and “Old Joe and the carpenter” portray the female character, as an emotional character - as caring, helpful, and loving. The last text, “Boys and Girls Together” challenges the different norms and stereotypes, as well as portray women as something other than emotional and a weaker character.

## 6 Discussion

The representation of women in textbooks has been a topic of concern for decades, as it has been shown to significantly impact how girls and women view themselves and their potential (see section [3.2.2.1](#)). Many studies have revealed that women are often underrepresented, misrepresented, or stereotyped in textbooks across various subjects and educational levels. Concerning this, the present study aims to investigate the representation of women and girls in textbooks used in English in the 9<sup>th</sup> grade. The study examined what characterises the gender representation of current Norwegian 9<sup>th</sup> grade ESL/EFL textbooks and the potential impact of such representations, on pupils' attitudes and beliefs about gender roles and equality. The use of multi-mode methods of the three textbooks from the three newly published Norwegian English textbooks has been conducted. The results of the textbook analysis have been presented and commented on. The following part of this thesis will endeavour to connect the theory, the conducted analysis and the presented results and reflect and discuss the research question.

### 6.1 Textbooks, gender roles and LK20

By analysing three English textbooks for 9<sup>th</sup> grade, we have demonstrated that there are notable differences in the representation of men and women in all three books. Male pronouns, nouns and domestic roles are more frequent and visible in all three books, while women are either underrepresented or portrayed in traditional gender roles. The study indicates that the textbooks are not in line with the intentions of the curriculum's general part regarding representation and gender equality. The national curriculum, LK20, emphasises gender equality and promotes gender-neutral education. However, the representation of gender in English subject textbooks used in Norwegian schools has received less attention. As pointed out by Haug (2011) and Meld. St. nr 79 (2000) textbooks function as a tool to cover the demands and aims presented in LK20 and should therefore support underlying values such as equality. Furthermore, textbooks serve as the backbone when planning and developing a lesson. Teachers are required by the law to teach pupils accordingly to the national curriculum, LK20, and most teachers use the subject textbook as their dominant teaching material (Haug, 2011). As stated, LK20 tries to enhance equality and equity, and the most common manners towards these topics are that equality amongst humans is apparent and, in a sense, taken for granted (Støre et al., 2010). Thus, even if teachers succeed in creating gender-neutral lessons, textbooks can cause problems and perpetuate outdated values from the hidden

curriculum. In addition Alsubaie (2015), states that the hidden curriculum does not explicit mention its different requirements that are not stated in the national curriculum. Teachers must therefore be aware of the representations of gender in textbooks they choose and how these representations may affect pupils' beliefs and values. However, selecting textbooks can be challenging for teachers, as they need to balance multiple considerations such as content relevance, diversity, and inclusivity. In this regard, selecting texts that represents a particular group or theme – for example the representation of a particular time period – may come at the expense of other important aspects, such as gender roles. This might be the case for the story *Thank you ma'am*, which we analysed in Ch.5. This story represents aspects of black American history, which can be seen as valuable to address as part of the English subject in Norway. Analysing this text, several underlying themes emerged, including the portrayal of gender. These features are not explicitly mentioned within the text itself. This indicates, that if students and teachers are alert, they can identify instances of conflicting ideas with LK20, as well as other subjects and societal norms, in almost every text they encounter. While a text may not explicitly mention or discuss gender, it can still convey certain ideas, attitudes, or stereotypes related to gender roles, identities, or expectations. These implicit messages may contradict the principles outlined in LK20, as well as those associated with various academic subjects and societal norms.

Additionally, as stated in [section 2.1](#), LK20 was created by the Norwegian government and textbooks are produced by authors working for a publishing houses that are free to include what they like in the subject textbooks – granted while using LK20 as a guideline (Røthing, 2005). Consequently, teachers need to be critical and active agents when using textbooks and remember that their responsibility is to the curriculum, not solidary to the subject textbook.

While LK20 emphasizes the importance of gender-neutral education, the lack of attention to gender representation in English subject textbooks is a barrier to fully achieving this goal. The representation of gender in textbooks can significantly impact pupils' perceptions and understanding of gender roles and expectations. Lee and Collins (2008) state that it has been argued amongst scholars that text has a vital role in shaping children's attitudes and behaviour. Nevertheless, looking at the tables in [section 5](#), textbooks still perpetuate gender stereotypes and present a limited range of gender roles. Both Lee and Collins (2008) and Michel (1986) point out that, the younger the child is, the less well-equipped they are to resist powerful stereotypes and be influenced by different beliefs. Seen as 9<sup>th</sup> graders are typically around the age of 14 or 15, it is important to recognize that they are still in a stage of

development and are receptive to accepting hidden stereotypes. Another essential aspect is that textbooks become, in one sense, the text that talks. As stated, the text works as a “silent partner” and that even though a text is hard to understand, pupils can learn from it and be influenced by poems, short stories, factual text, and songs (Horowitz & Oslon, 2007). The poem “Boys and Girls Together” is not the easiest to understand if you read it from beginning to end. It is a poem with hidden features, norms, and values about being a child and the opportunities that lie ahead. This is an example of a text which challenges gender stereotypes perhaps without the reader being aware of it, and it opens for critical thinking. In sum, textbooks and the publishing houses creating the textbooks contribute to shaping children’s gender roles and can affect the pupil’s way of acting, speaking, dressing, grooming and conducting themselves (Money, 1994, p. 169).

## 6.2 Sexist language, vocabulary, male firstness

When examining the overall use of pronouns, it becomes evident that male pronouns are used nearly twice as frequently as female pronouns. The language employed in three selected text reflect different ideologies and beliefs. Furthermore, the use of language contributes to the explicit or implicit portrayal of hidden features, such as gender stereotypes and the depiction of gender. During the research conducted on the three textbooks, a significant imbalance was observed when analysing the usage of pronouns, nouns, and domestic roles. Fairclough (2003) highlights that one of the easiest ways to identify different discourses, ideologies, power relations, and beliefs in the text is through the chosen vocabulary.

In almost every chapter in the three textbooks analysed in this paper, one can see that male pronouns and nouns were the most prominent and in all three books, there is an overrepresentation of men. Even though, there is not an equal number of men and women in the contemporary society, there is still a more equal ratio than found in these books. Over decades feminists have fought for increased representation, equal education, the same opportunities, and the same privileges in society as to what is given to men (Young, 1990, p. 85). Despite the fact that the concept of feminism can be traced back to the ancient world, gender representation and equality in various aspects of society, including education, have not yet been fully established.

In all three textbooks, female characters were left out or suppressed compared to males. As seen in section [5.1.3](#) the ratio between male and female domestic roles is 351 males to 291 females. Moreover, the texts that portray or includes female characters are often texts where women are the side character and are often depicted in caring and loving settings. The male characters were included in texts that were thrilling, scary and interesting compared to the texts in which females were included. Michel (1986) writes that boys and girls from young age learn to behave in a certain way, as well as sexism is something that pupils can encounter in school – particularly through sexist textbooks. Therefore, as these textbooks depicts the genders in different situation it can affect the pupil’s perception of themselves. The omission is in other words, apparent in all the tree textbooks. This indicates that male characters are more important and that it is “okay” that females are “standing on the side-line”. In addition, the English subject focuses language learning and learning about English speaking cultures. In other words, the English subject contributes to developing pupils identity through the work of learning English (Ministry of Education and Research, 2017b). When portraying female characters as the weaker gender or as a side character, this can affect girls’ view of themselves, and how they should act around others.

In one of the stories in *Engelsk 9, Thank you ma’am* (Hughes, 1958, in; Haegi et al., 2020, pp. 133-137), analysed using CDA, the female character is not left out, but the female character is represented in a way that a male character would not have been. As mentioned above, this story is a well-known short story used by many textbook authors. All three textbooks, *Enter 9*, *Stages 9* and *Engelsk 9*, contain texts that have been used by English teachers for many years. Since the national curriculum and the view of women have changed since texts such as “Thank you ma’am” were published, one can discuss the concept of canon. Perhaps this is a text that scholars, teacher, and textbook authors value and uses to highlight topics such as postcolonialism and to cover different aims from LK20 (Ministry of Education and Research, 2019a). Although this might be the case, texts like *Thank you ma’am* focuses on a situation in the 1950s in African American society and portrays the experiences of an African American woman. However, this portrayal may not necessarily be the most accurate or appropriate representation of women today. Therefore, the theme of “thank you ma’am” can conflict with other topics such as gender and feminism. *Thank you, ma’am*, undermines gender and gender roles as a topic because it is set in a time when the conditions were very different from today. Thus, teachers need to balance between incorporating diverse perspectives and ensuring that the overall content of the textbook is inclusive and representative of all groups.

In present-day formal language, one tries to use more gender-inclusive language. This means avoiding words such as “he” as a universal pronoun and replacing gendered nouns like “policeman” with gender-neutral terms like “police officer”. The reason for this, is to create a more inclusive environment in the literature. English textbooks should serve as good models for students that are going to learn the English language. If the books are to achieve this, they should promote gender-inclusive language. Therefore, it is somewhat surprising to encounter the continued use of the term “policeman” in *Enter 9*, which is a missed opportunity to promote inclusivity and diversity. Instead, the book could have emphasised the importance of a gender-neutral lesson by using terms such as “police officer”. On that note, there is one example of a “police officer” that was mentioned in *Enter 9*. This example was mentioned in a task, and only when listing different occupations. By exclusively using the term “policeman”, there is a risk of perpetuating the stereotype that only men can be police officers. This narrow perspective can limit the career aspirations of young girls, who may not see themselves represented in these roles.

As mentioned, masculine generic constructions such as “mankind” and “man-made” was found in both *Engelsk 9* and *Stages 9*. Using terms like these can convey the message that our world was created solely by men, for men. While this may have been the case in the past, it is important to acknowledge our progress as a society in advancing gender equality and promoting feminism. Interestingly Porreca (1984) highlighted the issue of masculine generic construction over three decades ago, and one may argue that it is surprising still to face this problem in contemporary textbooks. While progress has been made since then, it seems reasonable to suggest that there is still room to challenge these outdated stereotypes. In line with the curriculum, educational materials need to reflect current values to create a more equitable society for all.

### 6.2.1 Male firstness and omission in ESL textbooks

Mulvey (1997) argues that women tend to be portrayed or objectified as passive in different situations. Based on the findings of Porreca (1984), the female often suffers from low visibility in text. This is also in line with “Old Joe and the Carpenter” in *Stages 9*, where the carpenter is not acknowledged as working in a dominant male occupation. The data presented in the pie chart summarises pronouns and the selected nouns counted in the three books, indicating that male firstness is current in the subject textbooks.

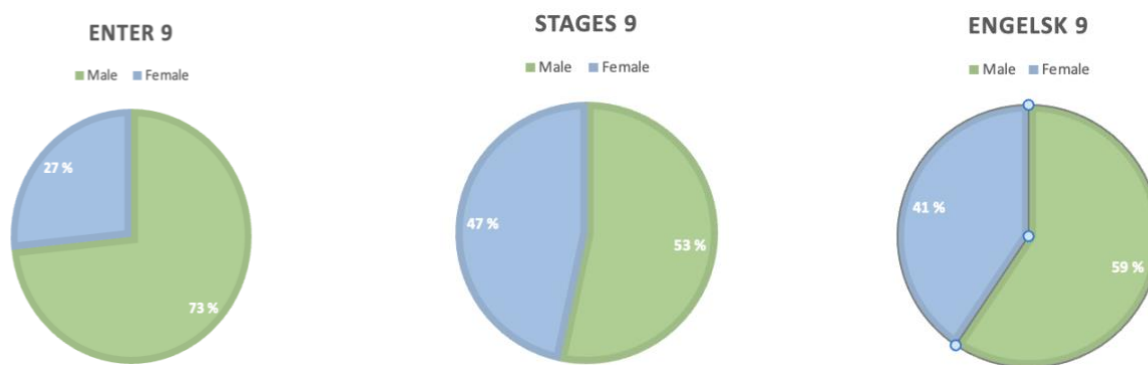


Figure 5: The three textbooks, a summary

As visible in these pie charts, *Enter 9* stands out as having the most skewed ratio of male to female characters. In comparison to *Enter 9*, the two other textbooks, *Stages 9* and *Engelsk 9*, are much more balanced in their representation of the genders. These textbooks are all used in Norwegian classrooms and published by established publishing houses. Therefore, it is noteworthy to emphasize this result. This can also be valuable information for teachers and schools when selecting textbooks. In addition to consider other qualities. Representations and portrayals should be a point of awareness. It is essential to recognize that consistency in this area cannot be taken for granted.

On that note, this result does not say anything about one book being better than another, it only shows that teachers need to be alert and critical towards the text used in these books. Furthermore, the pie chart indicates that male firstness is apparent in all books, especially in *Enter 9*. Men are presented as the primary actors and women have subordinated positions or are excluded from the narrative. As seen in section [5.1.4](#), female characters are marginalised in their occupations. Additionally, they are only referred to as “being at work”. This indicates that male characters are prioritized and given more importance than female characters (Porreca, 1984). Male firstness also has historically, in some way, been the situation in Norwegian classrooms. In other words, girls have been described as “good girls”, passive, and dutiful when it comes to school. Boys, on the other hand, have been described by different scholars as being resistant to schoolwork and often acting out in class (Nielsen, 2014; NOU 2019:3, 2019).

Furthermore, Norway is ranked one of the most equal countries in the world. However, boys receive more attention and follow-ups than girls in school, since boys often act out, pay less



attention in school, attend special education, and are believed to get bored more quickly (NOU 2019:3, 2019). It is therefore a timely question to ask whether textbook authors prioritise and favour male representations in textbooks (and consequently marginalise or diminish female representation) to capture the interest of boys so that they participate in the lessons? This is a challenging question to answer. But one that teachers might ask themselves in selecting texts for teaching.

Even though, *Enter 9* is the book with the most visible male firstness, it is also that book that includes the poem “Boys and Girls Together” that deviates from norms and stereotypes. This poem challenges the stereotypical view of how boys and girls should behave and emphasises that they do not have to be what is laid out for them but are free to choose for themselves. This poem indicates that boys and girls have the power to be independent and choose occupations for themselves. Language has the power to create or recreate power relations and affect how pupils see themselves (Fairclough, 1992; Jensen & Fairclough, 2008; Lee & Mahmoudi-Gahrouei, 2020). Thus, the written language is important and has the power to influence how pupils act, it shapes us as humans. Ferrer (2019) argues that it is how teachers use textbooks that decides how they are perceived. When reading the poem, if the teacher is alert and focuses on different aspects of the text, such as it breaks with norms, stereotypes and beliefs created by the society, this text can help the students reflect and be critical towards what is written. On the other hand, if a text is read in a superficial manner, it is difficult to uncover these hidden features both by the pupils and the teacher.

“Knowledge is power” is often alleged. Therefore, by gaining pupils’ awareness about gender representations and that there is an imbalance – like male firstness – the pupils might not be as affected as if they were ignorant of the matter. There might in fact be a learning potential in the skewed gender representation in these books. Lazar (2007) points out that educating pupils about the role of gender in textbooks can provide pupils with more inclusive and equitable educational experiences to challenge gender-based discrimination and inequality in their own life. “Old Joe and the Carpenter” include from our analysis, gender stereotypes. Teachers can use this text as a learning opportunity in the classroom by teaching pupils how to analyse representations in texts and question the underlying messages. Using “Old Joe and the Carpenter” students can try to identify possible stereotypes and discuss how one could rewrite the text to promote inclusive representations.

### 6.3 Male and female portrayed in occupational roles.

The quantitative analysis section demonstrated that men were shown in more than twice as many occupational roles as women. In Norway, as of 2019, the labour market reflected the following statistics: The number of employed men was 1 464 000, while the number of employed women stood at 1 291 000 (Statistisk sentralbyrå, 2019). While this is the case in Norwegian society, the textbook's situation does not reflect this. As mentioned in the quantitative analysis section, the pupils reading these textbooks will find a greater variety in the occupational roles that men are portrayed in than in occupational roles women are portrayed in. The dominant gender tendencies depicted in the three textbooks under study appear to perpetuate the traditional gendered division of labour. Men are predominantly portrayed in high-status occupations, while women are more commonly depicted in lower-status occupations with lower wages (Baker & Kuiper, 2014, p. 2). To give some examples, men are mentioned in occupations such as astronauts, archaeologists, directors, restaurant owners, judges, journalists, and scientists. These are also occupations that come with a certain amount of power. A judge can give sentences and decide the outcome of people's lives. An archaeologist director gives out orders and is in charge of excavation in addition to being one of the top-paying occupations in this field, similar to judges.

The occupational roles attributed to women in the analysed textbooks lack the same prestige and salary as those assigned to men. Women are commonly associated with occupations such as nursing, teaching, waitressing, and working in stores, which are generally regarded as lower-status jobs with lower wages. These are also typical care professions or service professions which fits the gender stereotype where women are caregivers that serve family and friends. The latter two occupations, waitress and store worker, in particular, are among the lowest-paying professions in Norway and are often characterized by subservience to others. Charles and Huges-Freeland (1996, p. 3) expressed that, based on the Marxist mindset, women have been oppressed in different occupations because of their involvement in production as their direct involvement. Thus, teachers must be aware of these occupational differences and emphasise, following LK20, that all pupils have equal opportunities so they can make independent choices. The current portrayals of men's and women's occupational roles in the three textbooks resemble those documented in previous studies of English textbooks. The study by Hartman and Judd (1978, p. 390), for example, found that women were commonly portrayed as housewives, nurses, and salesgirls, while men were depicted in high-prestige occupations such as senators, army generals, and politicians. Moreover, this

study was conducted 45 years ago, and one thought there would have been a change in the portrayal of female characters since then. Additionally, the persistent nature of these gendered portrayals suggests that there are deeply rooted societal expectations and stereotypes regarding gender roles and occupational choices that persist over time and across cultures.

### 6.3.1 Effect of stereotypical occupations

After thoroughly examining the current English textbooks for 9<sup>th</sup> grade in Norway, it is evident that both women and men are often portrayed in stereotypical and gendered occupational roles. This trend has existed in Norway and other countries for some time. Such gendered occupational portrayals in textbooks have the potential to perpetuate and reinforce societal expectations and stereotypes regarding gender and work, thus contributing to the broader issue of gender inequality in the workforce (Statistisk Sentralbyrå, 2023).

Depicting men only in high-status jobs and women only in low-status jobs in textbooks can be problematic for several reasons. For one, such representations reinforce traditional gender stereotypes perpetuating the idea that specific jobs are “men’s work”, and others are “women’s work”. This limits pupils’ understanding of the wide range of career options available and may influence their career aspirations based on gender (Michel, 1986, p. 16). In addition, by portraying men in higher-paying jobs and women in lower-paying jobs, textbooks contribute to gender inequality in the labour market. This sends a message to students that men are more valuable than women in the workforce, which may impact their views on gender equality more broadly (Michel, 1986, p. 18). Due to the imbalance in occupations, one can also include the imbalance in power this causes. Charles and Huges-Freeland (1996, p. 13) debate that power is linked to access to different resources and that someone in a more prestigious or high-status job has access to more benefits and insurance than someone in a low-status job (Baker & Kuiper, 2014, p. 2).

However, as mentioned it is evident that the examined textbooks depict women in some high-status positions, including scientists, top athletes, and chief editors. When women are depicted in high-status jobs, this can inspire young girls and women to pursue a broader range of career paths and help to break down barriers to women’s ability to achieve higher-level positions in the work field. Additionally, it can help to challenge gender norms and promote a more inclusive and diverse society (Michel, 1986, p. 15). On the other side, as presented, women are depicted in a considerably narrower range of occupational roles than men, and their representation in these roles is far less frequent than men. Given that the negative impacts of

stereotypical occupational portrayals are well-documented and widely acknowledged, it is puzzling that English textbooks continue to perpetuate these traditional gender roles by depicting men and women in such narrow and limiting occupational categories.

### 6.3.2 Stereotypes in analysed texts

In the story “Old Joe and the Carpenter” in *Stages 9*, the female carpenter is not characterised as a traditional masculine carpenter with a hammer, saw and screwdriver but as a thoughtful, caring and helping person. The woman is described as “ [...] she had a kind voice and dark, deep eyes” (DeSpain, 1998, in; Pettersen & Røkaas, 2021, p. 132). It can be problematic if the description solely accounts for the woman’s physical appearance or attractiveness. It could be seen as objectifying and reducing her to just a physical feature. The woman is portrayed as young, helpful, and caring and the farmer lets her stay and builds a fence between him and his neighbour. However, the carpenter does not build a fence for the farmer; she builds a bridge between the two neighbours. At first, Old Joe seems shocked, but then the neighbour, his friend, comes walking over the bridge and says: “Joe, you’re quite a fellow to build this bridge. I’ve never been able to do that. I’m so glad we’re going to be friends again!” (DeSpain, 1998, in; Pettersen & Røkaas, 2021, p. 133). Old Joe takes all the credit for the bridge and does not even thank the carpenter; he only offers her to “stay on” to do more work. The unappreciative ness that Old Joe expresses towards the carpenter and her work can be problematic compared to sexism. Sexist stereotypes deny women’s worth and underline the importance of men (Marin, 1990). Hence, this behaviour emphasizes the already-stated gender stereotypes and amplifies the fact that carpenters and other masculine occupations belong to the male-dominant occupational field. Furthermore, as stated by Statistisk sentralbyrå (2022), most practical occupations consist of men, and most occupations involving healthcare and teaching consist of women. Therefore, attitudes and the lack of gratitude towards the carpenter can contribute to and acknowledge the unequal importance and representation of men and women in the real world. While this is the case, if Old Joe had acknowledged the female carpenter, it could contribute to and promoted a culture characterised by respect, support, and acknowledgement at the workspace and it can encourage females to choose these occupations.

Furthermore, upon the analysis, it becomes evident that “Old Joe and the Carpenter” provides some accounts of different occupations. The female character working as a carpenter challenges the stereotypical depiction that women’s occupations are limited to caregiving

(Ferrer, 2019, p. 122). Although the woman's occupation does not reinforce sexist attitudes, the story comes with the underlying implication that a woman's worth lies in her ability to repair relationships. This is worrisome for several reasons. Firstly, it reinforces gender stereotypes by suggesting that a woman's primary role is to be nurturing and sociable rather than skilled and competent. By focusing solely on her ability to solve men's problems, her skills and abilities as a carpenter are being downplayed, which can contribute to the ongoing discrimination and undervaluation of women in traditionally male-dominated fields. The second issue is that it reinforces the misconception that women are less competent than men in technical or manual labour.

*Thank You, ma'am* is also a short story perpetuating stereotypical attitudes towards female characters. The lady of the story is walking home alone one night, and a boy tries to steal her purse. The way the lady addresses the boy after he has tried to steal her purse is quite interesting – including the use of language, attitude, and choice of words. The following quote can be used to illustrate this: “[...] And your face is dirty! I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face? [...] You ought to be my son. I would teach you right from wrong.” (Hughes, 1958, in; Haegi et al., 2020, p. 133). Instead of calling the police or reporting the incident the lady takes the role of a caregiver and cleans, feeds, and helps the boy. As Hartman and Judd (1978) found in their textbook analysis, female characters are often portrayed as the weaker gender and often as emotional characters. Charles and Huges-Freeland (1996) elaborate that women are often associated with the private and domestic domain. On the other hand, as previously mentioned, when reading this story, one can understand that the plot is not set in 2023, and therefore, the situation may have been different if it took place today.

“Old Joe and the Carpenter” and *Thank you ma'am* are examples of texts that include second chances and acceptance. However, they inadequately represent women in an inclusive manner using vocabulary and descriptions. By only promoting female characters as caretakers or represented as loving characters it does not mirror the classroom. The classroom today is diverse, consisting of boys and girls. In addition, these boys and girls are individual human beings, with different hobbies, interests, work ambitions, and how they perceive themselves.

In contrast, the text “Boys and Girls Together” demonstrates a more inclusive portrayal of gender roles by recognizing that girls and boys are more than their gender. The text tries to

confront the stereotypical view by exemplifying that girls and boys rarely want to be princes and princesses. While all educational recourses need to promote inclusivity and equality by providing a representative portrayal of men, women, girls, and boys, it is also important to acknowledge that some textbooks may fall short of achieving this goal due to their focus on texts that do not address these themes. However, when utilised correctly, these textbooks and stories can be valuable tools to foster critical thinking and raise awareness of hidden values and the hidden curriculum (Ferrer, 2019). Therefore, it is yet again the teacher's competence and ability to use educational recourses effectively and appropriately that remains the most important factor in the learning process.

#### 6.4 Implications for ESL teachers

Teachers that are using or will be using the analysed textbooks in their English classes, need to be aware that a relatively high percentage of the written text consists of male prominent characters, and through CDA it appears that the female characters are portrayed in more stereotypical roles than men, where the male characters varies both emotional and physical. The findings also suggest that gender representation is a factor to consider when deciding what textbooks to use. While the competence aims after year 10 do not require textbooks to address gender equality and representation, such principles are certainly underlined in the core curriculum and thus a basis for all subjects.

Ferrer (2019) elaborates that through textbooks, pupils and teachers can wonder through ambiguity and textbooks can serve as valuable tools for opening up discussions and facilitating critical thinking. The pupils can be critical towards and reflect on what they have read. Many scholars (Bandura, 1977; Lee & Mahmoudi-Gahrouei, 2020; Michel, 1986; Money, 1994) have stated that pupils are easily influenced, including by what they read, and that they may accommodate behaviours, attitudes, language, beliefs, ideologies, and desires from other people through textbooks. Applying a critical perspective, on the other hand, can help them become more robust when encountering potentially harmful content. Although the tables in [section 5.1](#) show a significant imbalance between males and females in pronouns, nouns, and occupations, we build on Ferrer (2019) to argue that this is not necessarily negative. Ferrer (2019) states that; “used correctly, a textbook containing stereotypes can be a resource for training a critical eye [...]” (Ferrer, 2019, p. 122). Hence, if teachers use the

textbooks correctly, and try to uncover the hidden curriculum, they can gain the pupils' knowledge and competence.

Additionally, Ferrer (2019) points out that if the teachers avoid incorporating features from the hidden curriculum – such as a limited view of gender roles and occupations – or challenge stereotypes one can hinder critical thinking and inquiry among pupils. It is important for pupils to be exposed to a variety of perspectives and occupations, regardless of gender, to develop a well-rounded and informed worldview. Furthermore, this study was based on how often nouns and pronouns appeared throughout the three books and how gender was presented in three self-chosen texts. This paper suggests that teachers who are working with these textbooks and are concerned about the representation in these books can incorporate the awareness of the situation in their lessons, both among teachers and pupils. Moreover, using this approach one can also create an opportunity for teachers to foster students' critical thinking. Through critical examination of the representation of the characters, images or occupational roles of men and women in English textbooks, students can develop a deeper understanding of how these stereotypical attitudes are reinforced (Ferrer, 2019, p. 133). This is one of the reasons why English language teachers need to be aware of these attitudes that clearly exist in today's English textbooks.

To some extent, the representations in these three books can limit the range of career ambitions for both female and male students and can contribute to strengthen traditional gender roles in society. Despite some notable examples of women being depicted in high-status roles, the overall trend is reinforcing gender norms and stereotypes. This result is particularly concerning from an academic perspective, as research has shown that stereotypical portrayals in educational materials can have a significant negative impact on students' attitudes towards gender and their career aspirations (Michel, 1986). Therefore, there is a pressing need to address this issue by promoting a more diverse and inclusive range of occupational roles in educational materials, challenging gender norms, and empowering students to pursue a wider range of career paths without facing gender-based discrimination or bias.

All these three books are, as stated, written by female authors. Furthermore, these authors and the publishing houses may not be aware of the attitudes and implications perpetuated by the portrayal of gender in textbooks. Nonetheless, publishers have a critical role in promoting gender equality through their publications. They can positively portray women and men in

diverse occupations, challenge traditional gender roles, and create a more inclusive society. By ensuring their materials are free from gender bias and stereotypes, publishers can provide a more equal learning environment for students. Therefore, publishers must critically examine their materials and strive to create a more gender-inclusive curriculum.

## 6.5 Limitations

There are several limitations to the present study. The primary and most important of this paper is that it only explores three textbooks for Norwegian ESL pupils. Furthermore, *Stages 9*, *Enter 9*, and *Engelsk 9* all have additional books, like workbooks. If all of these had been included the result might have been different. Another limitation involving the textbooks was that we only researched predominant nouns and pronouns. Also, this project only researched the biological sex definition and did not include transexual or nonbinary representations. All three textbooks were also analysed according to one perspective. This perspective was viewed thru the lens of feminist theory and did not include pupils' perception of the three textbooks. However, these books were only investigated based on our interpretations or what we could find.

Another limitation of this project includes the authors of the textbooks. This paper did only conduct a textbook analysis and it did not for example involve interviews or observations. The authors were not involved while conducting the research and the publishing houses have not been able to “defend themselves”. If this project had conducted a textbook analysis and done interviews of actual teachers, or publishing houses, using these books the result could have been different, and achieved a more authentic answer to the research question involving pupils and investigating their perception of the textbooks. Furthermore, a last limitation that is worth mentioning, is our interpretation and our influence while analysing the three self-chosen texts. The three texts are analysed by using CDA, and therefore it is unavoidable that our voice or view shines through. However, we have tried to be as neutral as possible and checked with one another if we understand the texts in the same way.



## 7 Summary and Conclusion

This master's thesis has endeavoured to investigate how ESL textbooks in Norway represent women and to that end it has researched gender representations in *Stages 9* (Pettersen & Røkaas, 2021), *Engelsk 9* (Haegi et al., 2020) and *Enter 9* (Diskin & Winsvold, 2020).

The quantitative analysis of the textbook included an investigation into the number of pronouns and selected nouns used for both males and females, as well as an examination of the use of masculine generic constructions. The study also analysed the roles of male and female characters in the textbook. As part of a qualitative textbook analysis, the three chosen texts from each textbook were analysed using CDA, where the following levels were investigated: social events, social practices, and social structures. The analysis was conducted based on the following research questions:

What characterises the gender representation of current Norwegian 9<sup>th</sup> grade ESL/EFL textbooks? And to what extent is there potential of an unintended effect of such textbooks on young language learners? As well as how teachers can facilitate critical thinking regarding gender roles if stereotypes are present.

In conclusion, the analysis of three English textbooks for 9<sup>th</sup> grade has revealed significant differences in the portrayal of men and women. Therefore, it is clear that there are challenges in ensuring that textbooks are free from gender bias. While progress has been made in recent years to promote gender equality, such as by including female historical figures and using gender-neutral language, more work needs to be done. Analysing the English textbooks for 9<sup>th</sup> grade has revealed that women are often underrepresented and portrayed in traditional gender roles. Women are often portrayed in roles that are nurturing and sociable. In contrast, men are portrayed in positions of power and authority. At the same time, it is essential to point out the progression that has been made since the first report on this issue in 1984 (Vogt, 1984).

Women have since then gotten a greater variety of occupations in which they are portrayed. In addition, the ratio between female and male pronouns is much more balanced than in previous ESL textbooks.

Hence, it is vital for textbook authors and publishers to be mindful of these issues and to collaborate to promote gender equity in their materials. Teachers also play a crucial part in fostering critical thinking among students and challenging gender stereotypes in the classroom. However, this demands a teacher's ability to utilise the textbooks effectively and productively.

Furthermore, this analysis of English textbooks for 9<sup>th</sup> grade can serve as a model for examining gender representation and other types of representations found in subject textbooks across different grade levels. By conducting similar analyses, educators and publishers can identify areas of improvement and make necessary changes to ensure that their materials promote gender equality and representation. It is essential to recognize the role of educational materials in shaping young minds and the importance of creating an inclusive and equitable learning environment for all students.

## 7.1 Future research

After examining the findings and discussion presented in this master's thesis, the following recommendations are proposed for future research:

1. Conduct a qualitative analysis of a wider range of English textbooks from different grade levels and subjects to examine how women are portrayed in different educational contexts.
2. Examine the intersectionality of gender with race, ethnicity, class, and other social factors to better understand how multiple identities influence the representation of women in textbooks.
3. Research effective strategies for promoting gender equity in textbook materials and teacher training programs that address gender bias.
4. Investigate how the representation of women in textbooks varies across different countries and cultures and how this may reflect cultural attitudes towards gender.
5. Analyse the perspectives of textbook authors and publishers on the representation of women in educational materials and explore potential barriers to achieving gender equity in textbook content.

6. Examine the impact of policy interventions, such as mandates for gender-neutral language or the inclusion of female historical figures, on the representation of women in English textbooks.

## 7.2 Concluding comments

When we first began our studies at Oslomet we initially felt that it was excessive to dedicate a whole year to research, and we questioned its significance to future work as teachers. With time, however, after having gained practical experience from classroom work, our understanding of the importance of research in a teacher's work has deepened considerably. As educators research will certainly form an essential part of our professional practice. We must stay informed and up to date with the latest pedagogical knowledge, teaching methods, and learning materials relevant to the group of pupils we are responsible for. We must adopt a continuous learning mindset and constantly strive to enhance our teaching strategies to ensure our students receive the best learning experience.

Moreover, conducting research allows us to explore and discover new teaching approaches, assess the effectiveness of our current methods, and implement evidence-based practices that have been proven to work. By embracing research as an essential component of our work as teachers, we are better equipped to make informed decisions that positively impact the learning outcomes of our students.

After reading relevant literature, research three English subject textbooks and writing this MA thesis, it has provided us with new knowledge and expanded our understanding of gender and the three different textbooks. The imbalance that we discovered in the research regarding nouns, pronouns and domestic roles is something that we can highlight when working with these textbooks in our classrooms and discuss with our pupils. Furthermore, being aware of this imbalance and recognising that stereotypes, ideologies, and different beliefs are present in textbooks can serve as a valuable resource when fostering critical thinking. Throughout this project, we have come to realise that if teachers are alert of the hidden features in textbooks and utilise them appropriately. They can become more conscious of the diversity within textbooks and understand that textbooks do not always reflect society accurately.

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## 9 Appendices

### 9.1 Appendix 1 – *Thank you ma'am*

# Thank You, Ma'am

by Langston Hughes

## Before reading

Read the title and the first five lines of the short story. What do you think might happen? Freewrite for a couple of minutes.



## Thank You, Ma'am



She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to."

She said, "You a lie!" By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear

of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.



“Eat some more, son,” she said.

When they were finished eating she got up and said, “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s - because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.” She led him down the hall to the front door and opened it. “Good-night! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but he couldn’t do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say “Thank you” before she shut the door. And he never saw her again.



Children in Harlem, New York, in 1933

## 9.2 Appendix 2 – “Old Joe and the Carpenter”

Old Joe lived way out in the countryside, and he had one good neighbor. They'd been friends all their lives. And now that their spouses were buried and their children raised, all they had left were their farms ... and each other.

But for the first time they'd had an argument. It was over a stray calf that neither of them really needed. It seemed as if the calf was found on Joe's neighbor's land, and so he claimed it as his own. But Old Joe said: “No, that calf has the same markings as my favorite cow, and I recognize it as being mine.”

Well, they were both a bit stubborn, so they just stopped talking to each other. It seemed that a dark cloud had settled over Old Joe until there came a knock on his door one week later.

He wasn't expecting anybody that morning, and as he opened the door, he saw a young woman who had a box of tools on her shoulder. She had a kind voice and dark, deep eyes, and she said, “I'm a carpenter, and I'm looking for a bit of work. Maybe you have some small jobs that I could help with?”

While they were eating and talking, Joe decided that he liked this young carpenter, and he said, “I do have a job for you. Look right there through my kitchen window. See that farm over there? That's my neighbor's place. And you see that crick running right down there between our property lines? That crick, it wasn't there last week. My neighbor did that to spite me. He took his plow up there, and he dug a big old furrow from the upper pond and flooded it.



Well, I want you to do one better. Since he wants us divided that way, you go out there and build me a fence – a big, tall fence – so I don't have to see his place anymore!”

And the carpenter said, “Well, if you have the lumber and the nails, I've got my tools and I'll be able to build something that you'll like.”

Joe had to go to town to get some supplies, so he hitched up the wagon and showed the carpenter where everything was in the barn. The carpenter carried everything she needed down to the crick and started to work.

The carpenter's work went smooth and fast. She did her measuring and her sawing and her nailing. It was about sunset when Old Joe returned, and the carpenter had finished her work. When Old Joe pulled up in that wagon, his eyes opened wide and his mouth fell open. There wasn't a fence there at all.

It was a bridge, going from one side of the crick to the other! It had handrails and all – a fine piece of work – and his neighbor was just starting to cross the bridge with his hand stuck out, and he was saying, “Joe, you're quite a fellow to build this bridge. I'da never been able to do that. I'm so glad we're going to be friends again!”

And Joe, he put his arm around his neighbor and said, “Oh, that calf is yours, I've known it all the time. I just want to be your friend, too.”

About that time, the carpenter started putting her tools in the box and then hoisted it onto her shoulder and started to walk away. And Joe said, “Wait, come back, young carpenter. I want you to stay on. I've got lots of projects for you.”

The carpenter just smiled and said, “I'd like to stay on, Joe, but you see, I can't. I've got more bridges to build.”

So she walked on and there ends this tale.

## Boys and Girls Together

Boys don't want to be princes.

Boys want to be shepherds who slay dragons,  
maybe someone gives you half a kingdom and a princess,  
but that's just what comes of being a shepherd boy  
and slaying a dragon. Or a giant. And you don't really  
even have to be a shepherd. Just not a prince.

In stories, even princes don't want to be princes,  
disguising themselves as beggars or as shepherd boys,  
leaving the kingdom for another kingdom,  
princehood only of use once the ogre's dead, the tasks are done,  
and the reluctant king, her father, needing to be convinced.

Boys do not dream of princesses who will come for them.  
Boys would prefer not to be princes,  
and many boys would happily kiss the village girls,  
out on the sheep-moors, of an evening,  
over the princess, if she didn't come with the territory.

Princesses sometimes disguise themselves as well,  
to escape the kings' advances, make themselves ugly,  
soot and cinders and donkey girls,  
with only their dead mothers' ghosts to aid them,  
a voice from a dried tree or from a pumpkin patch.

And then they undisguise, when their time is upon them,  
gleam and shine in all their finery. Being princesses.  
Girls are secretly princesses.

None of them know that one day, in their turn,  
Boys and girls will find themselves become bad kings  
or wicked stepmothers,  
aged woodcutters, ancient shepherds, mad crones and wise-women,  
to stand in shadows, see with cunning eyes:

The girl, still waiting calmly for her prince.  
The boy, lost in the night, out on the moors.

Poem by Neil Gaiman

## 9.4 Appendix 4 – co-author declaration



### Medforfattererklæring

Om to eller tre studenter gjennomfører og/eller skriver masteroppgaven sammen, skal det legges ved et medforfattererklæring, jf. emneplan MGMOS900:

*"For studenter som velger å gjennomføre masteroppgaven som gruppearbeid, skal det gå tydelig fram i egen redegjørelse hvordan arbeidet er fordelt, og hvordan hver enkelt oppfyller kravet om selvstendig vitenskapelig arbeid. Her benyttes en medforfattererklæring som begge eller alle tre parter signerer."*

**Masteroppgavens tittel:**

*Gender Stereotypes: Written in Plain Sight: A Quantitative and Qualitative Textbook Analysis*

**Redegjørelse på hvordan arbeidet er fordelt, og hvordan den enkelte oppfyller kravet om selvstendig vitenskapelig arbeid:**

I denne masteroppgaven jobber vi sammen som et team. Før vi starter skrive prosessen idemyldrer vi om hva oppgavens tema og formål er, samt hva gangen i oppgaven. Når vi starter skriveprosessen, skal vi jobbe kontinuerlig sammen og drøftet hva vi tenkte å skrive sammen med hverandre. Ettersom dette er en stor oppgave med mange krav som måtte fylles, lagde vi en skisse over oppgavens struktur sammen. Vi delte oppgaven inn i delkapitler og underkapitler. Når vi skriver, skriver vi på hvert vårt delkapittel og deretter skal vi lese over hverandre sine utkast og kommentere på hverandre sitt slik vi begge enige i det som blir skrevet i masteroppgaven. I datainnsamlingsprosessen jobber vi sammen. Vi skal i denne masteroppgaven telle ulike pronomen osv. derfor jobber vi sammen og teller det samme for at det skal bli mest mulig riktig.

**Undertegnede bekrefter å ha bidratt til følgende deler av masteroppgavearbeidet:**

Prosjektskisse, idé og tema for masteroppgaven	Ja
Praktisk gjennomføring av studien for eksempel innhenting av data	Ja
Analyse, drøfting og tolkning av resultatene	Ja

**Undertegnede har lest og godkjent den innsendte versjonen av masteroppgaven**

Oslomet. 18.01.2023.

*Hedda Vestre Aasen*

Oslomet 18.01.2023.

*Emil Gundersen*

