

Gender Representation in
New Success at First Certificate

by

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Choose an EFL textbook and discuss the ways in which it represents men and women. Your discussion should focus upon linguistic representations, but it may also include consideration of non-linguistic features (e.g., visual representations of the sexes).

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1. Introduction

Gender is 'not ... a pool of attributes "possessed" by a person, but ...something a person "does."'

(Wodak 1997:313)

One of the flourishing areas of Sociolinguistics in the last decades is that of 'Language and Gender'. It started in the 1960s with the rise of feminist movement arguing that language was 'a means of patriarchal society to discriminate, disregard and incapacitate women' (Wodak, 1997:10) The whole sociolinguistic methodology was questioned on the grounds of 'sexism' as it excluded women from data collection. Research initially concentrated on two main areas. First, on distinct male and female speaking styles. There are several stereotypes about differences in language used by men and women. Women tend to use more polite and tentative language than men, they use more euphemisms, they are inclined to gossip and they talk more or less than men and so on (Montgomery, 1995). Coates and Cameron (1988, in Montgomery 1995:167) also suggested that 'women and men do pursue different interactive styles'.

The second area of research was on how language refers to and treats women and men. One of the arguments was that certain sex-linked words and constructions, which were semantically male, were used for generic reference (e.g. he, man), excluding thus women. Borrowing from this area, applied linguists and TEFL specialists have analyzed how these representations are reproduced in EFL textbooks. For example, content analyses of both texts and illustrations of English textbooks published in the 1970s and 1980s revealed that there was sexist bias. Some of the prevailing findings were that quite often women were omitted; masculine generics were abundantly used; and both women and men were portrayed in stereotypical occupational and social roles (Hartman & Judd, 1978; Porreca, 1984; Stephens, 1990; Jones et al. 1995; Renner, 1997). Porreca (1984:706) argued that

'When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women's accomplishments, or that they themselves as human beings, are not important enough to be included.'

A number of guidelines have been put forward by feminists and consequently publishers to alleviate the use of gender-bias in EFL materials, and indeed, more recent research has shown that some of the bias has been alleviated (Sunderland, 1992).

On these lines, the present paper aims to discuss the ways in which a more recent and popular EFL textbook represents men and women both linguistically and visually. In particular, it will examine the way females and males are treated and represented in terms of 'omission', 'firstness', generic usage of sex-linked terms, occupations, stereotypical roles and the use of adjectives.

2. Literature Review

‘Sexism is the stereotyping of males and females on the basis of their gender’ (Renner, 1997:2) English -among others- is a sexist language not only because it calls attention to gender but also because it does so in a way that makes the masculine gender normative. Linguistic sexism in English has been identified in the pronouns (‘generic’ he, him etc), generic ‘man’ which is used to denote not only the male but the humanity as a whole, as well as a suffix to form occupational terms (e.g. fireman), masculine and feminine equivalents where the feminine has sexual connotations (e.g. master-mistress), male firstness (e.g. John and Mary), suffixes *-ess* (e.g. waitress) which can only denote a woman, and titles used for men and women (Mr. vs. Mrs. and Miss). Other areas include portrayal of women in stereotypical roles, in society and occupations; for instance, women are often nurses but men doctors.

Drawing from linguistic research on gender representation in English language a large amount of research has been directed towards gender bias in language teaching materials, especially in EFL textbooks. Undoubtedly the first and one of the most influential works in the area has been the paper by Hartman and Judd (1978) ‘Sexism and TESOL materials’. They examined the images of men and women, stereotype roles for females and males and ‘firstness’ (the order in which males and females are mentioned in pairs) of several TESOL textbooks of the time. The most prevalent sexist usage they found was the various generics, such as ‘man’ referring to the whole human race. They also found that in sex-pairs like ‘Mr. and Mrs.’ the male always comes first with the single exception of ‘ladies and gentlemen’. But evidence that ELT materials reflect sexism was found in all the categories they examined and stated that ‘since sexist usage is built into [English], it is little wonder that textbooks...model this usage to the students’ and although these results reinforce ‘the second-place status of women’, it ‘could, with only a little effort be avoided’ (Hartman & Judd, 1978:390).

A few years later Porreca (1984) replicated their study in an analysis of text and illustrations of 15 ESL textbooks, focusing on ‘omission’, ‘firstness’, ‘occupational visibility’, ‘nouns’, ‘masculine generic constructions’, and the types and frequency of ‘adjectives’ for men and women. She found that women suffered from low visibility, or omission, they were ‘absent’ or in ‘second place’ in both texts and illustrations, and far less visible than men in occupational roles. They concluded that ‘sexism continues to flourish in ESL textbooks’ (ibid: 718).

Since then, studies on EFL materials have sprung in every aspect, all sharing the same disappointing findings. In grammar books Stephens (1990) found that the samples she studied presented ‘a distorted image of women’s place in society’. Sunderland (1992) also found that generic ‘he’ still appears in grammars, but some forms such as ‘poetess’ and ‘authoress’ have been replaced by the ‘dual gender forms’ ‘poet’ and ‘author’. Also, terms such as ‘salesman’, ‘saleswoman’, etc., still prevail but sometimes *–person* is used instead of *-man, -woman*, e.g. ‘salesperson’, ‘spokesperson’. Carroll & Kowitz (1994) also revealed that ‘sexism is overtly present in EFL texts’. In their work with adjectives they found that some adjectives tend to collocate more frequently with males rather than females. Jones’s *et al* (1995) work on dialogues also revealed male ‘firstness’

in amount of speech and turns taken to speak. All these findings lead to the conclusion that English language education materials provide students with sexist attitudes and values

Sunderland (1992:86) wonders why this should be a problem and explains that textbook representations of gender even unconsciously, can affect female learners' 'cognitive and communicative empowerment', they can 'hinder [rather] than facilitate learning' and they 'can become classroom practice'. She goes on to suggest that writers and publishers should promote gender equality in textbooks. Florent *et al* (1989) also speak of the necessity of making women visible in EFL materials, avoiding stereotyping, false generics such as 'he', and female versions of job titles; and give suggestions for a 'gender-neutral' language in EFL textbooks. English Language teaching organizations have also published formal policy statements to encourage the use of nonsexist language and have set guidelines to this purpose (Sunderland, 1992). However, the role of the teacher and his or her 'use' of teaching materials should not be underestimated, because teachers, should they wish, can turn even the 'sexiest' text into creative and fruitful material.

3. Data

The textbook selected to be discussed here is **New Success at First Certificate** (NSFC) by Robert O'Neil, Michael Duckworth and Kathy Gude (1997, OUP). It is one of the most widely used books (at least in Greece) both for FCE (Cambridge First Certificate in English Exam) preparation classes and non-exam General English Upper-Intermediate courses. Although it is more than 10 years old now, this edition is still being used and remains a popular choice of teachers, school owners and learners alike. I personally used this book (and its older editions) with great success for more than 7 years in the 1990s, while teaching in Greece. I would like to return to it now after all those years with a more critical eye concerning its content as far as gender representation is concerned.

NSFC comprises a Student's Book (SB), a Teacher's Book (TB), a Workbook (WB) and two cassettes. Space and time restrictions limit us to the analysis of the SB only here. There are 20 units in the SB drawing from a variety of topics (Appendix A). Each unit has five parts (or Focus) devoted to practicing all four skills, reading, listening, writing and speaking. It begins with a speaking and reading section (with one or two reading passages), and moves on to exercises and tasks on Vocabulary, Use of English, Language Study, Listening and Speaking. Every Unit has a Writing section and closes with a review in Revision and Extension. There are a total of 108 reading passages and other texts in the SB all of which will be analysed and discussed here. A total of 139 pictures, drawings and cartoons also accompany the units in the SB. Of those, 49 are illustrations of houses, animals and other things, therefore only 90 illustrations will be discussed as to their representation of women and men (Appendix B).

4. Findings

4.1. Omission

In the 108 reading passages and texts analysed in terms of gender representation, a total of 193 characters (APPENDIX C) were counted based on first and last names, sex-linked nouns (e.g. sister), titles (e.g. Mr.), occupation (e.g. actress) and pronouns. Characters mentioned repeatedly were only counted once.

It was found that there are 124 male and 69 female characters in the textbook (Table 1), a ratio of 124: 69 or in percentage, 36% of all the characters are female. Among these there are 5 instances of 'boy' and the same number of 'girl', five of 'father' and slightly less, three, of 'mother'. There are also some male and female animals (two male chimpanzees, a male dog and a lioness) in the text, which have not been included in the analysis.

Unit	Male	Female
1	5	2
2	7	5
3	6	4
4	10	4
5	3	3
6	17	5
7	4	6
8	6	6
9	5	6
10	4	2
11	8	5
12	4	4
13	6	2
14	2	2
15	3	2
16	8	1
17	7	3
18	5	3
19	9	4
20	5	0
	124	69

Table 1 Male-Female characters per Unit

Things are not any better in the 218 illustrations of the SB (APPENDIX B) where the occurrence of men and women is 130 to 88. In other words, approximately 40% of all the visually presented characters are female. Both figures reinforce the assumption that women are underrepresented in EFL textbooks in a way that does not reflect reality. In both text and illustrations women do not exceed 40%. Most of the passages in this textbook are articles, and texts. The writer is not always known or acknowledged and most of the times it is difficult to predict. Out of the 108 texts examined here, only in 22 (Table 2) the writer/speaker is known with almost equal male to female ratio of 1.2: 1.1.

MALE speaker/writer

1. Unit 2. p.10: Man talking about his travelling experience
2. Unit 3. p.18. Man talking about his experience applying for a secretary job.
3. Unit 4. p.30 Man talking about a dream he had.
4. Unit 5. p.36 Mr Platchet talking to Alison asking her to turn down her music.
5. Unit 7. p.53 Man writing about his life and girlfriend
6. Unit 10. p.80 Richard writing a letter asking about a male friend.
7. Unit 10. p.80. Male answering to Richard's letter.
8. Unit 10. p.80 Sam writing a letter about his stay in hospital.
9. Unit 12 p.96. Letter from Paul to Sir or Madam applying for a grant
10. Unit 15 p.114 Man talking about his ex-boss.
11. Unit 16. p.128 Jason writing about info on how to get to a friend's country
12. Unit 19 p. 146 Son writing about telling his parents he wants to leave home.

FEMALE speaker/writer

1. Unit 2 p.17 Girl's letter to her parents.
2. Unit 3 p.25 Girl writing to a female friend giving her news.
3. Unit 7 p.50 Woman writing to an agony column
4. Unit 7 p.50 Woman writing to an agony column
5. Unit 7 p.50 Woman writing to an agony column
6. Unit 8 p.58 Mother writing about her son.
7. Unit 8 p. 64 Marianne writing a letter to friends about holidays with her family.
8. Unit 9 p.70 Linda Rossner (comedian) writing about her life and career.
9. Unit 9 p.73 Grace writing to Jack about her holidays
10. Unit 13 p.98 Woman writing about shoplifting incident.
11. Unit 16 p.128 Martha answering Jason's letter.

Table 2 Male vs. female speakers/writers

4.2. Occupations

A total of 74 jobs (Appendix D) are mentioned in the texts of our textbook. Of those, 49 (66%) are men's jobs, 15 women's (20%) and 10 (14%) jobs are presented as both women's and men's. The ratio of total occupations of females to total occupations of males in the text is 5: 11.8. In the 122 instances of both men and women appearing in occupational roles, 85 (70%) are men and 37 (30%) women (Table 3).

Male Jobs			Female Jobs			Female/Male Jobs		
						<u>M</u>	<u>F</u>	
Playwright	1	Park ranger	2	Model	1	Inventor	3	1
Writer s/f	1	Composer	1	Landlady	1	Store detective	2	1
Animal trainer	1	Inspector	1	Secretary	6	Teacher	3	4
Scientist	1	Manager/Assis. Manager	3	Receptionist	1	Director	3	1
Maths-physicist	1	President	1	Novelist	2	Pilot	1	1
Astrophysicist	1	Professor	1	Psychologist	2	Student	2	1
Astronomer	1	Chef	1	Comedian	1	Travel agent	1	1
Researcher	1	Property developer	1	Shop assistant	1	Reporter	1	1
Philosopher	1	Insurance salesman	1	Policewoman	1	Singer	1	1
Economist	1	Hairdresser	1	Agony aunt	1	Tennis player	1	1
Politician	1	Driver	1	Reporter	1			
Engineer	1	TV producer	1	Detective	1			
Architect	1	Store manager	1	Health expert	1			
Archaeologist	1	Shop owner	1	Actress	3			
Diplomat	1	Journalist (financial)	1	Librarian	1			
Lawyer	2	Property developer	1					
Judge	1	Insurance company owner	1					
Musician	5	Explorer	1					
Painter	1	Doctor	4					
Artist	1	Waiter	2					
Surgeon	2	Actor	5					
Singer	1	Fireman	1					
Painter	1	Spokesman	1					
Artist	1	Businessman	2					
		Dancer	1					

Table 3 Occupations in Text

Illustrations do not always correspond to the texts, although some drawings have been included to relate to the content of the text. 29 occupation-related pictures and drawings found in the textbook, and only in 10 of them we can see women in their jobs, which is almost 1:3. 51 men and women portray in all photos of whom 11 are women, giving a male female ratio of 4:1.1, which is once again no more than 37%. Table 3 below shows the male and female jobs depicted in the book and once again the distribution is clearly in favour of men. In the third column ‘challenging job stereotypes’ a woman pilot is a salient exception.

<u>Male jobs</u>	<u>Female jobs</u>	<u>Challenging job stereotypes</u>
-Man on a podium p.110	-Woman dancer p.21	-Man teacher p.7, p.110
-Man in uniform p.5	-Woman on the phone p6	-Woman pilot p.94
-Man weather forecast p.6	-Woman tourist guide p.7	- Man dancer p.21
-Men (2) interviewers p.18	-Woman store detective p.98	
-Man in military uniform p.42	-Woman actress p.140, 49	
-Men working on irrigation project p.97	-Woman librarian p.1	
-Police officers (3) p.117	-Woman tennis player p.76	
-Fireman p. 130	-Woman singer p.139	
-Man waiter p.142	-Girl student p.60	
- Spokesman p.65		
-Boy student p.60,		
-Boy student p.59		
- Man actor (4) p. 44,4		
-Man Animal trainer p. 1		
-Businessman p.86		
-Tennis player p.76		
-Musicians (5) p.139		

Table 4. Occupations in illustrations

4.3. Female and male Stereotypes

Apart from omission and occupation stereotyping, this area has also been added, as here we usually find the most pervasive sexism in textbooks. Goddard and Patterson (2001:57) define stereotypes as, 'a process of applying a simplified model to a real complex individual, often to negative and derogatory effect'. In NSFC some of the findings are as follow. In Unit 5 an old woman is described as a lonely widow who lives with her dogs; the whole of Unit 7 is devoted to letters to an advice column written by women. In illustrations, most of the women are 'girlfriends' standing next to their partner, one woman is frightened by a mouse (p. 77), two women are shopping (only one other man is seen shopping in the same page). Women as mothers or grandmothers next to their children or holding babies are depicted in 5 pictures in the SB, whereas only one father is standing by in one of the pictures. As seen in table 4 some attempts have been made to challenge some stereotypes (Table 5).

Female stereotypes

-Woman scared p.37. p.77
-Three women chatting p.42
-Mother with 3 children shopping at supermarket p.101
-Woman shopping in a flea market p.101
-A well-dressed woman p.118
-Woman at hairdresser's p.126
-Mum seeing her son off p.146
-Mum holding a baby saying good bye to father p.146
-Woman posing p.140
-Woman holding a baby p.106
-Woman with grandchildren p.106

Male stereotypes

-Men in riot p.74
-Boys stealing p.59, p.60
-Boy playing 3D games p.65
-Boys cheering up p.74
-Man in an expensive car p.114
-Man beggar p.114
-Men in football ground p.132
-Man saving a girl p.134
-Man using a translation device p.126
-Men in suits (crooks) p.44
-Man proposing p.44
-Man driving p.10
-Man flying a plane p.30
-Man with a dog p.37

Challenging stereotypes

-Man shopping at delicatessen p.101
-Man and woman window-shopping p.101
-Man and woman in a horse betting shop p.58
-Woman skating p.126
-Men and women hiking p.129
-Man and woman playing tennis p.7
-Woman on PC p.7

Table 5. Stereotypes in illustrations

4.4. Masculine Generic Use

One of the prevailing biases in English language is the use of male pronouns and the word 'man' as generic. To our surprise, there are a few instances of the latter in NSFC textbook especially regarding occupations: Spokesman, fireman, policeman, salesman, businessman, playboy, waiter, headwaiter, manager, actor, heroes. However, it is encouraging that overall the use of generic 'he' is wholly avoided in NSFC, in one instance the 'he or she' structure is used. In one of the passages (Unit10) two examples are given but they are distributed equally between 'he' and 'she': *'He went pale and began to tremble'* (p.74) *'Her mouth fell open and she stared at me'* (p.75).

4.5. Firstness

When pairs of female and male are introduced, in most cases the male comes first. In the textbook, 25 such pairs were found and in 16 of those male comes first. Once more women come before men in 36% of the pairs. (Appendix E). Five couples are mentioned with their first names and in four of them man comes first. There are also two instances of Sir or Madam. Should the writers were aware, some alterations could have been possible, but then in their team of one woman and two men, Kathy Gude comes last.

4.6. Adjectives used for women and men

Table 6 shows how adjectives are distributed to women and men following Porreca's (1984) categories. Women dominate the 'Personality traits' category, while men are described mostly with reference to their 'reputation'. Both men and women are described according to their physical appearance. Adjectives referring to 'Normality/Deviance' were not found for either men or women. For women no adjectives were found to fit the 'Physical State/Condition' and 'Environmentally Descriptive' categories.

Category	Men	Women
<i>Physical Appearance</i>	best-looking, extremely attractive, attractive, exciting, interesting looks, big, tall, tanned, shabby, unshaven.	beautiful, very beautiful, beautiful, so beautiful, blonde, lovely, mysterious
<i>Intellect/Education</i>	quick thinkers	intelligent, dumb
<i>Emotionality/State of Mind</i>	offensive, worried, relaxed, obsessed	upset, deeply unhappy, very embarrassed
<i>Physical State/Condition</i>	super-human	N/A
<i>Personality Traits</i>	curt, rude	careless, difficult, polite, friendly, extremely helpful, less tolerant, possessive, totally uninterested, poor judge
<i>Age</i>	young , middle aged	youngest, old
<i>Environmentally Descriptive</i>	Rich, richest	N/A
<i>Rapport/Reputation</i>	Famous, real slave driver, famous philosopher; famous surgeon, most successful, most important	most famous, biggest spender
<i>Normality/Deviance</i>	N/A	N/A
<i>Ability</i>	Good swimmer	skillful, efficient
<i>Environmentally Induced</i>	professional, businesslike	independent, lonely, not conventional

Table 6. Adjectives describing men and women

5. Discussion

The aim of this paper was to examine how men and women are represented in a popular EFL textbook both in text and illustrations. Despite the efforts the writers have made to portray women and men equally (especially in occupations) the general feeling this books leaves us with is that men are upfront and women follow. Sometimes they are protagonists in a 'man's world' but that looks like sugar coat.

It is true that care has been taken overall to avoid or at least to minimise low representation of women but the results have not always been satisfactory. As far as women's visibility is concerned, this is definitely low as only 36% of the text and 40% of the illustrations of all characters are females. In 16 out of the 20 units examined men outnumber women (Table 1, p.7). In Unit 6, for example, entitled 'Does Honesty always pay' the female: male character ratio is 5:17. Overall, the highest number of women in a unit is 7. In Unit 20 (Lost Civilisation) not one woman is mentioned in the five reading passages examined.

Only in three out of the 20 units female and male characters are equal and in four, women are slightly more than men. It's not surprising that this is the case in unit 7 'Letters to an Advice Column' but overall the theme of the units does not seem to influence visibility of female characters. Nor is there unequal representation in the titles where unit 15 title 'The Man in the Park', is followed by 'The Woman Without a Name' one in unit 18.

It also seems that care has been taken by the authors to distribute writers equally. For example, in the Reading section of Unit 8 there are three letters to an agony column all written by women, equally in the Writing section of Unit 10 the three 'example letters' have all been written by men. Apparently in this area the bias could have been avoided with a little counting, but in the occupational and social stereotypes area things are not as easy.

Although in one unit (12) the first woman pilot is introduced with her picture accompanying the text, in another unit mention is made of a the youngest woman inventor and a number of other texts and illustrations make an effort to portray women in a variety of jobs, the attempt fails because a closer examination reveals that women in NSFC are mostly secretaries, teachers, and actresses. Secretarial jobs are solely a female occupation with 6 mentions. In an interesting article in Unit 3 a man 'dares' to respond to a 'politically correct' advertisement for a secretarial job but he is met with surprise and amusement looks and becomes invisible for the male boss who although saw him asked '*where's the other girl who applied?*' (p.19). The second most popular job for women is 'teacher' and the third is 'actress'. Men are actors too, as well as teachers and musicians but they are also managers, businessmen, lawyers and scientists and doctors. The only woman doctor mentioned in the book is a 'health expert' who is at least addressed as Dr.

Bosses are exclusively male; there are four instances of the word 'boss' and they all refer to men. Writers are equally men and women but men write science fiction whereas women novels. In illustrations as well the job distribution is clearly in favour of men.

Men are also rich, famous but women 'big spenders'. Stereotypes of this kind are found in both text and illustrations in our book. Stereotypical assumptions that women are suspicious, cunning and unable to take care of their personal life, and find solutions to their problems seem to appear in a few instances in the textbook. In the unit about the 'agony column' three women are writing a letter asking for advice on personal matters. One is between two men, the next has to choose between her boyfriend and her job and the third is seeking advice on how to 'make up' with her mother again. The two sentences she uses in her letter (p.51), *'My mother told me that I should not trust the man I was going out with'*, and *'My mother always used to say that I was a poor judge of character'* although bring out issues of mother-daughter relations, they also reinforce sexist stereotypes in the sense that portray women as being unable to judge what is best for them and of being 'suspicious'. The latter is also repeated in one of the dialogues (p.46) where a woman is suspecting her partner of having an affair and gives him a lie detection test. Women are also better liars than men 'according to research' mentioned in one of the passages (p. 42). Similar preconceived ideas about men point us only towards illegal actions. Men are mostly thieves, crooks and prone to addictions, sometimes with the 'help' of women. In one case (p. 116) a property expert who ended up in prison for embezzlement *'would have had a bright future if he hadn't fallen for a mysterious and beautiful woman'* (his business partner).

Both in text and illustrations women are portrayed as beautiful, well dressed, easily frightened, busy, worrying and caring mothers, jealous wives, anxious about their love life, incapable of taking decisions. Men on the other hand, are mostly, lawbreakers, they wear uniforms, attend football matches, join riots, and save people. As Hartman and Judd (1978) argue, this does not mean that men and women do not usually fit these roles in real life; it is just that the emphasis is on 'sex' rather than 'individual inclinations'. As stereotypes are easy to remember and difficult to change, they can have lasting effect on learners if they appear in education materials.

Another area that has attracted criticisms and contributes immensely to gender bias in language in general and materials in particular is the use of generic constructions. Until very recently (and in some language even now) the masculine pronoun 'he' has been used to refer to both males and females and the word 'man' to the whole humanity and as a suffix for some occupations. Hartman and Judd (1978) and Porreca (1984), also found widespread use of masculine generic pronouns in the texts. There is no occurrence of generic 'he' in NSFC and this seems to agree with Cheshire's (2008) findings, that the masculine generic has lost popularity and is now largely omitted although our book is much older. There are, however, a number of occupations (as mentioned before) such as spokesman, salesman (unit 6), spokesman, fireman (both in unit 8) etc. Yet, later on (unit 12), the term 'firefighters' (Unit 13, p.103) is introduced. Although pedagogically this is a very interesting textbook, such inconsistencies make us wonder on the selection methods of the materials.

As far as 'firstness' is concerned, once more, women lag behind. In a few instances women do come before men in pairs but the tradition of 'John and Mary' still prevails and as Harman and Judd (1978:390) argue "reinforces the second-place status of women".

Examining the use of adjectives in EFL textbooks, Carroll & Kowitz (1994) have shown that that some adjectives (e.g. rich, important, famous) collocate exclusively with men and others (e.g. busy, beautiful, tall) with women. Some of our findings seem to be in accordance with theirs. For example, the adjectives rich, (richest), and famous are used exclusively for men in our book as well, as is beautiful for women. What is interesting in this area is that both men and women are described according to their physical appearance. Not only women are portrayed as beautiful, pretty and lovely, but men as attractive as well. However, most of the 'positive' adjectives in this category refer to one and only man and are given by a female character. Apart from the fact that women are described more according to their personality traits than men, there is no bias in the selection of the adjectives.

6. Conclusion

Almost ten years after the research of Harman and Judd (1978) and New Success at First Certificate does not give us much different findings. Although a close analysis of NSFC reveals that women are underrepresented compared to men in some areas there are signs of change. Even now a glimpse at the textbook gives the impression of a 'modern' book where female characters portray (especially in pictures) not only as mothers, housewives and carers but also as independent, and successful career women in a variety of jobs who enjoy a range of leisure activities. Most of the pictures show women working and being part of the workforce instead of being stereotyped as stay-at-home mothers. Nevertheless, bias is there -not only in gender but also in race and age - under the veil of the glossy pictures, and the 'gender-neutral' topics and articles. The book is old and I believe that in a new edition a lot of the above-discussed issues would be remedied. A lot, perhaps, but not all, because it is not easy to eradicate sexism from language teaching materials if it is still prevalent in our societies, for as Florent (et. al. 1989:183) argues:

Sexism is so deeply ingrained in our culture, our language, and our subconscious that it is difficult for us to avoid it in the production of language teaching materials.

Even so, the role of the teacher is once more of prime importance here. They should be aware of these issues and select material with more care, and when needed 'where the input of the course book reflects sexist practices or attitudes, ...comment on this. Critical reading and listening may thus become a regular part of the suggested pedagogy' (Sunderland, 1992:87).

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APPENDIX A – SB Topics and Text

O’Neil, R., Duckworth, M., Gude, K. (1997) New Success at First Certificate, Oxford OUP (181 pages)

No	Unit	Page	Unit Title	Other
1.	1	2	A Dolphin and an astronomer	Reading
2.		4		Use of English
3.		4		Vocabulary
4.		5		Language Study
5.		8		Writing
6.		9		Revision and extension
7.	2	10	Travel wisely, travel well	Use of English
8.		12	Heathrow Airport	Reading
9.		16		Writing
10.		17		Revision and extension
11	3	18	The Interview	Reading
12		20		Use of English
13		20		Vocabulary
14		22		Reading
15		24		Writing
16		25		Revision and extension
17	4	26	Secret messages to Ourselves	Reading
18		29		Vocabulary
19		30		Use of English
20		31		Language Study
21		32		Writing
22		33		Revision and extension
23	5	34	Neighbours	Reading
24		36		Use of English
25		38		Use of English
26		39		Vocabulary
27		39		Word Formation
28		39		Language Study
29		40		Writing
30	6	42	Does Honesty Always Pay?	Reading
31		44		Reading
32		45		Language Study
33		46		Use of English
34		48		Writing
35		49		Revision and Extension
36	7	50	Letters to an Advice Column	Reading
37		52		Use of English
38		53		Language Study
39		54		Vocabulary

40		56		Writing
41	8	58	Space Warrior Madness	Reading
42		60		Reading
43		61		Vocabulary
44		64		Writing
45		65		Revision and extension
46	9	66	The Face Behind the Mask	Reading
47		69		Use of English
48		70		Reading
49		72		Writing
50		73		Revision and Extension
51	10	74	Words and Feelings	Reading
52		76		Vocabulary
53		78		Use of English
54		80		Writing
55		81		Revision and extension
56	11	82	Scenes from a Romantic Novel	Reading
57		83		Vocabulary
58		83		Language Study
59		84		Reading
60		85		Use of English
61		86		Use of English
62		88		Writing
63		89		Revision and Extension
64	12	90	A Study in Contrasts	Reading
65		94		Vocabulary
66		96		Writing
67		97		Revision and extension
68	13	98	A Shopper's Nightmare	Reading
69		102		Use of English
70		104		Writing
71	14	106	Mysteries of Memory	Reading
72		108		Vocabulary
73		109		Language Study
74		110		Use of English
75		111		<i>Speaking</i>
76		112		Writing
77		113		Revision and extension
78	15	114	The Man in the Park	Reading
79		116		Use of English
80		118		Use of English
81		120		Writing
82		121		Revision and Extension
83	16	122	Looking into the Future	Reading
84		124		Use of English

85		126		Reading
86		128		Writing
87		129		Revision and extension
88	17	130	Death Trap	Reading
89		134		Reading
91		136		Writing
92		137		Revision and extension (B)
93		137		Revision and Extension (C)
94	18	138	The Woman without a Name	Reading
95		141		Vocabulary
96		142		Use of English
97		144		Writing
98		145		Revision and extension
99	19	146	Leaving Home	Reading
100		148		Use of English
101		150		<i>Speaking</i>
102		152		Writing (A)
103		152		Writing (C)
104	20	154	The Lost Civilisation	Reading
105		157		Vocabulary
106		158		Reading
107		160		Writing
108		161		Revision and extension

APPENDIX B – Illustrations

O’Neil, R., Duckworth, M., Gude, K. (1997) New Success at First Certificate, Oxford: OUP

Unit	Page	No of Pics	M	B	W	G
1	2	2	2			
	5	1	1			
	6	3	2		2	
	7	6	9		13	
2	10	2	2		1	2
	13	1	2			
3	18	2	6		4	
	21	2	2		1	
4	26	1	2		2	
	28	1	6		3	
	30	2	2		2	
	37	1	1		1	
6	42	2	3		1	
	44	2	3		1	
	49	1	2		1	
7	50	2	2		2	
	52	1	2		1	
	55	1	1			
	59	1	1			
	60	1	1		1	
	68	1	1		1	
	70	1			1	
10	74	2	7	6		1
	76	6	3		2	
	77	1			1	
11	82	2	1		1	
	86	1				
	94	1			1	
	97	1	9			
13	98	1	3		3	
	101	4	4		3	2
14	106	7	1		4	3
	110	1	2		6	
15	114	2	2			
	116	1	3			
	118	1	1		1	
	126	3	1		2	
	129	1	3		4	

17	130	2	7			
	132	1	1			
	134	1	1		1	
18	138	2	12		4	
	140	2			2	
	142	2	3		1	
	143	1	1		1	
19	146	2	2		2	1
	148	1	1		1	
	150	4	3		1	
Total		139	124	6	79	9

Male = 130

Female = 88

APPENDIX C – CHARACTERS

O’Neil, R., Duckworth, M., Gude, K. (1997) New Success at First Certificate, Oxford OUP (181 pages)

Unit	Page	Character/Name	Male	Female	<i>Title/role</i>	Job	Other
1	2	Carl Sagan	X			Astronomer	
	2	Washoe	X				Chimpanzee
	3	Mary		X			
	4	Jack	X			Teacher	
	4	Tim	X			Animal trainer	
	5	Roger Fouts	X			Scientist	
	9	Linda Edwards		X		Teacher	
	3	man	X			Director of inst.	
	List	man	X				
		woman		X	young		
2	10	Woman		X		Secretary	
	10	Man	X			Businessman	
	16	Jerry	X				
	16	Romeo	X				
	16	Juliet		X			
	16	William Shakespeare	X				
	17	Woman		X	Mum		
	17	Man	X		Dad		
	17	Woman		X	landlady		
	17	Man	X			Teacher	
	17	Man	X				Man in the Iron Mask
	17	Janie		X		Student	
3	18	Woman		X		Receptionist	
	18	Woman 1		X		Secretary appl.	
	18	Woman 2		X		Secretary appl.	
	18	Woman 3		X		Secretary appl.	
	19	Chris Neal	X			Secretary appl	
	19	Man	X			Boss	
	20	Man	X			Manager	
	25	Sally		X			
	25	Jenny		X		Travel agent	
	30	Martin Ellward	x				
	List	man	X				Interviewer
		woman		X			Interviewer
4	26	Elias Howe	X			Inventor	
	26	Thomas Edison	X			Inventor	
	26	Albert Einstein	X			Maths-physicist	
	26	Charlotte Bronte		X		Novelist	
	26	Igor Stravinsky	X			Composer	
	30	Man	X				
	30	Woman		X	girlfriend		
	31	Man	X			Waiter	
	32	Woman		X			
	32	Man	X		boyfriend		

	32	Girl		X	daughter		
	32	Man	X		Girl's father		
	32	Man	X		Girl's boyfriend		
	33	Man	X			Diplomat	
5	34	Alison		X			
	34	Mr Platchet	X		Mr		
	38	Mrs Lovell		X	Mrs/widow		
	38	Man	X			Lawyer	
	39	Woman		X			
	39	Man	X		Woman's father		
6	42	John Carey	X			Inspector	
	42	George Washington	X			President	
	42	Jerald Jellison	X			Professor	
	43	Man	X				<i>Murderer</i>
	43	Woman		X			<i>Liar</i>
	43	Man	X			Doctor	
	43	Man	X			Doctor	
	44	Paul Newman	X			Actor	
	44	Robert Redford	X			Actor	
	44	Robert Shaw	X				Gangster
	44	Steve	X		playboy	Insurance salesman	
	44	Kevin Hart	X			Actor	
	44	Jenny		X			
	44	Amanda Crown		X		Actress	
	49	Moliere	X			Playwright	
	49	Jack Long	X			Director	
	49	Peter Fowler	X			Actor	
	49	Alceste	X				
	49	Philinte	X				
	49	Sam Kirby	X			Actor	
	49	Celimene		X			
	49	Amanda Carter		X		Actress	
	List	woman					Suspecting b/f
		Peter					Lying
7	50	Peter	X		Boyfriend		
	50	Roger	X		Ex-boyfriend		
	50	Woman		X			Between two men
	51	Woman		X			Letter writer
	51	Woman		X			Letter writer
	51	Woman		X			Letter writer
	51	Woman		X	Writer's mother		
	53	Man	X				Letter writer
	53	Woman	X				Wants her to marry him
	54	Woman		X		Teacher	
8	58	Woman		X	mother		Story writer
	58	Nick	X		son		Steals/hooked on computer games
	60	Boy	X				Steals/hooked on computer games
	60	Girl		X			Hooked on computer games/epilepsy
	60	Man		X		Head of	

						primary school	
	60	Dr Leonora Keller		X	Dr Keller	Health expert	
	60	Man	X		Girl's father		
	64	Man	X			Waiter	
	64	Marianne		X			
	65	Man	X			Fireman	
	65	Man	X			Spokesman	
	65	Brenda Smith		X		Child psychologist	
9	66	Dominic York	X			Hairdresser	Doctor poser
	66	Laura Kennan		X			Patient
	66	Woman		X		Policewoman	
	66	Raymond Adams	X		Judge/Judge Adams	Judge	
	66	Woman		X			Patient
	70	Linda Rossner		X		Comedian	Part-time jobs
	70	Woman		X	sister		
	70	Man	X			Manager	
	73	Jack	X				
	73	Grace		X			
	73	Man	X			Chef	
10	74	Woman	X				Patient
	74	Woman	X				Patient
	78	Angela Hubbard		X	Angela	Psychologist	
	80	Richard	X			Student	
	80	Stuart	X			Student	
	80	Sam	X				
11	82	Laura		X		Secretary	
	82	Carl Anderson	X			Boss	
	82	Rosemary Carlton		X	Man's fiancé		<i>Beautiful</i>
	83	Man	X		Juliet's brother		
	84	Jane Winters		X	Jane	works in a law firm	
	84	Adam Francis	X		Mr	Property developer	<i>Businesslike, curt, attractive, exciting, interesting looks</i>
	84	John Brinkman	X		Jane's boss	Lawyer	
	85	man	X		Jane's father		
	List.	Johnston	X		Mr	Driver	
	88	Jake	X				
	89	Mrs Jackson		X			
	88	Jennifer		X			lovely
	88	Patrick	X				
	List	man	X			Works in a bookshop	
		Anne Parker		X			customer
		Claudia Jameson		X		author	
12	90	Aaron Spelling	X			T.V. producer	
	90	Candy		X	His wife		
	90	Bing Crosby	X			singer	
	90	Martin Granger	X			Teacher/painter	
	90	Rebecca Granger		X	Martin and Rebecca	Teacher/Part-time teacher	

	90	woman		X	Martin's mother		
	94	Linda de Vere Hardy		X		pilot	<u>Not conventional</u>
	94	Angus Hardy	X		Her husband		
13	98	woman		X	girl	Shop assistant	
	98	Man	X			Store detective	
	98	woman		X		Store detective	
	98	man	X			Store manager	
	102	Man	X		young		Set fire
	102	man	X		young		Set fire
	102	man	X				witness
	103	man	X		young		speeding
	103						<i>firefighters</i>
	List	man	X			Store detective	
		woman		X		Reporter	
14	106	man	X		young		patient
	108	Barbara		X			
	108	man	X			Doctor	patient
	111	Mary		X			
15	114	Kevin Rogers	X		Rogers, Kevin		Ex-boss/beggar/criminal
	115	man	X				Speaker
	115	man	X			Property developer	colleague
	116	Pilar Gutierrez		X	La Contessa/last name	Agent	criminal
	118	Sally Kenedy		X		Detective	
	List	Man	X			Travel agent	
		woman		X			custormer
16	122	Bertrand	X			philosopher	
	122	man	X			Surgeon	
	123	Man	X			Economist	
	123	Man	X			Politician	
	123	Man	X			Engineer	
	123	Man	X			Astrophysicist	
	126	Arthur C. Clarke	X		Clarke	Science fiction writer	
	129	man	X			Inventor	
	129	Jane Watson		X	youngest	Inventor	
17	130						Heroes
							spectators
	134	Timothy Beck	X		Mr Beck	Park Ranger	
	134	Marc Dubois	X		Mr Dubois/MArc	Park Ranger	
	134	girl		X			canoeing
	134	girl		X			canoeing
	134	Johann Bauer	X				Climbing
	134	Klaus Schumann	X				climbing
		Eva Larsen		X	<i>Eva and her husband</i>		Trapped in snow
		Sven	X		Eva's husband		Watching football on TV
		David Attenborough	X		Sir/sir David/ David	Film director	
		Elsa		X			lioness
		Joy Adamson	X				
18	138	man	X			Headwaiter	
	139	Mr Nelson	X		Sir/Mr/gentleman		
	139	woman		X			Beautiful, very beautiful

	141	Norma Jean Baker/Merilyn Monroe		X		Model/ actress	Dumb blonde roles
	144	Mr Monkton	X				hotel
	145	Pauline Dixon		X	Miss Dixon		patient
	145	Professor Wallace	X		Professor	Surgeon	
	145	Dr Tom Wong	X			Doctor	
19	146	Clive	X		son		speaker
	146	man	X		Father/dad		
	146	woman		X	mother		
	150	Diana P		X		Art/music teacher	Classical concerts/cinema eating out/politics/driving a sports car/reading
	150	Bert W	X			Shop owner	Football//pub
	150	Adam	X			Financial journalist	Food/films/music
	150	Charles K	X			Gvt researcher	Hiking/cycling/climbing/gardening reading/playing the guitar/cooking
	152	William Hall	X			Assistant manager	
	152	man	X		His grandfather	Insurance company owner	
	152	Janet Simpson		X	'Fiancé'		
	152	Henry	X		son		baby
	List	Man	X			Reporter	
		Woman		X		Director (Contacts)	
20	154	John Lloyd Stevens	X			Author	
	155	Frederick Catherwood	X			Architect/artist	
		Robinson Crusoe	X			Explorer	
		Howard Carter	X			Archaeologist	
		Lord Carnarvon	X		Lord		
		Animals	XX	X			
		TOTAL	124	69			

Male = 124 = 36%
Female = 69 = 64%

APPENDIX D Occupations and Activities

Job MAIE	male	female	both
Astronomer	X		
	xxx	xxxx	Teacher
Animal trainer	x		
Scientist	x		
	x	X(contacts)	Director
		xxxxxx Secretary	
	xx	x	Student
		X Receptionist	
Manager	xx		
	x	x	Travel agent
Inventor	x	X	
Maths-physicist	x		
Science fiction writer	x		
playwright	x		
author	x		
		x Novelist	
Composer	x		
		X(child)X Psychologist	
Diplomat	x		
Lawyer	xx		
Inspector	x		
President	x		
Professor	x		
Doctor	xxxx		
		x Health expert	
Surgeon	xx		
chef	x		
Property developer	x		
Insurance salesman	x		
Director	X		
Hairdresser	x		
		x Comedian	
driver	x		
Tv producer	x		
singer	x		
painter	x		
	X	x	Pilot
		x Shop assistant	
	xx	x	Store detective
Store manager	x		

Shop owner	x		
Journalist (finacial)	x		
	x	x Reporter	
Property developer	x		
		x Detective	
philosopher	x		
Economist	x		
politician	x		
Engineer	x		
astrophysicist	x		
	x	x	Inventor
Film director	x		
		X Model	
researcher	x		
Insurance company owner	x		
Architect	x		
artist	x		
Archaeologist	x		
explorer	x		
judge	x		
Park ranger	xx		
gangster	x		
		X landlady	
Waiter(headwaiter)	xxx		
Fireman	x		
spokesman	x		
		x Policewoman	
		xxx Actress	
actor	xxxxx		
Assistant manager	x		
		x Agony aunt	
playboy			
businessman	xx		
heroes			
Manager			

APPENDIX E –Firstness

M Romeo and Juliet (p.16),
F Mum and dad (p.17)
M Sir or madam (p.24)
F His daughter and her boyfriend (p.32)
F Alison and the man (p.36)
M The man who visited Alison (p.36)
F Wife, husband, girlfriend or boyfriend (p.46)
M A man and a woman (p.46)
M Sir/Manager (p.48)
M Dan and Mary p.54
M Aaron Spelling...his wife Candy p.90
M Martin and Rebecca Granger p.90
M Sir or Madam p.96
F She and the man p.98
M He and the woman p.98
F She and the man p.99
M His or her name p.111
M Myself, my wife and two children p.112
F Jane gives Harry directions p.113
M Man and a woman p.118
F Jennie, Katie and Steve p.129
F Eva and her husband Sven p.135
M Joy Adamson and Elsa (lioness) p.135
M Adam, Bert, Charles or Diana p.150
M The prince and the showgirl p.141
M He or she (with hesitation) listening dialogue7

25 PAIRS

MALE first = 16 (64%)

FEMALE first = 9 (36%)