

Gender Stereotypes in the Dialogues of Middle School English Textbooks*

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Lee, Hwa-yeon. (2013). Gender Stereotypes in the Dialogues of Middle School English Textbooks. *The Linguistic Association of Korea Journal*, 21(2), 163-192. School textbooks play a crucial role in educating gender roles; accordingly, the presence of gender discrimination in textbooks can influence adolescents to foster misconceptions about gender roles. This study examines the three popular middle school English textbooks in order to explore the existence of gender stereotypes in the textbooks based on the 7th National Educational Curriculum Revision (NECR) of Korea (2007). Compared to the results of previous researches based on the 7th National Educational Curriculum (NEC) of Korea (1999), this study suggests that gender stereotypes have been reduced not only in terms of the number of key expressions uttered by male and female characters but also the number of initiators of conversations. However, stereotypical gender roles still exist in the descriptions of male and female characters and the characteristics of gender roles have not been much changed. The findings of this research may serve textbook developers and curriculum designers with useful information for minimizing gender bias in English textbooks.

Key Words: gender stereotypes, gender role, dialogue analysis, key expression, middle school English textbooks

1. Introduction

Gender differences can be detected everywhere in our society. These gender differences, fortified by social status, power, or structural bias and inequality in our society, make women to be considered subordinate and inferior to men. The

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power of socio-cultural prejudice has influenced our behavioral pattern from early childhood by way of socialization. That is, we behave according to how we are socialized. Education, in particular, is important for its role of handing down our intellectual legacy to next generations. Therefore, men and women should have equal and fair education; however, gender disparities in society are acquired through formal and informal education. Through these learning processes, gender disparity or discrimination can be internalized in our language, conventions, values and behavior patterns (Oh, 1998).

In fact, the study on the gender discrimination in current education can be analyzed in many different ways. But a textbook, especially in Korean education, is necessary for this gender study. According to Apple (1978), textbooks play a pivotal role for what to select and how to distribute among various kinds of knowledge. Textbooks are often seen as representations of facts, partly because of their target readership—children or learners, partly because of their authority as teaching us the truth. A learner will hardly challenge the veracity of grammatical exercises contained in a textbook and similarly, a textbook's reader will assume that any other information contained in these books will have been subject to careful scrutiny.

We can study textbooks as a representation of contemporary cultural values and norms, either as those already existing or as those considered ideal. However, we can also study textbooks more critically, i.e. with an aim to unearth misrepresentations or stereotypical norms, and consequently our research may serve to address these issues with an aim of rectifying them by modernizing and reforming the contents of such books. Thus, a textbook is a medium of providing knowledge, skills, experiences and norms to students. Accordingly, the most powerful and fundamental vehicle of delivering them is a textbook, which would be formalized by means of teaching and learning.

Since Korean education heavily depends on textbooks, their role and position are significant. Namely, a textbook has an essential power in that it reveals each society's standardized knowledge and skills. For this reason, school authorities and teachers have students understand social norms, values, and roles necessary for maintaining the society through textbooks. From a feminist perspective, studying on textbooks is important and valuable: not only because textbooks provide gender roles, values, and behavior patterns with continuous and various

ways, but also because students accept them passively without any criticism. In order for students to possess proper gender identity, desirable role model and not to be biased, textbooks should be testified and criticized continuously.

In an attempt to attain gender equality in Korea, research on textbooks have focused more on obvious subjects such as the Korean language, ethics or society (Kim, 2004; Kim, 2001; Kim, 2002; Lee, 2007; Cho, 2005). On the contrary, English textbooks have not been studied in the light of their importance in schools. As a representation of Western culture along with its language, English is an important subject of learning its culture. While studying an English textbook, students tend to be encouraged to follow the ideal social patterns in it. It is very possible for students to consider those social patterns as a better life style of Western culture, without sufficiently challenging any cultural norms presented in their textbooks.

Besides, English textbooks usually contain more dialogues than textbooks on the other subjects. Since dialogues are composed of various situations as a mirror of its culture and figures of many classes, the relationship of men and women portrayed in the dialogues also needs to be carefully described. That is, while studying English, students will naturally learn masculinity and femininity through gender role models and language usages of men and women. Moreover, since most English textbooks are equipped with audio-visual materials, it is likely that English textbooks have a strong appeal to the students, similar to mass-media. Accordingly, learners of English would be more exposed to the gender relationship displayed in the textbooks and will accept them subconsciously.

Thus, the purpose of this study is to detect gender discriminations through analyzing the dialogues in English textbooks, reveal their problems, and suggest improved versions of English textbooks. This study will examine the three different English textbooks from the 7th grade, focusing on the factors of the speech proportion of men and women, the proportion of the first speaker, places of the situation, and the roles of men and women in the situations.

II. Literature Review

Previous research on sexism in language have focused on gender differences such as in speech types (Brouwer, Gerritsen, & Haan, 1979; Freed & Greenwood, 1996), sexism in language itself (He, 2010; Piercey, 2000), and English as a second language (ESL) or foreign language (EFL) materials and curriculum (Sunderland, 1992). Some researches emphasize the importance of textbooks in gender socialization (Lee & Collins, 2008) and in the formation of gender attitudes and behavior (Jones, Kitetu, & Sunderland, 1997).

Several authors have investigated various textbooks of different countries. Kalia's (1986) and Porreca's (1984) studies show gender stereotypes in language textbooks in 1980s. Porreca (1984) analyzed 15 ESL textbooks focusing on categories of omission and occupational groups in text and illustrations, along with the usage of nouns, adjectives and masculine generic constructions. The results show that female characters appear less than male characters, and the ratio of their occupational roles turned out to be 1 to 6. Besides, most of women's jobs were restricted to waitresses, nurses, secretaries, and actresses. Moreover, adjectives related to female characters were about their emotions, physical attractiveness, marriage, and gender.

Kalia (1986) conducted content analysis of a total of 41 textbooks: 21 English and 20 Hindi language instruction textbooks. She claims that sexist language can cause psychological damage while reinforcing prejudice. The majority of characters in the textbooks are males and they are often described to be involved in domestic violence or to abuse females. Unlike males, who have high-prestige jobs and play roles as decision-makers, females have low-prestige and low-income jobs such as housewives or servants, passively following males' leadership.

In the analysis of Jones et al. (1997), discourse roles have been analyzed to explore gender bias in EFL textbook dialogues in three textbooks for teaching English as a foreign language. They counted the number of males and female characters who took parts in the dialogues, the number of times males and females initiated dialogues, the number of turns taken by male and by female characters, and the number of words used by males and by females. The results reveal that the gender differences were not significant, and occupational and

social roles were fairly distributed to each gender.

In 1998, Wang investigated gender role stereotypes in Chinese language textbooks in twelve primary schools. The results exhibit that gender stereotypes commonly appear in family roles, occupational roles, activities, and descriptive words in textbooks. The strongest gender stereotypical roles were found in occupational roles. A lot more male occupational roles, 155 roles, were presented compared to female's 39 occupational roles. Male characters played students (9.68%), kings or emperors (7.7%), soldiers (7.7%), writers (5.8%), farmers (5.2%), and revolutionists (5.2%), and many other occupations including captains, chiefs, diplomats, hunters, merchants, guards, carpenters, masons, astronauts, pilots, and policemen. However, female characters played students (35.90%), teachers (12.82%), doctors (5.13%), and farmers (5.1%), and a few others such as cleaners, servants, and shop assistants. Male roles were typically powerful, strong and prestige whereas female roles were limited in terms of the number of roles and their implications – an inferior status in education.

Moreover, Law and Chan (2004) analyzed 5180 images in 108 Hong Kong primary school Chinese textbooks published between 1995 and 2000. They found that gender stereotypes were common in the proportion of male and female characters represented, the settings in which they appeared, their portrayal in domestic and non-domestic roles, and the kinds of occupational roles male and female characters performed. The results indicate that (1) males were illustrated in about 49% of the pictures and about 32% of them were related to female characters; (2) the percentages of male characters found in public places were about 78% while those of female characters found in public areas were about 69%. Female characters were found more in household settings (31%) than male characters were (22%); (3) activities male characters were engaged in were related to non-household activities such as working or participating in social activities while female characters were often involved in various kinds of housework; and (4) Male characters' occupations were always in a superior position compared to female characters'. To summarize, gender inequality was found in the pictures of the most popular textbooks of Chinese language for the primary schools in Hong Kong.

Not only that, female characters in Evans and Davies' study (2000) were described as emotional and passive while male characters were portrayed as

aggressive and competitive. Hong Kong secondary English textbooks were examined to find out whether improved female status in Hong Kong was reflected in the textbooks (Lee & Collins, 2008). They compared ten English language textbooks in Hong Kong published after 1997 to ten textbooks published before 1997. By way of comparison, they found that the ratio of female to male characters was higher in the recent textbooks as well as the fact that pronouns were replaced to the gender-neutral generic ones. However, the results indicate that in the textbooks, females are still weaker than males. Their activities are often limited around home while males have jobs and stay outside. Compared to males who take active roles, females often play quiet and passive roles with their interest in friendship and their physical appearances.

Regarding to the change of school curriculum, studies on Korean textbooks emphasized that traditional gender roles have been reflected in elementary and middle school textbooks, resulting in more gender differences in Korean society (Kim, 2001, Park, 2008; Moon, 2008). In other words, there are more male figures than females in the textbooks. Most male characters work in diverse types of work, whereas females are limitedly described as housewives, teachers, and nurses. While male figures in the textbooks are brave, active, independent and aggressive as leaders, females are passive, dependent, and obedient (Lee, 2001). Therefore, these male-centered textbooks seem to let students naturally and unconsciously learn gender bias in the male-dominant society.

Studies on gender discrimination in Korean English textbooks are quite limited. Previous researchers have discussed the following areas: Elementary English textbooks (Won, 2007; Chung, 2003), illustrations in English textbooks of 7th grade (Chin, 2006), nonverbal factors in English textbooks of 9th grade (Lee, 2006; Lim, 1998), cultural contexts in middle school English textbooks (Hong, 2004; Hyun, 2002), and comparing Korean and American English textbooks (Lee, 2007). To sum up, previous studies on English textbooks have focused on cultural contexts or non-verbal factors including illustrations. Thus, to examine the factors of gender discrimination in English textbooks in Korea, discourse analysis may serve as a useful area of study.

Lee and Kwon (2009) analyzed four different English textbooks of the 7th grade using content analysis technique. They analyzed the construction of dialogues in each chapter, speech ratio of men and women, and the situation of

dialogues. According to data, the number of male characters' speech is revealed to be 1.4 times higher than women's. Besides, in every four different English textbooks, speech ratio and the first speaker's proportion of men are higher than women's. In the analysis of dominant speech types, the same speech ratio is only found in a balanced speech type compared to male- or female-dominant types. However, males have more speech acts in formal and social environment while females have more speech acts in private and family environment. This study also showed that the character's field of activity reflects its bounds in gender differences. In short, traditional and typical gender roles of men and women were found in this study, too.

The 7th National Educational Curriculum (NEC) of Korea (1999) and Korean English education policy emphasize the importance of developing four key skills: listening, speaking, reading and writing. Furthermore, the main purpose of English education has been changed to understand English language and culture and acquire communicative competency. The 7th National Educational Curriculum Revision (NECR) of Korea (2007) differentiated between cultural and language education in order to emphasize cultural education. The definition of culture is not necessarily limited to English speaking Western cultures but it includes all cultures of the world. Since English textbooks, which Lee and Kwon (2009) analyzed, abided by the 7th NEC guidelines, it is expected that English textbooks under the 7th NECR of 2007 are less biased in terms of gender stereotypes. The current study analyzed three textbooks under the 7th NECR guidelines in order to compare the differences of the two National Curriculums (NEC and NECR) in terms of gender bias in English textbooks.

III. Method

Lee and Kwon's (2009) study investigates gender discrimination through analyzing dialogues in English textbooks. This study chose four popular textbooks to analyze the number of key expressions used by men and women and the number of male and female characters in the dialogues. Among them, only one textbook includes three dialogues out of twelve lessons. Thus, this research chose three popular textbooks which each lesson includes one

dialogue: Textbook A was published by Doosan and written by Byungmin Lee et al., (2010) and textbook B was published by Kumsung and written by Wanki Lee et al. (2010). The publisher of textbook C is Mirae N Culture and the writers are Incheol Choi et al. (2010).

This study also adopted Johnstone's (2002) and Rigggenbach's (2002) discourse analysis method which emphasizes data analysis of contextualized dialogues rather than analyzing single sentences. In order to analyze the usage of language and explore the dominantly recurring themes and power relations embedded in the texts, data analysis of contextualized dialogues considers socio-cultural contexts that dialogues occur. In short, discourse analysis tried to find theories of reality and power relations embedded in the texts.

Each textbook named the section of dialogues differently; "Conversation (Textbook A: Doosan)," "Speak It Out (Textbook B: Kumsung)," and "Listen and Speak (Textbook C: Mirae N Culture)." At the beginning of each lesson, all three textbooks identify study aims and key expressions that the lesson mainly discuss and emphasize in the dialogue. This study analyzed the sections of dialogues focusing on key expressions which contain study aims of each lesson. For example, if study aims are related to expressions of buying and selling things, "We're looking for some roses" and "How much are they?" which are identified as key expressions at the beginning of the lesson are counted as key expressions, but "Do you want red ones or yellow ones?" and "We'll take them" are not counted.

In this study, first, key expressions in each dialogue were counted. Then, the number of key expressions used by each gender and the total number of female and male characters in the dialogues were also counted. Since the patterns and characteristics of gender roles in the dialogues are good indicators of detecting gender discrimination, this study analyzed gender roles of each characters in the dialogues. Moreover, who initiates the conversation and who is the dominant character in the dialogue also are the determinant factors. Thus, the initiator of the dialogue and the places of conversation are also analysed as well.

IV. Results and Discussions

I. Number of Key Expressions

In this section, results of descriptive statistics are reported in order to provide an overall picture of quantitative analysis. Among three textbooks, female characters introduced more key expressions in the dialogues of textbooks A and C but male characters introduced more key expressions almost twice more than female characters did in textbook B. Textbook A (Doosan) has twelve lessons and each lesson includes one section of a dialogue. All twelve dialogues were analyzed and the analysis indicated that eleven male characters and fourteen female characters were in the dialogues as seen in Table 1. Key expressions were included in 33 sentences. More female characters were in the dialogues, and more key expressions were introduced by female characters.

TABLE 1. All Textbooks: Number of Key Expressions and Characters

Textbook	No. of Key Expressions		No. of Characters	
	Male	Female	Male	Female
A	14	19	11	14
B	28	15	13	12
C	13	18	14	15
Total	55	52	38	41

Twelve lessons in textbook B (Kumsung) include twelve dialogues: each lesson includes one section of a dialogue. 43 key expressions were presented and thirteen male characters and twelve female characters were in the dialogues as indicated in Table 1. 28 key expressions were used by male characters and only 15 key expressions were used by female characters. The ratio of key expressions used by men to by women was 1 to 0.53. The total number of male and female characters was almost the same but male characters introduced key expressions almost twice more than female characters did.

Textbook C (Mirae N Culture) also has twelve lessons and twelve dialogues. Those twelve lessons consist of 31 key expressions; 13 key expressions were used by male characters and 18 were used by female characters as seen in Table

1. A similar number of male and female characters were in the dialogues but the ratio of key expressions used by men to by women was 1 to 1.4. Female characters introduced key expressions almost one and a half times more than male characters did.

Textbooks A, B, and C have a total of 107 key expressions. 55 of them were used by males and 52 of them were used by female characters. There were 38 males and 41 female characters in the dialogues of three textbooks. However, the total number of key expressions uttered by male characters was slightly higher than female characters. In sum, (1) male characters introduced key expressions almost twice more than female characters in textbook B; (2) female characters introduced more key expressions in textbooks A and C; and (3) due to the outnumbered key expressions introduced by male characters in textbook B, the total number of key expressions used by male characters was higher than that of key expressions used by female characters even though there were more female characters in the textbooks.

2. Major Discourse Types

To examine a leading character who mainly introduces key expressions and to explore a relationship between the number of characters and the number of key expressions, each lesson was categorized by a major type. When a dialogue includes key expressions which were introduced by more male characters than by female characters, the dialogue was categorized as a male-dominant type. If more female characters introduced more key expressions than male characters did, the lesson was classified as a female-dominant type. Dialogues which include an equal number of key expressions used by male and female characters were classified as a balanced type.

TABLE 2. Major Types (Textbooks A, B, & C)

TB	No. of Male-Dominant	No. of Female-Dominant	No. of Balanced	Major Type
A	2 (16%)	5 (42%)	5 (42%)	Female(5); Balanced(5)
B	10 (83.4%)	1 (8.3%)	1 (8.3%)	Male (10)
C	4 (33.3%)	7 (58.4%)	1 (8.3%)	Female (7)
Total	16	13	7	

Table 2 shows a summary of major discourse types of each textbook. Textbook A contains the even number of major types: five lessons of female-dominant types and another five lessons of balanced types. Ten lessons of textbook B were categorized as male-dominant types; accordingly, the major type of textbook B was the male-dominant type. Seven out of twelve lessons from textbook C were categorized as female-dominant types. Therefore, the major type of textbook C was the female type. The analysis of major types for each textbook showed that there were two female-dominant, one male-dominant, and one balanced types. Unlike the textbook analysis in Lee and Kwon's (2009) study, three textbooks in this research included more female-dominant and balanced types of dialogues. For further analysis of gender discrimination in the dialogues, more details would be discussed in the next section.

(1) Male-Dominant Type

As we have explained before, in a male-dominant type, male characters introduced higher rate of key expressions than female characters did. Table 3 shows data analysis of two lessons in textbook A. Only two lessons were categorized as a male-dominant type in textbook A. The number of male characters was three times higher than that of females, and male characters used key expressions four times more than female characters did.

TABLE 3. Male-Dominant Type (Textbook A)

Textbook A Lessons	No. of Key Expressions		No. of Characters		Place
	Male	Female	Male	Female	
5. Making new friends	2	0	2	0	Gym
10. The mystery of the Mona Lisa	2	1	1	1	Museum
Total	4	1	3	1	

Table 4 shows male-dominant types of textbook B. Among the analyzed textbooks, textbook B has the most male-dominant type. A total of 10 out of twelve lessons belonged to male-dominant types and a total of 36 key

expressions were in the lessons. The ratio of key expressions used by men and by women was 1 to 0.44. Male characters used the key expressions almost two and a half times more than female characters did even though the numbers of male and female characters were almost the same: a total of 11 male characters and 10 female characters were in the dialogues. The conversation took place mostly in public places classrooms (3 times), stores (2 times), streets (2 times), school (1 time), park (1 time), and home (1 time).

TABLE 4. Male-Dominant Type (Textbook B)

Textbook B Lessons	No. of Key Expressions		No. of Characters		Place
	Male	Female	Male	Female	
	1. A new school, new friends	3	2	1	
2. Our hobbies	2	1	1	1	Classroom
3. My uncle's farm	3	2	1	2	Home
4. Parents' day	2	1	1	1	Store
5. Tangrams	2	1	1	1	Classroom
7. A lesson from Lee Whang	3	0	2	0	Street
8. Text messages	3	1	1	1	Classroom
9. Music & our behavior	3	1	1	1	Store
10. What sports do you play?	2	1	1	1	Street
11. Pictures in the sky	2	1	1	1	Park
Total	25	11	11	10	

For example, in Lesson 5 in textbook B, the male character, Minsu, asked the female character, Clara, how to find animal pictures from the Internet. Key expressions were "Can you show me?," "Sure," and "How simple it is!" In the dialogue, Clara initiated a conversation by providing Minsu with some information and Clara taught Minsu how to find animal pictures. Although it seemed that Clara played the knowledge transmitter, Minsu introduced more key expressions which contained study goals than Clara did. In addition, his expressions were longer and more complex while she introduced a simple key expression such as "Sure."

Clara: I get animal pictures from the Internet. They're free.

Minsu: Really? Can you show me?¹⁾

Clara: Sure. It's very simple. Go to www.animalking.com. And enter a key word like 'puppies' in the search box. Then click on the 'Search' button.

Minsu: Oh, how simple it is!

Clara: Yes. It's a lot of fun, too.

As seen in Table 5 below, four out of twelve lessons (33%), belonged to male-dominant types in textbook C. Even though the total number of male-dominant type lessons was not as high as textbook B (83%), the ratio of key expressions used by men to by women was 1 : 0.3. Six male characters were in the dialogues and four female characters were at the scenes. Not only did male characters outnumber females, they introduced key expressions almost four times more than female characters did. The conversation took place in classrooms (2 times), street (1 time), outside of home, and home (1 time).

TABLE 5. Male-Dominant Type (Textbook C)

Textbook C Lessons	No. of Key Expressions		No. of Characters		Place
	Male	Female	Male	Female	
1. Hello there	4	1	2	1	Classroom
2. We are all special	2	1	1	2	Home
6. Let's make friends	2	0	1	1	Street
10. How tricky!	2	1	2	1	Classroom
Total	10	3	6	5	

In Lesson 6 of textbook C, the male character—Mike—called a female character, Minji, to ask directions to Insa-dong from a palace. The key expressions were “How can I get to Insa-dong?” and “How about the subway?” Even though she provided answers for his questions, she did not speak any key expressions. Instead, Mike introduced two key expressions.

1) The underlined sentences indicate key expressions in the dialogue.

Mike: Hello? May I speak to Minji?
 Minji: Hi, Mike. What's up?
 Mike: I'm near Gyeongbok Palace now. How can I get to Insa-dong?
 Minji: You can take a bus.
 Mike: How about the subway?
 Minji: Okay, then take the subway line number 3 to Anguk Station.
 Mike: Thank you, Minji. Bye.

As seen in Tables 3, 4, and 5, male characters introduced more key expressions than female characters did and female characters sometimes did not introduce any key expressions. Furthermore, most of conversation places were public sites; classrooms (5 times), streets (3 times), stores (2 times), home (2 times), school (1 time), park (1 time), gym (1 time), and a museum (1 time).

(2) Female-Dominant Type

In a female-dominant type, female characters introduced more key expressions than male characters did. Table 6 shows female-dominant types in textbooks A and B. Since only one lesson from textbook B belongs to a female-dominant type, the female-dominant type of two textbooks was combined in one table below. Five out of twelve lessons in textbook A (42%) were categorized as female-dominant types. A lot more female characters, eight characters, participated in the dialogues and only three male characters appeared in five lessons.

TABLE 6. Female-Dominant Type (Textbooks A & B)

Text Book	Lessons	No. of Key Expressions		No. of Characters		Place
		Male	Female	Male	Female	
A	4. Shopping at Insa-dong	0	2	0	2	Store
	7. A summer to remember	0	2	0	2	Street/ home
	9. A healthy life	0	2	1	2	Restaurant
	11. Read-a-thon: Reading to help others	2	3	1	1	Home
	12. Your dream, your future	2	3	1	1	Street
	Total	4	12	3	8	
B	12. Be a friend of the earth	1	2	1	1	Park

In Lessons 4 and 7, only female characters appeared in the dialogues. Even after considering the absence of male characters in lessons 4 and 7, the ratio of key expressions used by men to by women in lessons 9, 11, and 12 was 1 : 2. As illustrated in Table 6, five lessons in textbook A were classified as female-dominant types and there were no male characters in two lessons: Lessons 4 and 7. Out of twelve lessons in textbook B, ten lessons belong to male-dominant types, so textbook B has the fewest lessons of female-dominant types among three textbooks.

Table 7 shows female-dominant types of textbook C. Seven out of twelve lessons (58%) were female-dominant types. Male characters used key expressions only in two lessons and no key expression was uttered by male characters in the other five lessons. Seven males and nine females participated in the dialogues of all seven lessons. In addition to the unbalanced number of characters between males and females (1 : 1.3), female characters introduced the key expressions seven times more than male characters did. The conversation took place at home (3 times), stores (2 times), street (1 time), and clinic (1 time).

TABLE 7. Female-Dominant Type (Textbook C)

Textbook C Lessons	No. of Key Expressions		No. of Characters		Place
	Male	Female	Male	Female	
3. I love you, dad	0	2	1	2	Home
4. Doctor, what should I do?	0	2	1	1	Clinic
5. My brother, Kevin	0	2	1	1	Home
7. Alex's lemonade stand	1	2	1	2	Store
9. Korea in the world	0	2	1	1	Home
11. Do you help with the housework?	0	2	1	1	Street
12. New year's gift for Bobby	1	2	1	1	Street
Total	2	14	7	9	

For example, key expressions in Lesson 12 in textbook C were "He'll be very pleased," and "I wish you luck." Tina started the conversation and Jiho asked a question about Tina's vacation plan. She introduced key expressions

two times while he introduced one key expression. In the key expressions of a male-dominant type, female characters often produced linguistically a shorter or less complex sentences, but Tina's expressions in this dialogue were as long as and as complex as male characters'.

Tina: The winter vacation is coming.

Jiho: I know. What are you going to do?

Tina: Maybe I'll travel around Korea. What about you?

Jiho: I'm going to visit my uncle in Australia.

Tina: He'll be very pleased to see you.

Jiho: Yes, I'm very excited about my trip.

Tina: I wish you the best.

Jiho: I wish you the best, too!

Compared to the conversation places of male-dominant types, which were mostly classrooms and public places, conversations of female-dominant types usually took place in non-authoritarian and domestic domains: home (5 times), street (4 times), store (2 times), restaurant (1 time), and clinic (1 time). That is, female characters were found more in household settings than male characters were.

(3) **Balanced Type**

When male and female characters introduce an equal number of key expressions, it was classified as a balanced type. Textbook A has five lessons of balanced types (41.7%), and both textbooks B and C included only one lesson for balanced types. Table 8 shows a summary of balanced types from all three textbooks. In male- and female-dominant types, male characters introduced key expressions more than female characters or vice versa. For example, one male character introduced two or more expressions while one female character did not introduce any, or vice versa. In balanced types, one character introduced one key expression each.

TABLE 8. Balanced Type (Textbooks A, B & C)

Textbook	Textbook Lessons	No. of Key Expressions		No. of Characters		Place
		Male	Female	Male	Female	
A	1. Everything is new	1	1	1	1	Street
	2. Mina's show and tell	1	1	1	1	Street
	3. A rich father and his poor son	2	2	1	1	Library
	6. It's piñata time	1	1	1	1	Coffee shop
	8. Great teens	1	1	1	1	Street
B	6. Dining etiquette	2	2	1	1	Classroom
C	8. You know what?	1	1	1	1	Library
Total	7 lessons	9	9	7	7	

According to Table 8, textbook A is the most balanced type among the other two textbooks. For example, in Lesson 3 of textbook A, a female character, Jenny, initiated the conversation. Key expressions were “Do you like reading comic books?”, “Do you know how to read Korean?” and the usage of a modal verb, ‘can.’ Whereas Jenny produced the usage of a modal verb ‘can’, Minjun introduced a question using ‘do’ verb. As both characters introduced two key expressions each, this dialogue was categorized as a balanced type.

Jenny: Hi, Minjun. What are you doing?

Minjun: I'm reading a comic book.

Jenny: Can I see it for a second?

Minjun: Here you go. Do you know how to read Korean?

Jenny: Yes. It says... “Can you help me with this?”

Minjun: Wow! Good job. Do you like reading comic books?

Jenny: Of course. Comic books are fun.

Minjun: Yeah, why don't we read them together?

The conversation places of balanced types were usually outside and public sites: street (3 times), library (2 times), classroom (1 time), coffee-shop (1 time).

In sum, conversations of male-dominant and balanced types usually took place in public places while conversations places of female-dominant types were mostly at home.

3. Data Analysis of Previous and Current Research

In order to detect the differences in gender stereotypes, this study compares the data in the 7th National Educational Curriculum (NEC) of Korea (1999) and the 7th National Educational Curriculum Revision (NECR) of Korea (2007). The study focused on the number of key expressions used by men and women and the number of male and female characters in the dialogues. The frequency rate of utterances in Lee and Kwon's (2009) study, which is based on NEC, shows that males produced 71 key expressions and female characters used 54 key expressions. In short, male characters used key expressions 1.3 times more than female characters did. Also, 55 male characters and 50 females were in the dialogue.

The summary of data analysis in this study, which is based on NECR, demonstrates that almost equal number of characters was in the dialogues; 38 males and 41 female characters. However, males introduced 55 key expressions and females did 52; male characters produced more key expressions than female characters did as shown in Table 9.

TABLE 9. Number of Key Expressions and Characters (2009 & 2011)

Year	No. of Key Expressions		No. of Characters	
	Male	Female	Male	Female
2009	71	54	55	50
2011	55	52	38	41

In 2009 study, there were more male characters (55) than female characters (50). However, the number of female characters (41) outnumbered that of male characters (38) in 2011 study. The frequency rate of key expressions used by each character has been slightly changed in 2011 study. Whereas the ratio of males and females was 1.3 to 1 in 2009 study, it was 1.05 to 1 in 2011 study. Although there was the tendency that male characters produced more key

expressions than female characters did in 2009 study, almost the same number of key expressions was introduced by males and females in 2011 study.

Even though the major types of three textbooks in 2011 study were also male-dominant types in terms of the total number of types as seen in Table 10, the change was found in the number of female-dominant types. Two textbooks in 2009 study were categorized as male-dominant types and one textbook belonged to a female-dominant type. However, two textbooks in 2011 study were categorized as female-dominant types and one textbook belonged to a male-dominant type. In addition, five lessons of textbook A were the balanced type, which is an inspiring trend in 2011 study.

TABLE 10. Major Types (2009 & 2011)

Year	TB	No. of M.-Dominant	No. of F.-Dominant	No. of Balanced	Major Type
2009	B ²⁾	4 (57%)	1 (14%)	2 (29%)	Male-
	C	9 (31%)	11 (38%)	9 (31%)	Female-
	D	8 (67%)	3 (25%)	1 (8.3%)	Male-
	Total	21 (44%)	15 (31%)	12 (25%)	
2011	A	2 (16%)	5 (42%)	5 (42%)	Female-; Balanced-
	B	10 (83.4%)	1 (8.3%)	1 (8.3%)	Male-
	C	4 (33.3%)	7 (58.4%)	1 (8.3%)	Female-
	Total	16 (44%)	13(36%)	7(20%)	

Moreover, the patterns and characteristics of gender roles have not much changed. The number of dialogues initiated by female characters has been increased. Nevertheless, most male characters in the dialogues decided their actions and led the conversation. Even though some dialogues included a non-stereotypical female character such as a female dentist, male characters usually played professional roles with power, knowledge and authority. Instead, female characters in the dialogues passively followed male characters' suggestions or received the knowledge provided by male authorities. Wang (1998) claims that these kinds of stereotypical roles can influence on girls'

2) Textbook A was excluded in this analysis because the textbook has only three dialogues in twelve lessons.

career development, and it is possible for them to perceive limited roles and inferior status of females as normal. In the next section, the patterns and characteristics of stereotypical gender roles are further discussed.

4. Data Interpretations of Gender Stereotypes

In the data analysis of key expression in the dialogues, it is concluded that not only the explicit statistical significance of gender stereotypes but implicit ones are also important. Thus, based on the results of 2009 and 2011 study, the followings are data interpretations of the implicit gender stereotypes with representative examples. The discussions focus on topics in the dialogue and discourse roles including occupational roles in the moves of conversations.

(1) Topic Choices

The choice of topic is one of the most salient features of revealing gender stereotypes. In Lee and Kwon's (2009) study, sports and math were topics for males and TV soap operas and shopping were topics for females. The pattern of stereotypical topic choices was also found in 2011 study. Depending on gender, stereotypical topics were chosen. For instance, two male characters—Brian and Minjun—discussed a sports game in Lesson 5 of textbook A. Brian was disappointed with losing a basketball game and Minjun encouraged him to cheer up. The absence of female characters in the dialogues whose topics were related to sports reflects stereotypical gender bias. This is implied that females are not interested in sports and are not actively engaged in actions.

Minjun: What's wrong, Brian?

Brian: I'm so upset. We lost the game because of me.

Minjun: What are you talking about? It's not because of you.

Brian: But I missed the last shot.

Minjun: Cheer up! Anyone can miss a shot.

Brian: Really? You're not angry?

Minjun: Of course not. It's only a game. We did our best.

Brian: I'm so glad to hear that.

Minjun: Great. Then, let's go get some water.

In addition, male characters were viewed as the person who is good at mathematics. In Lesson 10 of textbook C, Tina—a female character—is asking a math problem to Tom and Jiho—two male characters. Tina did not know the answer for the math question and Tom and Jiho explained the answer. Math has usually been a stereotypical subject that males are good at. In this dialogue, male characters played a knowledge transmitter while the female character passively received the knowledge.

On the contrary, the topic of a female-dominant type was shopping. In Lesson 4 of textbook A, a female character was shopping for a pair of blue jeans and a female clerk assisted her to find ones.

Woman: Hi, there. May I help you?

Jenny: Yes, I'm looking for a pair of blue jeans.

Woman: How about this one?

Jenny: Oh, I really like the design.

Woman: Why don't you try it on? (Jenny tries on the pair of jeans.)

Jenny: How do I look? Isn't it too tight?

Woman: No, not at all. You look great.

Jenny: Thank you! How much is it?

Woman: It's on sale. It's only \$20.

Jenny: Great! I'll take it.

Whereas sports games were the stereotypical topic for male characters such as in Lesson 5 of textbook A, shopping has been a stereotypical topic for female characters. Moreover, a female clerk at a clothing store was a stereotypical occupation for females.

(2) Discourse Roles

Wang (1998) explains that female roles are often described as weak, independent, or unauthorized while males are usually described as strong and powerful. Stereotypical discourse roles in this study also support this claim. In Lesson 7 of textbook A, two female characters—Subin and Daniel's mother—participated in the dialogue. Subin called Daniel and his mother answered the phone telling that Daniel was not at home. A parent at home answering the

phone was a stereotypical role for mothers.

The dialogue of Lesson 3 in textbook B is also insightful. One of the female characters, Clara's mother, merely played as a messenger between Clara and Minsu. She also plays a stereotypical female role, a mother who stays at home and answers a phone call.

Minsu: Hello. May I speak to Clara?

Mom: Hold on, please. Clara, it's for you.

Clara: This is Clara. Who's calling, please?

Minsu: This is Minsu.

Clara: Hey, Minsu. What's up?

Minsu: What are you going to do this Saturday?

Clara: I don't have any plans.

Minsu: Why don't we visit my uncle's farm with me?

Clara: Sounds great! What time shall we make it?

Minsu: At 2 o'clock.

Clara: OK. I'll see you then.

In addition to the higher rate of key expressions used by a male character, Minsu led the conversation by asking questions, suggesting plans, and deciding their schedules. But, Clara passively waited Minsu to decide their schedules.

One female and one male character were in Lesson 10 of textbook A and they talked about the most famous woman in the world at a museum. The male character—Minjun—initiated the conversation, asked the questions using key expressions, and provided answers. On the contrary, the female character, Jenny, could not answer his questions and passively listened to his explanations.

Minjun: Hey, Jenny. Guess what?

Jenny: What?

Minjun: I have a riddle for you.

Jenny: Ooh, I love riddles. What is it?

Minjun: Who is the most famous woman in the world?

Jenny: Hmm. Mother Teresa?

Minjun: No. Maybe this will help. She's always smiling.

Jenny: That could be anyone. Tell me more.

Minjun: She's from Italy. But she lives in France now.

Jenny: I give up. Who is she?

Minjun: Mona Lisa!

The male character played a knowledge transmitter while the female character passively received his information. The conversation took place at a museum where the male character delivered the knowledge like a teacher and the female character pursued the answers for his questions like a student. The main role of the female character in this dialogue was assisting the male character by providing wrong answers while the male character introduced the key expressions and corrected the female character's wrong answers.

As discussed in Lesson 10 of textbook C, a female character—Tina—a foreigner, initiated a conversation asking a male character—Mike—an another foreigner, whether he could solve a math problem. Mike was not sure of the answer, so they decided to ask a Korean male character—Jiho—who was good at mathematics. The number of key expressions used by males and females was the same, but the male character, Jiho, played a knowledge transmitter, a stereotypical role of a male character. Asian males have been typically described as students who are good at mathematics. Although the 7th NECR has tried to emphasize cultural education in order to encompass all cultures of the world, this dialogue still exhibits the gender bias by showing Jiho who answered the math question.

However, female characters in female-dominant type express more of their own ideas and are more independent than those in other types. In Lesson 12 of textbook B, a female character—Clara—initiated a conversation and used more key expressions than a male character—Minsu—did.

Clara: Minsu, did you hear the news?

Minsu: What news?

Clara: The park near my house is closed.

Minsu: What? What's the reason?

Clara: It's because of lots of empty bottles and cans. People threw them into a lake in the park.

Minsu: That's too bad. It was my favorite place for running.

Clara: I am very upset. I think that people should learn to put bottles and cans into a wastebasket.

Previous research have shown that female characters usually follow male characters' decision and do not actively express their opinions nor initiate some actions. In this dialogue, however, Clara led the conversation and played an active role when Minsu did not know why the park is closed. She explained the reason and suggested what people needed to do in order not to ruin environment at the end of the conversation. In this dialogue, Clara independently stated her opinions and actively shared her ideas.

The following conversation is from Lesson 6 of textbook B. In this dialogue, Minsu and Clara discussed their lunch plan. Minsu initiated the conversation, and Clara made a suggestion for being hungry. But, the person who finally decided what to eat for their lunch was Minsu. At first, Clara seemed to decide their actions, Minsu still played his leading role to decide what to eat.

Minsu: It's almost lunchtime. I'm hungry.

Clara: Me, too. Let's go for lunch.

Minsu: OK. Would you like to have bibimbap today?

Clara: What is it? Can you tell me about it?

Minsu: It's Korean food. It's rice with a lot of vegetables.

Clara: Sounds good. Let's go!

Overall, female characters in female-dominant or balanced types show more independence, but the patterns and characteristics of female characters were still stereotypical even in a balanced type; females generally followed male characters' decisions.

In spite of an increased female labor force in these days, a dichotomy between male and female roles exists; high-status jobs such as lawyers, architects, or astronauts are for males while teachers, nurses or secretaries are typical female occupations. Also, the occupations for women are often restricted to the traditional service and entertainment jobs, such as waitress, nurse, secretary (Lee & Collins 2008, Porreca 1984). They reported that gender-stereotyping, with males

occupying a wider range of social and occupational roles, was widespread and women depicted mainly in domestic and nurturing domains. Similar gender role patterns were found in this study.

In Lesson 7 of textbook C, Belle and Tom went to a flower shop because their acquaintance, Ms. Smith, was in the hospital. There were two females—Belle and a female flower shop clerk—and one male character—Tom and more key expressions were used by female characters.

Belle: We're looking for some roses.

Woman: Do you want red ones or yellow ones?

Tom: The red roses. How much are they?

Woman: They're ten thousand won.

Tom: Okay. We'll take them.

Flowers are often used to describe female characteristics and a flower shop clerk has been a typical female occupation as well. Wang (1998) asserted that occupational roles without power or strength can imply an inferior status in education and limited opportunity for further career development for women. In this dialogue, Tom displayed authority to decide what to buy between red roses and yellow ones. He also asked the price of the flowers which implies that he seemed to have more power and control over Belle.

On the other hand, in Lesson 4 of textbook C, the female character's occupation was not gender-biased. Mike visited a dentist's office to check his toothache and a female dentist made a suggestion for him to keep his teeth healthy. The female dentist introduced both of the key expressions. Doctors or other professionals have been typical occupations for male characters while nurses have been typical female roles.

Dentist: What's the problem?

Mike: I have a toothache.

Dentist: Let me check. Open your mouth.

Mike: Ah.

Dentist: You have some bad teeth.

Mike: What should I do?

Dentist: You should brush your teeth in the morning, at night, and after every meal.

Mike: Okay, I will.

It seemed that the female dentist in Lesson 4 was an unusual character who had a professional career and guided the male character what to do. Even though the female character in this dialogue was viewed as non-stereotypical gender patterns, prevailed occupational roles throughout three textbooks were stereotypical. Therefore, a higher level of awareness in order to avoid stereotypical gender roles is needed.

V. Conclusion

A school plays an important role in teaching and learning cultural and social beliefs or values. A lot of previous research (Jones et al., 1997; Law & Chan, 2004; Lee & Collins, 2008; Wang, 1998) reported the importance of textbooks in the formation of students' gender attitudes and behavior. As a result, it is crucial for young learners not to study with gender-biased textbooks. The purpose of this research is to analyze dialogues from three English textbooks in order to examine changes between the 7th NEC of Korea (1999) and the 7th NECR of Korea (2007).

The results indicate that the total number of female characters in three textbooks and the number of key expressions used by females has been increased in 2011 research compared to the results of 2009 study. In 2011, textbook A has equal number of female-dominant and balanced types even though textbook B still shows stereotypical gender bias. The major type of textbook C was female-dominant. Due to the number of male-dominant types in textbook B, however, the total number of male-dominant types has been increased and the major type for three textbooks in 2011 study became male-dominant.

In English textbooks under the 7th NECR of 2007, the number of female characters and the number of key expressions uttered by females have been increased and some lessons are categorized as balanced types. However, the

patterns and characters of gender roles still show a tendency of gender inequality. Female characters' activities are often limited in domestic domains and their occupations are clerks at clothing stores or fast food restaurants, teachers, and housewives. Male characters involve in many active activities like sports while female characters show their interest in clothing or making something in the house.

This study suggests that the perspective of gender equality should be reflected in future textbooks. Since textbooks have a significant impact on students, who are in the process of forming knowledge and values, it is necessary for textbooks to be free of gender discrimination to achieve gender equality. Based on the results of this study and the problems we have discussed, this paper suggests following suggestions to eliminate gender disparities in the future textbooks.

First of all, speech ratio of men and women should be aimed to be equal in organizing dialogues in English textbooks. Particularly, it is easy for middle school students, who are on the process of forming self-ego and gender identity, to acquire gender discrimination. When they are exposed to the male-centric speech through visual-audio materials, their gender identity and self-consciousness would be indirectly affected by the textbook. In addition, if a particular gender dominates and leads speech performance, especially when it is related to the objectives of the lesson, the other gender would be isolated from the dialogue, resulting in the danger of gender inequality and gender bias.

It is desirable that the theme and the situation of a dialogue should be free of gender discrimination. If of the majority of themes and situations are determined by a specific gender, the traditional gender role can be emphasized. Even worse, partial thoughts on jobs can be formed depending on the role of males and females.

On top of that, reeducation of teachers to promote their awareness on gender equality should be followed. English teachers can change textbook instruction and curriculum construction in accordance with their capabilities. That is why special programs to improve teachers' awareness on gender equality are needed. Furthermore, whether teachers use different forms of speech depending on male and female students, whether teachers have gender

biased thoughts and use biased speech, and how teachers put their efforts on adjusting wrong gender images to achieve gender equality should be considered in real classroom environments.

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