

Gender Stereotypes in the EFL Textbook Used in Thailand¹

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Abstract

This study aimed to investigate how males and females are represented in the EFL textbook. The textbook that was utilized in this study is being widely used in many high schools in Thailand. The qualitative and quantitative approaches were applied to analyze the collected collocations occurring with gender terms. The collected collocations were classified into three categories in order to better observe the gender stereotypes: (1) social roles including occupational roles and domestic roles, (2) male and female characters' activities, and (3) males and females' characteristics. The results revealed that males were more highly represented than females in all three categories. In detail, males were mostly represented in characteristics followed by activities and social roles, respectively, when compared to females. The findings are expected to raise awareness of gender stereotypes in material developers, teachers, and learners.

Keywords: Gender Stereotypes; Gender Terms; Collocations; EFL Textbook

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บทคัดย่อ

งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อศึกษาการถ่ายทอดบทบาทของเพศชายและเพศหญิงผ่านหนังสือเรียนภาษาต่างประเทศที่ถูกต้องอย่างแพร่หลายในโรงเรียนต่าง ๆ ของประเทศไทย งานวิจัยชิ้นนี้ได้เก็บข้อมูลเชิงคุณภาพและข้อมูลเชิงปริมาณเพื่อใช้ในการวิเคราะห์กลุ่มคำที่ปรากฏร่วมกับคำระบุเพศ กลุ่มคำเหล่านี้แบ่งออกเป็นสามประเภท ได้แก่ (1) กลุ่มคำที่เกี่ยวข้องกับบทบาททางสังคม ซึ่งรวมถึงบทบาททางด้านอาชีพและบทบาทภายในครอบครัว (2) กลุ่มคำที่เกี่ยวข้องกับกิจกรรมของเพศชายและเพศหญิง และ (3) กลุ่มคำที่เกี่ยวข้องกับลักษณะเฉพาะของเพศชายและเพศหญิง เพื่อสังเกตแนวคิดด้านการเหมารวมเพศใดเพศหนึ่งปรากฏหรือไม่ ข้อมูลการวิจัยพบว่า มีจำนวนครั้งของการนำเสนอเพศชายสูงกว่าการนำเสนอของเพศหญิงในทุกประเภท หากอธิบายอย่างละเอียดมีการนำเสนอกลุ่มคำคุณลักษณะเฉพาะ กิจกรรม และบทบาททางสังคมของเพศชายผ่านหนังสือมากกว่าเมื่อเปรียบเทียบกับการนำเสนอกลุ่มคำของเพศหญิง ทั้งนี้จากผลการศึกษางานวิจัยมุ่งหวังที่จะสร้างความตระหนักในเรื่องการเหมารวมทางเพศให้แก่ผู้พัฒนาสื่อการเรียนการสอน คณาจารย์ และผู้เรียน

คำสำคัญ: การเหมารวมทางเพศ คำระบุเพศ กลุ่มคำ หนังสือเรียนภาษาต่างประเทศ

Introduction

Currently, teaching English for English as a Foreign Language (EFL) learners regularly uses various types of teaching materials, such as handouts, videos, and textbooks. Nevertheless, EFL textbooks are regarded as one of the most essential teaching materials that transfer knowledge to the learners by using English as the medium language of learning. Bhattachaiyakorn and Boonthong (2017) demonstrated that EFL textbooks are widely used in Thai secondary schools to facilitate instructors and learners in the process of learning. For example, EFL textbooks can encourage students' learning and achieve the students' learning objectives that teachers specified.

Many researchers supported that gender representations in EFL textbooks including sexism indoctrination and gender stereotypes can influence the learners' attitudes, values, behaviors, and gender inequalities in the society (Scott, 1980 as cited in Yang, 2012; Hamilton et al., 2006; Keresty, 2009 as cited in Yang, 2016; Kijponphol et al., 2019). Most EFL textbooks presented the genders through contents and illustrations with bias. For example, female characters were

frequently portrayed as assigned to occupational roles which are stereotypical for women, such as teachers and housewives; on the other hand, males dominated the occupational roles which are professional and well-paid, such as astronauts, pilots, and doctors (Kobia, 2009 as cited in On, 2016).

To be noted, gender stereotypes in textbooks are considered to be a problematic issue that can negatively affect learners in several aspects. For example, the learners were indoctrinated to believe in the stereotypical ideas of male and female occupations that are, however, irrelevant to today's society where females could occupy many successful jobs, such as businesswomen or chief executive officers, and males could occupy traditionally female-led professions, such as teachers or dressmakers.

Noticeably, the way writers and illustrators present genders in textbooks may reflect gender issues, such as gender stereotypes and sexism. Hall (2014) supported that sexism represented in gender stereotypes within textbooks is being perceived in general as the way people are treated differently founded on their sex. Obviously, sexism is considered the use of sexist language as the tool to stereotypically represent males and females in the limitation of social roles, occupational roles, and domestic roles. According to Hyde (1984), sexist language is one of the distinct ways of discrimination, comprising words, phrases, and expressions to unnecessarily make a distinction between women and men; for example, all women are teachers or nurses while all men are doctors and coaches (as cited in Jinaporn, 2012).

Moreover, it is indicated that most textbooks evoke male-bias by using male-focused language, such as masculine generics. Hameed (2014) and Lee and Collin (2006) stated that the generic constructions mentioning the way people are denoted by applying masculine nouns, such as *policeman*, *man*, or *masculine pronouns*, such as *him* and *he*, are applied to refer to people when the referents' sex is unidentified. However, the studies of Lee and Collin (2006) and Amini and Birjandi (2012) argued that most recent EFL textbooks have been improved to avoid the use of masculine generic constructions to decrease the gender bias and create gender equity. Furthermore, many studies found that there is a strategy to reduce the masculine generic constructions which is the use of symmetric phrases referring to males and females, such as

sportsman/sportswoman, waiter/waitress, and Jenet/John Wong for gender neutralization. For example, Lee and Collin (2006) indicated that recent EFL textbooks commonly use generic pronouns such as *they*, as well as paired pronoun expressions, such as *he/she, him/her, his/her,* and *s/he*, to refer to both sexes, males and females. As supported by Hall (2014), although the use of generic pronouns in some textbooks was primarily intended to refer to both genders, males are always represented as the default gender.

In previous studies, many researchers were interested in the investigation of gender representation as well as gender bias in EFL textbooks used in various countries, such as Iran, Hong Kong, and Thailand respectively (Amini and Birjandi, 2012; Lee & Collins, 2006; Yang, 2012; Kijponphol et al., 2019). According to the case study of gender stereotypes in EFL textbooks in Iran, Amini and Birjandi (2012) the instruments included 2010-2011 Iranian English textbooks for second and third grades of high school students. Book II consisted of seven lessons and Book III consisted of six lessons.

The contents included vocabulary, reading passages, comprehension questions, speaking and writing sections. Moreover, the selected textbooks were approved by the Ministry of Education of the Islamic Republic of Iran. The study focused on studying sexism in textbooks through the five categories comprising omission, firstness, masculine generic constructions, occupations, and activities. The results revealed that women were presented to be less important than men in all categories. For example, when the words *man* and *person* and pronouns *everybody* and *somebody* were shown in the textbooks, learners rarely assumed that females were mentioned in these constructions.

However, this study did not provide the criticism and description of the result thoroughly, and the researchers only stated the statistical data that did not clarify whether the results were significant. For example, the research revealed that 50 percent of characters in the book were male while only 20 percent of characters were female.; however, this proportion did not indicate the idea of gender stereotypes clearly.

Secondly, Lee and Collins (2006) selected six English textbooks used in Hong Kong. All English textbooks were published in Hong Kong by foreign authors including, Progress 5, English

2000: Book 5, New English Treasure 1B, English: A Modern Course 1, English: A Modern Course 5, and New Integrated English. These textbooks were selected from the lists of textbooks recommended by the Education and Manpower Bureau and the former Education Department in Hong Kong for use in Hong Kong schools. The study examined the use of masculine generic nouns, such as *man* and *policeman* as well as pronouns, such as *he* and *him*, the use of paired pronoun expressions, such as *he/she*, and *his/her*, and the use of symmetric phrases, such as *female and male journalists* and *cameraman/camerawoman*. They found that symmetric phrases were used in recent textbooks to avoid gender bias instead of the use of masculine generic constructions. However, this study did not analyze how masculine generic constructions, including masculine nouns and pronouns, reflect gender stereotypes.

Thirdly, the study of Yang (2012) examined the comparison of collocation types used for males and females to investigate gender representation in the Hong Kong schools' English textbook series. The selected English textbook series were New Magic 1A to 3B and New Magic 4A to 6B written by foreign authors and were published in Hong Kong. The study selected these English textbook series from the List of Recommended Primary School Textbooks in English Subject: English Language published by the Education Bureau (2010). For the comparison of collocation types, the study found that some adjectives, such as *strong*, *young*, and *old*, and nouns used to represent gender, such as *doctors*, *teachers*, and *principals*, were similar; on the contrary, some suffixes identifying gender in the occupational roles, such as *fireman* and *postman*, were only utilized to describe professions commonly associated with males influenced by gender stereotypes in which the use of masculine generic nouns increased the visibility of males, rather than females.

It showed that although Hong Kong textbooks were adopting word usages leading to gender equality, on the other hand, some collocations used for describing characters' clothing and occupations reflected gender stereotypes. However, this research may require a further description of the collocations used for representing males and females to explain the existence of gender stereotypes in textbooks and categorize these types of collocations to demonstrate the relation between the usage of collocation and gender stereotypes more clearly.

Lastly, the study in Thailand by Kijphonphol et al. (2019) examined the representation of genders to find gender stereotypes based on gender visibility, firstness, and domestic and occupational roles. The researchers selected four Thai primary school health and physical education textbooks for second-grade students written by Thai authors, predominantly used in many Thai public schools. According to the results, they found that, firstly, the visibility of both genders in texts was almost equal; women with 54% and men with 46%. Secondly, males appeared before females more often with 74%. Thirdly, for the domestic roles, both male and female characters were represented in a similar manner. As for the occupational roles, men were depicted as the leaders, such as *businessmen* and *engineers*, but women were presented as followers, such as *teachers* and *market vendors*.

Importantly, they claimed that women appearing in these four selected textbooks were restricted to stereotypical female jobs. However, this study provided frequency counts, rather than vivid examples to clearly understand and verify gender stereotypes reliably.

After reviewing, most studies investigated the frequencies of male and female characters' occurrences portrayed in contexts and visuals, and the comparison of gender representations in recent and earlier textbooks to examine the changes of gender stereotypes. Additionally, the study of Yang (2012) that observed the collocations indicating gender stereotypes in EFL textbook provides interesting data to help this study collect effective information from the analysis of collocations occurred beside the gender terms. For example, from the sentence, '*she looks stronger than him,*' '*she*' and '*he*' are gender terms, and '*stronger*' is the collocation generally representing men, however in this context it is used to identify that a female is no longer presented as weak.

It is clearly indicated that analyzing collocations beside the gender terms is beneficial for examining the use of collocations in textbooks which can reflect on the gender stereotypes. However, the study of Yang (2012) only stated an explanation of collocations used in sentences, but it did not clearly verify how collocations on the left and right of the gender terms reflect gender stereotypes and it relatively informs about the findings with the categorization of collocations. Moreover, the study of Kijphonphol et al. (2019) investigated gender stereotypes in EFL textbooks

written by Thai authors and used in Thailand, but there are few studies that investigate gender stereotypes by using EFL textbooks written by native speakers and used in Thailand.

This study will attempt to shed light on the gap being presented by the aforementioned researches by further investigating gender stereotypes by analyzing collocations beside gender terms and categorizing them into types of collocations that can reflect on gender stereotypes in EFL textbooks written by native speakers and used in Thailand. According to the Ministry of Education, most EFL textbooks used in both Thai public and private schools have been approved by instructors, instructor representatives, parents representatives, community representatives, learners representatives, and the basic education institution committee based on the consideration of basic education core curriculum, school curriculum, and the suitability for learners' proficiency levels. Therefore, Upstream 4, the EFL textbook based on the basic education core curriculum (2008), authorized by the Ministry of Education, was selected to investigate gender stereotypes.

This study may be useful for invoking authors as well as teachers to have sufficient awareness of providing balance in gender representations in textbooks and avoiding either gender being treated unfairly as a result of sexist language and generic masculine constructions so as to prevent the negative effects of gender stereotypes towards the perceptions, attitudes, and behaviors of the learners. Consequently, the research was conducted to answer how males and females were represented in EFL textbooks.

Objective:

- To investigate how males and females are represented in EFL textbooks.

Definition of terms:

Collocations refer to the co-occurrence of gender terms within a 5-word span either side of these terms.

Gender terms refer to common nouns, such as Man/man, Men/men, Woman/woman, Women/women, Boy/boy, Boys/boys, Girl/girl, Girls/girls, and some nouns identifying familial relation, such as father, mother, brother, sister, uncle, aunt, proper nouns including male and

female characters' names, subject pronouns identifying genders, such as He/he, She/she, and object pronouns, such as Him/him, Her/her, and possessive adjectives such as His/his and Her/her.

Methods

Data and Source of Data

The main data source of this study is Upstream 4 textbook and this research focuses on collecting collocations occurring with gender terms from the above-mentioned coursebook. Upstream 4 is a level B1 according to Common European Framework of Reference (CEFR) and it is one of the English textbooks in the series of Upstream authored by Virginia Evans and Jenny Dooley (2019) and published in Thai by Aksorn CharoenTat ACT Co., Ltd. and is being authorized by the Ministry of Education. It is noteworthy that Upstream 4 is being used in basic English courses for most public and private Thai secondary schools, as found on the survey of 26 famous public and private secondary schools in Thailand, conducted in this study. The data is shown in Table 1:

Table 1: Numbers of schools to show the popularity of each textbook

Books	Number of schools	Percentage
Upstream 4	12 schools	46.15%
Goal Mega	8 schools	30.76%
Bridge	2 schools	7.69%
New World	2 schools	7.69%
My World	1 school	3.84%
Aim High	1 school	3.84%
Impact	1 school	3.84%

To elaborate on this popular textbook, Upstream 4 consists of 10 units which are unit 1: Heroes and Villains, unit 2: Lifestyles, unit 3: Earth Calling, unit 4: Travellers' Tales, unit 5: On Offer, unit 6: Happy Days, unit 7: Eating out, unit 8: Fit for Life, unit 9: Going out, and unit 10: Fast Forward. Each unit contains several parts, such as vocabulary, reading passage, listening, speaking, and writing parts, as well as grammar in use. Moreover, these aforementioned parts are included in all units, each within a different content; therefore, this study deliberately gathered the collocations from all parts of each unit in the textbooks.

Data Collection

The collocations have a span length of five words on either side of the gender term collected because all aforementioned parts of each unit contain pieces of written information including vivid instances that practically help this study discover the way genders are represented and the details that feasibly exhibit gender stereotypes. The collected collocations, regardless of how often were repeated, were counted as word tokens referring to the total numbers of each word to investigate the frequency of collocations.

1. For examples:

(1) A magic ring has made **him** evil and greedy and now.

- 1 2 3 Gender term 1 2 3 4 5

A *magic ring* has *made* **him** *evil* and *greedy* and now.

As the first example shows, the gender term 'him' is surrounded by the perceived collocations on the left comprising *magic*, *ring*, and *made*, and collocations on the right comprising *evil*, *greedy*, and *now*.

(2) **He** wants to rule the world.

Gender term 1 2 3 4

He wants to rule the world.

From example 2, besides counting the content words on both left and right, a gender term as 'He' is the subject of the sentence. Hence, the collocations will only be counted on the right side of the gender term.

(3) **She dresses up as an old woman.**

Gender term	1	2	3	4	5	
She	<i>dresses up</i>	<i>as</i>	<i>an</i>	<i>old</i>	woman.	

Although example 3 contains two gender terms, the gender term 'she', being the subject of the sentence and the agent of this action, will be the term in focus. The collocations will be thus counted only on the left, which contains *dress up* and *old*.

(4) Only Frodo, the *small ring bearer*, can stop him. **Frodo Baggins**, a *Hobbit*, is *small*, *brave*, and honest.

-	Gender term	1	2	3	4	5	Gender terms
Only	Frodo ,	the	<i>small ring bearer</i> ,	<i>can stop</i>	him.	Frodo Baggins ,	
1	2	3	4	5	-	-	
a	<i>Hobbit</i> ,	is	<i>small</i> ,	<i>brave</i> ,	and	honest.	

In this case, the first sentence containing the gender term 'Frodo' was put on focus to collect the collocations which were *small*, *ring*, *bearer*, and *can stop*. However, even though the gender term 'him' is adjacent to 'Frodo Baggins' in the second sentence, the gender term 'Frodo Baggins' being the subject of the second sentence was focused because it was the agent of the action. Thus, the collocations will be counted only on the right side, which contains the adjectives *small* and *brave*.

Data Analysis

The qualitative and quantitative approaches are the main methods applied to this study. The qualitative analysis is the investigation of the in-depth collocations as the non-numerical data that are systematically classified into three categories as follows: (1) social roles, including occupational roles and domestic roles, (2) male and female characters' activities, and (3) males and females'

characteristics to observe the gender stereotypes. Besides, the quantitative analysis focuses on the frequency of occurrences of collocations as the numerical data in the textbooks. To be noted, the qualitative and quantitative approaches are the effective and prevalent tools to systematically analyze data regarding content because they are predominantly applied to previous studies in many countries to examine gender representations that reflect gender stereotypes in textbooks. Additionally, content analysis has been popularly applied to several studies in many countries, such as the United States, Germany, China, and Thailand as perceived from the study of Pobsook (1983) that used qualitative data and quantitative data to investigate sex-role stereotypes in the reading materials of Thailand.

Findings

Gender Stereotypes in Upstream 4 Textbook

From the analysis of gender stereotypes, the collocations collected from all parts of each unit of the selected textbook consisting of vocabulary, reading passage, listening, speaking, writing parts, and grammar in use are systematically categorized into the tables of each category: (1) social roles including occupational roles and domestic roles, (2) male and female characters' activities, and (3) males' and females' characteristics differing in financial status, appearance, emotion, habit, and preference. After the categorization of collocations, quantitative data is then used to convert the collected collocations occurring with gender terms into numerical data to show the frequency of collocations' occurrence. The data is shown in Tables 2-10 and Figure 1 as follows:

1. Characters' Social Roles

According to the analysis of collected collocations in the selected textbook, this part purposely indicates the collocations of each character's social roles differing in two categories, occupational roles and domestic roles, with the percentage of collocations' occurrence, examples of collocations found in each category, and the analysis of collocations in which it is presented how these categories reflect gender stereotypes.

1.1 Characters' Occupational Roles

From the analysis of gender stereotypes in terms of males and females' occupational roles, the percentage of frequency of collocations' occurrence and examples of males and females' collocations relating to occupational roles found in the selected textbook are shown in Table 2.

Table 2: Percentage of male and female collocations with examples of collocations in terms of social roles: occupational roles

Social Roles: Occupational Roles		Percentages
Examples of male collocations	1) Student, 2) Waiter, 3) Actor, 4) Pianist, 5) Star, 6) Professional painter, 7) Zookeeper	76.92% (10-word tokens)
Examples of female collocations	1) Colleague, 2) Waitress, 3) Lawyer	23.08% (3-word tokens)

According to Table 2, the textbook represented male in various kinds of occupations. It implied that gender stereotypes in which most females were responsible for a few jobs when compared to males. Moreover, most males were illustrated in celebrated and successful occupations, such as *actor*, *star*, *pianist*, and *professional painter*. As such, the textbook portrays that females might not desire to succeed in celebrated jobs as males. Nevertheless, the textbook represented males and females with an occupation requiring education, such as using the word *student* for males and *lawyer* for females. Furthermore, the textbook illustrated the equal occupational roles of males and females, such as using the words *waiter* for males and *waitress* for females to increase applying masculine nouns related to occupations in gender representations. It is indicated that the textbook feasibly attempted to portray males and females equally and to avoid gender stereotypes.

1.2 Characters' Domestic Roles

The percentage of collocations' occurrence and examples of collocations of males' and females' domestic roles, and the analysis of collocations of males' and females' domestic roles found in the selected textbook are shown in Table 3.

Table 3: Percentage of male and female collocations with examples of collocations in terms of social roles: domestic roles

Social Roles: Domestic Roles		Percentage
Examples of male collocations	1) Brought bananas, 2) Brought milk, 3) Got eggs, 4) Went straight into the kitchen, 5) Busily chop, sliced, and fried, 6) Packed his suitcase, 7) Made special dinner	63.64% (8-word tokens)
Examples of female collocations	1) Prepared the meals, 2) Cooked all morning, 3) Washed the dishes, 4) Brought up her children	36.36% (5-word tokens)

From Table 3, the result in terms of males and females' domestic roles showed that the housework was no longer the responsibility of females, and males could do the housework as females. In detail, the collected collocations *went straight into kitchen* and *brought milk or bananas* and *busily chop, sliced, and fried* could indicate that males were also responsible for household chores, such as preparing and buying ingredients for cooking. However, the female roles in the domestic sphere were limited in caring and managing the household chores. For example, females had to prepare the meals in the morning and to bring up their children. Thus, the gender stereotypes toward women still existed while the gender stereotypes of males have decreased as men were responsible for housework.

2. Characters' Activities

From the analysis of collocations related to character's activities, the percentage of collocations' occurrence, the examples of collocations, and the analysis of gender stereotypes in terms of collocations of males' and females' activities are demonstrated in Table 4.

Table 4: Percentage of male and female collocations with examples of collocations in terms of male and female characters' activities

Male and female characters' activities		Percentage
Examples of male collocations	1) Karate class, 2) Always drove his wife, 3) Typed letters 4) Played any sports, 5) Sailed, 6) Rode his bike, 7) Read the book, 8) Hadn't studied for his test, 9) Traveled with some friends, 10) Worked on his own, 11) Taken care of his appearance, 12) Had to get up early	69.23% (30-word tokens)
Examples of female collocations	1) Sailed, 2) Brought the jumper, 3) Carried more wild flowers, 4) Traveled to Rome, 5) Asked her mirror every day, 6) Dressed up, 7) Played basketball, 8)	23.08% (9-word tokens)
Examples of collocations of male and female	1) Found somewhere fun to go for dinner	7.69% (3-word token)

From Table 4, the result revealed that males and females were represented in both similar and different activities. However, males were presented through a variety of activities when compared to females. Firstly, females were not involved with the educational activities, whereas males were presented, such as *read the book* and *typed the letters*. Secondly, although both males and females were presented in sporting activities, females did a few sports when compared

to males that did several sports. To be noted, the selected textbook depicted females in the sporting events that could indicate that females did not only spend time for activities in the kitchen and were only responsible for doing housework but also playing sports as males. Thirdly, both males and females equally did gleeful activities, such as *traveled with some friends* and *traveled to Rome*.

Apart from that, males were presented culturally as driving a car or being active in general. Also, females were presented culturally in incidents that could vividly show femininity, such as *brought a jumper* and *carried more wild flowers*. Another example of collocation that could verify the stereotypical picture of females was that females were portrayed to be concerned with their appearances; thus, the textbook represented females looking at their reflections in the mirrors and having to dress up. However, the result showed that males were not always responsible for traditional roles regarding being smart and active, such as *hadn't studied for his test*.

Furthermore, beauty did not serve as male business; nevertheless, the result revealed that males could engage in this area, such as *taken care of his appearance*. Apart from the portrayal of each gender, the textbook also used both gender terms in the same context. As the result showed, the activities that males and females preferred to do were dull in which the collected activities did not convey the negative tenor as to gender stereotypes.

3. Characteristics

Characteristics of males and females comprised 6 categories including financial status, appearance, emotion, habit, ability, and preference. Moreover, the collocations of these categories were analyzed to detect the gender stereotypes represented in the selected textbook.

3.1 Characters' Financial status

The percentage of collocations' occurrence, the examples of collocations of males' and females' financial status, and the analysis of collocations of males' and females' financial status are shown in Table 5.

Table 5: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: financial status

Male and female characters' activities; Financial Status		Percentage
Examples of male collocations	1) Had very little money 2) Moved to a bigger house	66.67% (2-word token)
Examples of female collocations	1) Couldn't afford to eat out	33.33% (1-word token)

Table 5 showed the result in terms of males and females' financial status that both males and females were in low financial status as perceived from the collected collocation, such as *had very little money* and *couldn't afford to eat out*. From the above-mentioned point, both males and females might not need to have a high financial status. However, the inequality between two genders was perceived in which males had a higher financial status, such as *moved to a bigger house*, while females had a low financial status. Therefore, the gender stereotypes of male and female exist in terms of the financial status as males were supposed to have better financial status to show their prosperity compared to females.

3.2 Characters' Appearances

The percentage of collocations' occurrence, the examples of collocations of males' and females' appearance, and the analysis of collocations of males' and females' appearance are shown in Table 6.

Table 6: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: appearances

Male and female characters' activities; Appearance		Percentage
Examples of male collocations	1) Tall, 2) Medium-height, 3) Always wore a broad-brimmed hat, 4) Fair complexion skin, 5) Wore a long white robe, 6) Strong-build, 7) Handsome, 8) Black moustache	68% (17-word tokens)
Examples of female collocations	1) Short, 2) Medium-height, 3) Pale complexion skin, 4) Fair complexion skin, 5) Wore a wreath	20% (5-word tokens)
Examples of collocations of male and female	1) Good, 2) Amazing, 3) Great	12% (3-word tokens)

From Table 6, the result in terms of males' and females' characteristics: appearances showed that males were portrayed in the selected textbook founded on the traditional ideas by the use of masculine adjectives, such as *handsome*, *tall*, *strong-build*, and *black moustaches*. However, this textbook represents males as being able to take care of their appearances and enjoying dressing up in a similar fashion to females, who were portrayed in the phrase *always wore a broad-brimmed hat* or *wore a long white robe* which was a contrast to traditional ideas.

However, females' characteristics were still portrayed in the traditional idea as to the beauty standard of women. For example, the characteristics of women are limited to having pale complexion skin, fair complexion skin, and medium height. To be noted, the pale and fair complexions are the reflection of a traditional beauty standard depicting women having light skin, and being fragile. Likewise, the textbook depicted females to wear a wreath consisting of flowers symbolizing females' gentleness and fragility. The neutralization of gender representations was portrayed through the positive meaning of collocations such as *good*, *amazing* and *great*. In short,

this book represented males and females with fairness and gender equality, but some females' characteristics were more frequently stereotyped by representing women to wear a wreath and to have pale and fair complexions when compared to males.

3.3 Characters' Emotion

The percentage of collocations' occurrence, the examples of collocations of males' and females' emotions, and the analysis of collocations of males' and females' emotion are shown in Table 7.

Table 7: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: emotion

Male and female characters' activities; Emotion			Percentage
	Positive	Negative	
Examples of male collocations	1) Felt proud 2) Excited 3) Happy	1) Exhausted 2) Out of breath 3) Lost his temper 4) Didn't feel well 5) Scared 6) Worried 7) Terrified 8) Dissatisfied 9) Tired of living	66.67% (14-word tokens)
Examples of female collocations	1) Would love 2) Never got nervous	1) Afraid 2) Jealous 3) Crying	23.81% (5-word tokens)
Examples of collocations of male and female	-	1) Awful 2) Dreadful	9.52% (2-word tokens)

The results in Table 7 illustrate that male characters were portrayed in a negative tenor, when compared to females, with emotional characteristics such as *lost his temper*, *tired of living*,

didn't feel well, and *exhausted*. Furthermore, males were expressing similar emotions with females, such as *scared*, *worried*, *dissatisfied*, and *terrified*. To be noted, most collocations of males did not convey the gender stereotype in which males were regarded as stronger than females, on the contrary males were portrayed feeling scared and worried, just like females. Obviously, this book implied the equality between males and females regarding the state of emotion.

However, although the book attempted to illustrate emotion for males and females with gender equality, females were still stereotyped as envious, emotional, and weaker than males, such as the use of these words *crying*, *afraid*, and *jealous* to describe female characters. On the other hand, the results showed that the textbook applied the words *awful* and *dreadful* to describe male and female characters while using paired pronoun expression - (she/he) to neutralize gender representation in the textbook.

3.4 Characters' Habits

The percentage of collocations' occurrence, the examples of collocations of males' and females' habits, and the analysis of collocations of males' and females' habits are shown in Table 8.

Table 8: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: habits

Male and female characters' activities; Habits			Percentage
	Positive	Negative	
Examples of male collocations	1) Friendly 2) Perfect 3) Kind 4) Patient 5) Won't change his mind 6) Wished me a nice trip 7) Good	1) Greedy 2) Bossy 3) Impatient 4) Cruel 5) Cunning 6) Rude 7) Wanted to destroy him	77.78% (14-word tokens)
Examples of female collocations	1) Very good to her patients 2) Patient	1) Annoyed 2) Liked sleeping	22.22% (4-word tokens)

According to Table 8, males and females were described using the same collocation, *patient*, but it is also found that males were demonstrated to be impatient while females were not portrayed in such a manner. Although males were described to have positive habits, such as *perfect*, *kind*, and *good*, in juxtaposition to females, males were stereotyped into negative images and portrayed to have negative habits, , such as *cruel*, *cunning*, *rude*, *greedy*, and *bossy*.

Likewise, negative stereotypical traits, such as annoyance and laziness, were attributed to female characters using the collocations *annoyed* and *liked to sleep*. Therefore, it is revealed that the book still exhibits the stereotypical ideas towards both males and females in which males appear to be dominating, aggressive and impolite, and females appear to be irritable and reluctant.

3.5 Characters' Abilities

The percentage of collocations' occurrence, the examples of collocations of males' and females' abilities, and the analysis of collocations of males' and females' abilities are shown in Table 9.

Table 9: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: abilities

Male and female characters' characteristics; Abilities		Percentage
Examples of male collocations	1) Brave 2) Wise 3) Good at languages 4) Loved swimming 5) Ruled the world 6) Interested in ancient history 7) Promised 8) Couldn't get over the shock	71.42% (10-word tokens)
Examples of female collocations	1) Could swim 2) Very good at gardening	14.29% (2-word tokens)
Examples of collocations of male and female	1) Brilliant 2) Gave brilliant performances 3) Great 4) Good 5) Amazing	14.29% (2-word tokens)

From Table 9, the result showed that males are able to conduct many tasks when compared to females. Males were depicted as brave and wise individuals. Moreover, males were portrayed in the educational field, such as *good at languages*, whereas females were portrayed in another task unrelated to the educational field, such as *very good at gardening*. Nevertheless, it obviously conveyed the positive tenor of females because it showed that women also took care of the garden like males.

Undeniably, the result showed that males were portrayed in the stereotypical pictures in which they conducted dominance, such as *ruled the world*. Nevertheless, the use of gender-neutral lexical terms which are *John Barrowman and Sally Ann Triplett* and the use of paired pronoun expression , *he/she* in the same sentence, both males and females were portrayed in a positive tenor, such as *great, good, brilliant, amazing, and gave brilliant performance*.

3.6 Characters' Preference

The percentage of collocations' occurrence, the examples of collocations of males' and females' preference, and the analysis of collocations of males' and females' preference are shown in Table 10.

Table 10: Percentage of male and female collocations with examples of collocations in terms of males' and females' characteristics: preference

Male and female characters' activities; Preference		Percentage
Examples of male collocations	1) Keened on foreign food, 2) Liked to go abroad, 3) Preferred a variety of plain but tasty dish, 4) Liked his holidays, 5) Dreamed of visiting, 6) Interested in image, 7) Looked forward to his holiday	35% (7-word tokens)

Male and female characters' activities; Preference		Percentage
Examples of female collocations	1) Loved French and Italian food, 2) Liked to go to places that offer good value for money, 3) Enjoyed comedies, 4) Loved being outdoors, 5) Never liked working in an office, 6) Went to the theatres, well-organised holiday, 7) Never got tired of working, 8) Loved music and dance	60% (12-word tokens)
Examples of collocations of male and female	1) Looked for somewhere special to celebrate	5% (1-word token)

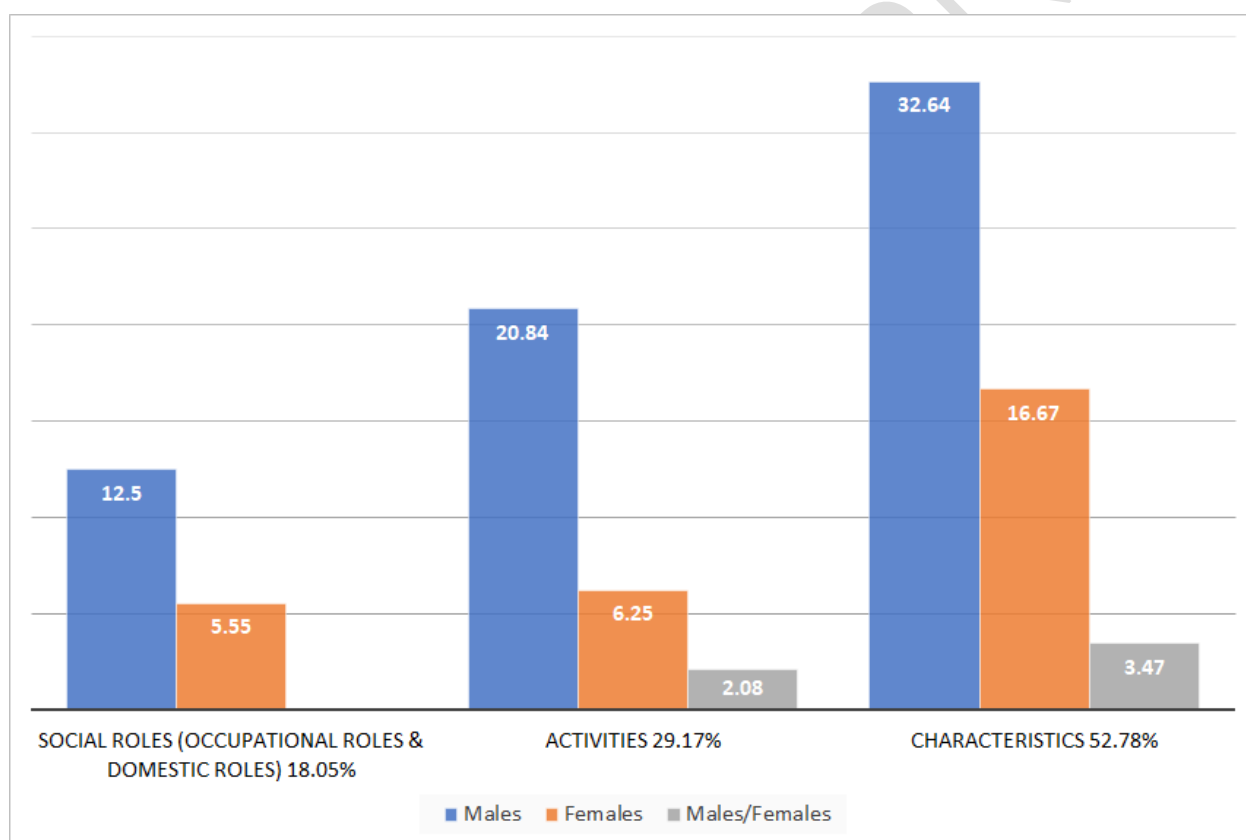
According to Table 10, the results showed that the preferences of males and females were similar. Firstly, both males and females preferred being outside and traveling, such as the phrases *liked to go abroad* for males and *liked to go to places that offer good value for money* and *loved being outdoors* for females. Secondly, males and females were similarly portrayed as a picky eater, such as the use of phrases *keen on foreign food* for male and *loved French and Italian food* for females. Thirdly, this textbook showed that both males and females liked holidays.

Hence, it is indicated that males are no longer represented as enthusiastic about working. In addition, females might enjoy art as well as males, and art was no longer limited to be males' preference. For example, the use of phrases represented the artistic preference of both genders, such as *interested in image* for males and *love music and dance* for females. However, the textbook portrayed females to be interested in working outside, whereas males prefer holidays, not working. Inevitably, the selected textbook still displayed gender stereotypes in which females preferred working when compared to males.

4. Frequency of Collocations' Occurrences of Males' and Females' Social Roles, Activities, and Characteristics

After analyzing all the categories consisting of social roles, including occupational roles and domestic roles, male and female characters' activities, and males' and females' characteristics including financial status, appearance, emotion, habit, and preference, Figure 1 purposely shows the overall frequency of collocations' occurrences of males' and females' social roles, activities, and characteristics

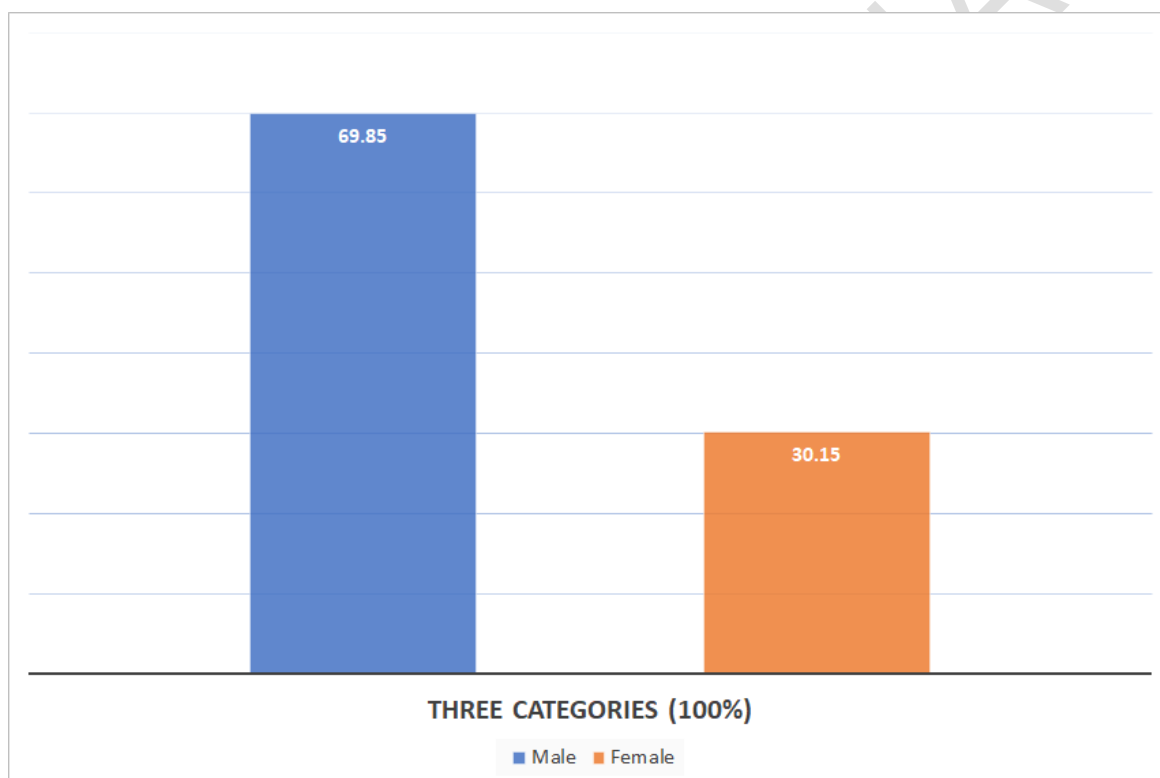
Figure 1: Percentage of male and female collocations in terms of males' and females' social roles, activities, and characteristics



From Figure 1, the results show the numerical data as percentage in which collocations of characteristics, 32.64% associated with males, 16.67% with females, and 3.47% with males/females, which constituted 52.78% of the total collocations. Next follow the collocations of activities, 20.84% associated with males, 6.25% with females, and 2.08% with males/females, which constituted 29.17% of the total collocations. On the other hand, the textbook portrayed social roles

which comprise occupational roles and domestic roles with 18.05% of the total collocations, including 12.5% associated with males and 5.55% associated with females. It is therefore ascertained that the selected textbook more frequently represents characteristics of males and females than activities and social roles of males and females. As such, it is obvious that gender inequality and gender stereotypes are evidently being exhibited in the selected textbooks.

Figure 2: Percentage of males' and females' collocations in all categories



Based on the numerical data presented in Figure 2, male collocations are more frequently represented (69.85%) than female collocations (30.15%) in all three categories, including (1) social roles including occupational roles and domestic roles, (2) male and female characters' activities, and (3) males and females' characteristics. By this evidence, it can be supported that the selected textbook represents genders with stereotypical attitudes by giving precedence to males.

Conclusion

The representation of males and females in the EFL textbook named “Upstream 4” used in many high schools in Thailand was investigated to find gender stereotypes. In the analysis of collocations collected from the selected textbook, it was found that the frequency of collocations’ occurrences of males was higher than females in all three categories consisting of (1) social roles including occupational roles and domestic roles, (2) male and female characters’ activities, and (3) males and females’ characteristics.

Discussion

According to the gender representations included in the EFL textbook titled Upstream 4, written by native speakers and used in Thailand, it is found that although the contents of the selected textbook still presented stereotypical attitudes towards males and females, the authors tried to reduce gender stereotypes by substituting masculine generic constructions with symmetric phrases and paired pronoun expression referring to males and females. Furthermore, this study was similar to previous studies of Lee and Colin (2006) and Amini and Birjandi (2012) where the use of masculine generic constructions was decreased by using symmetric phrases, gender neutralized expressions and paired pronoun expressions.

In doing so, there was a high level of awareness to avoid gender stereotypes in male and female representations. To focus on the occupational roles, males were represented in different varieties of occupations contrasting with the female occupations that are still under the state of being responsible for housework only, but males and females were represented equally in terms of occupational positions, such as *waiters* and *waitresses* and *students* for males and *lawyer* for females. Hence, this can show a contrast to the previous study of Kijponphol et al. (2019) whose research in Thailand indicated a portrayed gender inequality in textbooks, in which men were the leaders, such as *businessmen* and *engineers*, but women were followers, such as *teachers* and *market vendors*. As such, by this evidence, it can be said that the contents and the language used in the textbooks used in Thailand have changed to grow the awareness of the problematic issue concerning gender stereotypes.

Moreover, when compared to the previous studies in other countries, the selected textbooks mentioned in each study could reflect their cultural changes. In detail, the study of Yang (2012) investigated that gender stereotypes in Hong Kong textbooks existed in males' occupational roles by using suffixes identifying gender, such as *fireman* and *postman*; Nevertheless, males and females were mostly represented equally in which they occupied similar jobs, such as *doctors*, *teachers*, and *principals*.

It was found that Hong Kong textbooks were similar to the Thai selected textbook in the current study in which even though they represented male and female occupations with stereotypical attitudes, most word usages were shaped to exhibit gender equality. Thus, it is revealed that the cultures of two countries were changed so as to alter the limited ideas of occupational roles of males and females displayed in the textbooks to the various occupations existing in current societies.

Recommendation for Applications

Although the contents of the textbook were developed through language use, the study still found that gender stereotypes were exhibited in the textbook. As such, gender stereotypes were perceived as an issue that became a part of language learning; thus, it is necessary for the authors as material developers to produce the contents of textbooks, especially language use, with great awareness regarding gender stereotypes since this would negatively affect the learners.

Furthermore, it is also deemed necessary for teachers to have the ability to communicate the cultural knowledge concerning gender issues to students in order to stir them to have sufficient awareness of this issue. In detail, when students perceive gender stereotypical pictures, they might have misleading perceptions towards opposite genders. Hence, the teachers should thoroughly be informed regarding the consequences of the concerned issue so as to help students acquire a comprehensive understanding of gender equality. For example, these days females could serve in business careers, not only be responsible for household chores.

Recommendation for Further Study

The further study may collect data from another book included in the Upstream Series or other EFL textbooks used in Thailand to investigate the similarities and differences of gender representations in order to observe the development of gender stereotypes in the contents of each textbook. This study only examined the contents of how genders were represented through written contents. Thus, further study may investigate the gender stereotypes by analyzing gender representations through pictorial contents that illustrate male and female characters. Furthermore, future studies may choose to explore reading passages to find underlying meanings possibly implying gender stereotypes that might not have been expressed through collocations.

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