

Part 3: "Visualisation" of men and women/girls and boys in European textbooks used for teaching foreign languages – Results of some textbook analyzes

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1. Background of the study and underlying questions

Renate Seebauer (AT)

Textbooks are an important vehicle for socialisation at school, they provide not only technical knowledge, but represent very specific domains of reality (or hide them), and thus construct reality. Using text and images, statements about gender relations are made explicitly or implicitly.

Frequently used textbooks for foreign language teaching in English, German and Spanish from five European countries were subjected to analysis. - Especially since in a foreign language, the acquisition of previously unfamiliar communicative practices is easier than in the mother tongue, the speaker moves so to speak through the distance of the foreign language into a role and can try out the new and the unfamiliar; foreign language textbooks lend themselves much better for this analysis rather than would have been the case in history textbooks.

Four textbooks for the 8th Grade from five European countries were analyzed using the following questions:

- What is the numerical ratio of men and women/boys and girls appearing in the images presented in the textbook?
- In what contexts have the images, that show a surplus of male or female agents, been embedded?
- Does the textbook include a chapter on the topic of "jobs"/"working environment"?
- And if so, in which occupations are men and women being portrayed?

In a second analysis selected texts will be analyzed as to what verb (sometimes adjective) is followed by a male or female agent.

This text is aimed at student teachers, teachers and students -whose critical potential is to be aroused in dealing with textbooks and the role models transported therein.

2. Analysis of textbooks for teaching English as a foreign language

2.1 " ... more important than textbooks are the teachers who use these textbooks!"

Herbert Zoglowek (NO)

"Enda om he lærebøkene viktig, anser læreren som jeg viktigere." - Free translation of a quote by Helga Stene (1904-1983), arguably the most important campaigner for gender equality in textbooks in Norway. In 1956 she presented a study on gender discrimination in textbooks. Twenty years later she saw her work successfully confirmed by the formulation of the Equality Act, that only textbooks, based on the equality of the sexes, could be used in the classroom. As early as 1972, she was a consultant in the Recognition Committee for Textbooks with the main task to perceive problems of equality and gender roles.

The textbook *Search 8*, published by Gyldendal, Oslo and written by ANNE-BRIT NAUSTDAL FENNER und GEIR NORDAL-PEDERSEN was analysed. This textbook written for the 8th Grade of Norwegian elementary school, was already published in 1997 and got recognized for school admission by the responsible national centre for study materials in the same year.

The Regulation for the recognition of textbooks used in the Norwegian Unified School, which existed in Norway for over 100 years, was abolished in 2000 (<http://www.stortinget.no/otid/1999/o000613-11.html>, p. 1-14). Instead of a central approval of teaching materials, schools, teachers and parents should obtain more freedom and responsibility, allowing them to determine the selection of textbooks to be used in the classroom itself. Textbook authors are merely asked to develop textbooks in accordance with the relevant curricula.

Meanwhile, there is a newer revised version of this textbook, which is multimedially jazzed, and is now called *Searching 8* and offers on the web a wealth of additional materials such as interactive exercises, audio examples, learning assessment quizzes and numerous other links. This older version although is still used by many schools as the main textbook. The website of the publisher illustrates this textbook series titled *Searching 8-10* in great detail: http://web2.gyldendal.no/searching/html/les_mer_om.html

The textbook is divided into 11 tuition chapters. It also contains 30 pages of reading material for in-depth work (Individual Reading), eight pages of facts about the countries of Norway, United Kingdom, United States of America and Australia, as well as 24 pages repetition of general language teaching and English Grammar (Focus on Language) and finally, a 20-page vocabulary list (Word list).

Search 8 has a total of 301 pages, is continuously illustrated with photos (109) drawings / Comics (85) and maps (14). Drawings are usually in black-and-white, photographs are almost all in colour. In a 2:1 ratio, for the benefit of people, in these images people or other text illustrating or explanatory things are represented. The photos and drawings mainly serve as illustration, in a few cases, however, they are connected to questions or in-depth work.

The in these human images displayed numerical ratio of boys/men and girls/women gives the following results: Overall, the textbook contains 120 images of people, in which 278 people are seen. Were not counted and included in the analysis:

- "Hidden Object Photos", these are photos in which masses of people can be seen, however, so small that they are uncountable and in relation to gender also are difficult to differentiate (e.g., p.110 photo: Piccadilly Circus, drawing on page 166: Spectator in a theatre);
- Drawings, in which "people" are depicted in a rather gender-neutral way (e.g. p. 43: Illustration for the story "if pigs could fly");
- Cartoon characters, where animals are represented (presumably) as male or female (e.g., p. 131, Donald Duck).

In seven of the eleven chapters, in respect to the illustrations, a distribution of gender representation in favour of boys/men can be observed, merely in four chapters in girls/women are seen:

Chapter	Context	Number of illustrated males : females
1: What are they like?	What is Norwegian, what is British	18 : 6
2: School	Roald Dahl's childhood in school – the English school system	50 : 8
3: Travel	Interrailing – Travellers guide – Gulliver's Travels	4 : 6
4: Story-telling	Fairy Tales – Aesop's Fables – The Canterbury Tales – Robin Hood	18 : 10
5: Through the Year	Different Celebration Days – Different Countries, different Customs – Zlata's Diary	16 : 17
6: London	History – Sight-Seeing – Dossers – Oliver Twist	17 : 4
7: Comics and Cartoons	History of Comics – Superhero – The Cartoonist	24 : 23
8: Marathon	The First Marathon – The Marathon Queen – Poetry in Motion – Skyscrapers	0 : 5
9: Being a Teenager	Problems – Music – Love	4 : 13
10: The Land Down Under	Australian History – Climate – The Aboriginal People – Wildlife – Travelling Impressions	20 : 1
11: Holy Island and the Vikings	Lindisfarne – The Vikings – Hallgerd's Diary – Holy Island Diary – Story of Grace Darling	12 : 2
Total		183 : 95

Despite the objectively calculated 2: 1 ratio, in rapidly browsing the book, both sexes appear to be represented relatively equally, and this may be because the colour photos are clearly and more eye-catching than that black-and-white drawings usually do. Indeed, if one counts only the photos the results show a ratio of 37: 35 in favour of girls/women.

The eye-catching disproportions in the above chart (e.g., Chapter 2: 50: 8, Chapter 6: 17: 4, Chapter 10: 20: 1) are due primarily to the selected content: When Roald Dahl tells about his childhood to a class of boys or when there is a report about Oliver Twist's school

time, the photos or images mainly or exclusively depict boys. This argument, however, does not apply to Chapters 10 (occupation of Australia) or 11 (the ancient times of Britain and Norway); that these facts were mostly taken or created by men – which could easily be presumed from the pictures - is not quite believable.

Some chapters are as follows:

Chapter 1: It shows three British boys and three British girls who are interviewed about their knowledge of Norway. Furthermore, the illustrative drawings depict mainly male Norwegians or other male beings.

Chapter 2: A photo at the beginning displays three British college boys. The Roald Dahl's childhood memories are supplemented with three family photos and a class photo, depicting in all but one of his three sisters, only boys and a male teacher. For other texts, there are drawings with six male and five female subjects.

Chapter 4: Except for one photo (Kevin Costner as Robin Hood), only drawings to illustrate the selected stories. Through the selection of the stories, the male majority in the drawings is to some extent consistent.

Chapter 7: In this chapter, the gender representation appears to be the most balanced. Image contents wise however gender stereotypes are here most clearly expressed, not in the least because yes cartoons just want to represent exaggerated situations or behaviours (e.g. the working housewife and mother and the relaxing-resting, newspaper reading father, p 139).

Chapter 8: This chapter is dominated by images of women, focusing on the Norwegian marathon queen Grete Waitz. Although two other marathon texts are about men, they are not depicted in images.

Chapter 9: The text "A busy day" is illustrated with drawings from the daily routine of a girl, hence the female predominance in the artwork. - For this theme otherwise hardly any illustrations, and not a single photo.

Chapter 10: The history of Australia is mainly "male-dominated", however in the history of Aboriginals also a woman appears. But photos and drawings show only boys/men. The only female image is the photograph of an English schoolgirl who talks about her trip to Australia.

Chapter 11: Likewise, the early days of Britain and Norway seem to have been almost exclusively in the hands of males. The exception: Grace Darling, whose story is also illustrated with a picture of her.

When certain contents are deepened in the various chapters, the following persons (gender) are involved: an English artist presents his view of Norway: Graham Clark; an English childhood and school years: Roald Dahl; an InterRail traveller recounts: Christian (illustration photo, however: two girls and a boy); *Family holiday in England: parents with two "teenage girls"*; stories and tales: the Emperor's New clothes, Cinderella, Hansel and Gretel, Jacob and the Beanstalk, Sinbad the Sailor, variations of "Red Riding Hood", the Frog and the Ox (Aesop), Canterbury Tales, the Milky Way (Indian myth), Robin Hood;

Zlata's Diary - diary of a girl from Sarajevo, who fled to France and Ireland; *Trip to London*, scrapbook of the 15-year-old Ingjerd from Norway; a bum from London, the 64-year-old Bill; a childhood in London: *Oliver Twist*; different images and brief information on the most popular comics and cartoons: Donald Duck and Grandma Duck and Tick, Trick and Track, Lucky Luke, Asterix, Phantom Man, Mafalda, peanuts, Mickey and Minnie Mouse, the yellow kid, And Capp, Calvin and Hobbes – one page about Superman; The first marathon: a Greek soldier; *the marathon queen: Grete Waitz*; my first marathon: told by a man; discovery and settlement of Australia: history and stories of men; *First Impressions of Australia: tells the story of Emily*; history and stories of the Vikings: by men; *The story of Grace Darling* (about a heroic rescue of shipwrecked people).

The stories and fairy tales as well as the comic books and cartoons are not taken into account, in this case 9 male and 6 female main characters are used for comparison.

When excerpts are taken from other authors, some of these writers are introduced in more detail in a special text box. Texts are taken from a total of 13 more or less known authors, however, only seven are introduced in more detail. (6: 1) This is a clear preponderance conspicuously in favour of male authors: Jonathan Swift (p. 54), Geoffrey Chaucer (p. 73), William Shakespeare (p. 89), Christina Georgina Rossetti (p. 92), Charles John Huffam Dickens (p. 123), Walter Elias Disney (p. 132), James Cook (p. 182).

Without further introduction, there are four female authors and two male authors: Judith Kerr (p. 35-38 and p. 217-223), Gina Davidson (p. 170-171), Mark Twain (p. 173-175), Nina Bawden (p. 230-233), Anne Fine (pp. 234-242), Ted Hughes (p. 242-245).

The topic of "jobs" / "working environment" is not explicitly addressed in this textbook. The chapter, which one might expect in terms of content to be the most illuminating or interesting on the topic of gender (identity) development/gender stereotypes, would be chapter 9 "Being a Teenager" (p. 166-178).

This chapter is only illustrated with drawings, but not with photos, and begins with the picture "Before the Date" (p. 166) by Norman Rockwell of 1949, which shows two "typical American teenagers" out of the 1940's (!)/50's (!) that are painted from behind, preparing for a "date". Thereafter, this chapter is pretty much girl-dominated: a poem about the little sister who "ice skates" in her slippers in the house and dreams of a successful career (the illustration drawing shows a girl at an ice skating stadium being overpoured with award-roses; p. 168) followed by a letter from a 12-year-old girl taken from the "problem page" of a teenage magazine, then an excerpt from a book in which a mother recounts living with a teenage girl (with a cartoon-like girl drawing; p. 170), subsequently a letter from a 12-year-old girl about the current music; finally, an excerpt from Tom Sawyer: "in love" where at the end the "Love is ...- Couple" is drawn; and lastly a Pop poem "a busy day" describing the daily routine of a female teen, which is surrounded by nine drawings of a girl in the different activities of the day.

Related to the issue of gender orientation, this chapter leaves a rather mixed impression: "Being a Teenager" is almost textually completely by or about girls (teenage girls), image-wise, however, this chapter is essentially "gender-less".

For the analysis of verbs that follow male and female agents, Chapter 8 (Marathon) was used, in particular the short text about Grete Waitz and the first part of the following text about a man who contests his first marathon. Thus, texts that describe the same sports activities from different perspectives.

Person	Verb in Context	Page	Person	Verb in Context	Page
(Grete Waitz) I	<i>had to pick</i> the one event...	p. 148	I	<i>knew</i> that having spent...	p. 150
I	<i>was unknown</i> outside Norway	p. 148	I	<i>had to start</i> moving	p. 150
I	<i>won</i> in New York in 1978	p. 148	I	<i>had done</i> some sports	p. 150
Grete Waitz	<i>said</i> in an interview	p. 148	I	<i>had even given up</i> ...	p. 150
She	<i>was</i> a full-time schoolteacher	p. 148	I	<i>felt</i> that I didn't have the time	p. 150
She	<i>had decided</i> not to run races	p. 148	I	<i>began</i> to consider jogging	p. 150
She	<i>said</i>	p. 148	I	<i>don't mean</i> ...	p. 150
Grete Waitz	<i>had never run</i> more than 20 km	p. 149	I	<i>am thinking</i> ...	p. 150
She	<i>saw</i> her first marathon as...	p. 149	I	<i>used</i> to make jokes	p. 150
She	<i>won</i>	p. 149	I	once <i>asked</i> my wife	p. 150
She	<i>set</i> a world record	p. 149	I	<i>decide</i> to change my lifestyle	p. 150
I	<i>ended up</i> with a World Champion...	p. 149	I	<i>had got</i> the idea	p. 150
Grete Waitz	<i>won</i>	p. 149	I	<i>couldn't let</i> it go	p. 150
With Grete Waitz	<i>began</i> a new era of female running	p. 149	I	<i>wanted</i> to run the New York City Marathon	p. 150
I	<i>don't know</i> how I got the idea	p. 150			
I	<i>knew</i> that having spent...	p. 150			

A general assessment here goes along the lines that in terms of status and personality no major differences are observed. Men, like women, are displayed as self-determining, self-confident and successful.

One of the conclusions of this textbook analysis regarding gender typifications and gender orientations turns out to be entirely rather ambivalent: The English textbook "Search 8" serves its purpose to be a textbook for the acquisition of the English language. Educationally, it is well structured. It is methodically varying and in a differentiating way, students become familiar with the English language. The content and thematic selection of each chapter is also likely to bring the students closer to English history and culture.

In relation to gender specific representations or accents - overall a balance which acts almost somewhat all too gender-neutral can be noticed, or - if you want to put it negatively - all too egalitarian-shapeless. But consistently herein, the Norwegian tradition and the

current primarily Norwegian understanding is reflected: within historical themes, girls/women are underrepresented, however in current topics, the sexes are in balance. In most of the contents of each chapter, boys could be replaced with girls and vice versa, without this leading to significant changes in content. However, hardly any specific gender identification possibilities are set forth or offered. In my opinion, an important cause related to the representations is the fact that mostly drawings, also often caricatures and exaggerations are used as illustrations, causing a rather psychological or emotional distance or indifference and which are less suitable to establish identification. However, where actually living people are described and illustrated, what boys/men and girls/women are concerned – it is done in a quantitatively rather balanced way.

Looking back at the headline of this paper and in line with the intentions of the Ministry of Education - In the absence of an overall, nationally controlled approval of textbooks and instead there is the entrustment of the selection and the use of textbooks to schools and teachers, it is consequently the duty of the teachers what concerns teaching contents endowing gender identity and its shaping. In the treatment of other teaching contents and themes, the illustrations contained in this textbook, lead in no event to irritation or gender stereotypical dubiousness.

2.2 Textbooks written by women make a difference!

Nesrin Oruc (TR)

The analysed textbook comes with the title "Spot on" (8th Grade) (2011) and was written by a Turkish team of male and female writers (Kurt, C. B., Sayiner, İ., Sarandal, M., Çoban, Ö., Buldur, P. Ü., & Tekir, S.), republished by the Ministry of Education in Ankara. It was written for students learning English as a foreign language at Turkish secondary schools. The book contains 199 pages and consists of 16 units – ranging from "Friendship" to "Dreams". In the following, the Course book is analyzed according to the above criteria.

Considering the numerical ratio of men and women/boys and girls in the Course Book, we notice that there are 71 pictures on which exclusively women and/or a group of women are depicted. Men are shown in 59 images; however there are only 46 images in which there are both girls and boys. These numbers are promising in the sense that women are represented in this book quantitatively more often than men.

The following chart shows the numerical ratio of the depicted male and female persons in the respective units:

Unit	Context	Number of illustrated males : females	Pages
Unit 1: Friendship	Friendship Rules	12:18	11
Unit 2: Road To Success	Study Skills	2:4	21
Unit 3: Improving One's Look	Body Care	0:3	35

Unit 4: Dreams	Sweet Dreams	12:12	45
Unit 5: Atatürk: The Founder of Turkish Republic	The Independence War	8:7	55
Unit 6: Detective Stories	The Story of the Stolen Necklace	6:5	65
Unit 7: Personal Experiences	Places	6:5	79
Unit 8: Cooperation in the Family	Running Errands	4:16	89
Unit 9: Success Stories	A Living Scientist	4:2	101
Unit 10: Reading for Entertainment	A Modern Short Story	2:2	111
Unit 11: Personal Goals	Knowing What You Want	6:6	121
Unit 12: Personality Types	Identifying Strengths and Weaknesses	2:2	131
Unit 13: Language Learning	A Good Language Learner	6:10	143
Unit 14: Precautionary Measures	Sensible Precautions	3:2	153
Unit 15: Preferences	Holiday Activities	1:6	163
Unit 16: Empathy	Understanding Others	3:3	173

A unit-by-unit analysis shows that in "Spot On" the male-female representation in the artwork is almost numerically equal. Although in some units men are represented in more pictures, as a whole we see a fair distribution. A more detailed analysis of these images or units, however, shows some interesting results, such as for example Unit 3 – "Improving One's Looks" - in which no males are shown. There are only women in the pictures. This indirectly supports the view that in this society it is only women, who have to be beautiful and constantly attractive.

Women are constantly under pressure to look good in social life, in professional life etc. While men have it easy: it is sufficient that they look average. Unfortunately, this ambiguity shows up in almost all areas of our lives in our society. When it comes to appearances, even under the influence of images in the media, it is always women who have to strive for perfection, while it's OK for men to be above average. Unfortunately, this is also proven with the present analysis. Since in this unit no male being is depicted, the view is supported that personal care is only an issue for girls but not for boys.

Another unit in this respect is titled "Cooperation in the Family" (Unit 8), which in turn - not surprisingly – shows women as primarily responsible for housework and the home.

Among the 28 images in this unit, women appear on 16 either doing the dishes, preparing breakfast/dinner, taking the dog out for a walk while shopping.

In none of these images men appear, since men are regarded as leaders in this society.

Men, however, appear in other units. In Unit 9, for example, which is titled "Success Stories", there are three examples given (two from Turkey and one international), but in

none of these examples a woman pops up. In the same section, there is another reading text on a male psychologist named Daniel Goleman, but there are no examples in this unit of "female Success Stories" - either from Turkey or from abroad.

In another unit – "Road to Success" - students are given tips on learning techniques. In the section of listening comprehension, three successful students give their friends hints on how to learn French. Two of these successful ones are girls - which is encouraging in the sense that girls are presented as successful members of society.

A further analysis was carried out with verbs: male or female agents followed by a verb (he / she Verb +). Since it is not possible to perform this analysis for the entire book, only one unit has been analyzed. The first unit of the book is titled "Friendship" and begins with an association task in which the student is requested, to assign adjectives to the respective images. Considering the correct answers, we notice that the adjectives to be associated with male agents are "funny", "coarse", "friendly", "generous" and "stingy" - i.e. adjectives, including both positive and negative meanings and connotations.

The chart below shows a detailed analysis of this unit:

Person	Adjective in Context	Page	Person	Adjective in Context	Page
He	<i>is</i> funny.	12	He	<i>has</i> a good sense of humour.	13
He	<i>is</i> rude.	12	Trevor	<i>is</i> good at making jokes.	13
He	<i>is</i> polite.	12	Trevor	<i>is</i> honest.	13
He	<i>is</i> stingy.	12	He	<i>always tells the truth.</i>	13
She	<i>is</i> helpful.	12	Trevor	<i>is</i> reliable.	13
He	<i>is</i> generous.	12	Trevor	<i>is</i> always there when you need him.	13
She	<i>is</i> friendly.	12			

The only adjectives used with female agents, are "helpful" and "friendly". To be "trustworthy", "honest" and "funny" are adjectives consistently associated with male characters in this book.

Overall it can be said that "Spot On" - in regard to the visualization of genders, is not imbalanced. On the contrary, female characters were even more frequently visible (see the accompanying table) and it seemed as though in this book they were playing active roles just like their male partners.

However a number of gender stereotypes were discovered in this textbook. It seemed that these stereotypes occurred mainly in related topics. Female characters are found primarily in connection with activities in the household, whereas male characters are used as examples of success stories.

A general comment about this book is in respect to the authors: the book was written by six women and edited by another woman. This is of importance as to the effect - with the exception of the unit "Cooperation in the Family" - that women in this book generally are represented as "active" and not as "domestic" characters. This could be the result of a "female writers team" and a female editor.

It would have been interesting to analyse another textbook, one only written by men.

3. Analysis of textbooks for the teaching of Spanish respectively German as a foreign language

3.1 A Spanish textbook: neutral and well balanced

Fiona Shelton (UK)

The analysed book is "*Mira Express 8*", Essex: Pearson (2008) by A. McLachlan.

The following chart summarizes the results of the analysis.

Unit	Context	Number of illustrated males : females	Pages
Unit 1: Vamos	In the class	4 : 1	5
	Introducing yourself & counting	10:10	6-11
	Alphabet	2:2	12-13
	Talking about the classroom	5:3	14-15
On page 5 there is 1 male teacher and 3 male pupils and 1 female pupil. The girl only appears once but the boys are shown in class looking at books and asking questions. The other boys and girls are simply represented by a "head shot" photograph – no context.			
Unit 2: What do you study?	Talking about school subjects	1:2	24-25
	Saying what you do in lessons	1:3	26-27
	Talking about school teachers	9:9	28-29
	Giving opinions	2:3	30-31
Most of the children are represented in the same way as above with a "head shot". Pages 28-29 show representations of teachers in cartoon format with different subjects and characteristics. Male teachers: English: strict ICT: boring Spanish: funny Theatre: kind Religion: unpleasant Female Teachers: Science: strict French: boring Music: funny Geography: kind Art: unpleasant			
Unit 3 : My family	Talking about your brothers and sisters	6:9	42-43
	Counting to 100 Talking about your family	7:16	44-45
	Talking about appearance and character	21:21	48-51
The images are "headshots", families (mother, father, brother and sister)			
Unit 4: Living in Europe	Talking about where you live	16:11	60-65
	Talking about your bedroom	8:5	68-69
Here we find headshots of young people – an equal number of boys and girls showing where they live. Boys and girls doing Sports: ratio 5:5. On page 63 there is a woman standing outside a house and a man wearing a safety hat is standing at a construction site. On page 65 we see male twins (cartoon): sleeping, reading and eating together with their mother who cooked for them.			
Unit 5: Free time	Talking about what you do in your free time	9:7	78-79
	Talking about sports	10:6	82-83
On page 78 there are cartoons of boys at the cinema, shopping, riding a bike, listening to			

music and playing computer games. The girls are shown with their girlfriends, doing homework and watching television.			
Page 82 shows boys doing the following activities: doing athletics, cycling, skiing, playing basketball, football, volleyball.			
Page 82 shows girls doing the following activities: horse riding, swimming, skateboarding, playing tennis and hockey.			
Page 83 has 5 images of famous sports people – 4 of which are men and 1 is a woman.			
Unit 6: Your Town	Talking about your town	3:3	96-98
Here we find headshots of young people, in no particular context, but there are no illustrations that represent boys or girls in any substantial reference.			

There is no chapter about jobs/occupations.

Person	Verb in context	Page
...he	<i>goes to the swimming pool</i>	79
...he	<i>goes to the cinema with his friends</i>	79
He	<i>is strict</i>	28
He	<i>is boring</i>	28
He	<i>is funny</i>	28
He	<i>is kind</i>	28
He	<i>is unpleasant</i>	28
He	<i>eats a sandwich and drinks a Coke</i>	33
He	<i>likes history but he doesn't like science.</i>	33
He	<i>is listening to music</i>	68
He	<i>is drinking</i>	68
He	<i>is sleeping</i>	68
He	<i>is playing a computer game</i>	68
He	<i>is eating a sandwich</i>	68
He	<i>does his homework in the dining room</i>	79
He	<i>goes shopping once a week</i>	79
Luis Miguel	<i>studies Spanish, English and French</i>	27
Luz (f)	<i>studies Spanish, maths, science, English, history, technology, geography French not theatre</i>	25
Norberto	<i>listens to music everyday</i>	79
Norberto	<i>watches television once a week</i>	79
Sergio (m)	<i>studies Spanish, maths, science, English, history, technology, ICT, not French</i>	25
She	<i>is strict</i>	28
She	<i>is boring</i>	28
She	<i>is funny</i>	28
She	<i>is kind</i>	28
She	<i>is unpleasant</i>	28
She	<i>is sending text messages</i>	68
She	<i>is watching television</i>	68
She	<i>is studying</i>	68
She	<i>is talking on the telephone</i>	68
She	<i>is reading</i>	68

The book exhibited a good balance in terms of illustrations, representing men and women. There were few pictures, portraying boys and girls in stereotypical gender roles. The majority of images of boys and girls were "Headshot" images, meaning that the context was generally neutral and young people were being reflected in no special way. Many

photos showed - throughout the entire book - the same number of boys and girls, there were no significant topics in which one sex was represented more frequently than the other.

The book was generally gender-neutral, and it was never conspicuous that a young person was attributed with a particular professional activity or a hobby, that could be described as stereotypical or typical for gender roles. For example, a girl was shown while skateboarding - an activity that is usually considered stereotypically for boys. I found the book to be neutral and well balanced.

3.2 A Polish textbook for German: "Students" in general, but no Individuals

Małgozata Żyluk (PL)

The analyzed textbook "*der, die, das NEU*" kurs kontynuacyjny (Continued Course) was published by the Wydawnictwo Szkolne (School Publishing) PWN Warszawa (Warsaw) and written by team of authors Kozubka M. Krawczyk, E., L. Zastąpiło, supported by Joseph Tholen. The textbook is approved for the 8th Grade (2nd year of Gymnasium).

The analyzed textbook is divided into seven Chapters, each chapter has 11 lesson units. There is a description of didactic games, a list of irregular and regular verbs and vocabulary. The textbook "*der, die, das NEU*" is very colourful, contains many images, illustrations, and photos.

The numerical ratio of men and women/boys and girls seen in the illustrations of this textbook. The respective illustrations are located between pages 7 and 73.

Unit	Context	Number of illustrated males : females	Page
Chapter 1: Teasing is a sign of affection	Title page – School trip	5 : 3	p. 7
	At the Inn	5:2	p. 8
	On fire	4:2	p. 9
		3:2	p. 10-11
Chapter 2: One is never too old to learn	Title page	13:11	p. 17
	Teacher	8 : 3	p. 22
	Student	2:6	p. 22-23
Chapter 3 If you rest, you rust	Title page	2:12	p. 27
	Associations	9:10	p. 28
	Hobby (Sports, Extreme sports)	14:3	p. 31,33
Chapter 4 Clothes make the man	Fashion	0:12	p. 38-39
Chapter 5 Love and understanding go seldom together.	Title page	2:2	p. 47
	Youngsters and their problems	5:8	p. 48-55
Chapter 6 If one travels, one has a story to tell	Travel	9:4	p. 60-61
Chapter 7 Customs and traditions	Title page	4:0	p. 67
	Customs and Traditions	12:2	p. 71-73

in German speaking countries			
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The contexts. As can be seen from the above chart, the images/photos present mostly an almost equal number of girls and boys.

Most of the pictures/photos that have a surplus of male agents are photos of extreme sports activities. A surplus of female agents is found mainly in the images/photos on the topic of "Fashion".

On the subject of "jobs"/"working environment". The book contains no chapter on the topic of "jobs"/"working environment". These two topics are intended for the 9th grade.

The analysis of verbs following male and female agents. Since most of the chapters and exercises should lead to communication opportunities, there are numerous dialogues in the analyzed textbook. Therefore, the analysis of "person and subsequent verb" is based on just a few sections:

Person	Verb in Context	Page	Person	Verb in Context	Page
Girls	wanted to built a tent	p. 10	He	changed his first name to Levi	p. 41
Boys	should cook for all	p. 10	He	bought once a big piece of cotton cloth	p. 41
Girls	are always boring	p. 11	Levi Straus	sewed trousers with it	p. 41
Boys	are so naughty	p. 11	He	sold it then to a gold digger	p. 41
My girlfriend	leads the film committee	p. 21	Levi Straus	became Millionaire	p. 41
Martin	is the head of the sports committee	p. 21	He	does not notice me	p. 49
Girls	withdrew	p. 23	He	is in love with a girl	p. 49
Loeb Straus	came from Bittenheim in Bayern	p. 41	He	is too old for her	p. 49
He	came to America	p. 41	She	had not lost her shoe	p. 53
He	was a tailor	p. 41			

The analysis of images and photos/drawings shows that both sexes are shown in the same relative proportions. Most of the texts and dialogues deal with students in general and do not name girls and boys or male/female students in particular. This could give the impression that Polish textbooks are written only for "undefined individuals".

Although there are no Gender Officers in the School Supervision of Poland, textbooks are constructed mostly neutral. This neutrality is also seen in school programs and curricula that do not speak of "male students" and "female students" but only of "students". In this regard, I find the book to be gender-neutral.

4. Final comments – Summary of the results

Renate Seebauer (AT)

The textbook analysed for this project by SEEBAUER (2012) ("*MORE Student's Book 4* –

Enriched Course"; authors: Puchta, H., Gerngross, G. und Holzmann, Ch., supported by Jeff Stranks and Peter Lewis-Jones), which analysis is not given in detail here because of lack of space, provides the following results: The illustration show in total about 485 people: 283 men against 136 women; 37 boys against 39 girls.

Unit 5 (p. 38 ff.) is dedicated to jobs and working environment and starts with 20 listed job titles to which 20 images are attributed (p. 38, 39). In the photos you will find here a balance of 11 male and 12 female subjects. In the medical profession, the doctor is female, the dentist is male, the nurse is female. The chef is male, the worker in the canning factory is female, the accountants are male, the secretary is female: he checks, she lightens up when he allows her to write down a dictation ... - But both are sitting at a desk in front of a PC.

Women in scientific and technical professions will not show up, the first picture is that of a soldier (p. 38). ...

Conclusion: The book displays strong, successful men (winners of battles, men in the courtroom, who judge women, supermen, head chefs ...) and weak, timid women who in some cases however were able to overcome their problems. ...

- Overall, in all the analyzed textbooks there seems to be a commitment to a relative balance of graphic representations of women/girls and men/boys.
- Upon superficial examination, this balance could obscure the fact that male and female persons were "interchangeable" and are almost "genderless" – as apostrophized in the Norwegian contribution.
- In general, the lack of identification possibilities for girls and boys with regard to a changed role image was observed, as well as the demonstration of female achievements according to historical facts and/or current circumstances (e.g. in sports).
- Not in all textbooks, the subject of "jobs"/"working environment" is handled, in the Austrian textbook for English, where this is the case, more traditional job roles were depicted, rather than that students were shown new paths in their career choices (e.g. girls in scientific and technical fields).
- What Johanna Dohnal, the first female Secretary of State in Austria, started already in 1984 with the action "Daughters can do more - Career Planning is Life Planning", should still be "a topic" – and not only with regard to the design of education!
- For further analysis, the question arises (see also the contribution from Turkey), whether female or male writers would find in the preparation of textbooks different approaches to gender issues. ... – But nevertheless there are still the teachers, who should strive to critically deal with textbook content, and to question them.

As a suggestion for analysis of history textbooks, here - with Bertolt Brecht (Calendar stories, 1928) – "Questions of a reading worker" are posed:

"Who built Thebes with the seven towers? - In the books are the names of kings. - Did the kings haul up the lumps of rock? - And Babylon, many times demolished, who built

it up so many times? - In what houses of gold-glittering Lima did the builders live? - Where did the masons go the evening the Chinese wall was finished? Great Rome is full of triumphal arches. Whom did the Caesars triumph? - Did Byzantium, much praised in song, have only palaces for its inhabitants? - Even in fabled Atlantis, the drowned still roared in the night for their slaves, right where the ocean engulfed. - The young Alexander conquered India. He alone? - Caesar beat the Gaul. Did he not even bring a cook with him? - Philip of Spain wept as his men lost. Did someone else cry? - Frederick the Second won the Seven Years War. Who won except for him? Every page has a victory. Who cooked the feast for the victors? - Every ten years, there is a great man - Who paid the bill? So many stories, so many questions."