Gender Stereotypes and Bias in English Language School Textbooks: Reflection from Literature Review across Different Countries

Ankur Nandi [1*], Tarini Halder[2], Tapash Das[3]

[1&2]Department Of Education, University Of Kalyani, West Bengal, India
[3]Department Of Education, Kazi Nazrul University, West Bengal, India

article information	Abstract
                	Textbooks significantly influence student learning, shaping values, beliefs, and cultural views. They convey gender roles, social norms, and biases, making it crucial to create gender-neutral materials. This requires a thorough review of existing textbooks to ensure they do not favor any gender. This review paper aims to examine five specific aspects of the selected previous research: the portrayal of gender in language and terminological aspects, visual representation, professional, occupational, and working roles representation, games and leisure time activities, cultural and regional differences in the portrayal of gender in textbooks. A wide-ranging strategy was employed to search and identify research papers from Web of Science, Scopus, Springer Link, Google Scholar, Semantic Scholar, and ERIC. The chosen papers span the years 2007 to 2024. Out of 358 results generated, 68 publications representing 45 selected papers were chosen and themed for discussion, investigating gender stereotypes and biases in English language textbooks at the school level. Results revealed a predominantly male presence in illustrations, often in active leadership roles, while females are underrepresented or shown in passive roles. Boys are portrayed in adventurous activities, while girls are depicted in domestic pursuits, with textbooks consistently minimizing female achievements across cultures and regions. The researcher concluded that the findings are valuable for textbook development agencies, authors, and educators in creating a gender-sensitive curriculum and textbooks.

Introduction

Gender stereotypes and biases in English language school textbooks present a significant issue as they can perpetuate harmful stereotypes and limit the opportunities and aspirations of students(Pavlenko, 2004; Barton & Sakwa, 2012; Mukundan & Nimehchisalem, 2008; Esmaili, 2015; Barton & Lee, 2005). Studies across various countries have shown that these biases can reinforce traditional gender roles, (Zhou et al., 2021; Ullah, Ali, & Naz, 2014; Halimatussakdiah et al., 2021). impacting students' self-perception and career choices (Ali & Hussain, 2019; Amini & Birjandi, 2012; Blumberg, 2008; Sunderland, 2000; Sadker & Zittleman, 2009; Ullah & Skelton, 2013). These stereotypes are often reflected in the content, illustrations, and language used in textbooks, which can contribute to the marginalization of female students and affect their academic performance and self-esteem (Gharbavi & Mousavi, 2012; Barton & Sakwa, 2012; Sleeter & Grant, 2017; Lee & Collins, 2008; Nousiainen et al., 2020). The issue is compounded by the lack of representation of diverse gender identities leading to a narrow view of gender that

*Corresponding author: Ankur Nandi, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India Email: ankurpalashdanga@gmail.com

excludes non-binary and transgender individuals (Pimentel, 2010; Taylor, 2003; Mukundan & Nimehchisalem, 2008; Ahmad & Shah, 2019; Khurshid, 2015). Addressing these biases requires a comprehensive review and reform of educational materials to ensure that they promote gender equality and inclusivity (Lalor, 2017; Dominguez, 2003; Paechter, 2000; Brugeilles & Cromer, 2009; Kobia, 2009).

Recent studies have highlighted the persistent presence of gender stereotypes and biases in English language school textbooks, (Saleem & Zubair, 2013; Arslan Ozer, Karatas, & Ergun, 2019). reflecting traditional gender roles and contributing to the reinforcement of gender inequality Despite efforts to promote gender equality in education, these biases remain prevalent, influencing students' perceptions of gender roles and expectations (Lee & Collins, 2008; Yang, 2011; Hellinger, 1980; Brugeilles & Cromer, 2009; Mikulecky, 2011; Ariyanto, 2018; Sever, 2004).). Studies have revealed that male characters are often depicted in more active and diverse roles, while female characters are portrayed in passive, domestic, and subordinate roles, thus limiting the representation of women in professional and leadership positions (Cunningsworth, 1995; Hartman & Judd, 1978; Poulou, 1997; Renner, 1997; Shnookal, 2001). Furthermore, the linguistic features used in textbooks, such as pronouns and occupational terms, often favor males, reinforcing the notion of male superiority and female inferiority (Ansary & Babaii, 2003; Barton & Sakwa, 2012; Bahman & Rahimi, 2010; Ghorbani, 2009; Rifkin, 1998).

The purpose of this study is to analyze and identify gender stereotypes and biases found in English textbooks in schools, and their impact on students' perceptions and attitudes towards gender roles. The research aims to evaluate the extent to which unequal gender representations in educational materials can reinforce gender inequality and affect students' career choices and self-esteem. In addition, this study aims to examine the role of textbooks in formulating a narrow view of gender, which ignores non-binary and transgender identities. It also aims to provide recommendations on reforming textbooks and educational materials to create a more inclusive and equitable learning environment and promote more gender-sensitive policies in global education.

The presence of gender stereotypes and biases in school English textbooks significantly affects students' perceptions of gender roles, which can reinforce gender inequality and limit their career aspirations. Textbooks that contain biased gender representations, such as the selection of active roles for male characters and passive roles for female characters, have the potential to shape students' views of rigid and traditional gender roles. This can result in female students' lack of confidence in taking on leadership roles or pursuing careers in male-dominated fields. In addition, the underrepresentation of non-binary and transgender gender identities in textbooks can also hinder the development of gender inclusivity awareness among students. It is hoped that by identifying and examining these biases, solutions can be found to create textbooks that are more inclusive and promote gender equality.

Methods

This study employed a systematic literature review (SLR) methodology to analyze gender stereotypes and biases in school mathematics textbooks. The SLR approach ensures a comprehensive, transparent, and reproducible analysis of existing literature, adhering to the guidelines outlined by (Moher et al., 2009) (Tranfield et al., 2003). To focus on previous research regarding gender stereotypes and biases in textbooks both in India and internationally, Google Scholar, ERIC, Scopus, Web of Science, Semantic Scholar, and Springer Link were chosen as the primary databases. This selection aimed to enhance the likelihood of locating pertinent literature. The search terms used were "gender stereotypes in textbooks," "gender bias in educational

materials," "English textbooks and gender representation," and "gender equality in school textbooks." Ultimately, publications that met the established criteria were identified.

The authors compiled the selected information into a spreadsheet. Initially, they manually checked the titles and abstracts of the papers before proceeding to read the full texts. This process helped determine if the papers met the criteria for the review. They ensured that the chosen papers were relevant to the main topic and selected them carefully. The authors selected documents and data for the review by focusing on papers that formally investigated gender stereotypes and bias in school English textbooks, including those based on consultations. They examined studies from organizations, institutions, Departments of School Education, and government sources. The research needed to cover themes such as gender discrimination in textbooks, bias in images, gender issues in the curriculum, and the extent of gender bias in mathematics textbook literature.

Table 1. Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
• Studies published between 2007 and 2024.	• Studies not directly related to gender stereotypes or biases in textbooks.
• Peer-reviewed journal articles, conference papers, and reports.	• Non-peer-reviewed articles, editorials, and opinion pieces.
• Studies focusing on gender representation in school textbooks, particularly English textbooks.	• Articles not available in full text.
• Articles available in English.	

The authors collected information from all the selected papers by following a systematic plan that included examining the topic, year of publication, publisher, focus, outcomes, and keywords. They reviewed each paper's topic and outcomes separately before organizing the data. The authors continuously checked all the papers throughout the review process to ensure accuracy and consistency.
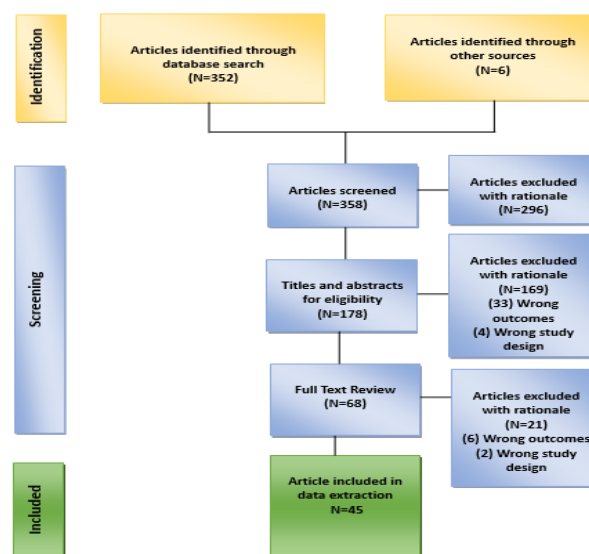
Result and Discussion
Result

Figure 1. PRISMA diagram

The above figure 1 indicates the PRISMA diagram illustrates that the total number of articles was 358. 352 articles were identified through database searches and an additional 6 articles from other sources. After the screening of those articles, 296 articles did not meet the initial criteria and

were excluded. The remaining 178 articles was further screened based on title and abstract in order to determine if any of the articles met the inclusion criteria, of which 169 articles were excluded based on wrong outcome (33 articles) and wrong study design (4 articles). Through a series of subsequent screens, 21 more articles were excluded, 6 for wrong outcome and 2 for wrong study design. Ultimately, 45 articles met the criteria and were included in the final data extraction for the systematic review.

A Year-By-Year Overview of Various Types of Published Research Work and The Databases From Which These Studies Were Gathered
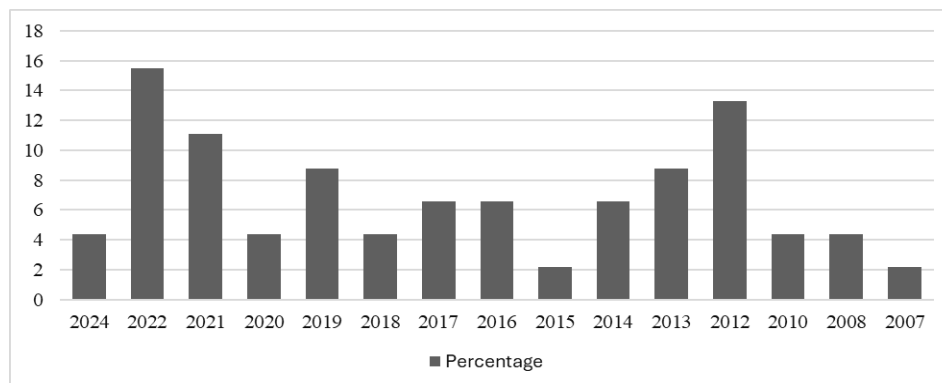

Figure 2. Year-by-year distribution of selected research work

The above figure 2 shows that of the 45 selected papers, in the early years, 2007 and 2015 had the fewest publications, each accounting for 2.2% of the total. Moderate increases were seen in 2008, 2010, 2018, and 2020, each with 2 publications (4.4%). The years 2013 and 2019 showed more significant contributions with 4 publications each (8.8%). A notable peak occurred in 2012 with 6 publications, representing 13.3% of the total. Steady contributions were observed in 2014, 2016, and 2017, each with 3 publications (6.6%). Another peak was in 2021 with 5 publications (11.1%), while the highest activity was recorded in 2022 with 7 publications, making up 15.5% of the total research. The year 2024 had a lower output with 2 publications (4.4%).
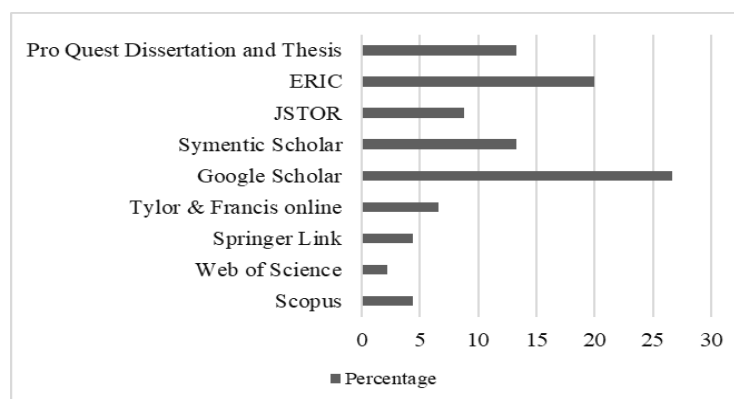

Figure 3. Different Databases of Selected Research Work

The above figure 3 shows that the 45 selected research works across various databases. Google Scholar accounted for the highest number of publications, contributing 26.6% (12 publications) of the total. ERIC followed with 9 publications, making up 20%. Semantic Scholar and ProQuest Dissertation and Thesis each contributed 6 publications, representing 13.3% each. JSTOR had 4 publications, accounting for 8.8%. Taylor & Francis Online contributed 3 publications, representing 6.6%. Scopus and Springer Link each had 2 publications, making up 4.4% each. Web of Science had the fewest publications, with 1 publication, accounting for 2.2% of the total. This

distribution reflects the varied research sources on this topic, highlighting the significant contributions of some databases over others.
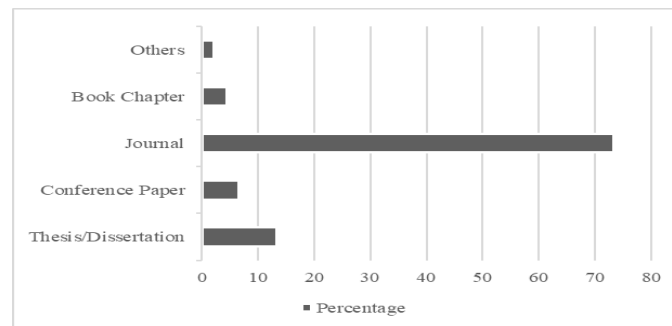

Figure 4. Different categories of selected research work

Figure 4 shows that the 45 selected research works across different categories show that most studies were published in journals, accounting for 33 publications (73.3%). Theses and dissertations contributed to 6 publications (13.3%), while conference papers made up 3 publications (6.6%). Book chapters represented 2 publications (4.4%), and other types of research work were minimal, with only 1 publication (2.2%). This distribution highlights the predominance of journal articles in analyzing gender bias and stereotypes in English textbooks.

Country of Publication As Well As The Methodology Applied In Those Papers
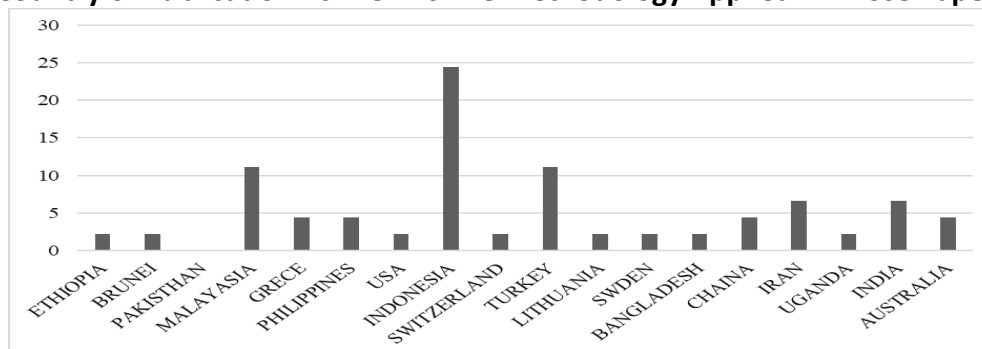

Figure 5. Countries of the selected publication

Figure 5 shows that the 45 selected research works across different categories of countries. Indonesia leads with 11 publications, accounting for 24.4% of the total. Malaysia and Turkey follow, each with 5 publications (11.1%). Iran and India each contribute 3 publications (6.6%), while Pakistan, Greece, Philippines, China, and Australia each have 2 publications (4.4%). The remaining countries, including Ethiopia, Brunei, USA, Switzerland, Lithuania, Sweden, Bangladesh, and Uganda, each have 1 publication, representing 2.2% of the total. This distribution shows a significant concentration of publications from Indonesia, with other countries contributing smaller but notable shares.
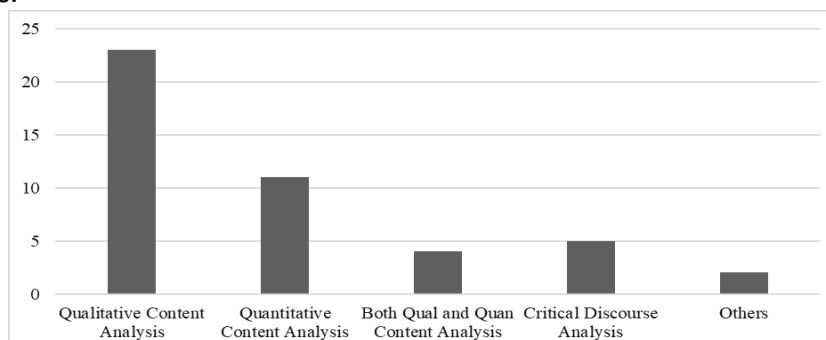

Figure 6. The Methodology Employed In Selected Research Work

Figure 6 shows that the 45 selected research works illustrate different methodologies used. Qualitative Content Analysis is the most prevalent method, used in 23 publications, accounting for 51.1% of the total. Quantitative Content Analysis follows, utilized in 11 publications, representing 24.4%. A combination of both Qualitative and Quantitative Content Analysis is employed in 4 publications (8.8%). Critical Discourse Analysis is used in 5 publications, making up 11.1%. Other methodologies are employed in 2 publications, comprising 4.4% of the total. This indicates a strong preference for qualitative approaches in the selected research work.

Table 2. Summary of Themes and Selected Research Work for Review

Category of theme	Journal Articles	Conference paper	Book Chapter	Thesis	Others
Portrayal of gender in language and terminological aspects	E8, E11, E1, E6 E18, E19, E23, E33, E34, E22, E34, E16, E19, E36		E15	E37, E12, E30	
Portrayal of gender in visual representation	E27, E4, E21, E32, E34, E14, E29, E31, E35, E33, E34, E22, E25, E28, E32, E24	E26, E9		E3, E13, E30, E12, E24	E33, E14
Portrayal of gender in professional, occupational, and working roles representation	E17, E18, E33, E34, E22, E34, E30, E12, E14, E6 E18, E19, E39		E20, E2		E33, E14
Portrayal of gender in games and leisure time activities	E10, E22, E32, E34, E21, E27, E4, E21, E3, E13, E38, E40, E42, E 44, E45	E5	E15, E7	E30, E12, E24	E14
Cultural and regional differences in the portrayal of gender in textbooks	E29, E31, E35, E23, E41, E43			E30, E12,	

Note: "E" is a code used to categorize each of the research work included in the review.

The above table 2 shows that out of the 45 publications, 18 (40 %) discussed the portrayal of gender in language and terminological aspects. 25 (55.5 %) of the published research focused on the portrayal of gender in visual representation, while 17 (37.7 %) addressed the portrayal of gender in professional, occupational, and working role representation. Additionally, 22 (48.8 %) of the publications examined the portrayal of gender in games and leisure time activities. Finally, 8 (17.7 %) of the research works discussed cultural and regional differences in the portrayal of gender in textbooks.

The result shows that most of the selected papers are from the year 2007 to 2024, also journal articles (70.4 %), as well as literature reviews (29.6 %), on gender stereotypes and bias in mathematics textbooks were the most reviewed in the study. This indicates that the review was thoroughly conducted with current and relevant publications. However, most of the countries represented gender stereotypes and biases presented in mathematics textbooks.

Discussion
Portrayal of Gender In Language And Terminological Aspects In Textbooks

The portrayal of gender in language and terminological aspects within textbooks is a crucial issue that reflects broader societal attitudes and biases. Mebratu and Semela (2022) highlight that textbook gender bias can perpetuate stereotypes from school to university contexts, affecting students' perceptions and attitudes (Mebratu & Semela, 2022). Similarly, Maulida (2017) underscores that elementary school textbooks often exhibit gender bias through language and terminology, which can subtly reinforce traditional gender roles and stereotypes (Maulida, 2017;

Blumberg, 2008; Evans & Davies, 2000; Sunderland, 2000; Porreca, 1984; Swann, 1992). Ali and Hussain (2019) further illustrate that primary-level textbooks in Pakistan demonstrate significant gender imbalances in representation, reflecting cultural biases and impacting students' understanding of gender roles (Ali & Hussain, 2019). Chandran (2002) finds similar issues in Malaysian textbooks, emphasizing that gender bias in educational materials often mirrors and reinforces societal gender norms (Chandran, 2002). These studies collectively reveal how language and terminology in textbooks contribute to the perpetuation of gender stereotypes, shaping students' perceptions of gender roles from an early age (Blumberg, 2008; Evans & Davies, 2000; Sunderland, 2000; Porreca, 1984; Swann, 1992).

Portrayal of Gender In Visual Representation In Textbooks

The portrayal of gender in visual representations within educational materials often reflects and perpetuates existing societal biases. Studies reveal that gender bias is prevalent in textbooks, impacting how students perceive gender roles and stereotypes(Gharbavi & Mousavi, 2012; Bahman & Rahimi, 2010; Brusokaite & Verikaitė-Gaigaliene, 2015; Lee & Collins, 2008; Sunderland, 2000). For example, Rong et al. (2021) highlight that English textbooks frequently reinforce traditional gender roles, which can limit students' understanding of gender diversity and equality. Similarly, Nilayam Mihira et al. (2023) review literature showing that English textbooks often depict gender inequality through stereotypical illustrations and narratives, reinforcing outdated gender norms. This issue is echoed by (Roohani and Zarei, 2013), who found that gender bias in Iranian textbooks impacts students' perceptions of gender roles by portraying women in secondary roles compared to men. The persistent depiction of gender stereotypes in visual elements of textbooks contributes to the reinforcement of gender biases, as emphasized by (Gharbavi and Mousavi, 2012; Bakker & Akkerman, 2014; Reilly, Neumann, & Andrews, 2015; Tiedemann, 2000), who argue that such representations reflect broader social inequalities. (Furthermore, Amini and Birjandi, 2012; Carvalho, 2014; Mukundan & Nimehchisalem, 2008; Pavlenko, 2004; Barton & Lee, 2005; Sunderland, 2000) note that gendered visual portrayals in textbooks can affect students' expectations and ambitions by perpetuating stereotypical views of gender roles. Thus, addressing these biases in educational materials is crucial for fostering a more equitable understanding of gender among students.

Portrayal Of Gender In Professional, Occupational, And Working Role Representation In Textbooks

The portrayal of gender in professional, occupational, and working roles within educational texts is a critical issue, as it shapes students' perceptions and expectations about gender roles in the workforce. Studies have consistently shown that gender stereotypes are prevalent in textbooks, often reinforcing traditional roles and limiting students' views on career possibilities (Fithriani, 2022; Huang & Liu, 2024; Rong, Xue, Zhang, & Zhou, 2021). For instance, gender representations in textbooks frequently depict men in leadership or technical roles, while women are shown in supportive or domestic roles, thus perpetuating stereotypes (Habib, Wija Putra, & Setyono, 2020; Skliar, 2007; Nilayam Mihira et al., 2023). This bias in role representation not only affects students' career aspirations but also contributes to broader societal inequalities by reinforcing outdated gender norms (Roohani & Zarei, 2013; Gharbavi & Mousavi, 2012; Barton & Sakwa, 2012). Addressing these issues requires a conscious effort to include diverse and balanced representations of gender in educational materials, to ensure that students see a wide range of possibilities and opportunities regardless of their gender (Sedmak, 2022; Mukundan & Nimehchisalem, 2008; Ahmad & Shah, 2019).

Portrayal of Gender In Games And Leisure Time Activities In Textbooks

The portrayal of gender in games and leisure time activities within textbooks reveals significant disparities, reflecting broader societal biases. Studies have shown that textbooks often perpetuate traditional gender roles by associating certain activities with specific genders, thus reinforcing stereotypes. (Ahmad and Shah, 2019; Lee & Collins, 2008; Yang, 2011; Hellinger, 1980; Brugeilles & Cromer, 2009; Mikulecky, 2011) highlight that English textbooks in Pakistani schools frequently depict gender-specific leisure activities, with boys portrayed as engaging in sports and girls in domestic roles (Ahmad & Shah, 2019; Similarly, Amini and Birjandi, 2012; Ansary & Babaii, 2003; Barton & Sakwa, 2012; Bahman & Rahimi, 2010; Ghorbani, 2009; Rifkin, 1998) find that Iranian high school textbooks exhibit a gender bias in depicting boys participating in adventurous activities, while girls are shown in passive roles (Amini & Birjandi, 2012). This pattern is echoed in the findings of Arslan Ozer, Karatas, and Ergun (2019), who note that Turkish textbooks also reflect a gendered approach to leisure activities, thereby reinforcing gender stereotypes (Arslan Ozer, Karatas, & Ergun, 2019). Such portrayals not only limit the representation of gender roles but also affect students' perceptions and aspirations regarding gender-specific activities.

Cultural and Regional Differences In The Portrayal Of Gender In Textbooks

Cultural and regional differences significantly influence the portrayal of gender in textbooks, reflecting diverse societal norms and values. For instance, in Ethiopia, research indicates that gender biases in textbooks perpetuate traditional roles from schools to higher education (Mebratu & Semela, 2022; Hartman & Judd, 1978; Cunningsworth, 1995; Poulou, 1997; Renner, 1997; Shnookal, 2001). Similarly, in Indonesia, a study found that gender representation in English language textbooks often reflects entrenched stereotypes, affecting students' perceptions of gender roles (Maulida, 2017; Zahra, Inawati, & Ariffin, 2024). In Pakistan, the portrayal of gender in primary level textbooks has been critiqued for reinforcing gender stereotypes that limit students' understanding of gender equality (Ali & Hussain, 2019). These examples underscore how textbooks can both mirror and perpetuate cultural and regional gender norms, impacting educational outcomes and societal attitudes (Chandran, 2002; Shallaita, Nawawi, & Amin, 2021; Islam & Asadullah, 2016).

Conclusion

A review of literature on gender stereotypes and bias in textbooks reveals significant gender imbalances in education. The underrepresentation of women reinforces traditional gender roles and stereotypes. Language and illustrations in textbooks play a key role in shaping gender expectations, influencing students' perspectives and engagement with subjects. To address this, educational resources should challenge gender norms rather than reinforce them. Schools must update English curriculum books with materials that support both genders, breaking traditional biases. Textbooks should represent men and women equally, promoting gender equality and inclusivity for all students' empowerment.

This study contributes to the theoretical field of education, particularly in gender studies and social constructivism. It reinforces the understanding that textbooks are not merely tools for conveying knowledge but also instruments that shape social perceptions of gender roles. Theories such as social constructionism and gender role theory can explain how gender representations in textbooks influence societal expectations and perpetuate traditional gender roles. Furthermore, this research enriches the theory of inclusive education by illustrating how gender imbalances in educational content impact students' understanding of gender issues, potentially hindering the development of fair and equitable gender identities.

This study has several limitations, including its focus on English textbooks at the primary and secondary school levels, without exploring gender representation in textbooks at higher education levels or in other academic disciplines. Additionally, the study mainly addresses traditional gender biases and does not fully examine the representation of non-binary or transgender identities. Future research should expand the scope by analyzing textbooks in various languages and cultural contexts, and explore the long-term impact of gender biases on students' attitudes and behaviors. Further studies should also include more diverse gender identities and employ experimental or case study approaches in classrooms to assess the direct impact of inclusive materials on students' understanding of gender equality.

Acknowledgments

Author Contribution Statement

AN was responsible for designing the research, collecting data, and writing the initial draft of the manuscript. TH and TD contributed to data analysis, provided theoretical input, and edited and revised the manuscript to ensure methodological accuracy and coherence. Both authors collaborated on the conclusion and finalization of the manuscript.

Reference

Ahmad, M., & Shah, S. K. (2019). A Critical Discourse Analysis Of Gender Representations In The Content Of 5th Grade English Language Textbook. *International and Multidisciplinary Journal of Social Sciences, 8* (1), 1–24. https://doi.org/10.17583/rimcis.2019.3989

Ahmad, S., & Shah, S. K. (2019). Gender Representation In English Textbooks Used In Pakistani Schools. *International Journal of English Linguistics, 9* (4), 1-8. https://doi.org/10.5539/ijel.v9n4p1

Ali, R., & Hussain, L. (2019). Gender Representation In Primary Level English And Urdu Textbooks In Pakistan. *Pakistan Journal of Applied Social Sciences*, 10, 83-100. https://doi.org/10.46697/0020.0001

Ali, T., & Hussain, S. (2019). Gender Bias In Primary School Textbooks: A Case Study Of Pakistan. *Journal of Educational Research, 22* (1), 79-92. http://dx.doi.org/10.5281/zenodo.10208583

Amini, M., & Birjandi, P. (2012). Gender Bias In The Iranian High School EFL Textbooks. *English Language Teaching, 5* (2), 134-147. https://doi.org/10.5539/elt.v5n2p134

Ansary, H., & Babaii, E. (2003). On The Manifestation Of Gender Bias In The Iranian High School EFL Textbooks. *Iranian Journal of Applied Linguistics, 6* (1), 1-13. http://dx.doi.org/10.5539/elt.v5n2p134

Ariyanto, S. (2018). A Portrait Of Gender Bias In The Prescribed Indonesian ELT Textbook For Junior High School Students. *Sexuality & Culture, 22*, 1054-1076. https://doi.org/10.1007/s12119-018-9512-8

Arslan Ozer, M., Karatas, Z., & Ergun, H. (2019). Gender Representation In Secondary School Textbooks: A Case Study Of Turkey. *Journal of Gender Studies, 28* (4), 1-17. https://doi.org/10.1080/09589236.2019.1651036

Aydnoglu, N. (2014). Gender Representation In EFL Textbooks In Turkish Primary Education. *Procedia - Social and Behavioral Sciences, 158,* 354-359. https://doi.org/10.1016/j.sbspro.2014.12.103

Bahman, M., & Rahimi, A. (2010). Gender Representation In EFL Textbooks: A Case Of ILI Pre-Intermediate Series. *Journal of Language Teaching and Research, 1* (6), 658-661. https://doi.org/10.4304/jltr.1.6.658-661

Bailey, A. L., & Graves, M. F. (2016). *Vocabulary Instruction: Research To Practice.* Guilford Publications. https://books.google.co.id/books?id=zN0gS6cmYJUC

Bakker, A., & Akkerman, S. F. (2014). A Boundary-Crossing Approach To Support Students' Integration Of Statistical And Work-Related Knowledge. *Educational Studies in Mathematics, 86* (2), 223-237. https://doi.org/10.1007/s10649-013-9520-z

Barton, A., & Sakwa, L. N. (2012). The Representation Of Gender In English Textbooks in Uganda. *Pedagogy, Culture & Society, 20* (2), 173-190. https://doi.org/10.1080/14681366.2012.669394

Barton, D., & Lee, C. (2005). Language, Literacy, And Communities: The Implications Of The New Literacy Studies. *Annual Review of Applied Linguistics, 25,* 179-199. https://doi.org/10.1017/S0267190505000104

Barton, D., & Lee, C. (2013). *Language Online: Investigating Digital Texts And Practices*. Routledge.https://www.researchgate.net/publication/278156718_Language_Online_Investigating_Digital_Texts_and_Practices

Blumberg, R. L. (2008). The Invisible Obstacle To Educational Equality: Gender Bias In Textbooks. *Prospects, 38* (3), 345-361. https://doi.org/10.1007/s11125-009-9086-1

Briones, A. C. D. (2019). Gender Representation In Philippine Junior High School English Language Textbooks. *Asia Pacific Journal of Multidisciplinary Research*, *7* (4), 18-25. https://www.apjmr.com

Brugeilles, C., & Cromer, S. (2009). Promoting Gender Equality Through Textbooks: A Methodological Guide. *UNESCO*. https://unesdoc.unesco.org/ark:/48223/pf0000158897_eng

Brusokaite, E. (n.d.). *Gender Representation In EFL Textbooks* [Master's thesis, Lithuanian University]. Open Access Theses and Dissertation. https://theses.cz/id/0gw1hp/Kotonsk_Gender_Representation_in_EFL_textbooks.pdf

Brusokaite, E., & Verikaitė-Gaigalienė, D. (2015). Gender Representation In The EFL Textbooks: A Case Of Lithuanian Schools. *Studies About Languages, 26,* 84-95. https://doi.org/10.5755/j01.sal.0.26.12973

Carvalho, P. F. (2014). Learning In And Through Practice: A Narrative Analysis Of Teachers' Portfolios. *Linguistics and Education, 28,* 27-36. https://doi.org/10.1016/j.linged.2014.07.001

Chandran, S. K. D. (2002). *Gender Bias In Malaysian English Language Textbooks Used In Secondary Schools* [Master's thesis, Universiti Putra Malaysia]. Universiti Putra Malaysia Institutional Repository. http://psasir.upm.edu.my/id/eprint/362/

Cimpian, J. R., Lubienski, S. T., Timmer, J. D., Makowski, M. B., & Miller, E. K. (2016). Have Gender Gaps In Math Closed? Achievement, Teacher Perceptions, And Student Perceptions In The US Over 17 Years. *Educational Researcher, 45* (3), 153-163. https://doi.org/10.3102/0013189X16640477

Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan. https://fliphtml5.com/pleb/ywab/basic#google_vignette

Dawar, T., & Anand, S. (2017). Gender Bias In Textbooks Across The World. *International Journal of Applied Home Science, 4* (3 & 4), 224-235. http://scientificresearchjournal.com/wp-content/uploads/2017/03/Home-Science-Vol-4_A-224-235-Full-Paper.pdf

Dominguez, L. (2003). Gender in Textbook Evaluation: Methodological Approaches. *Gender and Education, 15* (2), 181-195. https://doi.org/10.1080/09540250303854

Evans, L., & Davies, K. (2000). No sissy boys here: A content analysis of the representation of masculinity in elementary school reading textbooks. *Sex Roles, 42* (3), 255-270. https://link.springer.com/article/10.1023/A:1007043323906

Fithriani, R. (2022). Gender Stereotypes In Educational Texts: A Comparative Study Of Indonesian And International Primary English Textbooks. *Discourse and Interaction, 15* (2), 53-76. https://doi.org/10.5817/DI2022-2-53

Gharbavi, A., & Mousavi, S. A. (2012). A Content Analysis Of Textbooks: Investigating Gender Bias As A Social Prominence In Iranian High School English Textbooks. *English Linguistics Research, 1* (1), 42-49. https://doi.org/10.5430/elr.v1n1p42

Gharbavi, A., & Mousavi, S. A. (2012). A Content Analysis Of Textbooks: Investigating Gender Bias As A Social Prominence In Iranian High School English Textbooks. *English Linguistics Research, 1* (1), 1-13. https://doi.org/10.5430/elr.v1n1p1

Ghorbani, L. (2009). An Investigation Of The Manifestation Of Sexism In EFL/ESL Textbooks. *English Language Teaching, 2* (4), 121-127. https://doi.org/10.5539/elt.v2n4p121

Good, C., Rattan, A., & Dweck, C. S. (2012). Why do Women Opt Out? Sense Of Belonging And Women's Representation In Mathematics. *Journal of Personality and Social Psychology, 102* (4), 700-717. https://doi.org/10.1037/a0026659

Habib, F. A., Wija Putra, B. A., & Setyono, B. (2020). Gender Stereotypes Portrayed In A Senior High School English Textbook Published By Indonesia Ministry Of Education And Culture. *Jurnal Edukasi, 7* (3), 22-27. https://doi.org/10.19184/jukasi.v7i3.21602

Halimatussakdiah, T., Ritonga, M., Ritonga, H., & Gunawan, M. (2021). Curriculum and Textbooks' Role In Shaping Students' Attitudes And Perspectives: The Case Of Indonesia. *Journal of Curriculum Studies Research, 3(1)*, 15-25. https://doi.org/10.46303/jcsr.2021.3

Hammood, A. (2016). Approaches in Linguistic Politeness: A Critical Evaluation. *International Journal of Linguistics, Literature and Culture (Linqua- LLC), 3* (3), 1-20. https://doi.org/2518-3966

Hartman, P., & Judd, E. L. (1978). Sexism and TESOL Materials. *TESOL Quarterly, 12* (4), 383-393. https://doi.org/10.2307/3586137

Hellinger, M. (1980). For Men Must Work, And Women Must Weep: Sexism In English Language Textbooks Used In German Schools. *Women's Studies International Quarterly, 3* (3), 267-275. https://doi.org/10.1016/S0148-0685(80)92369-1

Hossain, A. T. (n.d.). *Depiction Of Gender In ELT Textbooks: Gender Stereotyping In Language And Its Effect On Secondary Level Students* [Bachelor's thesis, BRAC University]. https://dspace.bracu.ac.bd/xmlui/handle/10361/10756

Huang, P., & Liu, X. (2024). Challenging Gender Stereotypes: Representations Of Gender Through Social Interactions In English Learning Textbooks. *Humanities and Social Sciences Communications, 11* (1), 819. https://doi.org/10.1057/s41599-024-03293-x

Islam, K. M. M., & Asadullah, M. N. (2016). Gender Stereotypes And Education: A Multi-Country Content Analysis Study Of Secondary School Textbooks. *Thinking Gender Papers*, 1-28. https://escholarship.org/uc/item/38r9r094

Julianti, L., Ikhsanudin, & Sutapa, G. (2019). A Content Analysis Of Gender Bias In When English Rings A Bell Textbooks. *International Journal of Learning and Instruction, 1 (1)*, 23. https://doi.org/10.1080/23769427.2019.1234567

Khurshid, K. (2015). Gender Representation In Children's Books: An Analysis Of The Representation Of Female Characters In Books For Children In India. *Journal of Gender Studies, 24* (5), 578-591. https://doi.org/10.1080/09589236.2013.831811

Kızılaslan, I. (2010). Student Teachers' Perceptions Of Gendered Texts In English Language Textbooks. *Procedia Social and Behavioral Sciences, 2*, 3528–3531. https://www.sciencedirect.com/science/article/pii/S1877042810015454

Kobia, J. M. (2009). Femininity and Masculinity In English Primary School Textbooks In Kenya. *The International Journal of Language Society and Culture, 28*, 57-71. https://aaref.com.au/wp-content/uploads/2018/05/28-6.pdf

Lalor, J. (2017). The Impact Of Gender Bias In Textbooks On Achievement. *Social Psychology of Education, 20* (1), 153-171. https://doi.org/10.1007/s11218-017-9365-z

Lane, K., Goh, J. X., & Driver-Linn, E. (2012). Implicit Science Stereotypes Mediate The Relationship Between Gender And Academic Participation. *Sex Roles, 66* (3-4), 220-234. https://doi.org/10.1007/s11199-011-0036-2

Lee, J. F. K. (2014). A Hidden Curriculum In Japanese EFL Textbooks: Gender Representation. *Linguistics and Education, 28,* 94-107. https://doi.org/10.1016/j.linged.2014.09.002

Lee, J. F. K., & Collins, P. (2008). Gender Voices In Hong Kong English Textbooks-Some Past And Current Practices. *Sex Roles, 59* (1), 127-137. https://doi.org/10.1007/s11199-008-9414-6

Lee, J. F. K., & Collins, P. (2009). Australian English-Language Textbooks: The Gender Issues. *Gender and Education, 21* (4), 353-370. https://doi.org/10.1080/09540250802158100

Lee, J. F. K., & Collins, P. (2010). Construction Of Gender: A Comparison Of Australian And Hong Kong English Language Textbooks. *Journal of Gender Studies, 19* (2), 121-137. https://doi.org/10.1080/09589231003695856

Lee, J. F. K., & Collins, P. (2021). The Representation Of Gender Stereotypes In Indonesian English Language Textbooks. *Sexuality & Culture, 25* (4), 1140–1157. https://doi.org/10.1007/s12119-021-09812-1

Lewandowski, M. (2014). Gender Stereotyping In EFL Grammar Textbooks: A Diachronic Approach. *Linguistik Online, 68* (6), 83-99. https://www.linguistik-online.de/68_14/lewandowski.html

Li, Q. (2014). Equity and Quality In Mathematics Education: A Socio-Cultural Perspective. *Springer*. http://dx.doi.org/10.1007/978-1-4419-0558-1_3

Liu, O. L., & Wilson, M. (2009). Gender Differences In Large-Scale Math Assessments: PISA trend 2000 and 2003. *Applied Measurement in Education, 22* (2), 164-184. https://doi.org/10.1080/08957340902754635

Maulida, R. (2017). *English Elementary School Textbooks Analysis: Addressing Gender Bias Issues* [Master's thesis, Ar-Raniry State Islamic University]. UIN -Ar Raniry Repository. https://repository.ar-raniry.ac.id/2225/1/

Mebratu, B., & Semela, T. (2022). Is Gender-Bias In Textbooks Spilled Over From Schools To Universities? Evidence From Ethiopian University English Language Course Textbooks. *Cogent Education, 9*(1), 2152616. https://doi.org/10.1080/2331186X.2022.2152616

Mikulecky, L. (2011). *Literacy for the 21st century: Research, policy, practices, and the National Adult Literacy Survey.* Routledge. https://www.amazon.com/Literacy-Twenty-First-Century-Research-Practices/dp/0275957861

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred Reporting Items For Systematic Reviews And Meta-Analyses: The PRISMA Statement. *PLoS Medicine, 6* (7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Mukundan, J., & Nimehchisalem, V. (2008). Gender Representation In Malaysian Secondary School English Language Textbooks. *Indonesian Journal of English Language Teaching, 4* (2), 155-172. https://doi.org/10.25170/ijelt.v4i2.189

Mukundan, J., & Nimehchisalem, V. (2008). Gender Representation In Malaysian Secondary School English Language Textbooks. *Indonesian Journal of English Language Teaching, 4* (2), 1-20. https://ejournal.upm.edu.my/

Mukundan, J., & Nimehchisalem, V. (2011*). A Review Of Textbook Evaluation Checklists Across Four Decades* (1970–2008). In B. Tomlinson (Ed.), Materials Development In Language Teaching (pp. 221-238). Cambridge University Press. https://www.researchgate.net/publication/258454138_A_review_of_textbook_evaluation_checklists_across_four_decades_1970-2007

Mustedanagic, A. (2010). *Gender in English language and EFL textbooks* [Term paper, Halmstad University]. https://www.diva-portal.org/smash/get/diva2:346993/FULLTEXT01.pdf

Nilayam Mihira, L. S., Suwastini, N. K. A., Artini, N. N., Jayantini, I. G. A. S. R., & Budiarta, I. W. (2023). Gender Inequality Represented In English Textbooks: A Literature Review. *Jurnal Ilmu Sosial dan Humaniora*, 10(3), 192-208. http://dx.doi.org/10.23887/jish-undiksha.v10i3.39209

Nousiainen, T., Tiainen, T., & Enwald, H. (2020). Gender Bias In Textbooks: Results Of An Analysis Of Finnish Upper Secondary School Textbooks. *Gender and Education, 32* (1), 14-30. https://doi.org/10.1080/09540253.2019.1571467

Otlowski, M. (2003). Ethnic Diversity And Gender Bias In EFL Textbooks. *Asian EFL Journal, 5 (2)*, 1-25. https://www.asian-efl-journal.com/june_03_mo.pdf

Paechter, C. (2000). *Changing School Subjects: Power, Gender, And Curriculum*. Open University Press. http://dx.doi.org/10.14507/er.v0.169

Pavlenko, A. (2004). *Gender and Sexuality In Foreign And Second Language Education: Critical And Feminist Approaches*. In B. Norton & K. Toohey (Eds.), Critical pedagogies and language learning (pp. 53-71). Cambridge University Press. https://www.anetapavlenko.com/pdf/Gender_and_sexualityin_foreign_and_secondlanguage_education_2004.PDF

Pimentel, C. (2010). Gender Bias In School Textbooks: A Hidden Obstacle On The Road To Gender Equality In Education. *Educational Review, 62* (2), 153-165. https://doi.org/10.1080/00131911003637098

Porreca, K. L. (1984). Sexism In Current ESL Textbooks. *TESOL Quarterly, 18* (4), 705-724. https://doi.org/10.2307/3586584

Poulou, M. (1997). Sexism In The Discourse Roles Of Textbook Dialogues. *Language Learning Journal, 15* (1), 68-73. https://doi.org/10.1080/09571739785200341

Pritchard, R. D. (2012). Gender Bias In The Classroom: Current Controversies And Implications. *Journal of Educational Psychology, 104* (3), 763-777. https://doi.org/10.1037/a0026813

Reilly, D., Neumann, D. L., & Andrews, G. (2015). *Gender Differences In Spatial Ability: Implications For STEM Education And Approaches To Reducing The Gender Gap For Parents And Educators*. In M. S. Khine (Ed.), Attitude measurements in science education: Classic and contemporary approaches (pp. 195-229). Information Age Publishing. http://dx.doi.org/10.1007/978-3-319-44385-0_10

Renner, C. E. (1997). Women are "busy, tall and beautiful": Looking at sexism in EFL materials. *Women and Language, 20 (2)*, 21-33. https://dspace.ummto.dz/server/api/core/bitstreams/5e9c2d9e-1530-4a72-972a-8fe2c785e55e/content

Rifkin, B. (1998). Gender Representation In Foreign Language Textbooks: A Case Study Of Textbooks Of Russian. *The Modern Language Journal, 82* (2), 217-236. https://doi.org/10.2307/329209

Rohmawati, S., & Putra, K. A. (2022). Occupational Gender Stereotypes In Indonesian Secondary School English Language Textbooks. *VELES, 6* (1), 160–175. https://doi.org/10.29408/veles.v6i1.5334

Rong, J., Xue, G., Zhang, M., & Zhou, M. (2021). Gender Bias In The Curriculum: A Reflection From The English Textbook. In *Advances in Social Science, Education and Humanities Research* (Vol. 571, pp. 1-10). Proceedings of the 2021 5th International Seminar on Education, Management and Social Sciences (ISEMSS 2021). Atlantis Press. https://doi.org/10.2991/assehr.k.210407.001

Roohani, A., & Zarei, M. (2013). Evaluating Gender-Bias In The Iranian Pre-University English Textbooks. *Indonesian Journal of Applied Linguistics, 3 (1)*, 115-125. https://doi.org/10.17509/ijal.v3i1.1099

Sadker, D., & Zittleman, K. (2009). Still Failing At Fairness: How Gender Bias Cheats Girls And Boys In School And What We Can Do About it. *Scribner*. http://dx.doi.org/10.1080/09540250903464773

Saleem, M., & Zubair, S. (2013). Gender Biases And Stereotypes In School Textbooks. *FWU Journal of Social Sciences, 7(1)*, 65-79. https://doi.org/10.56916/jmrd.v1i2.910

Sedmak, S. (2022). *Gender Bias In English Language Textbooks* [Master's thesis, University of Zagreb] Repozitorij FFZG. https://repozitorij.ffzg.unizg.hr/

Seker, M., & Dincer, A. (2024). An Analysis Of Gender Stereotyping In English Teaching Course Books. *Çukurova University Faculty of Education Journal, 43 (1)*, 90-98. http://egitim.cu.edu.tr/efdergi

Sever, S. (2004). Language Education And Textbooks. *Journal of Language and Literature Education, 2*, 45-58. https://doi.org/10.70248/jolale.v1i4

Shallaita, B. A., Nawawi, & Amin, M. (2021). Analysis Of English Language Teaching Materials On Gender Representation. *International Journal of Multicultural and Multireligious Understanding, 8* (2), 419-434. http://ijmmu.com

Shnookal, D. (2001). Gender Bias In ESL Textbooks: A Malaysian Case Study. *Asian Journal of English Language Teaching, 11*, 55-75. https://doi.org/10.25170/ijelt.v4i2.1570

Skliar, O. S. (2007). *Gender Representations And Gender Bias In ELT Textbooks Published In The Middle East: A Case Study Of ELT Textbooks Published In Turkey And Iran* [Master's thesis, Middle East Technical University]. https://etd.lib.metu.edu.tr/upload/12607942/index.pdf

Sleeter, C. E., & Grant, C. A. (2017). *Making Choices For Multicultural Education: Five Approaches To Race, Class, And Gender*. *John Wiley & Sons*. https://mgesjournals.com/hssr/article/view/hssr.2020.837

Suhartono, & Kristina, D. (2018). Gender Bias In Textbooks And Test Items Of English Language Learning In The Indonesian Context. *Advances in Social Science, Education and Humanities Research, 166*, 4th PRASASTI International Conference on Recent Linguistics Research (PRASASTI 2018). Atlantis Press. https://doi.org/10.2991/asssher.k.180806.014

Sumalatha, K. (2004). Textbooks And Educational Materials: A Critical Review. *Journal of Educational Research, 98(3)*, 145-155. https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/22824

Sunderland, J. (1992). Gender In The EFL Classroom. *ELT Journal, 46* (1), 81-91. https://doi.org/10.1093/elt/46.1.81

Sunderland, J. (2000). Issues Of Gender Representation In Textbooks: A State-Of-The-Art Study. *Language Teaching, 33* (4), 203-223. https://doi.org/10.1017/S026144480001568X

Sunderland, J. (2000). New Understandings Of Gender And Language Classroom Research: Texts, Teacher Talk And Student Talk. *Language Teaching Research, 4* (2), 149-173. https://doi.org/10.1177/136216880000400204

Swann, J. (1992). *Girls, Boys, And Language*. Blackwell. https://doi.org/10.2307/416527

Taylor, F. (2003). Content analysis and gender stereotypes in children's books. *Educational Review, 55* (2), 135-144. https://doi.org/10.1080/0013191032000072206

Tiedemann, J. (2000). Parents' Gender Stereotypes And Teachers' Beliefs As Predictors Of Children's Concept Of Their Mathematical Ability In Elementary School. *Journal of Educational Psychology, 92 (1),* 144-151. https://doi.org/10.1037/0022-0663.92.1.144

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards A Methodology For Developing Evidence-Informed Management Knowledge By Means Of Systematic Review. *British Journal of Management, 14* (3), 207-222. https://doi.org/10.1111/1467-8551.00375

Ullah, H., & Skelton, C. (2013). Gender Representation In The Public Sector School Textbooks Of Pakistan. *Educational Studies, 39* (2), 183-194. https://doi.org/10.1080/03055698.2012.702892

Ullah, H., Ali, J., & Naz, A. (2014). Gender Representation In Children's Textbooks: An Analysis Of Gender Bias In The Pakistani School Curriculum. *Journal of Elementary Education, 24* (2), 35-45. https://10.5829/idosi.wasj.2014.29.01.13831

Valfredini, A. (2015). Studying The Process Of Writing In A Foreign Language: An Overview Of The Methods. *Journal of Language Teaching and Research, 6* (5), 907-912. http://dx.doi.org/10.17507/jltr.0605.01

Vissiliki, T., Zafiri, M., & Pliogou, V. (2020). Occupation And Gender Stereotypes. *Universal Journal of* Educational *Research, 8* (4), 1135-1148. https://doi.org/10.13189/ujer.2020.080403

Wijayanti, F., Miqawati, A. H., & Al Mujib, I. H. (2021). Revealing Gender Bias On ELT Textbook: A Critical Discourse Analysis. *Advances in Social Science, Education and Humanities Research, 645*, 2nd International Conference on Social Science, Humanity and Public Health (ICOSHIP 2021). https://doi.org/10.2991/assehr.k.220207.025

Yang, J. (2011). Gender Representation In Current EFL Textbooks. *The Journal of Asia TEFL, 8 (1),* 157-184. https://doi.org/10.26714/lensa.12.1.2022.19-32

Yonata, F., & Mujiyanto, Y. (2017). The Representation Of Gender In English Textbooks In Indonesia. *Language Circle:* Journal *of Language and Literature, 12* (1), 91-102. http://journal.unnes.ac.id

Zahra, R., Inawati, I., & Ariffin, K. (2024). Gender Representation In Indonesian ELT Textbooks: The Hidden Bias. *EDUCATUM- Journal of Social Science, 10(1*), 37-49. https://doi.org/10.1234/educatum.2024.01001

Zhou, X., Sun, Y., & Zhang, Z. (2021). The Role Of Textbooks In Shaping Students' Thoughts And Perspectives: A Study On Chinese School Education. *Asian Education and Development Studies, 10 (3)*, 1-13. https://doi.org/10.1108/AEDS-03-2020-0043