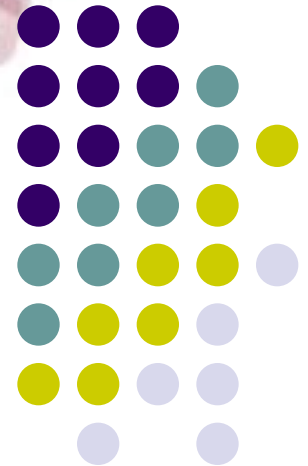


Consciousness of 'Political Correctness' in Gender Matters: Lessons learned from textbooks published in 1960's and 2000's

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Introduction

Two ELT textbooks were chosen in order to see how females and males were portrayed in the early era of language awareness (1960s-1970s)

- O'Neill, R. 1972. *Kernel Lessons Plus: a post-intermediate course*. UK: Longman.
- Chee, L.M. & A.S. Khim. 1976. *Modern English for Communication: book 4*. Kuala Lumpur: Pan Asian Publications.

Two ELT textbooks published in 2000s

- Malaysian textbook, 2006 “English year 5, Sekolah Kebangsaan Textbook. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- 4 Indonesian English textbooks for Primary School, 2003

WHY TO BE AWARE?



- Social constructions on gender roles
- Long-term effects on children's conception of roles and values of how women and men should behave in society (Kortenhaus, 1993); mothers at home, fathers at work (Zimet, 1976)
- BUT, depending on the background knowledge and experience (Wing, 1997; Balfour, 2003; Wharton, 2005)



HOW???

- Publication of *On Balance: Guidelines for material writers in EFL*
- The number of characters
- Attributes to characters
- Revisions of sexist words such as firefighter for fireman, police officer for policemen, chair person for chairman, and house manager for house wife



Choice of text

To compare how different and/or similar reading texts were in Indonesia, Malaysia and Great Britain in their representation of the female roles in 1970's and 2000's

- Texts relating to occupations (1970)

MALAYSIA		ENGLAND	
No visual illustration		Pictures as clues	
Text: 9		Text: 6	
F= 1	M = 9	F= 2	M= 4

Choice of Analytical Approach

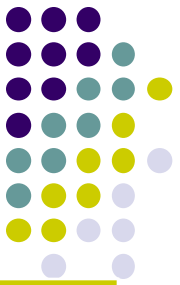


Critical Discourse Analysis helps investigate, reveal, and clarify how power and discriminatory value are inscribed in and mediated through the linguistic system (Coulthard & Coulthard, 1996)

Tool:

The systemic functional concept of transitivity, with its categories of process and participants (see Eggins, 1994; Halliday & Matthiessen, 2004; and Bloor & Bloor, 2004).

Results



	Malaysia	England
Participants	F= 15% M= 85%	F= 46% M= 53%
Attributes	Only 'domestic-female related' job. F: dietician M: the chairman, the secretary of school board, a member of editorial board, reporter, newspaper editor, personnel manager	More varieties of job F: teacher, nurse, computer programmer M: journalist, pop star, teacher
Activities	Tend to be passive and invisible (depending on a man's status)	More active but only one incident

Things for further discussion



- Females in these two texts are represented as being competent but at the same time they are also regarded as either less desirable, or restricted from being more competent than males.

Example: a nurse and a computer programmer



- Many times, the male participants through mental processes regret and wish that the female will realize that a woman's job is to stay at home and look after the children.

I wish she would stay at home and look after the children

Senr Mental Phenomenon

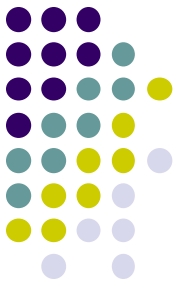
That 's a woman's job

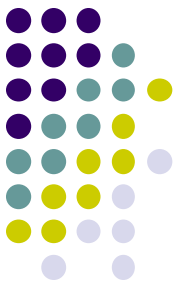
Identified Pr: relational Identifier

Today...

We are now more than thirty years ahead,

Are we now free from such inequality?





Findings from the 2000s

	Indonesia	Malaysia
Number	M: 45% F: 34%	M: 57% F: 30%
Attributes		F: happy, wonderful M: patient, wise, happy, not angry, hardworking, handsome, intelligent, smart

Economic Roles

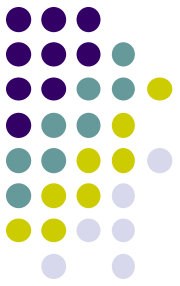


	Female	Male
Paid work	Dentist (7), nurse (5), Librarian* (1), waitress (2)	Headmaster (11), painter* (2), Police officer* (2), postman* (2), <i>becak</i> driver* (1), pilot (2), soldier (6), shop assistant* (2), architect (2), truck/bus drivers* (5), farmer (5), cook (7), gardener* (6), vet (2), actor (3), restaurant owner,
Non-paid work	Doing the laundry (7), preparing breakfast/dinner (7), shopping for groceries* (7), ironing* (1), picking and planting flowers (5)	Washing car (2), gardening (5), planting plants (5),

What's next?

- Teachers' responsibility
- Material writers' responsibility
- Government's responsibility

Our responsibility



THANK YOU

