



THESIS - Vol. 13, No. 1, 2024

International Research Journal

 **Kolegji AAB**
CILESI. LIDERSHIP. SUKSES!

ISSN: 1848-4298 (Print)

ISSN: 2623-8381(Online)

Gender Sensitive Language: Nouns Denoting Profession in Macedonian Language Primary Education School Textbooks

Violeta Janusheva & Marija Stojanoska

How to cite this article:

Janusheva, V., & Stojanovska, M. (2024). Gender Sensitive Language: Nouns Denoting Profession in Macedonian Language Primary Education School Textbooks. *Thesis*, 13(1).



Published online: September 10, 2024.



Article received June 2, 2024.

Article accepted September 3, 2024.



Conflict of Interest: Authors declare no conflict of interest.

Gender Sensitive Language: Nouns Denoting Profession in Macedonian Language Primary Education School Textbooks

Violeta Januseva & Marija Stojanoska

“Sv. Kliment Ohridski” University, Faculty of Education, Bitola, Republic of North Macedonia

violeta.januseva@uklo.edu.mk

marija.stojanoska@uklo.edu.mk

Abstract

Within the gender-neutral language use debate, education and school textbooks are perceived as vital factors that can increase students' gender issues awareness. Previous textbooks' research indicates the usage of gender unfair language through utilization of the generic masculine nouns designating profession. Thus, the present study examines the gender of the nouns denoting occupation in Macedonian primary education and the goal is to depict the textbooks' role in increasing/decreasing the students' understanding for gender matter questions. The sample consists of two Macedonian language primary education school textbooks for sixth and seventh grade. Each unit (noun) signifying occupation is organizationally coded, meaning that there are boxes in which the data are sorted for further analysis (4 boxes for feminine and masculine nouns representing occupation in singular and plural). The codes arise from the reading and through the coding, the meaning is analyzed. The analysis rests upon the general qualitative interpretative-inductive approach. Research results suggest that these two Macedonian language textbooks, regarding the feminine and masculine nouns indicating occupation, follow the same course present in many ELT/EFL or other language textbooks globally, meaning that there is absolute supremacy of the masculine nouns expressing occupation. Therefore, this paper contributes to the worldwide gender sensitive language use discussion and encourages the efforts that should be made towards more gender sensitive textbooks.

Keywords: Gender sensitive language, nouns signifying occupation, Macedonian language primary education textbooks.

1. Introduction

Extensively, substantial research confirms that language has a relevant communicative function, reflects the social state of affairs, and influences people's perception on the world that surrounds them (Sapir, 1986). According to Butler (1988), the gender reality is performed which means that the society constructs gender roles, the way these genders speak and the way they have to behave in order to be a real female or male. From the foundation of the feminist moving in the 1960s, the debates of male dominance and female inferior role represented through the language is still powerful. Therefore, the use of the gender-neutral language is strongly supported and recommended as a mighty tool that decreases the asymmetric relation of power between women and men.

Considering the gender, like many Slavic Languages, e.g. Russian (Doleschal & Schmid, 2001), Serbian (Filipović, 2011), Czech (Čmejrková, 2003), Slovenian (Doleschal, 2015), and others), the Macedonian language also distinguishes natural and grammatical gender (Minova-Gjurkova, 2000). While natural gender is associated with the person's sex, i.e. nouns denoting living beings (females or males), grammatical gender is determined by suffixes designating the gender of each noun, regardless of whether the noun indicates a living being or not, thus, making it a part of the gender system which consists of three grammatical genders – feminine, masculine and neuter. This means that the gender of nouns plays a crucial role when nouns appear as syntactic units, mostly, because the form of the other syntactic units depends on the noun gender, i.e. other units have to agree with the gender of the main noun within a phrase. This concordance, according to Corbett (2014), is the very essence of the grammatical gender systems worldwide.

Many studies see the gender exclusive language as a sexist and try to explain its meaning as a language that discriminates women or men, regarding the sex, based on irrelevant ground (Graddol & Swan, 1989), and language that degrades women and presents them as invisible (Sunderland, 2006). Cameron (2005) argues that from feminist point of view, languages are sexist because they display the world from a masculine perspective. A great deal of research investigates the way language contributes in diminishing women's visibility and dropping down their society role, thus stimulating gender inequalities. Further, they focus on the masculine generic he and the word pairs, which, in the Macedonian, are seen as a strong tool for feminization and achievement of gender symmetry although they are perceived as secondary because feminine noun is derived from the masculine (Janusheva, 2023). Furthermore, although the singular/plural masculine nouns signifying profession are supposed to involve both sexes, the research

confirms that they are usually perceived as to refer more to men than to women (Tod-Mancillas, 1980; Gyax et al., 2008).

Numerous probes explore the role of education in attaining gender balanced approach. Speaking of the need of eliminating the sexist language in children's textbook, Michael (1986) states that using the masculine nouns that denote profession contributes to children's perception that such professions are exclusively for men. Further, he encourages the use of more neutral nouns, like *firefighter* and *police officer*. Shehadeh (1999) and Sunderland (2000) argue that teachers should raise their awareness regarding the complexity of the gender issues, because their approach toward the teaching unites and their activities in class may reduce the gender bias. At the same time, this consciousness contributes to their teaching design. Sunderland also supports the idea that teachers should discuss the way roles are portrayed in the textbook. As Persel et al. (2006) say, education is a very relevant factor that can diminish gender bias and Pihlaja (2007) claims that textbooks should reflect the reality in the society. Blumberg (2008) argues that the unapparent barrier to educational equality is the gender bias in textbooks. Kereszty (2009) indicates that textbooks are sources that affect people's value and attitudes towards the gender in society and that the gender issues in the textbooks may contribute to the non equality in the society. Kızılaslan (2010) thinks that the gender stereotypes in the books may affect the children's affective and cognitive development. McDonough, Shaw & Masuhara (2013) also acknowledge that some materials' content can be seen as offensive for learners. Brugeilles and Cromer (2009) state that the gender issues in school textbooks can be discern, among other things, in the syllabi, texts, and pictures. For Amini & Birjandi (2012), the gender representation can be perceived, also, among other things, in the occupation/role in which women and men are included. Apparently, as Hamilton et al. (2006) and Parham (2013) argue, textbooks are very relevant in initiating students' gender apprehension and self-esteem, and therefore, it is vital for the textbooks to present gender neutral language, which will lead to their comprehension that all human beings have equal chances despite their gender. UNESCO 2015 (2016) states that women and men have equal rights to show all their potential, regarding the social, political economical and cultural development. Thus, the students should be provided with the notions of gender equality and the role represented in texts should be balanced. Lindsey (2016) believes that the children develop cognizance in the first years of their life, among others, through the characters in the books they read.

Nowadays, although new values and norms emerge in the Republic of North Macedonia while it heads towards the European Union's

membership, in general, this matter does not attract broader research attention although there are initial impulses on this issue. Given that previous research on this issue indicates the use of gender unfair language through the use of the generic masculine nouns form, the present study examines the way females' and males' occupation are represented, regarding the gender, in two Macedonian language primary education school textbooks for sixth and seventh grade, which serve as a sample with the goal to depict the role of textbooks in increasing/decreasing the students' gender matter questions understanding. Each unit (noun) denoting occupation is organizationally coded, i.e. there are boxes in which the data are sorted for further analysis. The analysis rests upon the general qualitative interpretative-inductive approach.

The limitation of the current study can be seen in the small number of sample units. However, considering that these are the only Macedonian language primary education textbooks published in 2020, they are more than enough to give a clear picture on the nouns denoting profession gender and on the gender sensitive language in textbooks and education in general.

2. Broader research context

Internationally, multifold research of the ELT/EFL and of other language textbooks asserts the idea that education is essential in comprehending the gender-neutral language. All of them argue that school textbooks are the most meaningful tools which contribute to the students' gender awareness, and approach the gender issues in school textbooks from various angles, pointing out to their contributing role in women visibility. In Iranian context, Ansary & Babaii (2013) state that the way the professions are represented in textbooks is extremely significant because it reflects the society ideology. They find out that unlike women, men are connected with large number of occupations. Examining the occupations in Turkish ELT textbooks, Arikan (2005) reveals that women are related to indoor occupations and are mostly portrayed, as *housewives, secretaries, fashion models, nurses* and *interviewers*, and the men are portrayed in more outdoor occupations, such as *farmers, sportsmen, soldiers, scientists, engineers* and *bosses*. Utomo et al. (2007) discover the subtle bias in the Indonesian school textbooks which do not really represent the reality. Mukundan & Nimehchisalem (2008) discover that the number of gender specific words related to males is higher regarding the number of those indicated females in the English language textbooks in Malaysia. The precedence of the males over the females in the Malaysian ELT textbooks is also revealed by Hamid et al. (2008). Bahman & Rahimi (2010) indicate that males are related with occupations, such as: *politician, jurist, farmer, engineer, fishermen, businessman, statesman, doctor, lawyer, soldier,*

merchant, programmer, computer virus engineer, office manager etc. in Iranian high school textbooks. Barton & Namatende-Sakwa (2012) bring to light the dominance of the masculine generic forms in the English textbooks in Uganda. This male dominance is evident even in the mathematic textbooks in Qatari primary education, which portray males more than females in social and occupational activities (Yasin et al., 2012). Exploring the Iranian and the Korean ELT textbooks regarding the gender topics, Amini & Birjandi (2012), Gharbavi & Mousavi (2012), Esmaeelli & Amerian (2013), and Kim (2012) confirm Arikani's (2005) findings about the male dominance in the ELT textbooks. Biemmi (2015) recognizes that masculine gender is more widely represented in Italian textbooks and that females are assigned with roles different from those assigned to males. Demir & Yavuz (2017) uncover more occupations assigned only to men in the Turkish ELT textbooks. Bahman (2017) demonstrates that representation of women's and men's profession is unfair, that women are depicted in more stereotypical occupations than men and the men's occupations are more diverse than the women's. Cocorada, (2018) also speaks about gender stereotypes in Romanian school textbooks. Comparing the textbooks in Bangladesh, Indonesia, Pakistan, and Malaysia, Islam & Asadullah (2018) reveal that women are represented in traditional and less prestige professions than men. Among other features, Bouzid (2019) investigates the gender stereotypes and inequalities related to the frequency of female and male nouns appearance and discloses the masculine nouns' and names' dominance over the feminine nouns and female names in the ELT in Morocco. Briones (2019) finds out that profession, such: *politician, office manager, fisherman, doctor, lawyer, programmer, political leader, architect* etc., are male specific in Philippine textbooks. Norova (2020) displays the same results as Bouzid (2019) exploring the Uzbekistan ELT textbooks. Villanueva & Obaob (2021) locate that the text are male based in the language, texts, and illustrations. Akay Şahin & Açıkalın (2021) reveal that there are no changes and improvement regarding the equal representation of women and discriminatory language in the textbooks.

3. Methodology

At the present time, while the Republic of North Macedonia is aspiring the EU's membership, which strictly emphasizes the gender neutral language significance, many new insights, norms, and values towards the gender issues arise and it has to be in accordance with these EU notions. As mentioned above, former research on this issue demonstrates the use of gender unfair language through the use of the generic masculine noun form. For the purpose of revealing the way female's and male's occupation regarding the gender are represented in the Macedonian education system,

two Macedonian language primary education school textbooks for sixth and seventh grade are selected as a sample. The sample is purposeful, which is in line with Lincoln & Guba's (1985) idea that each sample is collected for a certain aim. Further, the sample selection is in correlation with the views of Cheek (2008), Yin (2011) and Gentles et al. (2015) that textbooks may be used as a sample. Furthermore, the sample selection is based on the fact that these are the only two Macedonian language textbooks for primary education from 6th to 9th grade in the Macedonian primary education published in 2020 and that these students are more mature to comprehend the complex gender questions. Moreover, the textbooks are carefully read and each unit (noun) denoting occupation is organizationally coded, meaning that there are boxes in which the data are sorted for further analysis, i.e. a coding model is prepared (4 boxes for feminine and masculine nouns signifying occupation in singular and plural) considering Maxwell's (2005) organizational coding and Crabtree & Miller's (1999) suggestion for a coding model. The codes arise from the reading and through the coding, the meaning is analyzed. The analysis exploits the general qualitative interpretative-inductive approach, used by Thomas (2006), Kahlke (2014) and Harding & Whitehead (2016), which does not have a formal methodological frame and stress the inductive thinking which leads to creating idea from the collected data.

4. Analysis, results and discussion

What follows are the analysis, the research results, and the discussion.

The sixth grade Macedonian language textbooks (Velkova & Jovanovska, 2020) consists of four parts: Language, Literature, Expressing and creating and Media literacy. These segments include teaching units which are in correlation to the teaching program. The teaching units encompass explanation of the concepts which have to be learnt and are followed by subtitles, such as: Remind yourself, See and conclude, Remember, Answer the questions, Learn more, Compare, Extend your knowledge, Read and explain, Exercise etc., which refer to students' assignments. In each of these accompanied elements, there are many exercises in which various nouns are listed as examples for certain grammatical rules. The textbook also embraces various literary texts which serve as a base for the concepts description, and for the students' engagement in class.

However, none of the registered words as examples refer to nouns denoting profession. Such nouns are mostly used in the texts which are exploited as illustration to some grammatical rules, in the texts in which concepts' features are clarified and in the students' guidance for the tasks

that should be done during the class.

The analysis depicts that majority of the nouns designating profession belong to the first box, meaning that there is a generic use of the masculine gender nouns denoting profession in singular, including both, women and men. Within this category, almost all of the nouns signifying profession refer to the following professions: *nastavnik*, *uchitel* (*teacher*), *avtor* (*author*), *pisatel* (*writer*), *raskazhuvach* (*novelist*), and *poet* (*poet*). The other nouns designated profession are: *pijanist* (*pianist*), *basnopisec* (*fable writer*), *aviomehanicar* (*airline mechanic*), *furnadzija* (*baker*), *svrtnicar* (*railroad worker*), *alvadžija* (*alva seller*, *alva* is a type of sweet served as a dessert), *director* (*principle*), *pedagog* (*pedagog*), *psiholog* (*psychologist*), *izdavach* (*publisher*), *urednik* (*editor*), *akter* (*actor*), *rezhiser* (*director*), *kostimograf* (*costume designer*), *scenograf* (*set designer*), *poshtar* (*postman*), *sekretar* (*secretary*), *likoven umetnik* (*painter*), *velosipedist* (*cyclist*), *lekar* (*doctor*), *vozach* (*driver*), and *muzichar* (*musician*).

Nouns considering profession from the first box are present in the second box too, demonstrating their generic use in plural: *nastavnici* (*teachers*), *avtori* (*authors*), and *poeti* (*poets*). The other nouns are: *skijachi* (*skiers*), *likovni umetnici* (*painters*), and *muzichari* (*musicians*).

The third box represents the feminine gender nouns in singular, and here the following nouns appear: *igraorka* (*traditional dancer f*), *primadona* (*prima donna*), *nastavnichka* (*teacher, f*), *ministerka* (*minister, f*), *direktorka* (*principle, f*), *chistachka* (*cleaner, f*) and *souchenichka* (*class mate, f*)

The fourth box is empty, meaning that there are no feminine nouns in plural denoting profession.

The seventh grade Macedonian language textbook (Velkova & Jovanovska, 2020) also contains the aforementioned parts: Literature, Language, Expressing and creating and Media literacy. These segments consist of teaching units which are in line with the teaching program. The teaching units include explanation of the concepts that have to be mastered and are accompanied with subtitles, such as: Perceive, Questions for the poems, Think and talk, Tasks, Think, We are talking about the poem, Through conversation to conclusion, Class assignments, Homework assignments, Research work, Individual work, Remember, Language corner, Repeat and exercise, Check your knowledge etc.

Only several nouns signifying profession are part of the words recorded as examples to some grammatical rule or are noticed in the mentioned parts. Most of these nouns are used in the texts which serve to describe the concepts that have to be comprehended and in the students' guidance for the tasks that should be done during the class.

The analysis demonstrates that the larger part of the nouns

designating profession belong to the first box, meaning that there is a generic use of the masculine gender nouns denoting profession in singular, including both, women and men. Within this category, plenty of the nouns signifying profession refer to the professions: *nastavnik* (teacher), *avtor* (author), *pisatel* (writer), and *poet* (poet). The other nouns mentioned in this part are: *vodenichar* (watermill worker), *tutunar* (tobacco worker), *fudbaler* (footballer), *nauchnik* (scientist), *kosharkar* (basketball player), *doktor* (doctor), *avtomehanichar* (auto mechanic), *vozhach* (driver), *fotograf* (photographer), *inzhenier* (engineer), *mornar* (sailor), *ballerina* (ballerina), *kosmonaut* (cosmonaut), *milicioner* (police officer), *pretsedatel* (president), *izdavach* (publisher) and *urednik* (editor).

Nouns meaning profession from the first box are present in the second box too, demonstrating their generic use in plural: *nastavnici* (teachers) and *avtori* (authors). The other nouns in this segment are: *zhetvari* (harvesters), *treneri* (coaches), *sudii* (judges), *inzheneri* (engineers), *vozhachi* (drivers), *kosmonauti* (cosmonauts), *doktori* (doctors), *muzhicki umetnici* (music artists) and *akteri* (actors).

The third box represents the feminine gender nouns in singular, and here the following nouns appear: *avtorka* (author f), *uchitelka* (teacher f), *nastavnichka* (teacher f), *vodenicharka* (watermill worker f), *doktorka* (doctor f), *bolnicharka* (paramedic f) and *penzionerka* (pensioner f).

The fourth box is empty, meaning that there are no feminine nouns in plural denoting profession.

Within these two textbooks, nearly all of the nouns signifying profession are used generically, meaning that they are used in the masculine singular or plural form to signalize both sexes. These nouns are: *teacher/s*, *author/s*, *writer*, *novelist*, and *poet/s*, and they are expected considering that in many exercises, students are directed to ask the help from the teacher, such as: *with teacher's (m) help; the teacher (m) divides student into groups; the teacher (m) should assess the successfulness of...* and that the assignments are usually connected with questions, such as: *What is the author's/poet's/writer's idea?, What is the writer/author/poet expressing?* etc. However, as seen, there are only several feminine nouns that demonstrate the female sex and they are derived with the suffix *-ka*, which is in accordance with Janusheva's research (2023) that this suffix is highly productive in the Macedonian language. The feminine nouns in singular, such: *nastavnichkata* (the teacher, sing. f), *ministerka* (minister, sing. f), *direktorka* (principal, sing. f), *doktorka* (doctor, sing. f) etc. witness that the textbooks' authors are aware that there is a suffix to derivate feminine noun from the masculine noun and to give women more visibility. The question is why, despite the consciousness, this suffix is not used extensively, making the textbooks more

balanced regarding the nouns that refer to profession. One explanation is that the generic use of such nouns only in masculine intends to incorporate both sexes, but such attitude complements to women's exclusion and neglects their visibility. Although this usage should be further investigated, it is our deep understanding that they are usually perceived as to refer more to men, as proven by Tod-Mancillas (1980) and Gyga et al. (2008).

Further, in the textbooks, there are certain parts where the noun *writer (m)*, for example, is used even though from the name and surname it is obvious that the writer is a woman. Using more derived nouns denoting profession with the well-known Macedonian suffix will surely contribute to a more balanced representation of masculine and feminine nouns and to gender equality.

Confirming the dominance of the generic use of the masculine nouns denoting profession in singular and plural, these results are in strong correlation with Utomo et al.'s findings (2007), because the nouns denoting profession do not match the situation in the Macedonian reality. Nowadays, there are plenty of professions which could be present in these textbooks. Further, these outcomes are in line with Mukundan's & Nimehchisalem's exploration (2008), since the number and the variety of the masculine singular nouns denoting profession is higher than their feminine counterparts. Furthermore, the findings showcase associations with Barton & Namatende' (2012) and Biemmi's (2015) examination for they demonstrate the absolute superiority of the generic singular and plural masculine nouns signified occupation and with Villanueva's & Obaob's probe (2021) as these textbooks are male based in language. The results also link with Akay Şahin's & Açıkalın's scrutiny (2021), as these textbooks do not show any change in gender sensitive language regarding the previous textbooks, although they are published in 2020 when the gender-neutral debate starts to become a part of the discussed issues in the Republic of North Macedonia.

However, surprisingly, although the seventh-grade textbook is richer with nouns demonstrating profession, both textbooks comprise a small-scale of such nouns when comparing to the professions mentioned by Arikan (2005), Hamid et al. (2008) and Bahman & Rahimi (2010) and this, as proven by Cocorada (2018), also speaks about gender stereotypes in school textbooks.

5. Conclusion

The conclusion is more than obvious. Regarding the representation of the nouns denoting profession, the sixth and seventh grade Macedonian language primary education textbooks follow the same course present in

many ELT/EFL or various language textbooks globally, meaning that they show absolute supremacy of the masculine nouns expressing occupations. Apparently, great efforts should be made towards more gender sensitive textbooks especially if known that this unbalanced representation of the nouns identifying profession contributes to the gender inequality and that the gender representations are formed from the young age.

References

- Akay Şahin, M., & Açikalin, M. (2021). Gender representation in elementary and middle school social studies textbooks in Turkey. *Journal of International Women's Studies*, 22(1), 417–445. Available at: <https://vc.bridgew.edu/jiws/vol22/iss1/25>
- Amini, M., & Birjandi, P. (2012). Gender bias in the Iranian high school EFL textbooks. *English Language Teaching*, 5(2), 134–147. DOI:10.5539/elt.v5n2p134
- Ansary, H., & Babaii, E. (2003). Subliminal sexism in current ESL/EFL textbooks. *Iranian Journal of Applied Linguistics*, 6(1), 40–56.
- Arikan, A. (2005). Age, gender and social class in ELT textbooks: A critical study. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28, 29–38.
- Bahman, M. (2017). Iranian high schools: occupational visibility in English textbooks. *Journal of Language and Communication*, 4(2), 207–218. University Putra Malaysia Press.
- Bahman, M., & Rahimi, A. (2010). Gender representation in EFL materials: An analysis of English textbooks of Iranian high schools. *Procedia Social and Behavioral Sciences*, 9, 273–277.
- Barton, A., & Namatende-Sakwa, L. (2012). The representation of gender in English textbooks in Uganda. *Pedagogy, Culture & Society*, 20(2), 173–190.
- <http://dx.doi.org/10.1080/14681366.2012.669394>.
- Biemmi, I. (2015). The imagery of gender in Italian textbooks. Research into primary school books. *Foro de Educación*, 13(18), 15–35.
- Blumberg, L. R. (2008). The invisible obstacle to educational equality: gender bias in textbooks. *Prospects*, 38, 345–361.
- Bouزيد, A. H. (2019). Gender issues in select Moroccan ELT textbooks: a review. *Research in English Language Pedagogy*, 7(2), 209–231.
- Briones, A. D. C. (2019). Gender representation in Philippine junior high school English language textbooks. *Asia Pacific Journal of Multidisciplinary Research*, 7(4), 1–8.
- Brugailles, C., & Cromer, S. (2009). *Analysing gender representations in school textbooks*. Paris: UMR CEPED.
- Butler, J. (1988). Performative acts and gender constitution: an essay in

- phenomenology and feminist theory. *Theatre Journal*, 40(4), 519–531.
- Cheek, J. (2008). Foucauldian discourse analysis. In Given M. Lisa (ed.), *The Sage encyclopedia of qualitative research methods* (355–357). Thousand Oaks, CA: Sage.
- Cocorada, E. (2018). Gender stereotypes in school textbooks. *Revista Romaneasca pentru Educatie Multidimensionala*, 10(4), 65–81.
- Crabtree, B., & Miller, W. (eds.) (1999). *Doing qualitative research*, 2nd ed. London: Sage.
- Čmejrková, S. (2003). Communicating gender in Czech. In M. Hellinger & H. Bußmann (eds.), *Gender across languages: The linguistic representation of women and men*, 3 (27–58). Amsterdam: Benjamins.
- Corbett, G. G. (2014). Gender typology. In G. G. Corbett (ed.), *The expression of gender* (87–112). The Hague: De Gruyter Mouton.
- Demir, Y., & Yavuz, M. (2017). Do ELT coursebooks still suffer from gender inequalities? A case study from Turkey. *Journal of Language and Linguistic Studies*, 13(1), 103–122.
- Doleschal, U. (2015). Gender in Slovenian. In M. Hellinger & H. Motschenbacher (eds.), *Gender across languages*, vol. 4. Amsterdam: John Benjamins Publishing Company.
- Esmaeelli, F., & Amerian, M. (2013). Gender representation in Iranian high school English textbooks with a critical discourse analysis perspective. *International Journal of Language Learning and Applied Linguistics World*, 5(4), 277–289.
- Filipović, J. (2011). Gender and power in the language standardization in Serbian. In B. McElhinny & A. Weatherall (eds.), *Gender and language*, vol. 5.1. (111–131). Sheffield: Equinox Publishing.
- Gentles, J. S., Charles, K., Ploeg, J., & McKibbin, A. (2015). Sampling in qualitative research: insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772–1789.
- Gharbavi, A., & Mousavi, S. A. (2012). A content analysis of textbooks: Investigating gender bias as a social prominence in Iranian highschool English textbooks. *English Linguistics Research*, 1(1), 42–49.
- Gygax, P., Gabriel, U., Sarrasin, O., Oakhill, J., & Garnham, A. (2008). Generically intended, but specifically interpreted: When beauticians, musicians, and mechanics are all men. *Language and Cognitive Processes*, 23(3), 464–485. <https://doi.org/10.1080/01690960701702035>.
- Hamid, A. Hj. B. D., Yasin, S. M., Bakar, A. K., Keong, C. Y., & Jaludin, A. (2008). Linguistic sexism and gender role stereotyping in Malaysian English language textbooks. *GEMA, Online Journal of Language Studies*, 8(2), 45–78.

- Hamilton, M. C., Anderson, D., Broaddus, M., & Young, K. (2006). Gender stereotyping and under-representation of female Characters in 200 popular children's picture books: a twenty-first century update. *Sex Roles, 55*, 757–765.
- Harding, T., & Whitehead, D. (2016). Analyzing data in qualitative research. In: Schneider, Z. & Whitehead (eds.), *Nursing and midwifery research: methods and appraisal for evidence-based practice*, 5th ed., ch. 8. Elsevier.
- Islam, K. M. M., & Asadullah, M. N. (2018). Gender stereotypes and education: A comparative content analysis of Malaysian, Indonesian, Pakistani and Bangladeshi school textbooks. *PLoS ONE, 13*(1): e0190807. <https://doi.org/10.1371/journal.pone.0190807>.
- Janusheva, V. (2023). The gender-specific nouns denoting profession/role: The Macedonian case. *A Journal on Language and Language Learning, 26*(1), 115–133. <https://doi.org/10.24071/llt.v26i1.5645>.
- Kahlke, M. R. (2014). Generic qualitative approaches: pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods 13*(1), 37– 52.
- Kim, H. (2012). Social and cultural issues in some EFL textbooks in Korea. *Hawaii Pacific University TESOL Working Paper Series, 10*, 30–39.
- Kızılaslan, I. (2010). Student teachers' perceptions of gendered texts in English language textbooks. *Procedia-Social and Behavioral Sciences, 2*(2), 3528–3531.
- Kereszty, O. (2009). Gender in textbooks. *Practice and Theory in Systems of Education, 4*(2), 1– 7.
- Lindsey, L. L. (2016). *Gender roles: a sociological perspective*, 6th ed. London: Routledge.
- Maxwell, J. (2005). *Qualitative research: an interactive design*, 2nd ed. Thousand Oaks, CA: Sage.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT*. Blackwell.
- Michel, A. (1986). *Down with stereotypes!: Eliminating sexism from children's literature and school textbooks*. Paris: UNESCO.
- Mukundan, J., & Nimehchisalem, V. (2008). Gender representation in Malaysian secondary school English language textbooks. *Indonesian Journal of English Language Teaching, 4*(2).
- Norova, N. (2020). Sexism in elementary EFL textbooks: spotted in Uzbekistan. *Journal of Research and Innovation in Language, 2*(2), 37–45.
- Parham, F. (2013). Gender representation in children's EFL textbook. *Theory*

- and Practice in Language Studies*, 3(9), 1674–1679.
- Persell, C. H., James, C., Kang, T., & Snyder, K. (2006). Gender and education in global perspective. In *Handbook of the sociology of gender* (407–440). Springer.
- Pihlaja, S. (2008). Would you like to dance with me, Miwa: gender roles and the EFL Text. *The School House*, 16(1), 2–9.
- Shehadeh, A. (1999). Gender differences and equal opportunities in the ESL classroom. *ELT Journal*, 53(4), 256–261.
- Sunderland, J. (2000). New understandings of gender and language classroom research: texts, teacher talk, and student talk. *Language Teaching Research*, 4(2), 149–173.
- Sunderland, J. (2006). *Language and gender. An advanced resource book*. Routledge.
- Thomas, R. D. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation* 27 (2), 237–246.
- Tod-Mancillas, R. W. (1980). Man-linked words and masculine pronouns: a review of literature and implications for speech and communication teachers and researchers. *Paper presented at the Annual Meeting of the Eastern Communication Association* (71st, Ocean City). Retrieved from <https://bit.ly/3ioiAaP>.
- Utomo, I. D., McDonald, P., Hull, T., Rosyidah, I., Hartimah, T., Idrus, N. I., Sadli, S., & Makruf, J. (2007). Gender depiction in Indonesian school text books: progress or deterioration. In *XXVI IUSSP International Population Conference*. Morocco.
- Yasin, M., Hamid, B., Keong, Y., Othman, Z., & Jaludin, A. (2012). Linguistic sexism in Qatari primary mathematics textbooks. *Journal of Language Studies*, 12(1).
- Velkova, S., & Jovanovska, S. (2020). *Uчебник po makedonski jazik za VI oddelenie* [Macedonian language textbooks for sixth grade]. Skopje: MON.
- Velkova, S., & Jovanovska, S. (2020). *Uчебник po makedonski jazik za VII oddelenie* [Macedonian language textbook for seventh grade]. Skopje: MON.
- Villanueva, L. A. A., & Obaob G. (2021). Language and Sexism: The use of English language as academic discourse in Balamban, Cebu primary education textbooks. *European Scientific Journal, ESJ*, 17(24). <https://doi.org/10.19044/esj.2021.v17n24p132>.
- UNESCO 2015 (2016). <https://unesdoc.unesco.org/ark:/48223/pf0000244834>, 15.2.2023.