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# 高等学校英語教科書のセックス/ジェンダー表現

## Sex and Gender in the Pre- and Main Reading Sections of High School English Textbooks in Japan

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### Abstract

The purpose of this paper is to investigate how males and females are represented in the registered senior high school English textbooks used in Japan, focusing on the two major constituents, the reading texts and the pre-reading activities, and their relationships. The current and former versions of the textbooks for *English I* and *English II*, are examined and analyzed both quantitatively and qualitatively. The results show that the twenty examined textbooks contain a multitude of problems in terms of sex and gender such as female invisibility, fixed gender roles or stereotypes, and androcentric frameworks for the reading comprehension of the learners.

### 1. Introduction

The present study is part of a growing body of research exploring the male and female representation in the senior high school English textbooks currently used in Japan. This paper, specifically, is concerned with the question of how the reading texts of the major lessons of the English textbooks are introduced by the pre-reading sections in terms of sex and gender or how appropriately the introductory activities of the units lead to the main bodies to read in the perspective of sex and gender representation.

Textbooks as a research subject have two major advantages. First, textbooks are one of the most tangible, the most accessible and the most concrete in-class elements to single out, compared with all the other variables such as teachers, students, physical settings, and administration, which influence on actual learning environments in a complicated way. Second, textbooks tend to be far more authoritative and more influential over the textbook users than the other elements of the classroom language learning/teaching. From my experience as an English teacher in Japan, I learn that textbooks are so revered that both learners and teachers tend to depend on textbooks as a reliable information source as well as teaching tools/materials.

In EFL (English as a foreign language)/ESL (English as a second language) reading classes, textbooks almost always have some sort of pre-reading activities, whatever the discourse types are, before the main reading texts. The major assumption underlying such

prevailing composition of reading textbooks is schema theory that reading is a psycholinguistically interactive process between textual information and readers' existing background knowledge and that activating readers' appropriate prior knowledge and experience of languages and the world guide the readers to better comprehension of the following texts to read (Rumelhart, 1980; Carrell & Eisterhold, 1983; Williams and Moran, 1989). The investigation of the relationships between the main reading texts and the pre-reading activities in EFL/ESL textbooks, therefore, is quite relevant to the degree to which EFL/ESL learners succeed in understanding the contents of the reading materials.

Arguing schema theoretic view of reading comprehension, Rumelhart (1980) points out three reasons why text-readers fail to understand the concept of reading passages; among the three is the case that sufficient clues are not provided by the authors though the reader has the appropriate schemata.

Carrell & Eisterhold (1983), after comprehensively surveying the preceding studies on the psycholinguistic models of ESL/EFL reading, claim that the better comprehension will be achieved through keeping "an optimum balance between the background knowledge presupposed by the texts ... students read and the background knowledge ... students possess," (p. 569) with a special emphasis on building culture-specific schemata.

Williams and Moran (1989) point out that a variety of pre-reading activities included in instructional materials are one of the pervasive applications of the schema theory to teaching EFL reading, and claim that such pre-reading activities help the readers, especially those who are at beginning and intermediate levels of proficiency, comprehend the following reading texts better.

With regard to the sex and gender representation in ESL materials, Hartman and Judd (1978), Porreca (1984), and Leisikin (1995) point out that their contemporary textbooks portray women in a problematically unbalanced and stereotyped way, and suggest that ESL teachers make efforts to reduce the pervasive gender biases or sexism in the field.

Narisawa (1992), Sasaki (1994), and Nakai (1999; 2000) mention that the junior and senior high school EFL textbooks in Japan present problematically stereotyped and prejudiced images of males and females, which may have a long and profound effect on the future of the users.

Applying different types of computational techniques to analyze their concordance data, Carroll & Kowitz (1994) point out that even the consciously created ELT (English language teaching) materials include gender imbalance or biases at a subtle level, and argue that the negative portrayals of women in the language textbooks may be discouraging for the learners.

Grossman & Grossman (1994) argue the role which schools and teachers play in "the creation and maintenance of gender differences in students' school participation and achievement" (p. 73) and claim that many of the instructional materials bring societal gender biases into school.

Claiming the importance of the teachers' role in selecting non-sexist textbooks, Gollnick, Sadker, & Sadker (1982) propose that teachers cope with different types of gender biases in the textbooks by encouraging students to recognize and think critically of them.

## 2. Method

### 2.1. Materials

The textbooks examined in the present study are following twenty, two sets of ten books:

#### 1) The first version:

- 1 . Unicorn English Course I (UN1);
- 2 . Unicorn English Course II (UN2);
- 3 . Mainstream I: The new comprehensive English Course (MA1);
- 4 . Mainstream II: The new comprehensive English Course (MA2);
- 5 . Milestone English Course I (MI1);
- 6 . Milestone English Course II (MI2);
- 7 . New Horizon English Course I (NH1);
- 8 . New Horizon English Course II (NH2);
- 9 . Evergreen English Course I (EG1);
10. Evergreen English Course II (EG2).

#### 2) The second version:

- 1 . New Edition Unicorn English Course I (UN1R);
- 2 . New Edition Unicorn English Course II (UN2R);
- 3 . Mainstream I Second Edition (MA1R);
- 4 . Mainstream II Second Edition (MA2R);
- 5 . Revised Milestone English Course I (MI1R);
- 6 . Revised Milestone English Course II (MI2R);
- 7 . New Horizon English Course I (NH1R);
- 8 . New Horizon English Course II (NH2R);
- 9 . Evergreen English Course I Revised Edition (EG1R);
10. Evergreen English Course II Revised Edition (EG2R).

These are all bilingual, English and Japanese, textbooks published by Japan-based companies and officially registered or authorized by the Ministry of Education. The first versions were used from 1994 to 1996 or 1997 and the second sets replaced the former ones and are currently used at senior high schools in Japan.

The choice of the textbooks is based mainly on their accessibility and supposedly large market shares. According to their publishers' report (personal communication), some of them are on the best-selling list and others are considered to be among the most popular and widely-used textbooks in the field, though the exact figures of their shares are not public.

Each set of ten textbooks is composed of five pairs. Two books with basically the same names, for example, *New Edition Unicorn English I* and *New Edition Unicorn English II*, are designed to be used in succession for the two consecutive courses called *English I* and *English II*, which are the core of the seven English courses offered at senior high schools in Japan. *English I* is required to be taken first; *English II*, next.

The structures of the examined textbooks are similar to each other. More than a dozen of lessons or units compose a textbook. Typically, each lesson contains four major constituents: 1) an introduction; 2) a reading text followed by a comprehension-check part (hereafter a reading text; 3) visuals; 4) post-reading activities and other components (hereafter post-reading activities). The present study specifically deals with the first two, an introduction and a reading text, for the purpose of investigating their relationships; that is, how the reading texts, the main body of the lesson, are introduced by the pre-reading activities in terms of sex and gender.

## 2.2. Data collection and analyses procedures

### 2.2.1. Reading texts

First, according to their topic, themes, or main characters, the reading texts are categorized into four groups: *male*, *female*, *mixed*, and *neutral*. Reading texts dealing mainly with male characters or male issues, for example, fall into the *male* category; on the other hand, if they deal mainly with female characters or female issues, they fall into the *female* category. Reading texts dealing with both sexes equally belongs to the *mixed* category. The category *neutral* includes the texts that do not have any particular sex/gender orientation. The number of each category is counted and analyzed in relation to those of the other categories.

Secondly, the numbers, kinds, and range of the social statuses or occupations of the central characters of the major units are examined. Grouping them into two categories, *male* and *female*, all the social statuses or occupations are listed and analyzed in relation to their families, schools, and workplaces.

### 2.2.2. Introductions

There are three types of introductions: dialogues, explanatory sentences, and questions. These introductory parts are examined in two ways. First, according to the male-female composition of the dialogue participants or the referents in the other two kinds of introductions, they are differentiated into four groups such as *male-exclusive*, *female-exclusive*, *sexually-mixed*, and *neutral*, and then the number of the lessons in each group is counted and analyzed. Second, the numbers of both male and female participants or referents are counted across all the lessons of the twenty textbooks. The two kinds of numbers are compared with each other and analyzed in relation to the findings in the preceding part; i.e., how appropriately the pre-reading activities introduce the main reading texts is examined.

## 3. Findings and analyses

### 3.1. Reading text

#### 3.1.1. Main topic, theme, and character

From the viewpoint of EFL textbooks for the age of globalization, the examined reading materials appear to appreciate the cross-cultural diversity of topics and themes. In terms of sex and gender, however, they have another face. The number of the *male* lessons is larger than

that of the *female* lessons: 1) 53 of the major lessons are the *male* units (38.4%) while 34 are the *female* units (24.6%) in the first versions; and 2) 47 of 138 are *male* (34.1%), 30 *female* (21.7%) in the second set. The ratios of *female* to *male* are 64.2% and 63.8%, respectively. None of the ten pairs of textbooks has more *female* lessons than *male* lessons. See Tables 1 & 2 for the details.

### 3.1.2. Social status or occupation

In terms of social statuses or occupations, there are significantly large gaps between the male and female central characters of the reading texts. The number of the female main characters who have jobs outside the house is smaller than that of the male counterparts. In the second versions, for example, 36 of 48 *male* units (75%) depict various types of working men such as a college professor, an astronaut, a diplomat, and a movie director while 12 of 30 *female* units (40%) include women working outside the house.

As stated above, a wide variety of occupations are assigned to the male characters while the job range of the working women as main characters is quite limited. Many of them are housewives, school teachers, or nurses.

### 3.1.3. Background or topic addressed

With regard to the background or topics addressed in the reading textbooks, quite a few *male* lessons deal with sports, adventures, and wars while *female* lessons tend to deal with love, marriage, and family. As Hearn & Morgan (1990) point out that “war and sport” are considered to represent the central concern for bodies of male and masculinity (p. 10), out of 28 major units dealing with sports, adventures, and wars, 20 have male main characters while 8 have female main characters. Among these *male* units are Lesson 8 of NI2R (baseball), Lesson 8 of NH2R (World War II), and Reading 2 of NH2R (outdoor life). Some of those lessons, in particular, implies that such male commitment or engagement with sports, adventures, and wars is cherished and handed down through male-exclusive relationships such as father-son bonds; For Reading 1 of UN1R (baseball) and Reading of MI1R (basketball), for example.

Out of 14 reading texts dealing with love, marriage, and family, on the other hand, 9 have female main characters while 5 have male main characters. Most of these female characters, however, are depicted just as passive or backward in their love affairs (Lesson 8 of NH1R; Lesson2 of MI2R; Reading of MI2R). Interestingly enough, the female characters in the lessons dealing with wars tend to be portrayed as victims such as *Anne Frank* (Lesson 3 of UN2R; Lesson 8 of MA2R) and *Sadako*, an A-bomb victim (Lesson 5 of MA1R; Reading 1 of EG1R).

### 3.1.4. Age and family relationship

The male to female ratios of both adult and non-adult are not in proportion. Forty-four of 47 male main characters in the second versions are adults while 20 of 30 female counterparts are adults: approximately two and half times more adult males than adult females; more than three times as many non-adult females as non-adult males. In other words, the adult main characters are more likely to be males while the non-adult main characters are females. See Tables 3 & 4 for the details.

As for family relationships, 2 of 44 adult male main characters are explicitly depicted as fathers while 4 of 20 female main characters as motherlike figures; 4.6% (male) and 20%

(female). The adult female character of For Reading 2 of UN1R, for example, even behaves like a mother toward an inner-city boy who tried to snatch her purse. Thus, the female main characters in the examined textbooks are more likely to represent parenthood than the male counterparts are.

In addition to such a numerical difference, there is another disparity between the male and female portrayals of the family relationships. Most fathers are depicted in good relationships to their children, mostly sons. For Reading 1 of UN1R, Supplementary Reading of UN2R, and Lesson 10 of NH2R are the examples of the fathers who teach, lead, encourage, and share secrets and feelings with their sons. Female characters, on the other hand, often have some sort of difficulties in dealing with other family members. Lesson 2 of MI2R, for example, depicts the miscommunication between a teenage girl and her worried mother. Supplementary Reading of UN2R portrays a mother who blames her husband for his lack of serious interests in their housekeeping in the presence of their son who has a good relationship with his father.

Compared with the first editions, the second editions of the textbooks have excluded both the extremely male chauvinistic lessons and gender awareness-raising lessons identified in the former editions (Nakai, 1999). However, overall tendencies of the two editions appear to be alike. The reading texts of both textbooks present quite conventional but problematically stereotyped gender dichotomy or separatism in portraying male and female central characters both in quality and quantity. Men, the majority, win bread, fight or compete, challenge difficulties, and seldom care for domestic things; women, the minority, depend on men, seek love and care, and take care of homes.

## 3.2. Introductory section

### 3.2.1. Referents and dialogue participants

The examination of the introductory sections demonstrates even another aspect of the textbooks. In the first versions, as shown in Table 6, 37 of 138 major units (26.8%) have *male-exclusive* introductory sections while 15 (10.9%) have *female exclusive* ones. In the second editions, as shown in Table 5, 28 of 138 (16.3%) are *male-exclusive* while 17 (10.0%) *female-exclusive*. Approximately two-thirds of the lessons are introduced by either *sexually mixed* or *neutral* type of introductions. Ten lessons have no introduction.

In terms of the male and female dialogue participants and the major referents in the short explanatory sentences across all the introductions of the twenty textbooks, as Tables 7 and 8 show, out of 389 characters participating in the dialogues or referred to in the sentences both in the first and the second editions, 222 are male while 167 are female. The ratio of male to female is approximately 4 to 3.

In a numerical sense, thus, males are almost always the majority in the introductory parts of the major lessons of the examined textbooks while females are mostly the minority. In other words, females are less visible in the pre-reading activities than the male counterparts are.

### 3.2.2. Sexually-mixed introductions

A closer look at the contents of the introductory sections reveals still more problematic

faces of those parts. Although about two-thirds of the lessons, as stated above, start with either *sexually-mixed* or *neutral* type of introductions, that does not necessary means that the introductory parts are equal or fair in terms of sex and gender. Most of the introductions of the major lessons in Mainstream series, for example, employ a school setting as a situation of dialogues among several people including both males and females. In the sexually-mixed dialogues, a male teacher almost always gives information or advice to his students; five times to a female student, three times to a male student, and two times to both of them. There is no female adult participant in the dialogues all through the textbooks. The reality of the *sexually-mixed* introductory parts is even male-chauvinistic.

### 3.2.3. Females in introductions

In addition, even when female characters appear in the introductions, their described roles do not always seem to present so positive role models to female students. Many of the female characters are in some sort of trouble. Lesson 2 of EG1, for example, depicts a girl whose health condition is not very good because she overslept and did not have breakfast. The woman in Lesson 6 of EG2 worried about her son's "peculiar" behaviors. The introductory dialogue of Lesson 4 of MI1 features a girl with a little confidence in her passing a physics test though the following reading text deal with the female astronaut-scientist. This introduction, based on the oft-mentioned girls incompetence in math and science, rather helps alienate female readers from understanding the scientific contents of the unit than encourage them to learn.

## 3.3. Relation between pre- and main reading parts

### 3.3.1. Combination of pre- and main reading parts

As shown in Table 10, 22 of 53 (41.5%) *male* main texts in the first editions are introduced by *male-exclusive* introductions while 7 of 34 (26.6%) *female* main texts are introduced by *female-exclusive* introductions. In the second versions, 10 out of 48 (23.3%) *male* main texts are introduced by *male-exclusive* introductions, and 6 of 30 (22.2%) *female* main texts are introduced by *female-exclusive* introductions. In the second editions, however, as shown in Table 9, 4 of 48 (9.3%) *male* main reading texts have *female-exclusive* pre-reading sections while 4 of 30 (14.8%) *female* reading texts have *male-exclusive* pre-reading sections; *female* main texts are more likely to be introduced by the introductions of the opposite sex than by those of the same sex. Moreover, out of 111 main texts in the *mixed* and the *neutral* categories, 24 (21.6%) have *male-exclusive* introductions while 9 (8.1%) have *female-exclusive* introductions.

### 3.3.2. Effect of pre-reading part on main reading text

A few of *female-exclusive* introductions are not only appropriately introduce the contents of the following reading texts but also present positively unsteretyped images of females and males as well. The introduction of Lesson 2 of MI2, for example, depicts both a young female who loves math, plays rugby and basketball and a young male who knits. Since the following reading text explicitly deals with gender issues, such an introductory part grasps the essence of the whole unit and bridges the following text and the readers. Here all the stereotyped views



about sex/gender are challenged and relativized in a daring yet careful way. In doing so, the pre-reading section and the reading text together teach the learners how to think critically of life and society.

The introduction of Lesson 4 of MA2, on the other hand, seems to reinforce the gender-stereotypes. Although the main reading text is about the first love of a male teenager, another male character in the introductory dialogue seems to be justified in being reluctant to speak of his love. Lesson 9 of MI1, which depicts a teenage boy playing with a girl, is also introduced through the portrayal of different attitudes to love between a boy and a girl. The message here is “ Love is a woman’s thing. ”

In terms of gender-stereotypes, Lesson 9 of EG1 seems to have one of the worst examples of *female-exclusive* introductions. Although the main character of the unit is *Mother Teresa*, one of the most widely recognized female role models, its introductory dialogue depicts a conflict between two female characters: a schoolgirl and her mother. The girl asks the mother what she can do for the poor of the world. Instead of answering the question, the mother tells her daughter to stop reading a newspaper and to get ready to go to school. Here the girl’s concern for worldwide starvation is undermined with her mother’s role fulfillment, whereby both of the two female characters are extremely minimized or trivialized. This introduction not only fails to introduce the topic of the lesson adequately, but also imposes a false notion of mother-daughter relationships. The introduction to Lesson 4 of MI2 also depicts a mother-daughter conflict. Thus, both examples, under the disguise of presenting a realistic view of a teenager’s life, are more likely to further negative images of mother-daughter relationships.

#### 4. Conclusion

The investigation of the sex and gender representation of the senior high school English textbooks in Japan, focusing on the relationships between the introductory sections and the main reading texts of the major lessons, has revealed the androcentric views of the world and language in both quality and quantity. The main texts for reading have a large number of male main characters in a wider variety of social statuses and occupations than those of female main characters. The introductory parts further such female dominance or female invisibility by building far more androcentric frameworks.

Since textbooks usually set the bases of the lessons, and tend to have great influence on the users’ learning and understanding, much more serious efforts should be made to create more well-balanced and more sensitive textbooks in every aspect. In addition, critical investigation of instructional materials and careful handling are essential to actual classes. This is primarily the teachers’ responsibility. Without their serious efforts, no class would be improved.

There are a number of limitations to this study. First, more careful consideration should have been given to the categories and the process of categorization in each part. Although I tried to make them as objective as possible, there is still room for improvement. Secondly, the examined textbooks are only for two of the seven courses potentially offered as an English

subject at senior high schools in Japan. The textbooks for the other five courses may have totally different features regarding sex/gender issues. Thirdly, because of the paucity of the previous data available on Japanese English textbooks, this examination lacks a historical perspective. The comparison of the currently used textbooks and their predecessors could make the investigation more comprehensive. Lastly, the supplementary or related materials, especially the teacher's manuals and the tape recordings of the texts, sometimes have a serious influence on what and how to teach in actual classes. However, this research does not examine them at all. In order to reach a deeper understanding of the precise characteristics of the contemporary English textbooks used in Japan and improve their quality for the future generation, more comprehensive research should be conducted in a carefully controlled way.

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Table 1. Numbers of male and female units  
of the second editions

Textbook	male	female	mixed	neutral	total
UN1	5	5	0	5	15
UN2	4	3	1	5	13
MA1	4	4	3	4	15
MA2	8	2	2	3	15
MI1	7	2	0	5	14
MI2	2	3	0	7	12
NH1	3	4	4	3	14
NH2	6	1	1	4	12
EG1	3	2	4	5	14
EG2	5	4	0	5	14
TOTAL	47	30	15	46	138
%	34.1	21.7	10.9	33.3	100

key:

- 1) male stands for male-centered lessons;
- 2) female stands for female-centered lessons;
- 3) mixed stands for lessons of mixed sexes;
- 4) neutral stands for neutral lessons.

Table 2. Numbers of male and female units  
of the first editions

Textbook	male	female	mixed	neutral	total
UN1	6	7	1	1	15
UN2	6	2	0	4	12
MA1	6	5	2	2	15
MA2	11	2	0	1	14
MI1	5	4	2	3	14
MI2	3	2	2	6	13
NH1	3	2	6	3	14
NH2	4	3	2	3	12
EG1	4	5	1	5	15
EG2	5	2	2	5	14
TOTAL	53	34	18	33	138
%	38.4	24.6	13.0	23.9	100

key:

- 1) male stands for male-centered lessons;
- 2) female stands for female-centered lessons;
- 3) mixed stands for lessons of mixed sexes;
- 4) neutral stands for neutral lessons.

Table 3. Adult to non-adult ratios of the second editions

sex	adult	%	Non-adult	%	total	%
mail	44	57.1	3	3.9	47	61.0
female	20	26.0	10	13.0	30	39.0
total	64	83.1	13	16.9	77	100

key:

- 1) Adult includes people who are assumed or described in the texts to be older than 18 years old; therefore, this group includes college students;
- 2) Non-adult includes all the other people excluding those who are included in the Adult category.

Table 4. Adult to non-adult ratios of the first editions

sex	adult	%	Non-adult	%	total	%
mail	42	48.3	11	12.6	53	60.9
female	14	16.1	20	23.0	34	39.1
total	56	64.4	31	35.6	87	100

key:

- 1) Adult includes people who are assumed or described in the texts to be older than 18 years old; therefore, this group includes college students;
- 2) Non-adult includes all the other people excluding those who are included in the Adult category.

Table 5. Numbers of male- and female-exclusive introductory sections of the second editions

textbook	male	female	mixex	neutral	no-intro	total
UN1	2	1	0	9	3	15
UN2	0	0	0	11	2	13
MA1	2	0	10	3	0	15
MA2	5	0	10	0	0	15
MT1	3	3	7	0	1	14
MT2	3	4	5	0	0	12
NH1	1	1	3	7	2	14
NH2	2	2	1	5	2	12
EG1	4	3	7	0	0	14
EG2	6	3	5	0	0	14
TOTAL	28	17	48	35	10	138
%	20.3	12.3	34.8	25.4	7.2	100

key:

- 1) male stands for male-exclusive introductory sections;
- 2) female stands for female-exclusive introductory sections;
- 3) mixed stands for sexually-neutral introductory sections;
- 4) neutral stands for sexually-neutral introductory sections.

Table 6. Numbers of male- and female-exclusive introductory section of the first editions

Textbook	male	female	mixed	neutral	total
UN1,UN2	10	5	8	4	27
%	37.9	18.5	29.6	14.8	
MAI,MA2	7	0	18	4	29
%	24.1	0.0	62.1	13.8	
MI1,MI2	0	5	19	3	27
%	0.0	18.5	70.4	11.1	
NH1,NH2	6	2	11	7	26
%	23.1	7.7	42.3	26.9	
EG1,EG2	14	3	10	2	29
%	48.3	10.3	34.5	6.9	
TOTAL	37	15	66	20	138
%	26.8	10.9	47.8	14.5	

key:

- 1) male stands for male-exclusive introductory sections;
- 2) female stands for female-exclusive introductory sections;
- 3) mixed stands for mixed-sexed introductory sections;
- 4) neutral stands for sexually-neutral introductory sections.

Table 7. Male-female ratio in introductory sections of the second editions

sex	UN1,UN2	MAI,MA2	MI1,MI2	NH1,NH2	EG1,EG2	TOTAL	%
male	3	34	28	7	31	103	54.5
female	1	25	27	10	23	86	45.5
total	4	59	55	17	54	189	100

key:

- 1) male stands for male dialogue participants or male referents in introductory sections;
- 2) female stands for female dialogue participants or female referents in introductory sections.

Table 8. Male-female ratio in introductory sections of the first editions

sex	UN1,UN2	MAI,MA2	MI1,MI2	NH1,NH2	EG1,EG2	TOTAL	%
male	13	30	19	19	38	119	59.5
female	6	18	29	13	15	81	40.5
total	19	48	48	32	52	200	100

key:

- 1) male stands for male dialogue participants or male referents in introductory sections;

- 2) female stands for female dialogue participants or female referents in introductory sections.

Table 9. Relation between introductory section and main text of the second editions

main text	intro	UN1,UN2	MA1,MA2	MI1,MI2	NH1,NH2	EG1,EG2	TOTAL	%
male	male	1	3	3	1	2	10	20.8
male	female	0	0	2	1	1	4	8.3
male	mix/neut	6	9	4	5	5	29	60.4
male	no-intro	3	0	0	2	0	5	10.4
female	male	1	1	0	0	2	4	13.3
female	female	1	0	0	1	4	6	20.0
female	mix/neut	5	5	4	3	0	17	56.7
female	no-intro	1	0	1	1	0	3	10.0
mix/neut	male	0	3	3	1	6	13	21.7
mix/neut	female	0	0	5	1	1	7	11.7
mix/neut	mix/neut	9	9	4	9	7	38	63.3
mix/neut	no-intro	1	0	0	1	0	2	3.3

key:

- 1) intro stands for introductory section;
- 2) UN1, UN2, MA1, MA2, MI1, MI2, NH1, NH2, EG1, and EG2 stand for the names of the textbooks examined in the present study;
- 3) mix/neut stands for mixed and neutral categories;
- 4) no-intro stands for units with no introductory section.

Table 10. Relation between introductory section and main text of the first editions

main text	intro	UN1,UN2	MA1,MA2	MI1,MI2	NH1,NH2	EG1,EG2	TOTAL	%
male	male	7	7	0	4	4	22	41.5
male	female	1	0	3	1	0	5	9.6
male	mix/neut	4	10	5	2	5	26	49.1
female	male	1	0	0	0	2	3	8.8
female	female	4	0	0	1	2	7	20.6
female	mix/neut	4	7	6	4	3	24	70.6
mix/neut	male	2	0	0	2	7	11	21.6
mix/neut	female	0	0	2	0	0	2	3.8
mix/neut	mix/neut	4	5	11	12	6	38	74.5

key:

- 1) intro stands for introductory section;
- 2) UN1, UN2, MA1, MA2, MI1, MI2, NH1, NH2, EG1, and EG2 stand for the names of the textbooks examined in the present study;
- 3) mix/neut stands for mixed and neutral categories.