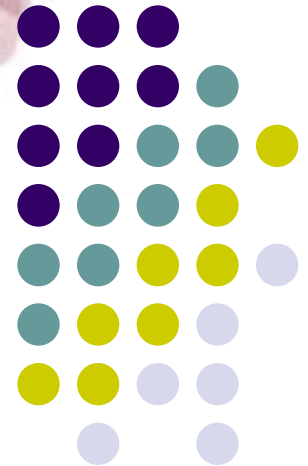


**Consciousness of ‘Political
Correctness’ in Gender Matters:
Gender Asymmetry in *Kernel Lessons Plus* &
*Modern English for Communication***

Ika Lestari Damayanti





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*. Longman.
- Chee, L.M. & A.S. Khim. 1976. *Modern English for Communication: book 4*. Kuala Lumpur: Pan Asian Publications.

Background

- Social construction of gender roles
- Sex (biological) and gender (social)
- Previous research findings:

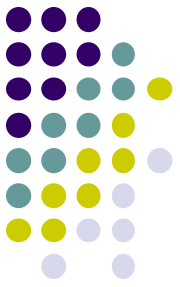
The number of male characters in the texts outnumbered the females.

Women were often excluded and marginalized

Males are positive, active, and competent

Females are negative, passive and incompetent.

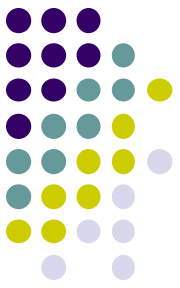
(Peterson & Lach, 1990; Kortenhaus & Demarest, 1993; Wharton, 2005)



WHY TO BE AWARE?

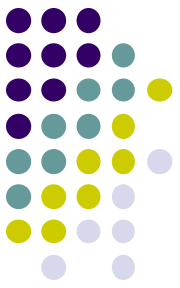


- Long-term effects on children's conception of roles and values of how women and men should behave in society (Kortenhaus, 1993); mothers at home, fathers at work (Zimet, 1976)
- BUT, depending on the background knowledge and experience (Wing, 1997; Balfour, 2003; Wharton, 2005)
- Not only number but look at the quality



HOW???

- Publication of *On Balance: Guidelines for material writers in EFL*
- Revisions of sexist words such as firefighter for fireman, police officer for policemen, chair person for chairman, and house manager for house wife
- What about?
midwife, waitress/waiter, fireman, repairman



Choice of text

To compare how different and/or similar reading texts are in Malaysia and Great Britain in their representation of the female roles

- Texts relating to occupations

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

Choice of Analytical Approach

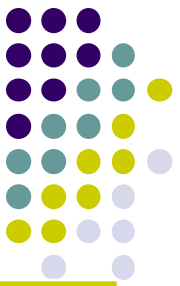


Critical Discourse Analysis helps investigate, reveal, and clarify how power and discriminatory value are inscribed in and mediated through the linguistic system (Coulthard & Coulthard, 1996)

Tool:

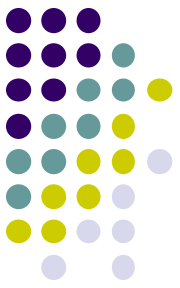
The systemic functional concept of transitivity, with its categories of process and participants (see Eggins, 1994; Halliday & Matthiessen, 2004; and Bloor & Bloor, 2004).

Results



	Malaysia	England
Participants	F= 8 M=48	F=35 M= 41
Actor	F= 4 M= 11	F= 9 M= 12
Goal	F= 2 M= 6	F=3 M= 2
Senser	F= - M= 2	F= 8 M= 15
Phenomenon	F= - M= 2	F= 3 M= -
Verbal	F= - M=5	F=1 M=1
	(males tend to have more chances to express ideas)	
Doing Thinking & perceiving Being	F= more passive F= not represented varieties of job which are not only 'domestic- female related'	F= more active F= visible, more chances job which constitutes female qualities

Examples of relational process



I like her

Senser Pr: mental phenomenon

I offered David Nelson a job last week

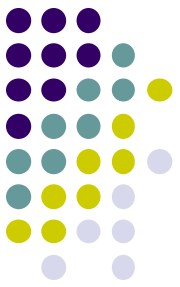
Act Pr: mat Recipient Goal Cir.

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

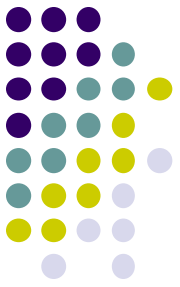


- Many times, the male participants through mental processes regret and wish that the female will realize that a woman's job is to stay at home and look after the children.

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

What's next??



We are now more than thirty years ahead, are we now free from such discrimination? Are we aware that gender asymmetry does exist and vary across cultures?

The present finding, from data in the 1970s, is only a small reminder that can also be used as a gauge to measure progression of the use of language within educational material.