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Gender Consciousness and its Construction in Chinese Education: English Language Textbook Analysis in Primary Schools

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Summary

Since the significant improvement of women's social status after the industrial revolution, gender equality has been a hot topic in the field of education. Gender consciousness, as the essential part of gender equality, has been taken increasing consideration in recent education studies. Textbooks, as knowledge carriers, are usually concerned as research objects. The United Nations Educational, Scientific and Cultural Organization (UNESCO) conducted two main projects to explore gender consciousness in children's textbooks in different countries, and made conclusions that gender consciousness issues, existed in textbooks, were important factors that prevent gender equality in education. Therefore, this dissertation aims at revealing gender consciousness issues in English Language textbooks published by People's Education Press in 2012 and 2013, in primary education, and finding the factors that construct these issues. Critical Discourse Analysis (CDA) would be adopted as the dominant method to illustrate the construction of gender consciousness and its influencing factors. Based on CDA framework, gender representations and gender roles, as two dominant parts of gender consciousness, would be explored by using Halliday's transitivity method firstly. Then document analysis would be adopted to explain the process of gender consciousness construction and its causes.

The dissertation contains three main findings. Firstly, in terms of gender consciousness, males played dominant and comprehensive roles in both Process and Circumstances, while females were underrepresented in English Language textbooks, published by People's Education Press in 2012 and 2013. Furthermore, male and females' gender roles in textbooks still contained traditional masculinity and femininity. Secondly, the process of gender consciousness construction was that the patriarchy ideology passed traditional masculinity and femininity down to English Language textbooks through the Ministry of Education, which is the mediation of the official authority that included hegemonic power. Thirdly, reasons for the existence of gender consciousness issues were patriarchy ideology, hegemonic power and Ministry of Education.

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Chapter 1. Introduction

Peng Liyuan, First Lady of the People's Republic of China, visited United Nations Educational Scientific and Cultural Organization on 26 March 2019. During the visiting, she demonstrated that "the equality of opportunity is the fundamental method to guarantee girls' and women's education" (Peng, 2019). From her words, it could be seen that it was necessary to ensure equal educational opportunities for males and females. Due to the establishment of Compulsory Education Law (Article 6), which stated that "All children who have reached the age of six shall enrol in school and receive compulsory education for the prescribed number of years, regardless of sex, nationality or race" (the Standing Committee of the National People's Congress, 1986), equal opportunities to receive basic education had been widely guaranteed. According to White Paper: Gender Equality and Women's Development in China, the gender gap in education has been dramatically minimised, for the primary school enrolment rates of boys and girls were both 99.8% (The State Council Information Office of the People's Republic of China, 2015). China has made great efforts on guaranteeing equal opportunity for both boys and girls to attend primary schools, however, whether the knowledge that has been given to children is in real gender equality is a problem that should be concerned as well. This is because both boys and girls, as human beings, have rights to learn knowledge in schools without gender discrimination. Therefore, guaranteeing equal opportunities in education should satisfy two conditions. One is that all children have opportunities to acquire basic education; the other is that the knowledge they would learn is in gender equality. As for children's school enrolment is no longer a severe problem in China, this dissertation would focus on gender equality in school knowledge.

1.1. Gender Consciousness and Gender Equality

Exploring gender consciousness is a significant method to examine gender equality in school knowledge. Gender Consciousness is an awareness of how one's gender affects many aspects of life, such as political preference, religious beliefs, and careers (Porterfield, 2001). Unlike body consciousness that only focuses on physiological changes, gender awareness concerns more on the construction of a person's gender in society (ibid). How one's gender has been socially constructed based on his or her sex, and what kind of gender role the person has played in society are two primary questions, commonly discussed in gender consciousness (Doy, 1995). According to Friedan, gender consciousness is associated with gender equality (1963). This means that only the person could raise the awareness of his or her gender roles in large part of social constructions, would he or she acquire gender equality (Friedan, 1963). Similarly, in education, making sure that children's gender consciousness could be freely constructed is the central theme of gender equality.

1.2. Primary Education and Gender Consciousness

This dissertation would choose knowledge in primary education as the object. This is because as the first step of formal education, primary education plays an essential role in building children's gender consciousness. Many psychologists have agreed that children's awareness of their biological features is mainly constructed before age 6 (Chrisman and Couchenour, 2002). However, their gender consciousness, especially the awareness of gender roles, is dominantly produced in primary education (ibid). Even though some children have already built their gender roles before primary education, their gender consciousness would change or reconstruct when they are studying in schools. This is because primary schools have supported the earliest social groups for children so that they could be able to construct their gender roles (Signorella, 2012). In schools, children would encounter a wide variety of problems about gender, assimilating new information to their current gender consciousness, accommodating their outlook to fit their own and school requirements. For example, Adler and his colleague in their research found that playing sports is an essential factor, influencing boys' popularity in primary schools (1992). Based on this reason,

many boys would like to spend much time on doing exercise, compared with girls (Ibid). This research is a typical example to show that many boys would add playing sports as a part of gender roles into their gender consciousness. Hence, primary education has a significant influence on children's gender consciousness.

1.3.　English Language Textbooks and Gender Consciousness

According to Bouvier and Medina, textbooks are the vehicles of the curriculum for delivering the values, norms, and representations to young generations (1991). According to Apple, the curriculum regulates knowledge that could be delivered to students (1993). Therefore, textbooks, as carriers of knowledge, are direct embodiments of gender equality. Besides, according to the New Curriculum Standard, revised in 2011, knowledge in textbooks is standardised by an official authority (Ministry of China, 2011). Hence, exploring gender equality in textbooks could not only learn the kind of gender knowledge would be delivered to children, but also the definitions of official gender consciousness in society.

English Language course is a compulsory course in primary education, so all primary students have to use textbooks from grade 3 to 6. This means that English Language textbooks could have considerable effects on moulding children's awareness, especially their gender consciousness. Besides, gender bias also exists in languages, and it could be delivered to children through vocabularies, grammar, and clauses (Fairclough, 2001). Hence, English Language textbooks, as language learning materials, could affect children's gender consciousness in primary education.

1.4.　Gender Consciousness Issues in Textbooks

Gender consciousness issue in textbooks is still a contemporary issue, which prevents gender equality in basic education, though the girls' enrolment rate has been guaranteed by the government. Most girls have the same opportunity

to get access to basic education in China, compared with boys. The female enrolment rate in Chinese primary schools was 46.66% in 2017(Ministry of China, 2017). However, the representations of both genders in textbooks reinforced through pupil interaction with the teacher, continue to put girls in a disadvantaged situation. In elementary Chinese language textbooks, males play the dominant role in "illustration type, gender presence, real-life characters, and occupations" (Li, 2016:478). Tang and his colleagues also found that gender equality had been moderately improved in mathematics textbooks, but stereotypes, especially females' identities, persisted elsewhere (Tang, et al. 2010).

While previous research mainly focuses on textbooks, published by the People's Education Press in mainland China in the 1980s and the 2000s. Based on the New Curriculum Standard requirement, the new English Language textbook series will be applied to all Chinese primary schools in September 2019. This demonstrates that there would be no longer various textbooks in different provinces. Instead, only the new English language textbooks, published by People's Education Press, are allowed to be used in basic education.

Therefore, the current problem of gender consciousness in English Language textbooks is that it is hard to justify whether there are gender consciousness issues in new series and if issues exist, what factors have influenced them. Hence, this dissertation aims at finding gender consciousness issues and factors that influence their construction in English Language textbooks in Chinese primary schools. Critical Discourse analysis to explore gender consciousness issues would be adopted firstly by using quantitative transitivity method. Then it will focus on how these issues have been constructed in elementary English Language textbooks, by using a qualitative method. Findings could help educators, especially textbook designers, to minimise gender bias in these textbooks so that all children could have equal opportunities to construct their own gender consciousness in primary education.

Chapter 2. Literature Review

Compared with studies about religions and nations, gender bias is a low-profile issue given the fact that 54 million children still have no access to schooling (UNESCO, 2018). However, with the increasing awareness of gender equality in education, research about gender bias has been taken into significant consideration in many countries, especially in the developing ones, such as Syria, Romania, India, Pakistan, and China.

Research about gender equality in textbooks could be divided into two main parts: gender as category and gender as construction (Knudsen,2005)

2.1. Gender as Category

Gender as category, as the most popular theme in textbook research, reveals gender representation and gender roles through quantitative and qualitative analyses (UNESCO, 2010). Thanks to the wide-ranging programme of national research about textbooks, launched by UNESCO after the World Conference of the United Nations Decade for Women: Equality, Development, and Peace (United Nations, 1979), numerous studies have been devoted to gender representation and roles in both developed and developing countries. The standard classification of historical and current research is based on theories and methods that researchers had adopted. Though some scholars' studies were published before 21st century, they had used standardised scale and gender theories. Therefore, those research would be allocated to current research as well.

2.1.1. Historical Research

Unlike other studies, gender research about textbooks began from the 1960s in the world, due to the scholars' turning focus from racial discrimination to sexism, especially the female sex. The first expansion of gender research about textbooks is under the project, organised by UNESCO in the 1980s. Gender bias

in all subjects and at all levels in countries has been analysed throughout Africa, America, Asia, and Europe. These studies were collected in the book called *Down with Stereotypes! Eliminating Sexism from Children's Literature and School Textbooks* (1986).

The dominant theory in 1980s research is sexism. According to Phelps, sexism is the prejudice or discrimination of a person's gender or sex (1972). Although sexism has both effects on women and men, in most studies, researchers mainly focus on its influences on women and girls (ibid). Therefore, sexism theory is often associated with stereotypes of men and boys (Nakdimen, 1984). Besides, in sexism theory, there exists sex that usually has priority in most circumstances, compared with the other (ibid). On the foundation of sexism theory, historical research focused on sex stereotypes and sex roles, especially on women and girls. Although data of men and boys were collected as well, it was just used for making comparison with women and girls. Therefore, in early research, studies mainly concerned females, with little focus on males.

In terms of sex stereotypes, most researchers used quantitative or qualitative methods to manually count the number of male and female characters appeared in titles, texts, and illustrations in different textbooks. Although researchers allocated findings as stereotypes, in fact, their research aimed at discovering whether females were underrepresented in textbooks. One typical research conducted by Dunnigan could clearly demonstrate this. Dunnigan examined 225 textbooks applied in primary and secondary schools in Quebec, and he found that there were total 24,000 human characters; males played the dominant part within 68%, while females were just 32% (1982). Therefore, he concluded that the dramatic sexism stereotype in textbooks was that females were underrepresented (ibid). Other studies revealed similar results in their textbook research in Europe, Australia, and Southeast Asia (Council of Europe, 1982; Sampson, 1979; Dube, 1980).

In terms of sex roles, research mainly concerns the types of roles that male and female played in social and domestic ones. In social and domestic activities, all research made the same conclusion that males played dominant roles in social activities, while females were major in domestic activities. In domestic

activities, Dunnigan counted both male and female domestic roles in textbooks and then illustrated that men characters were portrayed as fathers occasionally, accounting for 17%, while women were more commonly appeared as homemakers and mothers, accounting for 85% (1982). Due to the limited cognition of male and female domestic roles, though there was not a standardised scale, most studies still made similar classifications and revealed the same results. However, in the aspects of social activities, research had quite different focuses. On the one hand, some scholars concerned sex occupations. The typical example is an American study about examining 134 textbooks in the state of New Jersey, and it revealed the fact that men were portrayed as having access to 147 different occupations, while women had access to only 25 (Rothschild and Constantina, 1982). On the other hand, some researchers focused on sports or games in social activities. The Zambian study illustrated that there were two types of first-grade textbooks, containing sexism, for both of them had shown in pictures that only boys were playing football, while girls were passively watching and applauding for boys (Tembo, 1984). The Kuwaiti study also found that there were only male sports champions in social science textbooks, with no mention of females (Kuwait National Committee for Education, Science, and Culture, 1983). Both sports and occupational roles were two leading roles that had been commonly explored in social activities, other roles, such as political and professional roles occasionally mentioned in some studies, also made the same results that males played dominant roles in political and professional activities, while females were underrepresented (Bisaria, 1985; People's Republic of China, 1983).

In summary, historical research aimed at revealing stereotypes and sex roles, based on sexism theory, however, these studies could only reveal the fact that in textbooks, females were underrepresented in most activities, except domestic activities. Besides, without a standardised scale, most studies just manually count male and female characters, making their own classifications of social roles. Therefore, it was quite hard to justify the validity of historical research. Furthermore, due to their different classifications, making comparisons among these results would be difficult. However, with the

establishment of gender representation coding scheme in 2010, gender research in textbooks began to be more scientific and standardised.

2.1.2. Current Research

Unlike historical research, which is based on sexism theory, the current research turns on theories about gender and gender order. In terms of gender theory, scholars first began to make differences between gender and sex. According to Prince, sex usually refers to particular physical characteristics of the body that are commonly distinguished as 'male' and 'female'; while gender usually refers to ideas associated with a particular sex, it is the category of 'male' and 'female' (2005). Hence, current research, turning on gender theory, means that most researchers conducted their research, based on social categories of males and females. That is, social discriminations on gender would be taken into consideration in different countries. Therefore, current research would not just concern whether the female is underrepresented, but also both male and female features in textbooks. Furthermore, the gender order theory mainly focuses on the historically constructed pattern of power relations between men and women (Connell, 1987). That is, in current research, research would not aim at females only, male features and representations should be taken into consideration. Also, their relationships would be discussed as well.

Due to the systematic coding scheme of gender representation, concluded in *Promoting gender equality through textbooks: a methodological guide* (2010), research is mainly based on quantitative methods. The importance for exploring gender representation in textbooks is also emphasized by Porreca that gender representations in texts and illustrations, especially female representations, are hidden messages that could demonstrate female's achievements, importance, and status in society (1984).

Although these studies were conducted in different countries with different educational materials, all came to the same conclusions: textbooks overwhelmingly, and no matter in which aspect analysed, demonstrated that females were underrepresented, negatively represented, compared with men.

In terms of representation ratios of females, according to Trecker, "the treatment of women in textbooks simply reflects the attitudes and prejudices of society" (1977:138). In her research, Trecker found that females' underrepresentation in US high school textbooks had little change in the past 40 years. Other recent studies about world history, art history, and politics from the United States, all reinforced her arguments (Olivo, 2012; Cornish et al., 2012; Commeyras and Alvermann, 1996). Similar results could also be found in the UK history textbooks introduced for the 1991 national curriculum, and those in post-apartheid South Africa (Osler 1994; Schoeman 2009); mathematics textbooks in Germany, Cameroon, and French-speaking West Africa (Ott 2014; Brugeilles and Cromer 2009); and language textbooks in Australia and Hong Kong (Lee and Collins 2010), Iran (Foroutan 2012), Zimbabwe (Mutekwe and Modiba 2012), and Uganda (Barton and Sakwa 2012). Blumberg collected case studies of Syria, India, Romania, China, and the United States, organised by the UNESCO, and then found that females remain underrepresented in all types of school textbooks, and obscured by gender roles and its stratification (2008).

There are some exceptions, however. Stromquist demonstrates that over a four-decade influence, the "Nordic countries have been successful in decreasing male roles" (2014:36). This could be clearly shown in the Swedish curriculum and textbooks, which promoted a more gender-egalitarian world for students (2008). In addition, some advanced countries, which have raised gender issues, tried to minimize the gap between male and female representation in school textbooks. Clarkson's research on Australian's mathematics textbooks is a typical example: 45% of people mentioned in textbooks are male, compared to 39% female (1993). Lee and Collions' comparison of Hong Kong English Language textbooks published pre- and post-1996 found a significant reduction in the numerical dominance of male characters (2008).

Gender roles is another form of gender inequality commonly observed in textbooks. It has been widely agreed that constant exposure to stereotypical models could have negative influences on children's gender and career

cognition (Macaulay and Brice, 1997). Some roles could even restrict children's role behaviour and limit their horizons and expectations (Scott, 1980).

Most researchers examine gender roles in two significant aspects: gender domestic and social roles. In terms of gender roles, firstly, men's place tended to be public, while women's place to be private and domestic in traditional. Although the current situation of men and women has changed, many women could enter the labour force as well, the traditional views on gender roles still could be easily found in various textbooks. Secondly, women were presented as more affectionate and emotional than men (Hartman and Judd, 1978), while men were shown to be more aggressive, argumentative, and competitive (Evans and Davies, 2000). Unlike other studies based on content analysis, Weitzman and his colleagues focused on the images of male and female's roles in picture books, then they concluded that boys were active, leading and rescuing others, whereas girls were passive, following and serving others; men engaged in a wide variety of occupations, while women were presented as wives and mothers (1972). Similar results about women in limited social roles and dominant domestic roles, they were usually be recognised as passive, and weaker images had been noted in recent studies (Amare, 2007; Evans and Davies, 2000; Lee and Collins, 2000).

Thirdly, in terms of social roles, there still exists a dichotomy between male and female roles, with such high-status occupations as scientist, pilot, and leader being considered as men's jobs, and others such as teacher, nurse, baby-sitter and secretary as women's. Lee and Collins in their Australian English-language textbook research argued that men occupied a wider range of social roles in the male-monopolised and male-dominated categories in textbooks, while women occupied such positions as fashion designers, pensioners, and salespersons (2010). Lee's recent research on Japanese EFL textbooks not only showed similar results about the gender occupation, but also illustrated that men were more likely to be engaged in physically demanding activities, and to be valued in terms of their wealth, achievement, wisdom and courage, whereas women were more likely to be connected with family care, indoor activities and emotional fragility (2014). The results are true to Lee's study on Hong Kong

EFL textbook (2008). Although Lee's works have demonstrated the occupation difference between male and female in Australian, Hong Kong and Japanese textbooks, his research mainly concentrated on language textbooks, and the research group used similar approaches to find and analyse data. Hence, further research about textbooks in other aspects and different methodologies are required to explore gender occupations further in textbooks.

Gender roles in textbooks also have some exceptions. Ott's study on German's math textbooks studies argued that textbooks had become more gender-neutral over the past century and all social roles and activities were equal on both men and women (2014). Besides, Lee and Colins' in their study on Australian English Textbooks also suggested that the traditional view of women and their traditional role of being homemakers and carers could change when they were associated with sports (2010).

The potential of analysing gender as category is to reveal the underrepresentation and roles of female in textbooks so that the invisible women and their lives could be made visible. The problem of these studies is that there exists blindness. This means that the research tends to make female and male opposite. From this tendency, researchers might think in binarities that textbook studies would retain the traditional gender bias.

2.2. Gender as Construction

With gender as construction, textbook researchers considered the process of gender construction in psychological and educational perspectives, especially on how gender was used to examine femininity and masculinity as positions and the construction and reproduction of patriarchy. Unlike the aspect of gender as category, which contains a large number of studies, gender as construction is not an entirely popular one. Two typical examples would be explained in this part.

The first one is Kuzmic's research on American history textbooks (2000). His research is mainly based on psychological theories, especially on gender neutrality. Gender neutrality is a kind of thought that people's gender or sex roles should not be distinguished in terms of policies, languages, and social institutions (Udry, 1994). That is, avoiding discrimination that some social roles in one gender are more suitable or powerful than the other. Kuzmic examined the representations of men and women in history textbooks by using qualitative research methods, and then he discovered the fact that men's individualization in history textbooks were dominant, while women were "collective sameness" that their individuality was denied (2000:112). Then Kuzmic used Connell's patriarchy theory to illustrate the reason for the deniable individuality of women was the power, called patriarchy, existing in society. Furthermore, Kuzmic claimed that the power of patriarchy was caused by the lack of gender neutrality (2000). Therefore, in Kuzmic's view, lacking gender neutrality consciousness is the determinable factor of unequal gender roles in history textbooks (2000). Kuzmic's research has tried to state the significance and necessity of gender neutrality in textbooks, whereas he just concentrates on gender issues through a psychological view.

The second one is based on the educational perspective, exploring the hidden curriculum influence on gender representation in the Fifth Grade English Language Textbook. According to Masud, education has the power to regulate students' attitudes, perceptions, and behaviours, while the hidden curriculum is a typical instrument to make this regulation (2017; 1991). Stromquit and his colleagues firstly built the connection between gender and hidden curriculum, and they defined the hidden curriculum as the set of knowledge that would be transmitted to children about roles of women and men played in learning materials, the way teachers treat male and female students, and the manner that staffs in schools communicating with each other (1998). Ahmad and Shah conducted their research based on Fairclough's three-dimensional model. Firstly, they revealed the fact that gender bias in English Language textbooks in Pakistan was severe that males were represented more than females (2019). Secondly, they tried to reveal how gender bias in textbooks had been

constructed (ibid). Based on this research question, they claimed that English Language textbooks were under the control of the hidden curriculum (ibid). Finally, they concluded that textbooks would maintain gender bias if the hidden curriculum existed (ibid). This research has shown that researchers considered hidden curriculum as the determinable factor that leads to gender bias in textbooks. However, the actual power behind the hidden curriculum was failed to reveal.

In analysing gender as construction, studies concentrate on finding the process of gender changes and their relations with psychological and educational conditions. Whereas, such analysis of gender as construction has its limitations. Firstly, there is a risk of gender-blindness. The research could be easily affirmative labelled and sympathetic analysed if a woman researcher focuses on woman construction and illustrates her own reflection. Secondly, explaining the relations between woman and man may also be problematic. This is because gender has a tendency to produce limited thinking in binarities, which could interfere with the relations. Thirdly, although in recent years, many researchers in the aspects of gender construction have adopted theoretical frameworks, such as Fariclough's three-dimensional model, Bourdieu's competing field theory, most of them still mainly concentrating on revealing gender consciousness issues, while gender construction was partly mentioned, without systematic explanation.

2.3. Gender Studies in China

Unlike other countries, which involved unconnected, individual studies of gender bias in textbooks, China has conducted two research projects about school textbooks and children's literature. The first one contains a series of work on portrayal of men and women in Chinese school textbooks and children's literature with the joint auspices of the Ministry of Culture of the People's Republic of China and UNESCO in 1983. The other project contains 20 studies about gender bias in textbooks, then developed, and disseminated some gender-equitable learning materials, with Ford Foundation funding in 2000. The

research results were reported in two typical issues of *Chinese Education and Society* in 2002 and 2003. Although both projects concentrated on school textbooks published by People's Education Publishing House, their studies were based on textbooks' first edition in the 1980s and the second edition in 1990s, respectively. Due to the foundations from organizations and government, both research projects have specific directions on finding gender representation and roles. As a result, all studies adopted content analysis in terms of gender as a category. There is no research focusing on gender construction in China.

2.3.1. Gender Representation

In terms of gender representation, with no mention in the first research project, the result demonstrated by the second one was that females were underrepresented in school textbooks. Chen and Chen revealed the fact that almost two-third of characters were males in the new five-volume series of mathematics books used in elementary schools (2002). Similar results could also be found in history textbooks, social studies textbooks, and language textbooks (Li, 2016; Law and Chan, 2004; Jin, 2002).

2.3.2. Gender Roles

Research on gender roles in school textbooks is also examined in gender domestic and social roles.

Firstly, males had shown the tendency to be public and played more dominantly in social roles, while females were more domestic. The studies of school textbooks, published in1983, used qualitative research methods, and they just focused on Chinese language textbooks in primary and secondary schools. Based on document analysis, Chen and his colleagues demonstrated typical female portrayals in primary textbooks and explained the reasons for setting those portrayals. In order to help children treasure current equal gender treatment in the political, economic, and cultural fields, the images of women in history were portrayed in the textbooks (1983). These women were played passive, oppressed social roles, and had no voice in dealing with domestic matters (Chen

et al., 1983). However, they also found some working women images in textbooks, which used their talents in social works and made equal contributions as men (Chen et al., 1983). Because Chen and his colleagues' research project is mainly using qualitative analysis and founded by the Chinese government, their findings and arguments have tendencies to show the positive aspects of gender equality in Chinese language textbooks. In 2016, Li, as a Ph.D. student at the Chinese University of Hong Kong, using quantitative methods to examine the illustrations of Chinese language textbooks, published in 1983. In her study, women were shown to be more domestic in illustrations (2006). One typical example she mentioned is the illustration of a woman leader, called Deng Yingchao. Although Deng had been recognised as the communist leader, she appeared as a homemaker dispatching pyjamas for her husband (Li, 2016). This means that women had been titled as high-status occupations. Nevertheless, they still portrayed as domestic roles in textbooks. As for the second research project, similar results could be found in Yi's study on social studies. Yi illustrated that males dominated the public sphere, and females were in the private one (2002).

Secondly, according to Hartman and Judd, women were represented as more affectionate and emotional than men (1978), while men were shown to be more aggressive, argumentative, and competitive (Evans and Davies, 2000). In first research project in 1983, researchers claimed that women were intelligent, competent firm and full of confidence when they were participating in different social works, especially in some works related to sports (Chen et al., 1983). While some researchers in the second project made the argument that the traditional gender role stereotypes were still presented in textbooks: courageous, independent, ambitious males and sometimes naughty boys vs. passive, obedient, neat, and cooperative females. Chen and his colleague's research on mathematics books argued that males comprised 74% in stimulating activities, while females made up 70% in passive activities.

Thirdly, in terms of social roles, there still exists a dichotomy between male and female roles, with such high-status occupations as scientist, pilot, and leader being considered as men's jobs, and others such as teacher, nurse, baby-

sitter and secretary as women's. In first research project, researchers claimed that in Chinese language textbooks for primary schools, there were portrayals of women state leaders, scientists, teachers, doctors, soldiers, swimming coaches, parachuters, animal tamers, meteorological workers, saleswomen, kindergarten nurses, workers, tractor drivers, peasants and so on (Chen et al., 1983). In other words, women could do almost all kinds of works, as seen from the textbooks. However, in Li's research on 2000s elementary language textbooks, she concluded that women were less likely to be portrayed as leaders and professionals, with the proportion of 6% and 19% respectively (2016).

In summary, it could be clearly seen that most studies about gender representation and roles are in quantitative methods, focusing on texts or illustrations. However, little research concerns gender consciousness issues in languages. Besides, in terms of gender construction, although Fairclough's critical discourse analysis is quite popular in Western studies, it has not been widely used in textbook studies. Furthermore, in terms of theories, because this dissertation concerns gender construction, all theories that would be adopted are based on social constructivism, from historical view. Therefore, for the lack of gender construction in Chinese studies, this dissertation would explore gender representation through a linguistic perspective, and then focuses on gender construction in English Language textbooks with Critical Discourse Analysis.

Chapter 3. Methodology

This chapter will outline research questions, research perspective, methods, and sample of textbooks. Research questions are exploring gender representations and gender construction in English Language textbooks. The dominant methodology, used in this research, is Critical Discourse Analysis. Selection of English Language textbooks is mainly based on the UNESCO guidebook of *Promoting gender equality through textbooks: a methodological guide* (2010). Validity and limitations of methodology will be explained as well.

3.1. Research Questions

Marx demonstrates that human knowledge, also known as consciousness, is dialectically developing from the engagement with historically and socially constituted material world, containing "the objects or processes we produce" (Allman, 2001: 165). Therefore, ontologically, gender consciousness, as a type of knowledge, is dialectically originated and developed from historical and social practice. Besides, Marx also claims that human beings are forced to enter into definite relations, depending on their wishes, "namely relations of production appropriate to a given stage in the development of their material forces of production" (Marx, 1911:1). The whole relations of production constitute the society's economic structure, which is determined as the 'real foundation' that could arise the 'legal and political superstructure,' corresponding with definite forms of 'social consciousness' (ibid.). Epistemologically, to better understand the gender consciousness, the contradictions of material life should be scientifically revealed at first, and then it would be dialectically explained through the historical view of the relations of production. In the first part, in order to reveal the social contradictions of gender consciousness, according to the UNESCO guidebook, collecting gender representation data is a standard method, applied in social science, to explore gender equality in consciousness (2010). Therefore, there are two main research questions in this essay:

- What are gender consciousnesses in English Language textbooks applied to Chinese primary schools?

  o What are the representation ratios of male and female, respectively in English Language textbooks applied to Chinese primary schools?

  o What kinds of roles male and female played in English Language textbooks applied to Chinese primary schools?

- How has gender consciousness been constructed in English Language textbooks applied to Chinese primary schools?

o What is the process of the construction of gender consciousness?

o What factors influence gender consciousness during the construction?

3.2. Research Perspective

This essay aims at revealing gender consciousness issues in English Language textbooks published by People's Education Press in 2012 and 2013, for primary education, and finding the factors that construct the issues. Both those objectives would be explained systematically.

In the first step, gender consciousness issues could be revealed by examining the gender representation in English Language textbooks for primary students. In this part, quantitative method would be used for data collection and analysis. This is because gender representation could be regarded as a social existence, which could not be recognised by human beings themselves without social practice (Brown et al., 2001). Furthermore, scientific experimentation is a kind of essential social practice for examining knowledge (Celikates, 2012). Hence, exploring gender representations should stand on a positivist point of view. As a positivist part, firstly, the researcher would gain a value-free notion of gender representation, so that the influence of researcher could be detached on the object of research (Curtis et al., 2013). This means that the gender representation results, found from quantified data, would have little impact from any bias related to social, political, or cultural context. Secondly, the quantified data could turn into numbers and would be statistically collected and analysed, then the statistical relationship between variables could be found (Denzin et al., 2011). Exact numbers of both genders' representations would be counted manually by using Halliday's linguistic procedure, called transitivity system. Male and females' representation ratios in primary school textbooks from grade three to six would be demonstrated. Male and females' representation ratios could be seen as two variables, then the relationship between them could be clearly shown: whether male or female is underrepresented, after making comparison. Thirdly, Curits, and Pettigrew

argue that positivist research aims at establishing "overarching patterns and trends" and construct theory from the generalizable results (2010: 58). After data collection and analysis, gender consciousness issues in terms of representations from primary school English textbooks would be discovered as the scientific evidence, which could help find the social problems of gender consciousness in English Language education in primary schools.

In the second step, in terms of investigating the process and affecting factors of gender consciousness construction, qualitative research methods would be adopted on collecting and analysing data. Creswell suggests that qualitative research aims at "exploring and understanding the meaning that individuals or groups ascribe to a social problem". Thus, qualitative research stands on an interpretivist point of view that "meanings, concepts definitions, characteristics, metaphors, and symbols" could be interpreted and described rather than "counts and measures" (2017:4). As has been illustrated before, gender consciousness issues would be revealed in the first step. Therefore, this second step aims at finding the reasons (affecting factors particularly) of these issues through the process of gender consciousness construction of male and female groups within a historical view. Hence, within similar research aims, interpretivist research methods could be suitable to adopt in this study. Besides, in the aspect of data types, this part would choose document of the New Curriculum Standard, Constitution of the People's Republic of China, and Communiqué of the National Bureau of Statistics of the People's Republic of China on Major Figures of the 2010 Population Census as evidence to support the arguments. Due to the uncountable nature of these textual documents, data collection and analysis would use the qualitative research method.

In summary, both methods, the combination of quantitative and qualitative research methods would be used in this study. The quantitative method could be adopted to reveal the representation issues in gender consciousness from textbooks, while the influencing factors and constructional process of those issues would be explained through political documents by using qualitative methods.

3.3. CDA

Critical Discourse Analysis (CDA) is a scientific paradigm, which is commonly used in social science. In the framework of CDA, there are three dialectically interconnected dimensions: text discourse, discourse practice, and social practice. This essay is mainly based on the CDA paradigm. Thus the whole research strategy would be divided into two main parts: exploring gender representation issues in text discourse, and exploring how these issues have been constructed and influenced by other discourses in the whole discourse process.

3.3.1. Definition of CDA

Critical Discourse Analysis is an interdisciplinary approach to the study of discourse, and it is firstly originated from language studies. In CDA researchers' view, language is a type of social practice, which has an interactive relationship with the production of social life (Chouliaraki and Fairclough, 1999, Fairclough 2000; Graham 1999, 2000). Therefore, CDA considers language as the 'discourse': "one element of the social process dialectically interconnected with others" (Fairclough, 2010:5). On the foundation of its definition, researchers commonly use CDA approach to investigate the establishment of social power and its reinforcement through language use (Fairclough, 2013).

There are two significant features of CDA. Firstly, CDA considers discourse as the social process, which could be affected by power. Although some scholars allocate CDA as a type of discourse analysis, CDA, as the social process, takes more concern on natural and inevitable power, rights, and goods. Under this circumstance, discourse in CDA is not merely an isolated symbol, but also contains different dimensions, which could have interconnections with each other. Fairclough, as the central figure of CDA, constructed a three-Dimensional model to illustrate the discourse. Secondly, CDA researchers argue that those dimensions are not only dialectically interconnected but also interacted on each other (Bucholtz, 2001; Van, 1993; Fairclough, 2013; Wodak, 1996). This

means that interactive relationships and three dimensions should be dialectically concerned when talking about the discourse process and influencing factors.

3.3.2. Fairclough's 3D model

Fairclough's three-dimensional model is used to explore the construction of specific discourse and find the power behind that. In his point of view, power is adopted and implemented in the discourse; therefore, there exist power relations behind the discourse (2013). Power could be gain, held, and lost in social struggles (Fairclough, 2013). Consequently, three types of dimensions: text discourse, discourse practice, and social practice, as three constraints, could be adopted by power processors to govern the oppressed (non-powerful participants). These dimensions aim at restricting and governing people in "content, relations, and subjects" (Fairclough, 2001:61). Therefore, the three dimensions are text discourse, discourse practice, and social practice, used for description, interpretation, and explanation, respectively.

In text discourse, Teun Van Dijk in his editorial statement for the first issue of *Discourse and Society* claims that "discourse analyses should be detailed, explicit and systematic as possible", building the bridge between micro- and macro-analysis (1993: 5). Fairclough, influenced by this view, narrowed language discourse into a more micro area: text discourse. Analysis method in this discourse is the linguistic description of the language text in the aspect of "language devices and concepts" mainly by adopting Systemic Function Grammar (Qiu, 2013: 1879). The 'text,' which Fairclough mentioned, contained both spoken and written language (2001).

The discourse practice is used for the interpretation of the relationship among text production, distribution, and consumption (Fairclough, 2001). Fairclough states that social and political institutions are the dominant parts of discourse practice, which frame the text discourse (2001).

The social practice, an explanation of the relationship between the social process and discourse process, aims at explaining the discourse in a broader

practice and "showing how the discourse is determined by social structures, and what reproductive effects discourses can commutatively have on those structures, sustaining them or changing them" (Fairclough, 2001: 163). In more depth, Fairclough states that power and ideology are two significant parts, which could have effects on social structure (2001:167).

Due to different definitions, it could be known that all three-dimensions are in inclusion relationships, which means that text discourse is embedded in discourse practice, and social practice contains discourse practice and text discourse. Besides, all three dimensions are interrelated with each other. Fairclough emphasizes the importance of discourse practice, which is a mediation between social practice and text discourse (2001).

3.3.3. Reasons for Adopting CDA

There are three main reasons for adopting CDA, especially Fairclough's three-dimensional model, as the research paradigm. Firstly, this essay focuses on English Language textbooks, which is a normal part of 'text.' Similarly, CDA is originated from linguistic studies; various linguistic study methods have been successfully used within CDA framework. This essay will adopt Halliday's transitivity, a functional grammar theory, as the research method to reveal the gender representation issues in English Language textbooks. Secondly, CDA aims at discovering the constructional process of social power, and the powerful influences through languages. Similarly, one objective of this essay is to find the construction of gender consciousness issues. Finally, as Fairclough states, because those three dimensions are interrelated, CDA is based on a dialectical view. Therefore, when primary students read these textbooks, they would not just read the exact words and learn knowledge. Textbooks, designed by the official institution, deliver their 'official' gender consciousness to students through contents as well. Hence, based on Fairclough's view, it is necessary to construct the research on gender consciousness issues in textbooks.

3.4. Conceptual Framework of the study with CDA

The essay's conceptual framework has been shown in Figure 1.

Figure1. Conceptual Framework with CDA

Conceptual Framework

CDA Framework

STEP 1

Gender Representation ↔ Text Discourse

Discourse Practice

STEP 2

Political Institution: Ministry of Education ↔

Ideology and Power ↔ Social Practice
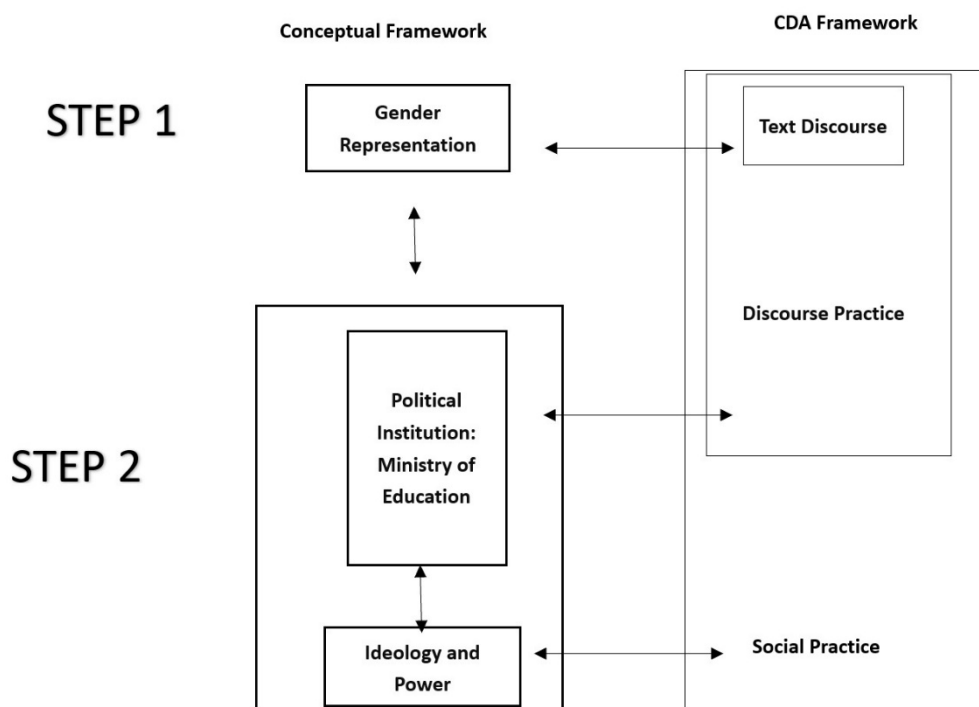
It could be seen that there are two main steps in the diagram:

Step 1 aims at revealing gender consciousness issues in textbooks through examining gender representations. This part is allocated to text discourse, and would use Halliday's transitivity theory as the method to count male and female frequencies in primary school English Language textbooks. It is noticeable that though Fairclough's definition of language includes both written and spoken language, this essay would just focus on written language, because these textbooks do not contain any sound or video file. Also, illustrations in textbooks would not be considered as well, for this research is conducted on linguistics only.

Step 2 aims at finding the construction of gender consciousness issues from textbooks. This part could be divided into two sub-branches.

In the first sub-branch, according to Fairclough, social and political institutions are major parts of discourse practice; hence, this essay would mainly focus on the textbook publisher: Ministry of Education in China. Like Fairclough who recognises Discourse Practice as mediation, the publisher's mediating function would be considered.

In the second sub-branch, the focus turns on society. As Fairclough demonstrated, ideology and power are two main elements, which constitute the social practice. Therefore, the exact ideology and power would be explained by Engels and Freud's patriarchy theories, and Gramsci's hegemony theory, respectively.

Additionally, CDA framework requires special consideration on interrelationships among three dimensions. Therefore, their relationships would be dialectically concerned when dwelling on the construction of gender consciousness issues.

3.5. Sample

The samples that have been chosen in this research are English Language textbooks, published by People's Education Press (PEP). With the establishment of a new education policy that all primary schools in China should adopt the English Language textbooks published by PEP in 2019. Therefore, all English Language textbooks, published by PEP, applied to primary schools, would be collected as samples. Based on New English Curriculum for Chinese Primary Schools and Junior/ Senior Middle Schools, students in primary schools are required to learn English as the compulsory course since grade three. Due to the six-year education system, English Language textbooks are designed from grade three to six. Hence, there are eight English Language textbooks, which have been chosen as samples. Table 1 shows detailed information on them below.

Table1. English Language Textbooks applied to primary schools in 2019

Grade	Title	Publishing Year	Editor
3	English Language Textbook 1	2012	People's Education Press (China); English Course development Centre (China); Lingo Media Corporation (Canada) Chief Editor: Wu Xin
	English Language Textbook 2	2012	
4	English Language Textbook 3	2013	
	English Language Textbook 4	2013	
5	English Language Textbook 5	2013	
	English Language Textbook 6	2013	
6	English Language Textbook 7	2013	
	English Language Textbook 8	2013	

Table 1 has suggested that the series of English Language textbooks is a joint work of People's Education Press (PEP), English Course Development Centre (ECD) in China and Lingo Media Corporation in Canada. Both PEP and ECD are branches of the Ministry of China, and Lingo Media Corporation is a private corporation, which mainly focuses on producing English education products, established in 1996. The chief editor, Wu Xin, is the leader of ECD, working in

PEP. According to her introduction of English Language textbooks, it could be seen that Ministry of Education holds the main power on the whole process of textbook design, determining the final publication. Therefore, although textbooks are cooperated designed by China and Canada's different corporations, the actual controller of their contents is still the official department: Ministry of Education in China.

According to UNESCO guidebook of *Promoting gender equality through textbooks: a methodological guide*, textbook samples should be widely used in schools (2010). Only textbooks, published by PEP, are allowed to use in Chinese primary schools, due to the new policy. In other words, investigating English Language textbooks, published by PEP, is reasonable. Also, the guidebook recommends researchers concentrates on all textbook contents in different grades, because knowledge in textbooks, especially in language textbooks, could have considerable effects on contents, grammar, vocabulary, sentences, topics, which could influence gender equality as well. Hence, all English Language textbooks would be separately investigated by different grades, and because the total amount of textbooks is not huge, all eight English Language textbooks would be chosen as the research sample.

3.6. Methods

3.6.1. Halliday's Transitivity

According to Halliday, the world of experience could be managed as a set of the process through transitivity system (Halliday 2014). Therefore, to understand gender representations in textbooks, sentences in them should be examined in 'linguistic-gendered' clauses. 'Linguistic gendered' clauses are clauses or texts about people or people like (Antiksari, 2011). Unlike others, 'linguistic gendered' only concerns the linguistic part of textbooks, ignoring the 'pictorial texts' (Antiksari, 2011). In terms of English textbooks, this means that all reading paragraphs, dialogues, exercises would be examined, while vocabulary lists, footnotes, and captions under pictures would be neglected. In

order to reveal gender representations, the 'linguistic-gendered' clauses should contain at least one human being, already defined as male or female. Furthermore, the male character would be signed as '(M)', while the female as '(F)'. The justification of male and female could be determined through texts (e.g., Pronouns: he/ him/his or she/her, etc.) or pictures associated with texts. For example, in the English Language textbook in Grade 1, semester 1, page 2, 'I am Mike.', the word 'I' could be coded as '(M)', because 'Mike' is a common male name which has been widely used in English speaking countries. Besides, the picture also demonstrates that Mike is a boy, because this sentence has appeared in a bubble speech in front of a male picture. Another example is in Grade 4, semester 1, page 22, 'She has an orange schoolbag.', the word 'she' could be coded as '(F)', because there is a pronoun 'she' which explains that the describing object is female.

The next step is to create a transitivity analysis to discover the representations of male and female in English Language textbooks. Halliday allocates clauses into three types: process, participant, and circumstance (2014). As has been illustrated before, it is the 'process' types that manage and construct the world. Therefore, 'process' in Linguistics could be defined as the 'process' of 'meaning'. When it comes to 'participant', this word means element, which denote who or what is directly involved in the process. 'Circumstance' contributes additional, and frequently optional. Therefore, 'circumstance' is usually realized by adverbial group or prepositional group, while 'participant' and 'process' are realized by the nominal group and verbal group, respectively. For example, in textbook Grade 5, semester 1, page 18, 'I read books on the weekend', the word 'I' and 'books' are 'participants', 'read' is the 'process', and 'on the weekend' is the 'circumstance'. Table 2 shows all types of processes and their roles of participants.

Table 2. Types and Meanings of Processes and Main Roles of Participants

Process		Main Roles of Participants
Types	Meaning	
Material	happening (being created); creating, changing; doing (to), acting	Actor, Goal, Recipient, Client
Mental	seeing, feeling, thinking	Senser, Phenomenon
Relational	having attribute; having identity; symbolizing	Carrier, Attribute, Identified, Identifier, Possessor, Possessed
Behavioural	behaving	Behaver
Verbal	saying	Sayer, Receiver
Existential	existing	Existent

Likely, Table 3 shows nine types of Circumstances that sometimes associated with male or female characters.

Table 3. Types, Subtypes, and Explanations of Circumstances

Type			Wh-item
Enhancing	1. Extent	distance	How far
		duration	how long
		frequency	How many times
	2. Location	place	Where (there, here)
		time	when (then, now)
	3. Manner	means	how (thus)
		quality	how (thus)
		comparison	how? what like?
		degree	how much?
	4. Cause	reason	Why?
		purpose	Why? What for?
		behalf	Who for?
	5. Contingency	condition	why?
		default	
		concession	
Extending	6. Accompaniment	comitative	who/ what with?
		addictive	and who/ what else?
	7. Role	guise	what as?
		product	what into?
	8. Matter		what about?
	9. Angle	source	
		viewpoint	

3.6.2. Document Analysis

According to Bowen, document analysis is a kind of research method that qualitative researchers commonly use to give voice and meaning through interpreting documents (2009). O'Leary concludes that there are three main types of documents: public records, physical evidence, and personal documents (2009). This research mainly adopts the New Curriculum Standard, Constitution of the People's Republic of China, and Communiqué of the National Bureau of Statistics of the People's Republic of China on Major Figures of the 2010 Population Census. All of them are published by the Chinese government, allocated to public records. As an efficient method, document analysis is less time-consuming and more efficient than other methods. Because it does not require data collection, by using data selection instead. Besides, all documents in this research are selected from the government document, which could be easily accessed through an online government database. The limitation of document analysis is its 'insufficient detail', because all documents contain purposes or stances of certain institutions (Bowen, 2009). For example, government documents usually include the official authority's political stance.

3.7. Ethics

The research mainly focuses on textbooks, with no requirement for investigating human participants. Therefore, the research did not apply for the ethic application form. In terms of accessing textbooks, all English Language textbooks could be gained from the retailer (PEP) or public libraries. Hence, the sample collection is legitimate and public. Besides, English Language textbooks, published in 2012 and 2013, are new references to the researcher, so that there would be no prejudice or preference for the sample.

In terms of research methods, ethical issues occur with the application of CDA. Tyrwhitt Drake claims that CDA is a 'moralistic' approach to analysis, which takes casual attitudes to data and aims at using data to demonstrate the hegemony (1999). That is, although most research in CDA has adopted scientific

linguistic methods for data collection and data analysis, all data results are used for establishing the hegemony in society. Therefore, CDA has an unavoidably moralistic pursuit with the specific purpose of "transforming social and political systems to make them more equal and democratic" (Graham, 2018:186). In the research of textbooks with adopting CDA, the researcher is unavoidable stands on the positions for admitting the process of textbook production within CDA framework. That is, approving there exists ideology and power in social and political institutions that could determine textbook contents.

In the aspects of Halliday's transitivity method, the validity could be explained in internal and external dimensions. Internal validity in positivist research means "seeking to ensure that the study measures or tests what is intended" (Curtis et al., 2014). Halliday's transitivity method is a linguistic approach to exploring the representations of certain participants through functional grammar in clauses. One of the research purposes is to find the representational status of males and females in English language textbooks. Within the same objectives, Halliday's transitivity method is valid to use in research. However, this method only focuses on grammar dimensions. Participants features and their explicit representations in other aspects of the text, e.g., linguistic context, vocabulary, paragraph, could not be explored. Furthermore, Halliday's transitivity method has been popularly applied in much linguistic research to find participants' representations through clauses. Therefore, in terms of external validity, Halliday's approach could be feasibly used in representation research as a scientific method.

3.8. Limitations of CDA

Critical discourse analysis calls researchers' attention not on text discourse only, but also concern discourse practice and social practice. Besides, it has built the interconnected relationships among three dimensions. However, in most gender studies, which have used CDA as their frameworks, women are usually recognised as consumers and subjects, rather than producers (Holmes and Meyerhoff, 2008). In textbook studies, textbook designers' gender influences

have seldom been considered in CDA framework (Breeze, 2011). Furthermore, because Critical discourse analysis seldom takes the relationship between consumers and text discourse into consideration, it is not clear how much the issues found from the text discourse have effects on consumers (Breeze, 2011).

Chapter 4. Data Analysis

4.1. Transitivity Analysis

4.1.1. Sample Analysis

Transitivity analysis is a common approach that recognises clause as representation to find the meaning behind that. Clause analysis, as a typical kind of transitivity analysis, mainly focuses on Process, Participants, and Circumstance (Halliday, 2014).

In terms of Process, Halliday divided it into six main sub-branches: Material, Relational, Mental, Behavioural, Verbal, and Existential Process. According to Halliday, Material, Mental, and Relational Process are three main Processes that frequently appear in clauses (2014). While in the aspects of Circumstance, Halliday states that the Circumstance contains nine major parts: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angle. On the foundation of different types of Processes, participants could be divided into sixteen different roles, which has been shown in Table 1.

Three typical examples below would show how the data could be collected by using transitivity method.

Material Process

Material Process is a process of "happening, creating, changing, or doing" something (Haliday, 2014:172). Due to its special character, Material Process has been dominantly adopted in all textbooks, especially in grade 4, 5, and 6.

Table 4 shows the type of activity in Material Process, which is done by a female character.

Table 4. Material Process example

Chen Jie	is visiting	Willow Primary School	in the UK
Actor (F)	Process: Material	Goal	Circ: Location; Place

(English Language textbook in Grade 5, Semester 1, Page 32)

This example is an introduction before Chen Jie and David's conversation. According to Halliday, "the Actor is the one that does the deed" (2014:179), in other words, it is the one that brings the change. The verbal phrase 'is visiting' could be categorized as the Material Process, because there exists a physical movement of Chen Jie. Therefore, Chen Jie, which has been mentioned before as a Chinese girl, could be defined as the female Actor, labelled 'F'. Besides, she aims to visit 'Willow Primary School', so the noun phrase 'Willow Primary School' would be defined as the Goal. According to Halliday, Participants are "the people or entities involved" (2014: 222). In Table 4, both Chen Jie and Willow Primary School are participants. Only Chen Jie has been labelled as female, since Willow Primary School is an object that its gender cannot be judged. Finally, the event is happening 'in the UK'. Hence, the prepositional phrase 'in the UK' could be defined as Circumstance, demonstrating the Location.

Mental Process

Mental Process focuses on "our experience of the world of our own consciousness" (Halliday,2014: 245), and it frequently appeared in textbooks of Grade 5 and 6.

Table 5 shows the type of activity in the Mental Process, which is done by a male character.

Table 5. Mental Process example

I	don't like	vegetables
Sensor (M)	Process: Mental	Phenomenon

(English Language textbook in Grade 4, Semester 2, Page 45)

This example comes from a dialogue between a bear and squirrel, and the sentence is an answer from the bear. Although the bear is shown as an animal image, 'it' has been defined as a male character in textbooks, because the pronoun 'he' and 'his' could be easily found in the dialogue to reference the bear. Therefore, the word 'I' could be defined as a male with the label 'M'. According to Halliday, the significant feature of 'Sensor' is that of being "endowed with consciousness" (2014: 249). Hence, 'I' could be allocated as the 'Sensor'. For the Mental clause is a process of sensing, and the word 'like' is a kind of sense; the verbal phrase 'don't like' could be recognised as a Mental Process. In addition, the noun 'vegetables' is a Phenomenon.

Relational Process

Relational Process serves to characterize and to identify (Halliday, 2014). This type of process could be commonly found in textbooks from Grade 3 and 4, for introducing new vocabularies.

Table 6 shows the type of activity in Relational Process, which is done by a female character.

Table 6. Relational Process example

I	am	Sarah.
Identified (F)	Process : Relational	Identifier (F)

(English Language textbook in Grade 1, Semester 1, Page 4)

This example is also from the dialogue, which a girl is introducing herself to the teacher. 'I' and 'Sarah', which is known as a typically female name in English

speaking countries, would be recognised as female, and labelled 'F'. Furthermore, Halliday states that Relational Clauses are processes of being or having (Halliday, 2014). In other words, these are processes of 'identifying' or 'attributing'. Therefore, this process could be defined as the Relational Process. The word 'Sarah' is used to identify the word 'I'. Hence, 'I' and 'Sarah' would be categorised as 'Identified' and 'Identifier' respectively.

4.1.2. Process and Participants Analysis

The analysis would start with the Process firstly. In English Language textbooks from Grade three to six, Material, Relational and Mental are three main processes. Table 7 below shows the total number of seven processes that occurred in English Language textbooks from Grade three to six. It could be clearly seen that Material Process was the dominant process, standing out with 756 occurrences (46.21%). Then the second one was Relational Process, with 630 occurrences (38.51%). The third was Mental Process, with 194 occurrences (11.86%). The other three were Behavioural, Verbal and Existential Process, with 47 (2.87%), 5 (0.31%), and 4 (0.24%) occurrences, respectively.

Table 7. Frequency of Processes occurred in English Language Textbooks from Grade 3-6

No	English Language Textbook Grade 3-6							
	Process Types	Grades				Total	%
		3	4	5	6		
1	Material	21	121	281	333	756	46.21
2	Relational	185	217	118	110	630	38.51
3	Mental	40	38	44	72	194	11.86
4	Behavioral	13	10	12	12	47	2.87
5	Verbal	0	0	0	5	5	0.31
6	Existential	0	0	0	4	4	0.24
Total		259	386	455	536	1636	100

Although English Language textbooks, published by PEP, were not designed on the foundation of 'genre-based approach', narrative texts still played the dominant role. In addition, those texts, which were in a narrative style, were dominant factors that determined the result that Material and Relational Processes were two main processes in whole textbooks.

In terms of Participants, Table 8 presents the data of participants in all English Language textbooks from Grade 3 to 6. It suggested that there were 1,636 Participants: male character dominated with 1,062 (64.91%) occurrences, versus 574 (35.09%) occurrences of female。

Table 8. Types of Participants of Male(s) and Female(s) Characters in English Language Textbooks from Grade 3-6

Types of Participants	Grade								Total				
	3		4		5		6						
	M	F	M	F	M	F	M	F	M	%	F	%	Total M&F
Material P. 1. Actor	5	3	59	42	170	93	209	79	443	27.08	217	13.26	660
2. Goal	4	3	6	13	12	4	26	6	48	2.93	26	1.59	74
3. Recipient (to)	0	0	0	0	1	1	4	1	5	0.31	2	0.12	7
4. Client (for)	4	2	1	0	0	0	7	1	12	0.73	3	0.18	15
Mental P. 5. Sensor	17	10	15	8	30	12	54	17	116	7.09	47	2.87	163
6. Phenomenon	7	6	10	5	2	0	1	0	20	1.22	11	0.67	31
Relational P. 7. Carrier	8	3	26	22	9	6	28	2	71	4.34	33	2.02	104
8. Attribute	0	4	2	0	1	1	7	0	10	0.61	5	0.31	15
9. Identifier	38	25	27	19	38	16	21	13	124	7.58	73	4.46	197
10. Identified	41	39	21	29	23	16	17	12	102	6.23	96	5.87	198
11. Possessor	15	6	37	22	4	4	7	2	63	3.85	34	2.08	97
12. Possessed	3	3	6	6	0	0	1	0	10	0.61	9	0.55	19
Verbal P. 13. Sayer	0	0	0	0	0	0	4	0	4	0.24	0	0.00	4

14. Receiver	0	0	0	0	0	0	1	0	1	0.06	0	0.00	1
Existential P. 15. Existent	0	0	0	0	0	0	4	0	4	0.24	0	0.00	4
Behavioral P. 16. Behaver	6	7	6	4	9	3	8	4	29	1.77	18	1.10	47
Total	148	111	216	170	299	156	399	137	1062	64.91	574	35.09	1636

In terms of gender roles, firstly, both males and females were played as Actor, Identified, Identifier, and Sensor, though their importance rankings were different. Females played Actor, Identified, Identifier, and Sensor mostly, with occurrences of 217 (13.26%), 96 (5.87%), 73 (4.46%), and 47 (2.87%) ,respectively; while males played Actor, Identifier, Sensor, and Identified mainly, with occurrences of 443 (27.08%), 124 (7.58%), 116 (7.09%), and 102 (6.23%) , respectively. These results demonstrated that there was little difference between male and females' roles types played mainly in English Language textbooks from Grade 3 to 6. Secondly, by exploring the gap between male and female in each role, as it had shown in Figure 2 below, compared with females, males were more likely portrayed as Actor, Sensor, Carrier, Identifier, and Possessor. The exact numbers of gaps in these roles were 226, 69, 38, 51, and 29, individually.

FIGURE 2. NUMBERS OF MALES AND FEMALES IN PROCESSES
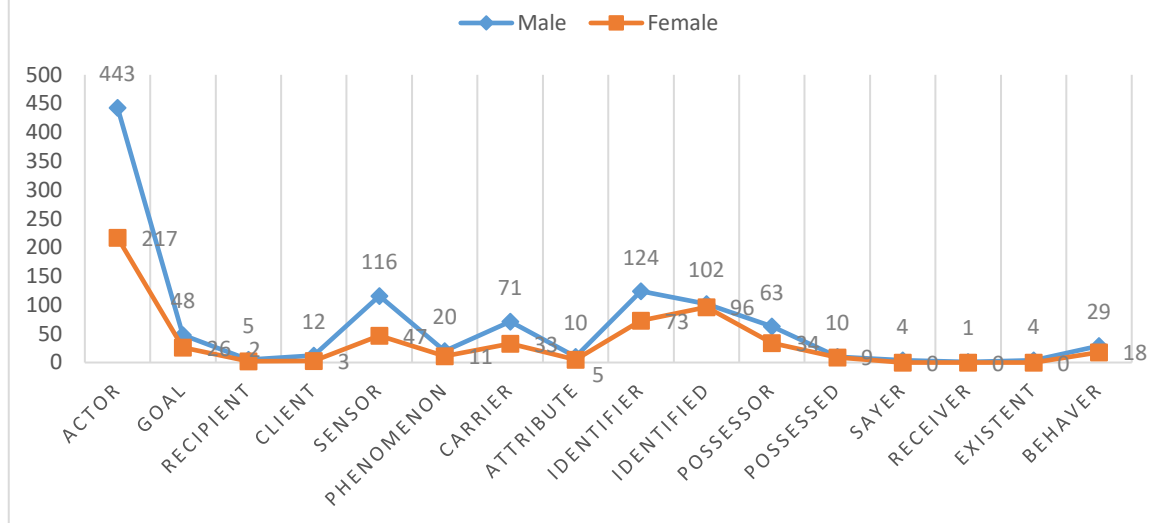
In detail, Actor was the most frequent Participant in Material Processes, with 660 (36.33%). It contained 443 males (27.08%) and 217 females (13.26%). The goal included a total of 74 participants, with 48 males (2.93%), and 26 (1.59%) females, respectively. Recipient had 7 participants in total, with 5 males (0.31%) and 2 females (0.12%), respectively. Client had 15 participants: 12 were males (0.73%), and 3 were females (0.18%). In terms of Mental Process, 163 participants were Sensors, with 116 males (7.09%), and 47 females (2.87%). In Relational Process, firstly, there were 104 Carriers, 71 were males (4.34%), and 33 were females (2.02%). Secondly, the Identifier contained 197 characters, including 124 males (7.58%), and 73 females (4.46%). Thirdly, Identified had 198 characters, 102 males (6.23%) and 96 females (5.87%), respectively. Fourthly, 97 participants had been categorized as Possessor, with 63 males (3.85%), and 34 females (2.08%). Fifthly, Possessed had 19 characters, and ten were males (0.61%), the other nine were females (0.55%). In terms of Verbal Process, there was no female, and only 5 males had joined in: four as Sayers (0.24%) and the other one as Receiver. In Existential Process, the female did not occur either, only 4 males (0.24%) took part in. The last Behavioural Process contained 47 participants, with 29 males (1.77%) and 18 females (1.10%). Therefore, detailed explanations revealed the fact that in English Language textbooks, published by PEP in 2012 and 2013, participants of males always

played the dominant part in all kinds of roles, and they occurred in all types, compared with females.

In summary, male and females' comparison could be divided into two aspects: representation and roles. In terms of representation, males and females were not equally represented. Females were underrepresented, while males were dominantly represented in English Language textbooks. The representation could be judged in the aspects of the number of occurrences of roles in different activity Processes. Males' dominant status in representation was firstly demonstrated in total proportions. Males had taken 64.91% in all Processes, while females just took 35.09% occurrences. In other words, the representation ratios of males and females in whole English Language textbooks, applied to Chinese primary schools, were 64.91% and 35.09%, respectively. Secondly, males were dominant in all types of activity Processes. This means that males were widely represented in all Processes.

In terms of gender roles, firstly, males played more gender roles than females, and their gender roles had been widely referenced in every aspect, compared with females, who had no mention in Sayer, Receiver, and Existent. Secondly, both males and females' dominant roles were Actor (the performer of outer experience), Identifier (someone who reveal the identity), Sensor (making use of sense), and Identified (someone whose identity has been revealed). Thirdly, males were more likely portrayed as Actor, Sensor, Carrier, Identifier, and Possessor, compared with females. According to Peterson and Lach, males would be recognised as active, independent, and capable if they had shown more in active voice clauses (1990). Halliday concluded that Participants, like Actor, Sensor, Carrier, Identifier, Possessor, Sayer, Behaver, were commonly occurred in active voice clauses (2014). Therefore, in all English Language textbooks, male characters were active, independent, and capable, compared with incapable females. Furthermore, Goatly stated that male roles would be more powerful and active if their roles in Material Process could outnumber females' (2013). Hence, in all English Language textbooks, males were in a more powerful and active situation, compared with females.

4.1.3. Circumstance and Participants Analysis

In the aspects of Circumstances, Table 9 has shown the occurrences of different Circumstances in English Language textbooks from Grade 3 to 6. In total, there were 471 circumstantial elements, and most of them were in Grade 5 and 6, within 236, 471, respectively. This is because sentence structures in Grade 3 and 4 are mainly based on simple subject and predicate forms, complex sentences are usually introduced in higher grades, especially Grade 6. Besides, in terms of Circumstance types, it could be shown that the number of Location had taken the dominant part in Circumstance elements, with the number of 254, accounting for 53.93%. Then it followed by Accompaniment and Manner, with the number of 72 and 68, occupying 15.29% and 14.44%, respectively. Other elements just took a very small proportion, with 47 elements in Extent (9.98%), 26 in Cause (5.52%), 2 in Contingency (0.42%), and just one in each Matter and Angle (0.21%, respectively).

Table 9. Frequency of Circumstances occurred in English Language Textbooks from Grade 3-6

No	English Language Textbook Grade 3-6							
	Circumstance Types	Grades				Total	%
		3	4	5	6		
1	Extent	0	0	32	15	47	9.98
2	Location	22	73	52	107	254	53.93
3	Manner	0	3	26	39	68	14.44
4	Cause	0	0	9	17	26	5.52
3	Contingency	0	0	0	2	2	0.42
4	Accompaniment	0	0	18	54	72	15.29
5	Role	0	0	0	1	1	0.21
6	Matter	0	0	0	1	1	0.21
7	Angle	0	0	0	0	0	0.00
Total		22	76	137	236	471	100

Table 10. Types of Circumstance associated with Male(s) and Female(s) Characters in English Language Textbooks from Grade 3-6

Types of Circumstance	Subtype	Grade								Total				Total
		3		4		5		6						M&F
Extent		M	F	M	F	M	F	M	F	M	%	F	%	
	1.Distance	0	0	0	0	2	0	0	0	2	0.42	0	0.00	2
	2.Duration	0	0	0	0	0	0	2	1	2	0.42	1	0.21	3
	3.Frequency	0	0	0	0	19	11	7	5	26	5.52	16	3.40	42
Location	4.Place	8	9	22	18	5	4	33	12	68	14.44	43	9.13	111
	5.Time	3	2	17	16	25	18	42	20	87	18.47	56	11.89	143
Manner	6.Means	0	0	0	0	0	0	3	5	3	0.64	5	1.06	8
	7.Quality	0	0	0	0	10	5	8	4	18	3.82	9	1.91	27
	8.Comparison	0	0	0	0	0	4	15	1	15	3.18	5	1.06	20
	9.Degree	0	0	1	2	5	2	3	0	9	1.91	4	0.85	13
Cause	10.Reason	0	0	0	0	3	3	3	2	6	1.27	5	1.06	11
	11.Purpose	0	0	0	0	1	2	8	2	9	1.91	4	0.85	13
	12.Behalf	0	0	0	0	0	0	2	0	2	0.42	0	0.00	2
Contingency	13.Condition	0	0	0	0	0	0	1	0	1	0.21	0	0.00	1
	14.Concession (despite)	0	0	0	0	0	0	0	0	0	0.00	0	0.00	0
	15.Default	0	0	0	0	0	0	1	0	1	0.21	0	0.00	1
Accompaniment	16.Comitation	0	0	0	0	3	5	10	1	13	2.76	6	1.27	19

	17.Addition	0	0	0	0	6	4	32	11	38	8.07	15	3.18	53
Role	18.Guise	0	0	0	0	0	0	0	0	0	0.00	0	0.00	0
	19.Product	0	0	0	0	0	0	0	1	0	0.00	1	0.21	1
20.Matter		0	0	0	0	0	0	1	0	1	0.21	0	0.00	1
21.Angle		0	0	0	0	0	0	0	0	0	0.00	0	0.00	0
Total		11	11	40	36	79	58	171	65	301	63.91	170	36.09	471

Table 10 shows all types of Circumstances with male and female characters in English Language textbooks from Grade 3 to 6. In terms of Location, Halliday divided it into two aspects: Place and Time (2014). It had shown that Time appeared most frequently in all types of Circumstances, with 87 occurrences of males (18.47%) and 56 occurrences of females (11.89%). The second was the Location of Place, with 68 males (14.44%) and 43 females (9.13%). The third was the Accompaniment of Addition, with 38 males (8.07%), and 15 females (3.18%). The fourth was Extent of Frequency, with 26 males (5.52%) and 16 females (3.40%). The fifth was the Manner of Quality, with 18 males (3.83%) and 9 females (1.191%). The sixth was Accompaniment of Comitation, with 13 males (2.76%), and 6 females (1.27%). There were two types of Circumstances in the seventh. One was The Manner of Degree, with 9 males (1.91%) and 4 females (0.85%); and the other was the Cause of Purpose, with 9 males (1.91%) and 4 females (0.85%). The ninth was the Cause of Reason, with 6 males (1.27%) and 5 females (1.06%). The tenth was the Manner of Means, with 3 males (0.64%) and 5 females (1.06%). The eleventh was the Extent of Duration, with 2 males (0.42%) and 1 female (0.21%). In the Role of Product, there was just one female (0.21%) with no male join in. In other Circumstances, males hold the total number of occurrences, whereas females no longer appeared. These Circumstances were: Extent of Distance, with 2 males (0.42%); the Cause of Behalf, with 2 males (0.42%); the Matter and the Contingency of Condition and Default, had the same result, with only one male (0.21%). Above all, males not

only played the dominant role in all Circumstances, but were also widely mentioned in different types, compared with females.

Figure 3 also demonstrated that the gap between the number of males and females had dramatically increased in Circumstances of Place and Time, though both of them had similar climbing trends in these types. This means that males are entitled to be more active in explanation and guidance, while females are silent and submissive, because the Circumstances of Place and Time usually occur in textbooks about showing others direct roads or telling strangers specific time. In other words. Although in most circumstances, females have taken part in as well, most time they just keep silent or obey the requirements of males.

FIGURE 3.NMBERS OF MALES AND FEMALES IN CIRCUMSTANCES
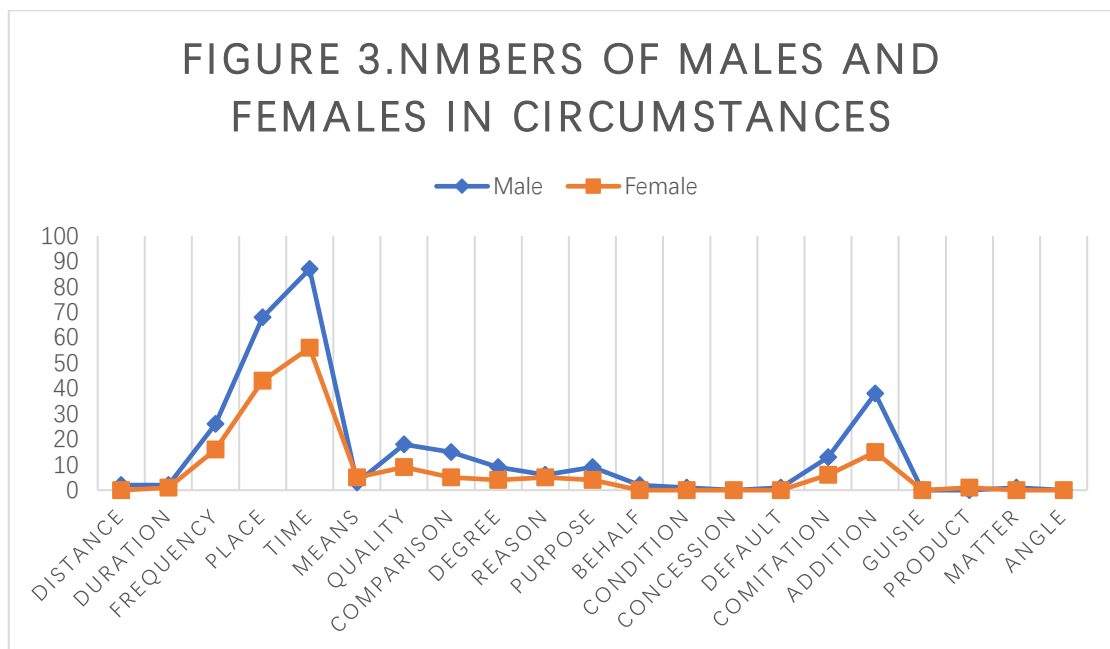
Like the results that have found in Process, Participants of males and females also showed similar outcomes. In terms of representations, it is no doubt that males still took the central part in all Circumstances, with the representation ratio of 63.19%, while females were obviously underrepresented, with the ratio of 36.09%.In addition, males were both widely represented and dominant in all types of Circumstances, while females were separated in some types of Circumstances with small proportions. In terms of gender roles, males were more likely to explain the setting of place and time of their action. They were

more active in explaining and guiding others, while females were relatively passive and silent.

In conclusion, all data, founded in English Language textbooks from Grade 3 to 6, has suggested two main results. One is that males are dominantly and widely represented in Both Processes and Circumstances, compared with females. The other is that males' characters are more active, independent, and powerful, while females are incapable, passive, and silent.

According to Oxford English Dictionary, published in 1989, the word "masculinity" means "Things, attitudes, values, etc., regarded as characteristic of men", and "femininity" means "Behaviour or qualities regarded as characteristic of a woman" (Simpson and Weiner, 1989:341;422). Particularly, traditional characteristics of Chinese masculinity is men who behave powerful, dominant, active, independent, hardworking, brave, intelligent and decisive; whereas traditional Chinese femininity means women with passive, dependent, introverted, delicate characteristics (Brownell et al., 2002). Therefore, the results that have found in textbooks about male and females' different features could be summarised as traditional Chinese masculinity and femininity. In other words, it could be suggested that both traditional masculinity and femininity are dominant consciousness issues that exist in current English Language textbooks, published by PEP in 2012 and 2013.

4.2. Construction Analysis

After revealing the fact that there exist traditional masculinity and femininity in English Language textbooks applied to Chinese primary schools, this part would illustrate the process and reasons of constructing traditional masculinity and femininity in English Language textbooks through exploring the process of gender consciousness construction.

4.2.1. Political Institution (Ministry of Education) in Discourse Practice

Based on Fairclough three-dimensional model, traditional masculinity and femininity are embedded in textbooks, which are included in text discourse. While the text discourse is determined by discourse practice, which traditional masculinity and femininity in textbooks in this part have been produced, distributed, and consumed. In discourse practice, Fairclough states that there is an 'agent', which plays a dominant role in the whole process (2001). He defines the 'agent' as a social and political institution (2001). In terms of textbooks, the 'agent' could be defined as the Ministry of Education for two reasons. Firstly, all English Language textbooks, applied to Chinese primary schools, are produced and published by People's Education Press (PEP). PEP, as the official education publisher, is the branch of the Ministry of Education. Secondly, the publication of English Language textbooks in 2012 is mainly based on the New Curriculum Standard, revised in 2011, by the Ministry of Education (Wu, 2012). Therefore, the Ministry of Education is the controller and leader in the whole process of textbook production. This means that traditional masculinity and femininity, existing in textbooks, are controlled and guided by the Ministry of Education as well. Further explanation could be illustrated through Apple's curriculum theory and Bourdieu's cultural capital theory.

The curriculum could be defined as an outline of the knowledge and skills that the school expects students to acquire (Dewey, 1959; Kelly, 1977; Schiro, 2013). It is never merely a neutral assemblage of knowledge, but a part of "selective tradition, someone's selection, and some group's vision of legitimate knowledge" (Apple, 1993:222). Apple's curriculum theory has revealed the fact that curriculum knowledge is selected, instead of general, but he has not stated what group has the right to collect and what kind of knowledge they would like to select. Bourdieu made up these drawbacks. He claims that knowledge, selected by a particular group, comes from cultural capital, presupposed by economic and social capital (Richardson, 1986). The power group, which is in dominant status in both economic and social status, has the right to select and legitimize the knowledge as cultural capital, and then passes it down to next generation (ibid). In other words, the knowledge in the official curriculum is no more general, but has been selected by the official power group. Therefore,

the knowledge embodies the values that the official power group expected to deliver to not only other groups, but the next generation as well. Although Bourdieu has illustrated that it is the power group that selects and controls the knowledge, he just allocates the power group to the class, and did not dwell on the certain class in particular circumstance. Gramsci's hegemony theory gave further explanation on social class, and this would be discussed in chapter 4.4.2.

The New Curriculum Standard, revised in 2011, is produced by the Ministry of Education. Hence, the Ministry of Education could be concerned as the representative of the official power group that regulates the knowledge, which should be taught to students. Although the Ministry of Education aims at guaranteeing the policy that both boys and girls have equal rights on education (Wu, 2012), the value, containing in official textbook knowledge, embodies an unequal gender consciousness that males should be masculine and dominant in society, while females should be feminine and silent. That is, the proper knowledge in textbooks was not as general as the Ministry of Education asserted. Instead, it is a kind of knowledge that has been carefully selected, so that the knowledge could be on behalf of the power group.

In summary, Ministry of Education, as the political institution in textbook production, transmission, and consumption, has delivered the traditional values of masculinity and femininity to students, because it is on behalf of the official power group.

4.2.2. Power, Ideology and Traditional Masculinity and Femininity

In discourse practice, the Ministry of Education, on behalf of the power group, has delivered the values of traditional masculinity and femininity to children through teaching knowledge. In this part, the essential reasons of its delivery would be explained in social practice. In Fairclough opinion, power and ideology are two main parts in social practice, and they are final decisive factors that influence both discourse practice and text discourse (2014). This means that

power in Chinese society is the cause, which leads to traditional masculinity and femininity in English Language textbooks.

The actual power that leads to traditional masculinity and femininity, still existing in English Language textbooks, is the hegemonic masculinity. According to Connell, hegemonic masculinity is the masculinity that "occupies the hegemonic position' in gender relations" (Connell, 2005:76). The concept of 'hegemony' is derived from Antonio Gramsci, defined as the power that a group claims and sustains its dominant position in society (Femia, 1987). In detail, hegemonic masculinity could be recognised as the power in gender practice that suggests the widely accepted problem of the legitimacy of patriarchy, which aims at ensuring the dominant status of men and the subordination of women. What have found from English Language textbooks is that males play dominant roles in both Processes and Circumstances, while females are underrepresented and silent. That is, masculine males claim and sustain their dominant status in gender relations. Hence, hegemonic masculinity could be seen as the determinable power that has effects on English Language textbooks.

Hegemonic masculinity has two features: one is that not all visible representatives of hegemonic masculinity should be the most powerful males (Connell, 2005). Male roles in textbooks could clearly demonstrate the dominant positions of them in Processes and Circumstances, though they were not the most influential people in real society. The other feature is that hegemonic masculinity is collected from groups, not individual, though some persons are holders of institutional power and great wealth (Connell, 2005). Therefore, the president Xi, as a male, is the leader of Chinese military and government; but he could not be concerned as the power holder of hegemonic masculinity due to his character as a single person. Nevertheless, the institution that he belongs to contain the most powerful group. This is because the top levels of businesses, the military, and the government constitute the institutions, which provide a relatively stable display of masculinity (ibid). Whereas in China, though top levels of businesses have owned certain social wealth, most of them are state-owned enterprises so that these businesses

could be allocated to government institutions. Besides, both the Chinese military and government are controlled by the Chinese Communist Party, which could be concerned as the authority. Therefore, it is the official authority that actually owns the power of hegemonic masculinity in English Language textbooks.

In Kuzmic's view, the main reason for the existence of hegemonic masculinity is the patriarchy in society (2000). Juliet Mitchell also demonstrates that patriarchy is a kind of ideology that forms masculinity and femininity (2000). The causes that patriarchy determines hegemonic masculinity could dwell in definitions of patriarchy and ideology. According to Macionis and Plummer, patriarchy is an ideology that explains the powerful and predominant status of men in the social, legal, political, religious, and economic aspects (2013). Besides, ideology is "the imagined existence (or idea) of things as it relates to the real conditions of existence" (Althusser, cited by Lewis, 2005). Therefore, patriarchy, as an ideology, is a form of ideas that summarized the features of hegemonic masculinity. However, according to Gramsci, the hegemonic force could be recognised by the individual once he (she) raised the awareness that himself (herself) already generates power (cited by Daldal, 2014). In other words, power in Gramscian analysis resides in ideology. As it has been discussed before, the hegemonic masculinity is a type of power. As a result, the hegemonic masculinity is determined by the ideology of patriarchy.

The existence of patriarchy as an ideology in modern society could be illustrated in three different views. Firstly, in the view of anthropology, Engels claims that the patriarchy, named as the declining status of women in his book, is caused by the accumulated wealth and demand to ensure inheritance in civilization (1972). Historically, women in primitive societies, especially in matrilineal societies, had the power to choose and reject chiefs. Besides, both women and men were labours that could only be divided naturally (Engels et al., 1972). During that period, women and men were treated equally. However, since the emergence of civilization, women became "the first slave", and "the first oppressed group" (Engels, et al., 1972: 26). Therefore, in Engels' opinion, the freedom of women is in pre-historic, pre-civilization, and the causes of

patriarchy are monogamous marriage, inheritance, and the first-class oppression (ibid.). Although Engels had demonstrated the reasons and circumstances of patriarchy, he stood on a historical materialism stance, and failed to focus on women's inner causes. Secondly, Freud conducted his research on women through a psychological view, and he made the same conclusion as Engels. He also suggests that women became oppressed since the occurrence of civilization (Freud, 1958). Furthermore, Freud directly defines civilization as patriarchy. In his view, human society, no matter what level of its culture, is civilization, and all societies, accord the power of the law to males (ibid). The main difference of Freud's work is that he has turned his view into individual woman, and concluded that 'the world historical defeat' of the female is caused by girl's acceptance of her inferior, which he defines as 'Oedipus complex' (ibid). Unlike Engels' theory in a historical view, Freud created the assumption of how mankind 'think' of their history at first, and then he deduced this from present-day mental structures based on men's 'eternal' nature of their patriarchy status. Although Freud's deduction is more like mythology, rather than anthropology, it has been surprisingly shown that he made the same conclusion as Engels, which patriarchy would exist since the emergence of civilization. Thirdly, based on both Engels and Freud's theories, Mitchell demonstrates that women should raise their consciousness about their current oppressed status if they would like to gain equal power as men (2000).

Although there is no mention about patriarchy in current Chinese society, it is undeniable to say that patriarchy still exists. Freud states that males control the central power for legislation. According to the Constitution of the People's Republic of China, Article 58, "The National People's Congress and its Standing Committee exercise the legislative power of the state" (1975). By counting the genders of members of The National People's Congress and its Standing Committee, who have attended the recent revision of the Constitution, it has shown that in total 2,980 members, female representatives are 742, accounting for 24.90%, while males are 2,238, accounting for 75.10%. Therefore, it could be concluded that males are dominant and control the legislative power in current Chinese society. In addition, as Engels has demonstrated, one

characteristic of patriarchy is the unequal division of labour. According to the government report of Communiqué of the National Bureau of Statistics of the People's Republic of China on Major Figures of the 2010 Population Census, published in 2011, it could be clearly seen that the employment and unemployment ratios of female in age 16 to 59, are 44.7%, and 49.9% respectively, compared with males (National Bureau of Statistics of China, 2011). This means that the gap between male and female in the aspect of employment is not very serious. However, in terms of career types, females' occupations are mainly focused on agriculture, forestry, animal husbandry, fisheries, water conservation, wholesale and retail, accommodation and catering, finance, education, health, social security and social welfare, and international organizations, accounting for 54.2% (ibid). Whereas in other occupations, females are scattered (ibid). Therefore, although China has tried to make women free from the patriarchal family by substituting the ideal of a harmonious nuclear family, the actual division of labour remains a persistent problem.

In total, patriarchy still exists in current Chinese society as the ideology, embodied as the hegemonic masculinity in authority.

4.2.3. Relationships among Three Dimensions

As Fairclough demonstrates, text discourse, discourse practice, and social practice are inclusion relationships, which social practice contains discourse practice; text discourse is embedded in discourse practice (2001). In terms of the relationship among textbooks, Ministry of Education, hegemonic masculinity and patriarchy, it could be illustrated that textbooks, as the minimal discourse, is totally controlled by Ministry of Education, influenced by the power of hegemonic masculinity and patriarchal ideology. Besides, the textbooks not just embody these wills, but also consolidate and pass them down to the next generation. Ministry of Education, as the mediator between the other two dimensions, plays the transitive role in the process, conveying the power and ideology to textbooks. Although the power of hegemonic masculinity is owned by the official authority, the patriarchy ideology, which comes from

civilization, is the actual core factor that determines the gender consciousness issues in English Language textbooks. Therefore, the constructional process of gender consciousness issues in English Language textbooks has emerged. The patriarchy ideology firstly determined the existence of hegemonic masculinity power, and gave the power to the relevant interest group, the authority. Then the authority passed the patriarchy to the next generation, children, through the Ministry of Education, the actual designer of textbooks. During the process, traditional masculinity and femininity have been imperceptibly conveyed to children. Hence, the factors that lead to gender consciousness issues in textbooks are the official authority, hegemonic masculinity power, and patriarchy ideology.

4.3. Limitations

The limitations of this study could be illustrated in two main aspects. In terms of gender representations, the research just focuses on the representation ratios and characteristics of gender roles. Explicit domestic and public roles, especially male and female's representation in occupations could not be revealed by using transitivity method. Furthermore, the research only concerns the clauses in textbooks, ignoring the influences of illustrations, though both of them are essential parts of textbooks. In terms of gender construction, the primary issue is that the researcher acknowledged CDA framework as the constructional process, though CDA has been widely used in social and educational research. Besides, the research is mainly based on Marxism theory; dialectics thoughts have been widely used. This means that femininity and masculinity, male and female, are recognised as dualistic and opposite. However, some researchers, especially Connell, claims that male and female, masculinity and femininity are not in counter relationships, all of them are natural characteristics with no advantage or disadvantage elements (1987). Therefore, due to the scope of this research, the deconstruction of gender, the relationship between gender and sex, and the transform between male and female are not discussed.

Chapter 5. Conclusion

In conclusion, all findings could be explained in terms of gender representation and construction. Firstly, in gender representation, males play dominant and comprehensive roles in both Processes and Circumstances, while females are underrepresented, in English Language textbooks, published by PEP in 2012 and 2013. Besides, the roles of masculinity and femininity have been allocated to males and females in textbooks. Males are more powerful, active, independent, while females are incapable, passive, and silent. Secondly, the process of the construction of gender consciousness issues has been revealed with CDA framework. The patriarchy ideology passed the gender consciousness issues down to textbooks through the Ministry of Education, which is the mediation of the official authority that contained the hegemonic power. Therefore, reasons that caused these issues are patriarchy ideology, hegemonic power owned by official authority, and the Ministry of Education. Compared with the previous literature, in terms of gender representation, this study also demonstrates the same results that males are in dominant position and females are underrepresented in textbooks, however, many researchers found some results that this research has not explored: males are more likely doing public roles, while females are in domestic. The new evidence in this research is that males' significant representation could also be found in Processes and Circumstances. This means that in functional grammar, languages in English Language textbooks have gender issues as well. In terms of gender issues construction, though hegemonic masculinity in textbooks has been found in some western studies, there is no information about gender issues construction in Chinese textbook research. This study illustrated the whole process of construction under China's background and gave reasons for the occurrence of these issues.

All these findings in this research suggest that masculinity and femininity still exist in English Language textbooks, which are harmful to children's gender development. By exploring the process of gender issues construction, it could be found that the determinable factor is the patriarchy ideology. Both Engels and Freud have agreed that patriarchy would sustain as long as the existence

of civilization. Nevertheless, this does not mean that we should go back to pre-historical societies. In essence, the interest group that contains the dominant numbers of males leads to patriarchy (Engels, Friedrich, 1972). Therefore, to change the current situation, the percentage of males and females' representation in the interest group should be more balanced. According to Engels, Freud, and Mitchell, three causes determine the interest group. The first one is the labour division (Engels, 1972). As it has been discussed in chapter 4.2.3, Chinese women careers are still concentrating on specific types, lacking more balanced and extensive status in occupations. However, the current employment circumstances of women have changed almost more equally, compared with men. This means that in terms of labour division, the status of Chinese women is increasing, with more equal rights gained. Whereas, the issues in the labour division still exist, especially in occupation types. The second cause is the legislative power (Freud, 1958); chapter 4.2.3 has stated that Chinese women are underrepresented in legislation. The third cause is women's awareness of masculinity and femininity (Mitchell, 2000). This reason could be recognised as the most effective solution. Women's self- consciousness awakening could not only help them realise the current disadvantaged situations, but also encourage them to acquire the same rights in terms of labour division and legislation. Although women could gain rights directly through revolution or other methods, this could not change their status in essence. This is because Chinese women, which have been oppressed by men for thousands of years, lack enough knowledge and abilities to guarantee that their rights could be equally and correctly used in labour division and legislation, without men's interference. Hence, helping Chinese women gaining knowledge and abilities is the fundamental way to make social justice come true. Education, as the pattern, which could not only teach people how to gain and use knowledge to develop their own advantages, but also help human beings know themselves. Therefore, it is necessary for the Chinese government to guarantee and improve female education, especially higher education, which could bring more highly knowledgeable women who have abilities to work in broader occupations. Besides, although the Ministry of Education belongs to the official authority, education should be free and impartial. As the mediator

between patriarchy ideology and textbooks, the Ministry of Education should effectively use its mediating function, minimising the negative influence of patriarchy in English Language textbooks, giving children more freedom in their gender education.

This research only concentrates on gender consciousness issues in English Language textbooks, while whether these issues also exist in other educational aspects need to be concerned in future research. Besides, due to the document-based research, the research did not explore how gender consciousness issues actually happened and passed down from textbooks to children. Further research is required to conduct this with classroom observations.

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