



Gender Bias in Kurdish and English Text Books in Grade seven

(PP 298 - 306)

<http://dx.doi.org/10.21271/zjhs.22.2.18>

A.L. Azad Aziz Suleimam
Salahaddin University-Erbil
azadhartali@yahoo.com

Muhammad Aba-Bakir Khidhir
Ministry of Education
muhammadbakir33@gmail.com

Received: 31/07/2017

Accepted: 22/08/2017

Published: 26/03/2018

Abstract

Textbooks are the best instruments by which we can shape people's beliefs. They play a great role in preparing students to the society. It is agreed that though textbooks are sources of information, they are image-forming. Through textbooks, children can understand what the role of males and females is. In other words, textbooks can be regarded to send images to children. In textbooks, gender identity is reflected via nouns, pronouns, gender-linked occupations, etc. Gender bias is regarded as discrimination between people depending on their sex. This study aims to investigate gender bias in two textbooks: Sunrise Seven (henceforth S7) and Kurdish Language and Literature for Grade Seven (henceforth KLL7)) that are taught in grade seven in Iraqi Kurdistan Schools. The first one was designed and published by Macmillan; the second one was locally designed and published by Ministry of Education. Many researchers have dealt with this topic in all levels of education all over the world. To the best of the researchers' knowledge no (or little) research has been conducted in this field to investigate Kurdistan Region textbooks, this may be due to the social perspectives. The procedures followed in this study are textual analysis and visual analysis. Each textbook has been investigated deeply twice. The two textbooks have been scanned for proper nouns, pronouns, gender-linked nouns, occupations and visuals. The frequency of occurrence and the frequency of firstness have been concentrated on. It has been concluded that the two textbooks are different in gender representation. The analysis of findings shows that male and female have been dealt with almost equally in S7. The study criticizes KLL7 for the persistence of gender bias in favor of males. The researchers do not imagine that KLL7 writers, authors and publishers having an agenda to publish books within an inherent gender. Yet, they should have taken gender equality into their consideration while writing the textbook. The study has some recommendations and pedagogical implications for syllabus designers, textbook writers and teachers.

Keywords: Female, Gender Bias, KLL7, Male, S7,

1. INTRODUCTION

Textbooks are the best instruments by which we can shape people's beliefs. Through textbooks, children can understand the role of males and females. Jannati reveals that 'In textbooks, language functions as an ideology maker and social role determiner that lead sociolinguists to uncover reflection of gender roles' (2015, p. 212). Some researchers state that 'materials evaluation is an educational necessity because it shows how a textbook can be improved or justified' (Akef 2015, p. 106). Some researchers suggest 'that a gender perspective must be integrated into teacher education and training programs so that educationists may play a crucial role in addressing the issues of gender, inclusiveness and equality' (Jannati2015, p. 214).

Most of the researchers agree on a point that 'gender equality has long been an issue for gender and language research from as early as 1970s' (Yang 2014, p.4). Some researchers indicate that 'sex-fair materials broaden students' attitudes about gender roles, and increase the motivation to learn' (Dominguez 2003, p. 4). It is believed that gender representation has been given little attention in the field of researching in Iraqi Kurdistan. This may be ascribed to the social perspectives as Christine states that gender is related to the context and culture (2009, p.38).

With an understanding that the English and Kurdish Language textbooks used in Iraqi Kurdistan schools have rarely been investigated, the purpose of this study is to examine



gender bias in two textbooks: S7 and KLL7. Both are studied in grade seven in Iraqi Kurdistan schools. Kurdish language has two major dialects: Central Kurmanji and Northern Kurmanji. In Central Kurmanji, the same pronouns are used for both genders; while in Upper Kurmanji, different pronouns are used for male and female (for example, for male /wi xand/- he studied, and for female / we xand / she studied).

Some gender language is 'inherent such as the generic he in English' (Wray and Bloomer 2006, p.109). Empirical evidences show that 'he/man generics have negative effects on individual beliefs in women's ability to perform a job, and a negative impact on women's own feelings of pride, importance and power' (Ehrlich 2006, p. 320). This implies that human identity is constructed through language practice. Many writers and editors now are aware of using gender-linked language (Crystal 2006, p.314). It is to be mentioned that in all societies, not all names are sex-exclusive, and sometimes names change their gender classification. This is true to Kurdish proper nouns. For example, Awat and Hawzheen are used to both genders. But one day it was shameful to use 'Hawzheen' for a male person.

It has been stated that English vocabulary has been changed noticeably as a kind of effort to get rid of gender bias in general terms. In other words, some neutral words have been introduced in place of others, for example spokesperson for spokesman, chairperson for chairman, and firefighter for fireman (Yule 1996, p. 242; Fromkin, Rudman and Haym 2003, p. 485). It is stated that traditional society tends to connect women with housework (such as cooking and washing) and men with career (such as painting and gardening) (Wu and Liu 2015, p.118). Some linguists admit that nowadays people 'of either sex hold jobs once held primarily by one sex' (Fromkin, Rodman and Hayms 2013, p.323). This is due to the change of the society. Today women have diverse jobs and this should be reflected in the textbooks.

2. MATERIALS DESCRIPTION

The material of this study is two textbooks: S7 and KLL7. It is preferable to describe each one.

S7 was designed and published by Macmillan in 2006. It comprises Teacher's Book, Student's Book, Activity Book and an audio CD. Since all students use Student Book, and since it can be regarded as the main component of this course, only this book is researched in this study. The textbook is colourful and is divided into units, then each unit into lessons. It comprises a welcome unit, a farewell unit and seven other units. It consists of 116 pages. The characters are young- similar to the age of a grade seven student. Also the activities mentioned in the S7 are relevant to the students in terms of interest (for example, games and music). This is very important since it witnesses consistency. S7 contains a large number of pictures, images, photos and cartoons. The illustrations are clear and visible. In S7, only those illustrations have been chosen that show human character.

KLL7 has been locally designed and written by a committee (three men and three women) in the Ministry of Education, and revised by another committee. It was published in 2016. It comprises four main parts: grammar, literature, reading and orthography. It is of 216 pages. Literature part deals with nine male poets; no female poet has been mentioned. The textbook does not include any illustration- with the exception of photos of the poets mentioned in the literature part- this may be attributed to financial affairs.

3. METHODOLOGY AND PROCEDURE

The study can be regarded as a quantitative and a qualitative one. Concerning the first type, the occurrence of words has been counted and tabulated. The latter one refers to the occupation type and domestic role. The corpus of this study is S7 and KLL7. Each textbook has been investigated twice by two different investigators so as to get reliability. The range of the study is all the textbooks, except cover page, word list, notice page, catalogue page and copyright page. The textbooks have been surveyed textually and visually. Two kinds of

analysis have been followed: textual analysis and visual analysis. The former one refers to the frequency of occurrence of male and female characters. Within this analysis, linguistic features such as gender- linked nouns, titles, proper nouns and pronouns have been focused on. Also, firstness (order of mentioning.) has been shown in case of having paired nouns (for example, father and mother) and mentioning male and female. Naif asserts that nearly in all languages males, when come together, are mentioned before females (1978, p.309). Concerning visual analysis, the textbooks have been searched for pictures, images and drawing lines. Hussein affirms that photos and images are necessary while reading a text so as to motivate and help students use both brain hemispheres (2016, pp.172, 205). The only statistics used in this study is percentage.

4. RESULTS AND DISCUSSION

The results have been displayed in two categories: textually and visually.

I: In Text

1- Proper Nouns

As it is obvious from table (1), in S7 the use of female (53%) and male (47%) proper nouns are nearly similar; while in KLL7, proper nouns linked to males are more widely used than those linked to females (male :91% and female: 9%). This big gap is made unintentionally.

Table (1) - The Frequency of Occurrence and Percentage of Proper Nouns in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total FQ.
S7	467 (47%)	527 (53%)	994
KLL7	336 (91%)	33 (9%)	369

2- Pronouns

The calculated pronouns are subject pronouns, object pronouns and possessive adjectives. Only female and male-linked pronouns have been included. In other words, pronouns (such as we- us- I -me – you,) that are used for both genders are excluded. Table (2) reveals that gender-linked pronouns have been included equally in both textbooks. Males have taken up 51% in S7 and 48% in KLL7, while females have taken up 49% in S7 and 52% in KLL7. As mentioned before, in Kurdish language only in Northern Kurmanji dialect each gender has a specific form in subject position. So the difference above is of Northern Kurmanji dialect.

Table (2) - The Frequency of Occurrence and Percentage of Pronouns in S7 and KLL7

Textbook	Male FQ. (%) He/His/ Him	Female FQ. (%) She/ Her/ Hers	Total
S7	224 (51%)	214 (49%)	438
KLL7	15 (48%)	16 (52%)	31

3 -Titles

Addressing people is another form to know their gender. Only four titles are used in English, they are Mr., Mrs., Miss, and Ms. The first one is used for males (single or married), the second one is used for a married woman, the third one is used for an unmarried woman, and the last one is used for a woman if we do not know (or do not wish to display) her marital state. It has been found that males have been mentioned six times more than females. Though too little focus is on this field in S7, there is imbalance between the two genders in using these titles. Mrs. has been used only once, while Mr. has been used six times. There are many titles for both genders in Kurdish language. Sheik, Haji, Mulla, Kak, Mam, Khal, Pasha and Sayyd are used for males, while Khan, Khatu/Kahtun , Daika and Khushka are used for females. The evidence in table (3) tells us that no woman has been addressed and men have been mentioned thirty nine times. It is to be noted that most of the titles are in the literature



part. This is ascribed to the poets as being males. No woman writer or poet has been included in the literature part.

Table (3) - The Frequency of Occurrence and Percentage of Titles in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total
S7	6 (86 %)	1 (14%)	7
KLL7	39(100%)	0	39

4- Nouns Linked to Males and Females

This includes three categories: general nouns (such as man and woman) and domestic roles such as (mother and father) and occupational roles (such as teacher and doctor). Each category has been tabulated and analyzed separately.

a- General Nouns

Concerning general nouns, greater male participation can be seen in both textbooks. Based on the frequency of occurrence, both textbooks include an approximate percentage of male and female linked general nouns (see table 4).

Table (4) - The Frequency of Occurrence and Percentage of General Nouns in S7 and KLL7

General nouns	S7	Total: FQ. (%)	KLL7	Total: FQ. (%)
man	19	Male : 27 (54%)	24	Male : 43 (54.5%)
Woman	17	Female: 23 (46%)	28	Female: 36 (45.5%)
Female	1	Total: 50 (100%)	0	Total: 79 (100%)
male	1		0	
Boy	7		19	
Girl	5		8	

b- Domestic Roles

Table (5) displays that that there is not a big difference in including domestic roles for each gender in either textbook.

Table (5) -The Frequency of Occurrence and Percentage of Domestic Roles in S7 and KLL7

Domestic Roles	S7	Total :FQ. (%)	KLL7	Total: FQ. (%)
Father	10	Male : 19 (56%)	18	Male : 43 (48%)
Mother	9	Female: 15 (44%)	42	Female: 47 (52%)
Sister	6	Total: 34 (100%)	5	Total: 90 (100%)
Brother	8		18	
Aunt	0		0	
Uncle	0		5	
Wife	0		0	
Husband	0		1	
Grandmother	0		0	
Grandfather	1		1	

c- Occupational Roles

As far as occupational roles are concerned, the textbooks have been tabulated separately. This is because some roles are different in each one.

Occupations and sports have not been presented in percentage in two cases. First, if both genders have been mentioned together (for example, Kathy played table tennis with Peter),



this is because they do not affect the results; Secondly, if the occupations and sports have been mentioned as general nouns, they are not assigned to either gender. The writers of S7 are successful in demonstrating that the two genders have an equal chance to do any work. As shown in table (6a), activities and occupations have been portrayed as male and females almost equally- with the exception of running. It is always expected that running is more related to males, but a reverse result has been obtained. Females are either equal to (or greater than) males in the number of occurrence in these roles. Men cook as well as women in S7, but this was not the case in the textbooks that were designed ten years ago. High income and high status occupations have not been mentioned in S7. This may be ascribed to the fact that children of this age are more interested in games.

Table (6a) - The Frequency of Occurrence and Percentage of Occupational Roles in S7

Occupations	Male FQ. (%)	Female FQ. (%)	Total	Used neutrally (as a general noun)	Total FQ.
Teacher	1 (50%)	1 (50%)	2	5	7
Cooking	5 (45%)	6 (55%)	11	5	16
Musician	4 (50%)	4 (50%)	8	2	10
Playing tennis	4 (44%)	5 (56%)	9	7	16
Playing football	4 (50%)	4 (50%)	8	0	8
Playing volleyball	4 (50%)	4 (50%)	8	0	8
Swimming	8 (44%)	10 (56%)	18	0	18
Running	2 (29%)	5 (71%)	7	0	7
Dancing	5 (42%)	7 (58%)	12	0	12
Total	37	46	83	19	102

Table (6b) reveals that no female-related occupation has been mentioned in KLL7, while thirty occupations have been included for males. Though occupations like writer, journalist, poet and doctor are practiced by females as well as males, in KLL7 they are related to males only. Besides, nowadays there are many women peshmarga, but in KLL7 this job has been specified to males. This is not in line with what many researchers admit that ‘the content of textbooks should be consistent with relevant to the sex of the intended learners’ (Gharbavi and Mousavi 2012, p. 43). Clark states that ‘it is not the quantity of males and females that creates bias; it is the qualitative aspects of their lives as they enact their respective social worlds in words and pictures’ (2016, p. 5). It means that not only the presence of a gender is important, but also the role they play.

Table (6b) - The Frequency of Occurrence and Percentage of Occupational Roles in KLL7

Occupations	Male FQ. (%)	Female FQ. (%)	Used neutrally (as a general noun)	Total FQ. (%)
Shepherd	8 (100%)	0 (0 %)	0	8
Teacher	7(100%)	0 (0 %)	45	52
Poet	20 (100%)	0 (0 %)	4	24
Doctor	3 (100%)	0 (0 %)	3	6
Farmer	16 (100%)	0 (0 %)	0	16
Gardener	3 (100%)	0 (0 %)	0	3
Blacksmith	3 (100%)	0 (0 %)	0	3
Peshmarga	8 (100%)	0 (0 %)	0	8
Journalist	2 (100%)	0 (0%)	0	2
Writer	8 (100%)	0 (0%)	0	8
Total	78	0	52	130



ii--Visibility

Visibility includes pictures, images and drawing lines. Both textbooks do not contain any drawing lines.

a- Picture Male and Female Number

As displayed in table (7), men picture and women picture have been dealt with as equals in S7; while in KLL7, only nine poets' photos have been included in the literature part. In other words, no female picture can be seen in KLL7. Besides, the used photos are not clear, so they do not motivate and enhance students to study.

Table (7) - The Frequency of Occurrence and Percentage of Pictures in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total FQ. (%)
S7	116 (50%)	116 (50%))	232
KLL7	9(100%)	0	9

b- Image Male and Female Number.

No image has been included in KLL7, but S7 includes images for both genders. However, there is no balance between male and female in using images. The frequency of occurrence of male images is higher than that of females. S7 contains nearly twice references to males as compared with females (see table 8). This imbalance is attributed to the fact that all of the characters who have gone to space are males, and most of the images used in S7 are in spacecraft.

Table (8) - The Frequency of Occurrence and Percentage of Images in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total FQ. (%)
S7	119 (65%)	65 (35 %))	184
KLL7	0	0	0

iii-Firstness

Firstness means to know whether females or males, when come together, are presented first. In KLL7, only two instances have been found, and both of them show male firstness. There are no dialogues in KLL7, so they seldom come together. On the other hand, S7 distributes firstness for each gender approximately. Table (9) reveals that one hundred and sixty times both genders occur together. Seventy seven times female comes first, and eighty three times male comes first.

Table (9) - The Frequency of Occurrence and Percentage of Firstness in S7 and KLL7

Textbook	Male first FQ. (%)	Female first FQ. (%)	
S7	83 (52%)	77 (48%))	160
KLL7	2 (100%)	0 (0%)	2

Summary

The following is a summary of the number of female and male frequency of occurrence and percentage.

1-In text: male and female number

In brief, females have taken up 51% in S7 and only 19% in KLL; while males have taken up 49% in S7 and 81% in KLL7. Therefore, gender representation has not received great attention in KLL7 since women are mentioned less frequently than men. One possibility for mentioning females less than males in KLL7 may be ascribed to Kurdish culture. This is in



accordance with what some linguists state that ‘language learners undergo culture learning’ (Brown 2000, p. 182).

Table (10) - The Frequency of Occurrence and Percentage of Textual Analysis in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total
S7	780 (49%)	826 (51%)	1606
KLL7	554 (81%)	132 (19%)	685

2-Visibility

Male characters have outnumbered female characters in the field of visibility in KLL7. KLL7 excluded women in Literature section this may be a historical reality. It means it can be attributed to the fact that there were few Kurdish female poets in the past. But nowadays female poets are visible.

Table (11)-The Frequency of Occurrence and Percentage of Visual Analysis in S7 and KLL7

Textbook	Male FQ. (%)	Female FQ. (%)	Total
S7	235 (56%)	181 (44%)	416
KLL7	9 (100%)	0 (0%)	9

5. CONCLUSION

The findings of this study show that the S7 writers have taken gender representation into their consideration.; that is, writers of S7 have been cautioned to refrain from gender bias Both men and women have the same skills and management positions in S7. The belief that one gender is superior to the other is not persistent in S7. No dominant position has been given to men in S7. It seems that S7 writers want to avoid gender bias.

In comparison, KLL7 has a much more gendered use of language. As mentioned earlier, fifty percent of KLL7 writers are females, but gender bias is still persistent in the textbook. Men are more visible than women both textually and visually.

Traditional society tends to connect women with family and men with career. S7 makes no difference in the roles males and females have. The results show that there are a considerably larger number of occupations held by men than by women in KLL7

It is to be noted that S7 is full of pictures, while KLL7 does not contain any picture. This may be due to the fact that the language in S7 is foreign; this is to motivate students since pictures are important in learning foreign language.

It is not imagined that KLL7 writers, authors and publishers having an agenda to publish books within an inherent gender. Yet, they should have taken gender equality into their consideration while publishing the textbook.

One possibility for mentioning females less than males (the occupational role) in KLL7 may be ascribed to Kurdish culture. The content of S7 is only to a little extent discriminatory; it is much more approvable than KLL7 in terms of gender representation. In other words, S7 mirrors the English society. So textbooks of a second or foreign language are not only means by which learners learn a language, but also tools by which learners are familiarized with cultural context. This is in accordance with what some linguists state that ‘language learners undergo culture learning’ (Brown 2000, p. 182).

KLL7 excluded women in Literature section this may be a historical reality. It means that this can be attributed to the fact that there were few Kurdish female poets in the past.



6. RECOMMENDATION

The analysis of findings showed that there is gender imbalance in current KLL7 textbook. So the following recommendations are made:

- It is recommended that educational authorities edit and rewrite KLL7 due to the weak points mentioned in gender representation.
- Today women have diverse jobs and this should be reflected in the textbooks. This can be seen in S7as males and females practice the same activities. But, unfortunately, this is missing in KLL7. Also, in KLL7 some occupations (such peshmarga and farmers) are specified to males. It is to be noted that today there are many women peshmarga. This change should be taken into consideration while editing the textbooks.
- In addition, it is recommended that KLL7 include much more visuals.
- The study has some Pedagogical implications for textbook writers and teachers. Teachers should bring their own examples that include both genders.

7. REFERENCES

- Akef, Hanan D. (2015) Evaluating the English textbook :IRAQ OPPORTUNITIES" Book 6 for the 2nd intermediate Stage. Journal of Al-Ustath, (215) , pp. 105- 132.
- Brown, Douglas (2000) Principles of Learning and Teaching. 4th edn. place: Longman.
- Clark, Ian (2016) A qualitative analytic case study of subliminal gender bias in Japanese ELTs, Journal of SAGE, : -DOI: 10.1177/2158244016653437- sgo.sagepub.com- pp. 1-8.
- Crystal, David (2006) How language works. Penguin Group: London .
- Dominguez, Liliana M. (2003) Gender textbook evaluation. M. A. University of Birmingham, United Kingdom.
- Ehrlich, Susan (2006) Language and gender, In: Davis, Alan & Elder, Catherine (eds.) The Handbook of Applied Linguistics. Oxford:Blackwell, pp. 304-327.
- Fromkin, Victoria, Rodman, Robert and Hyams, Nina (2003) An introduction to language. 7th edn .Boston: Heinle.
- Fromkin, Victoria, Rodman, Robert and Hyams, Nina (2013) An introduction to language. 10th edn. New York: Wadsworth Cengage Learning.
- Gharbavi, A., & Mousavi, A. S. (2012) A content analysis of textbooks investigating gender bias as a social prominence in Iranian high school English textbooks, Journal of English Linguistics Research, 1 (1), pp. 42-49.
- Hussein, Sheelan Omer (2016) Principles of the educational curricula in teaching the Kurdish language: Researches of the First Program Conference, Hawler: General Directorate of Program.
- Jannati, Seyran (2015) Gender representation in EFL textbooks: A Case of ILI: Pre-intermediate Series. Journal of Applied Linguistics and Language Research- 2 (3), pp. 211-222-Available online at www.jallr.ir- ISSN: 2376-760X.
- Nordenston, Christine (2009) Language from gender perspectives. trans. Ghazi A. Kursheed, Silemani: Ranj Press.
- Naif, Farman (1978) Spotlight on modern linguistic investigations. Farman, 1978). trans. Shahab Shek Taib. Kirkuk: Shaheed Azad Hawrami Press.
- Wray, Alison & Bloomer, Aileen (2006) Projects in linguistics. London: Hodder Education.
- Wu, H and Liu , W.L. (2015.) Gender representation in primary English textbooks in Mainland China 1978 to 2003, International Journal of Humanities and Social Science, 5 (6) pp. 116-129.
- YANG, Chi Cheung Ruby (2014) Gender representation in Hong Kong primary English language textbooks: A Study of Two Widely-used Textbook Series. PH.D. Lancaster University.
- Yule, George (1996). The Study of Language. Cambridge: Cambridge University Press.

پوخته

کتیبه کانی قوتابخانه باشتین نامرازن که ده توانین له پێانهوه تیروانییه کانی خه لکی ئاراسته بکهین . ئەوان روژێکی مهزن له ئاماده کردنی قوتاییان بۆ کۆمه لگه ده بینن. کۆکین له سه ره ئه وهی ئەو کتیبانه سه رچاوه ی زانیارین، ئەوان شیوه ی وینه یین، له رژی کتیبه کانی قوتابخانه وه ، مندا لان ده توان روژی نیر و مچ تیبگه ن . به واتایه کی دیکه ، کتیبه کانی قوتابخانه ده توانی وادابنرێن که وینه لای قوتاییان دروست ده کهن. له کتیبه کانی قوتابخانه دا ناسنامه ی په گه زی (چینه در) له ناو و جیناو و په یوه ندییه چینه دریه کاندایه هتد خۆی ده بینیتته وه . کیشه ی چینه در ی وه کو جیاکاریکی نه ریتی چاوی له ده کرێ که بۆ جیاکردنه وه پشت به ره گه ز بیه سترێ. ئەم توێژینه وه هه ولده دات کار له سه ره گرفت ی چینه در ی بکا له هه ردووکتیبی (sunrise 7، زمان وئه ده ی کورد ی پۆلی هه وه تم) که له پۆلی هه وه ته می بنه ره تی له قوتابخانه کانی کوردستان به قوتاییان ده گوتریته وه . په که میان له لایه ن ماکمیلا نه وه دیزاین کراوه و بلاوکراوه ته وه، دووه میشیان له ناوخۆ دیزاین کراوه و له لایه ن وه زا ره تی په ره دره وه بلاوکراوه ته وه. له جیهاندا ژماره یه کی زۆری توێژه ره له باره ی ئەم بابته توێژینه وه یان نه نجامدا وه. به پیتی زانیاری ئیمه هیچ توێژینه وه یه ک (یان زۆر ده گمه ن) له باره ی ئەم بواره له په ره دره له هه رێمی کوردستان نه کراوه. ئەو رێزایه ی که له م توێژینه وه گیراوه ته به ره بریتیه له شیکاری تیکست و شیکاری بیه راو. هه ره کتیبکی قوتابخانه دوو جار به قولی شیکار کراوه. هه ردوو کتیبه که ناوی تاییه تی، جیناو، ناوه په یوه ندییاره کان به چینه در ی بیه راوه کانی له خوگر تووه. ئاوه لئاوی چۆنیه تی وچه ندییه تی تیشکی خراوه ته سه ر. تیبدا به و ئەنجامه گه یشتووین که هه ردوو کتیبه که له خسته نه پرووی بابته تی چینه در ی له یه ک جیاوازن . وه کو به راوردی ک (S7) پترزمانی چینه در ی تیدایه له (KLL7). شیکردنه وه کان ئه وه ده رده خه ن که تیر و مچ تاراده یه کی زۆر به یه کسان ی مامه له یان له گه لدا کراوه. توێژینه وه که په خه ن له مکور بوونی (KLL7) له باره ی په سه ندرکدن ی په گه زی تیر. توێژه ره کان نه یانده توانی باوه ره به و به کهن که نووسه ران و بلاوکره وه کانی کتیبی (KLL7) ئەجندایه کیان هه بووه بۆ بلاوکردنه وه ی کتیب به م روانینه بۆ ماوه یه دوا که وتوو به بۆ چینه در. ئەوان پتیبسته خو یان باوه ریان به یه کسان ی هه ردوو په گه ز هه یه کاتیک کتیبیک بۆ قوتابخانه ده نووسن. ئەم توێژینه وه یه هه ندیک پتیشنیاز و به رچا و پروونی په ره دره دی بۆ دیزاینه ره و نووسه ره و مامۆستا کان خسته ته پروو.

ملخص

ان الكتب المدرسية هي أفضل الأدوات التي يمكننا من خلالها تشكيل و توجيه معتقدات الناس. وهم يلعبون دورا كبيرا في إعداد الطلاب للمجتمع. ومن المتفق عليه أنه على الرغم من أن الكتب المدرسية مصادر للمعلومات، ولكنها اشكال صورية. من خلال الكتب المدرسية يمكن للأطفال فهم ما هو دور الذكور والإناث. وبعبارة أخرى، يمكن اعتبار الكتب المدرسية انها تشكل الصور لدى الأطفال. وفي الكتب المدرسية، تنعكس الهوية الجنسية و ذلك عن طريق الأسماء والضمائر والمهن المرتبطة بنوع الجنس وما إلى ذلك. ويعتبر التحيز الجنسي تمييزا بين الناس تبعا لجنسهم. وتهدف هذه الدراسة إلى التحري عن التحيز الجنسي في كتابين دراسيين: Sunrise7 للصف السابع التي تدرس في الصف السابع في مدارس كردستان العراق. أول واحد تم تصميمه و نشره من قبل ماکمیلان. والثانية مصممة محليا ونشرتها وزارة التربية والتعليم. وقد تناول العديد من الباحثين هذا الموضوع في جميع مستويات التعليم فيجميع أنحاء العالم. ولأفضل ما توصل إليها لباحثون من معرفة، لم تجر بحوث (الا نادرا) في هذا المجال للبحث في الكتب المدرسية في إقليم كردستان، وقد يرجع ذلك إلى المنظورات الاجتماعية. الإجراءات المتبعة في هذه الدراسة هي التحليل النصي والتحليل البصري. وقد تم التحقيق في كل كتاب بعقم مرتين. وقد تناول الكتابين الأسماء الصحيحة والضمائر والأسماء المرتبطة بالجنسين والمهن والصور. وقد القيت الضوء على الصفات الكيفية و الكمية . وخلص إلى أن الكتابين مختلفين في التمثيل الجنسي. ويظهر تحليل نتائج أن الذكور والإناث تعاملوا على قدم المساواة تقريبا في S7. تنتقد الدراسة KLL7 الإصرار في التحيز الجنسي لصالح الذكور. لاي تصور الباحثون أن الكتاب و الكتاب و الناشرين KLL7 لديهم جدول أعمال لنشر الكتب ضمن الجنس المتأصل. ومع ذلك، كان ينبغي لها أن تأخذ لمساواة بين الجنسين في الاعتبار عند كتابة الكتاب المدرسي. وتوجد في الدراسة بعض التوصيات والآثار التربوية لمصممي المنهج وكتاب الكتب المدرسية والمعلمين.

كلمات البحث: أنثى، التحيز الجنسي، KLL7، ذكر، S7