

AN ANALYSIS OF SEXIST LANGUAGE IN ESL TEXTBOOKS
BY THAI AUTHORS USED IN THAILAND

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This study identified the types of sexist language that appear in ESL textbooks by Thai authors. The study analyzed the ESL textbooks by Thai authors sold at the Chulalongkorn University bookstore during spring 2007. It was a qualitative case analysis of fifteen ESL textbooks covering the beginning, intermediate, and advanced levels of ESL instruction. The study used feminist criticism to discover what gender roles are sanctioned as appropriate in ESL textbooks by Thai authors and if the language used supports or challenges patriarchy. The results of this study show that sexist language is present in the textbooks and that the textbooks contain content that promotes sexist assumptions concerning gender roles. As a whole, the language and examples used in ESL textbooks by Thai authors support patriarchy.

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CHAPTER 1

INTRODUCTION

In the three Thai Kingdoms of Sukhothai, Ayudhaya, and early Ratanakosin, women were expected to be mothers, raise their children, and be entirely responsible for family care and household chores (Chuanchayasitt, 1996, p. 13). Traditionally, boys were sent to Buddhist monasteries to learn astrology, medicine, poetry, and customary law, while girls were barred from the monkhood by virtue of their sex (Costa, 1997). Girls were denied the opportunity to learn at the monastery and were kept at home to be trained in domestic skills. Therefore, females were traditionally not allowed access to knowledge considered to be culturally and socially valuable. A Thai man aimed to work as a civil servant, while a woman stayed at home and worked on the farm or did craftwork. As a result, women saw their roles as inferior to those of men (Chuanchayasitt, 1996, p.13).

Even though the feminist movement has raised the issue of equality, the United Nations recently reported that discrimination against women is costing Asia-Pacific countries almost \$80 billion a year by restricting access to schools, hospitals and jobs (Cropley, 2007). The traditional problems faced by women will not be solved by economic growth alone. All forms of discrimination against women need to be addressed. One of those forms of discrimination is sexism in language (Hyde, 1984, p. 697).

The values and assumptions held by a society are mirrored in its language (Lakoff, 1973). Textbooks reflect a society's educational priorities and needs and a

culture's political and social aspects. Textbooks have important influences on students' thoughts (Stanley, 2001). Textbooks directly affect students' perceptions of gender by the way they portray the various people in society and the way those people are shown to communicate (Otlowski, 2003). Language is an important component in sex-role acquisition (Hyde, 1984, p. 697). As a result, the manner in which women are depicted in written language influences students' thoughts and behavior. Thus, values are being unconsciously passed on from generation to generation. Ndura (2004, p. 143) states that the content of instructional materials significantly affects students' attitudes and dispositions towards themselves, other people, and society. The success of students of English as a Second Language (ESL) depends on their mastery of the new language and their ability to negotiate the new culture.

The Bowring Treaty, a trade agreement between Thailand and England in 1855 intensified the West's influence on Thailand (Chuanchayasitt, 1996, p. 13). Western culture, including the English language, has had significant influence in Thai education. The growing number of westerners in Thailand made knowledge of English essential for high court officials and administrators. A palace English school was founded in 1872 with a teacher from England serving as the main instructor. From 1879 forward, Suan Anand School offered programs taught in both Thai and English (Batchelor, 2005, pp. 169-170). In 1921, English became a compulsory subject for students beyond Grade 4 (Foley, 2005, p. 2). In 1995, the government made English language study compulsory beginning at the primary school level (Sedgwick, 2005).

According to Martyna (1980), the English language contains sex bias. The teaching of nonsexist language is very important in the English classroom. McCracken and Appleby note that “if the classroom is a microcosm of our society, then gender is a powerful factor in the English classroom and the study of gender issues must inform both theory and practice in teaching English” (as cited in Ruiz, 2001, p. 3).

Thai Ministry of Education does not include the discussion of teaching of nonsexist language as an issue to be treated in the classroom. English textbooks have affected Thai students' attitudes and dispositions for a long time. It can be argued that learning a second language cannot be separated from the acquisition of the culture that it embodies. Therefore, the stereotypes and other cultural biases of ESL textbooks can potentially impact students' attitudes.

Research Problem

Language can reflect sexism (Fromkin & Rodman, 1993). Sexism impacts the role of women at work, at school, and at home. Most research related to sexist language finds that sexist language affects society and people (Ruiz, 2001). One aspect of the need for social reform in Thailand is the issue of sexism in Thai culture. McCracken and Appleby claim that many research findings “lead to the strong conclusion that gender is a difference that makes a difference in teaching, particularly in teaching English” (as cited in Ruiz, 2001, p. 4). As a result, English textbooks as a part of teaching English play a crucial role in establishing perceptions of gender in Thai students. Blaugher (1980, p. 137), Parks and Robertson (2000, p. 416), and Lakoff (1973) claim that changes in

language behavior can bring about social reform. This means that ESL textbooks possibly play a crucial role in establishing perceptions of gender in Thai students. If these textbooks promote sexism, then by changing the language in these books to nonsexist alternatives, one can bring about needed social reform—that is, by being aware of sexism in English textbooks it is possible to support social reform in Thai universities. But, first things first, the problem addressed by this research is to determine the nature of and extent of sexist language, gender role portrayal, and patriarchy in ESL textbooks by Thai authors that are used in Thailand.

Research Questions

1. What types of sexist language, if any, exist in English as a Second Language (ESL) textbooks in Thailand?
2. What gender roles are communicated as appropriate by ESL textbooks in Thailand?
3. Does the language in ESL textbooks in Thailand support or challenge patriarchy?

Purposes

1. To identify the types of sexist language that appear in ESL textbooks by Thai authors in Thailand.
2. To identify what gender roles are communicated as appropriate by ESL textbooks by Thai authors in Thailand.
3. To identify if the language in ESL textbooks by Thai authors in Thailand support or challenge patriarchy.

Assumptions

1. The philosophy underlying this study is feminism. According to Foss (2004, p. 153), “feminists are united by a broadening of the scope of the term feminism to include the effort to eliminate relations of domination not just for women but for all people. Despite its origin in a movement designed to allow the contributions of women to be visible and valued, feminism now is generally seen as much larger than a commitment to achieve equality for women.”
2. According to Foss (2004, p. 154), “(F)eminism is rooted, then, in choice, and self-determination. Although they may go about it in different ways, what all feminists seek is the assumption of agency by all individuals, where all individuals are able to make their own choices for their lives. Assumption of agency means that people are unconstrained by the definitions or expectations of others or by material conditions that work to constrain their choices.”
3. Sexism is likely to exist in ESL textbooks by Thai authors because English is a patriarchal language and sexist language has not been a key concern of Thai English scholars.
4. Identification of sexism in ESL textbooks by Thai authors has the potential to reverse the practice and lead to social reform.

Limitations

There are no known limitations.

Delimitations

1. This study is delimited to ESL textbooks by Thai authors sold at the Chulalongkorn University Bookstore in Bangkok, Thailand.
2. This study focuses only on the language used in the textbooks. For example, this study will not include an analysis of the pictures used in the textbooks.

Definition of Terms

- Sexist language – “The notion that the English language contains sex bias, particularly in usages such as “he” and “man” to refer to everyone” (Hyde, 1984, p. 697). Sexist language includes “words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender” (Parks & Robertson, 1998, p. 455). The operational definition for sexist language used in this study can be found in chapter 3.

- Gender – “A social symbolic construction that expresses the meanings a society confers on biological sex. Gender varies across cultures, over time within any given society, and in relation to be the other gender” (Wood, 2007, p. 138).

- Role – “Social definitions of expected behaviors and values associated with them; internalized by individuals in the process of socialization” (Wood, 2005, p. 304). Wood (2005, p. 53) continues “As we take cultural scripts for gender inside of ourselves, we learn not only that there are different roles for men and women but also that unequal values are assigned to them.” The operational definition used in this study for gender roles that support sexism can be found in chapter 3.

- Patriarchy – “System of ideology, social structures, and practices, created by men, that reflect the values, priorities, and views of men as a group” (Wood, 2007, p. 320). “System of power relations in which men dominate women so that women’s interest are subordinated to those of men, and women are seen as inferior to men” (Foss, 1996, p. 166). “Patriarchy refers to men’s structural control over political, legal, economic, and religious institutions” (Goldberg as cited in Sakalli, 2001, p. 600).

Operational definitions for language practices that support patriarchy can be found in chapter 3.

Significance of the Study

According to Foss, Foss and Griffin (1999, p. 5), feminism “establishes and legitimates a value system that privileges mutuality, respect, caring, power-with, interconnection, and immanent value.” Before a problem can be corrected, people need to be aware of its existence and the issues involved. Certainly, before any action is taken, the existence of the problem must be verified. It is important that textbooks manifest a balanced view of the role of women in society and not perpetuate inaccurate generalizations about women and their roles (Otlowski, 2003). Authors need to be aware of sexist language usage and other forms of sexist bias in ESL textbooks. Teachers need to be aware of the materials they select for use in the classroom. The significance of this study is in determining if, and possibly to what extent, sexism exists in ESL textbooks by Thai authors. Since the Thai Ministry of Education, as of 2007, does not officially consider the teaching of nonsexist language as an issue to be treated in the classroom, it is essential to verify if ESL textbooks promote patriarchy in Thai society.

CHAPTER 2

REVIEW OF LITERATURE

An Introduction to Feminism

The word feminism literally means, as McCann and Kim say, “a political position about women” (as cited in Wood, 2007, p. 3). However, the word feminism is more commonly implied as “a movement for social, political, and economic equality of women and men (Baumgarder & Richards as cited in Wood, 2007, p. 3). Feminism is the concept of equality between men and women for self-expression (Foss, 2004, p. 151). MacNamara defines feminism as “movement towards creating a society where women can live a full, self-determined life” (as cited in Foss, 2004, p. 151). Another definition of feminism is “the struggle to end sexist oppression—to change existing power relations between women and men” (Foss, 1996, p. 165).

Even though there is a diversity of types of feminism, most feminists agree on, at least, three basic principles (Foss, 1996, p. 166). “First, women are oppressed by patriarchy. Patriarchy is a systems of power relations in which men dominate women so that women’s interest are subordinated to those of men, and women are seen as inferior to men” (Foss, 1996, p. 166). Campbell (1989) states that a “central element in woman’s oppression was the denial of her right to speak.” Second, women’s experiences are different from men due to both biology and gender socialization. Third, women’s perspectives are not currently incorporated into western culture. “Women’s lack of input

into patriarchal culture . . . can be seen in the nature of our language” (Foss, 1996, p. 167).

Miles (1985, p. 42) notes that feminism seems to be “only one particular application of the preexisting general principle of equality.” Foss, Foss, and Griffin (1999, p. 5) state that feminism is an important perspective for three reasons. First, feminism “validates values and experiences often associated with women” (Foss, Foss & Griffin, 1999, p. 5). That is, the ways of communicating and the experiences traditionally associated with women are important and feminism provides a means of validating them (Foss, Foss & Griffin, 1999, p. 5). Second, feminism “gives voice to individuals marginalized and devalued by the dominant culture and thus provides a more holistic understanding of the world” (Foss, Foss & Griffin, 1999, p. 5). That is, feminism supports a greater range of opinions for living and communicating for all individuals (Foss, Foss & Griffin, 1999, p. 5). Miles (1985, p. 45) agrees that feminism is the voice of women opposing a common oppression. Third, feminism “establishes and legitimates a value system that privileges mutuality, respect, caring, power-with, interconnection, and immanent value” (Foss, Foss & Griffin, 1999, p. 5). Feminism is important because it presents a model for different ways of living in the world (Foss, Foss & Griffin, 1999, p. 5). Miles (1985, p. 44) notes that feminists are interested in women being “recognized as human beings like men” and that women’s activities, characteristics, and concerns “be recognized as human.”

The United Nations (UN) states that discrimination against women is still an ongoing issue even though more than 185 countries have agreed to prohibit laws that

favor men over women. The UN further says that 70 % of the poor people in the world are women and women own only 1 % of the land throughout the world. Moreover, raping one's wife is not considered a crime in 53 countries (Sex Discrimination, 2008).

This chapter will proceed by discussing discrimination against women in the workplace and in education. Discrimination in education topics will include a look at the hidden curriculum, sexism in depictions of masculinity and femininity, and sexist language. When possible, these topics will be applied to Thailand and Thai culture.

Discrimination against Women in the Workplace

National Business Daily (as cited in the *Beijing Review*, 2007, p. 4) reveals that, while it is increasingly hard for college graduates in general to get a job, it is even harder for female graduates. Also, women with bachelor degrees tend to earn less than men with the same degree (Freeman, 2004, p. 14). Yet, over the past three decades, women have attained educational levels comparable to those of men in many countries and have been increasingly hired in jobs previously reserved to men. Women have responded to expanding opportunities. Women today represent over 40 % of the global workforce. Moreover, they have been gradually moving up the hierarchical ladder of organizations. However, their share of management positions does not exceed 20 %. The higher the position involved, the more obvious is the gender gap. National surveys reveal that, in the largest and most powerful companies worldwide, women's share in top positions is limited to 2 to 3 % (UNESCO, 2002). Across the world, only 3 % of women are in public office (Anderson, 2006).

Even though many of the experiences and career obstructions faced by Asian women are the same as in Western societies, there are cultural differences regarding gender that women in the West do not experience. For example, cultural attitudes remain skeptical of Asian women who socialize professionally with male colleagues. Some Asian women have turned down research opportunities because it would involve too much time with male colleagues in their offices or in laboratories (Luke, 2002, p. 647). In Asia, women's social status, public roles, and educational opportunities have always been complicated and difficult to reconcile within opposing cultural-religious systems, modernist development, and market ideologies (Luke, 2002, p. 639). For example, Asmah Haji (1998) suggests that Malay women often choose to work in the lower levels and less competitive jobs in universities for the sake of stability and permanency in their work. They reach high levels in their academic lives as associate professors and professors, but are often unwilling to put themselves forward for the management positions. In Korea, women workers were the first to be let go in the restructuring of banks and financial institutions (Kim & Voos, 2007). In Hong Kong, even though women have increased their representation in managerial and professional occupations, women are still concentrated in lower and middle level paying positions (Lee, 2000).

Thailand is a male-dominated patriarchal society (Coyle & Kwong, 2000, p. 496). *The Global Gender Gap Report 2007*, which intends "to be a tool for benchmarking and tracking global gender-based inequalities on economic, political, education- and health-based criteria," states that Thailand is ranked 52nd among 128 countries based on its gender gap (Hausman, Tyson, and Zahidi, 2007, p. 4, p. 7). Specifically, in educational

attainment, which includes primarily the gap between women's and men's access to education at all levels, Thailand is ranked 81st (Hausman, Tyson, and Zahidi, 2007, p. 4, p. 145). Even though female students have nearly equal participation rates in education, male students outweigh in pre-employment certificate and diploma courses (Thailand, 1998, p. 5). While employment opportunities for women have improved in recent years, they are still clearly inferior to those of men. On the whole, Thai women are in a more unfavorable economic position in the workforce than men as a result of their concentration in low-paid, low-skilled jobs (Thailand, 1998, p. 4). Women dominate in the lowest income group and are a minority in the upper income group (Thailand, 1998, p. 22).

Even though some of Thailand's statistics concerning gender equality suggests equity (Hutchings, 2000), sexual discrimination in the field of employment persists according to a study by a Bangkok based UN group (AsiaNews, 2007). Hutchings (2000, p. 398) further says, even though organizations could be argued to act in response to the cultural values and social expectations of women in Thailand, the organizations' lack of commitment to the improvement of women's status can be seen in the organizations' decision-making scenarios—by “taking what could be argued to be ‘the line of least resistance’ and cost minimization through avoidance of equity initiatives, organizations are actually upholding gender inequality in Thailand.” Also, there is a glass ceiling for most professional women. The issue of the glass ceiling, “invisible barriers preventing women from moving upward,” hindering women's advancement in their careers has not been seriously looked into because of “the pride and prejudice among Thai authorities

and members of society who resist taking gender into account” (Thailand, 2000, p. 5). In one region of Thailand, there are only four female principals in 222 schools (Kalasin Educational Region 3, 2006). Moreover, only 1 % of females is in politics or holds a government position in Thailand (Anderson, 2006).

Women have equality in law in many areas; however, legislation is not always enforced (Thailand, 1998, p. 23). Women are sometimes hired at below the minimum wage as “‘probationary workers’ on the grounds that they are being trained for their jobs” (Thailand, 1998, p. 23). Furthermore, Thailand's divorce laws are clearly chauvinistic (Shutt, 2007). For example, a husband's adultery is not a basis for divorce unless he purposely flaunts the relationship to the public, while any form of adultery a wife engages in, even the most discreet relationship, provides a basis for the husband to file for divorce immediately (Shutt, 2007).

Discrimination against Women in Education

Although 44 million more girls attend primary schools in developing countries than in 1990 and the education of girls and women is now on policy-making agendas in most developing nations, the gender gap in education persists (Dakar, 2000, p. 1). Sixty percent of the 110 million children that are out of school in developing nations are girls (Dakar, 2000, p. 1). According to the United Nations (as cited in Dakar, 2000, p. 1), “girls are systematically more disadvantaged than boys solely on the basis of discrimination by gender.” Women are attending higher education in increasing numbers. However, gender differences in college majors still exist worldwide. In the United States,

women are under-represented in top professional programs and are predominant in fairly lower paying fields like education (Freeman, 2004, p. 15). National Women's Law Center (2005, p. 6) reports that over 90 % of women are clustered in the traditionally female fields of health, teaching, graphic arts, and office technology. Only 20 % of women in Michigan have four or more years of college education (Michigan United, 2005, p. 4). In Latin America, women's choices of major remain gender stereotyped, with few going into scientific and technological fields and most deciding on the social sciences, the humanities, and education (Stromquist, 1999, p. 9).

In Asia, on the whole, parents under-invest in girls' educations because they believe that boys can increase earnings more than girls as a result of higher levels of education. Also, the direct or opportunity costs, "especially in terms of domestic labor," of girls' education are higher (Baden & Green, 1994, p. 1) as girls make a greater contribution in domestic labor. An average six-year-old girl in South Asia can expect to spend six years in school—three years less than a boy the same age (Dakar, 2000, p. 1). In East Asia, gender equality in access to education remains an issue at secondary and, particularly, tertiary levels in some countries (Baden & Green, 1994, p. 14). In China, socialism attempted to promote gender equality, but the beliefs of socialism could not overcome the traditional cultures and practices. Therefore, an inequity in educational opportunities for women persists (Liu & Carpenter, 2005, p. 280).

In the three Thai Kingdoms of Sukhothai, Ayudhaya, and early Ratanakosin, women were expected to be mothers, raise their children, and be entirely responsible for family care and household chores (Chuanchayasitt, 1996, p. 13). Traditionally, boys

were sent to Buddhist monasteries to learn astrology, medicine, poetry, and customary law, while girls were barred from the monkhood by virtue of their sex (Costa, 1997). Girls were denied the opportunity to learn at the monastery and were kept at home to be trained in domestic skills. Therefore, females were traditionally not allowed access to knowledge considered to be culturally and socially valuable. A Thai man aimed to work as a civil servant, while a woman stayed at home and worked on the farm or did craftwork. As a result, women saw their roles as inferior to those of men (Chuanchayasitt, 1996, p. 13).

Gender issues in Thailand are often ignored because of impressive statistical data on educational enrollment (Thailand, 2000, p. 11). Actually, girls have less of a chance to enter education to start with. However, girls tend to stay in school, while boys tend to drop out gradually (Thailand, 2000, p. 11). In higher education levels, women tend to concentrate on subjects where there is a lower demand in the employment market such as social science, education, and nursing, while women are critically under-represented in subjects where there is the highest demand in the employment market such as law, science, and engineering (Thailand, 2000, p. 6). This is because traditional attitudes toward gender appropriate jobs are so deeply rooted that they influence women when making their subject choices (Thailand, 2000, p. 6).

Discrimination in education includes the presence of a hidden curriculum, sexism

in depictions of masculinity and femininity, and sexist language. This chapter will now look at each of these topics.

The Hidden Curriculum in Education

Bourdier and Passeron (as cited in Auerbach & Burgess, 1985, p. 476) claim that no curriculum is neutral. That is, each curriculum reflects a specific belief concerning proper social order. Czajkowski and King (1975, p. 280) define the hidden curriculum as the ways in which the school environment and structure has an influence on students' attitudes, perceptions, and sensitivities. A hidden curriculum produces social meanings, limitations, and cultural values which form students' roles outside the classroom (Auerbach & Burgess, 1985, p. 476). Moreover, a hidden curriculum exhibits gender stereotypes and maintains gender inequities by "giving less attention and encouragement to females" (Wood, 2005, p. 189). Three important aspects of the hidden curriculum are the organization of schools, curricular content, and communication inside and outside of the classroom (Wood, 2005, p. 189).

The organization of schools suggests strong messages about relations between gender and status (Wood, 2005, p. 190). For example, in elementary schools, nearly 85 % of teachers are females, while 96 % of superintendents and assistant superintendents are males (Manume as cited in Wood, 2005, p. 191). College athletics coaches are predominately male, despite elevated numbers of female players (Wilson, 2007). As of fall 2005, only about 40 % of full-time faculty members in U.S. higher education are female (Number of Full-Time Faculty Members, 2007). Across the country, females are

presidents of only 20 % of higher education institutions (Lively, 2000). This organization of schools affects students' perceptions of career opportunities and proper roles for males and females (Wood, 2005, p. 192). Also, this hidden curriculum reproduces gender stereotypes by discouraging girls from entering traditionally masculine fields or improving traditionally masculine skills (Stewart, 1998).

The content of the curriculum is a second dimension of the hidden curriculum (Wood, 2005, p. 195). Wood (2005, p. 195) reports that males outnumbered females by approximately six to one in biographies. Witt (1996) reveals that in elementary reading books, male characters outnumbered female characters by a 3 to 2 ratio for all publishers. High school history texts presented four times as many photos of males as females (Sadker & Sadker as cited in Wood, 2005, p. 196). In top selling college introductory psychology texts, men significantly outnumbered women as authors and reviewers; in addition, men appeared more frequently than women in the examples in the book (Peterson & Kroner, 1992). Wood (2005, p. 195) argues that "when males are the focus of the majority of stories and men are more worthy of biographies than women, students of both sexes are taught that males are both standard and important." Campbell (as cited in Wood, 2005, p. 197) observes that when women are underrepresented in textbooks, women are not empowered because their courses teach them that only men and masculine ways are worth studying.

A third aspect of the hidden curriculum consists of communication that undervalues women and women's ways of learning and expressing knowledge (Wood, 2005, p. 198). Wood (2005, p. 199) claims that "teachers interrupt, ignore, or dismiss

female students' contributions more often than those of male students.” She also claims that teachers ask more challenging questions of male students than female students. Studies show that the teacher's personal communication with and informal instruction of students have a major impact on the achievement and future success of students (Marshall & Reinhartz, 1997). Wood (2005, pp. 198-199) notes that female students are often praised for being quiet and accommodating, while male students are praised for their academic interest and achievement. She further says that, when professors pay more attention and give more support to male students' ideas, females students perceive that men are more “academically serious—worthwhile.”

Textbooks play an important role in the hidden curriculum. Textbooks form practice and reflect curricular orientation (Auerbach & Burgess, 1985, p. 476). Textbooks reflect a society's educational priorities and needs and a culture's political and social aspects. Brantmeier, Schueller, Wilde, and Kinginger (2007, p. 306) claim that “there is a bond between the reader and the text as readers experience and respond to the text. The reader's interpretation and understanding of the content of the text is grounded in personal identity.” Textbooks have important influences on students' thoughts (Stanley, 2001). They directly affect students' perceptions of gender by the way they portray the various people in society and the way those people are shown to communicate (Otlowski, 2003).

According to an analysis of more than 300 books by Indian scholars, “textbooks are plagued with such biases as omission, misconstructured information and stereotypes” (Henry as cited in Ndura, 2004, p. 144). Studies have found that male images

outnumbered female images in current language textbooks (Lili & Zhenzhou, 2002, p. 35). Also, children's literature and textbooks are significantly filled with gender stereotypes and absent the positive contributions of women (DeFrancisco & Palczewski, 2007, p. 183). Occupations for men are abundant and varied. Men are characterized by such qualities as rationality, intelligence, and strong heroism, while women are characterized by such qualities as sentimentality, gentleness, and ignorance (Lili & Zhenzhou, 2002, p. 35).

Studies of the portrayal of women in ESL/EFL (English as a Second Language/English as a Foreign Language) textbooks reveal that the traditional role of women as mothers and homemakers is still being carried on in many current language textbooks (Ansary & Babii, 2003). For example, Otlowski (2003) reports, in a study of gender bias in an EFL textbook used in Japan, discovering seventeen illustrations portraying working situations. Twelve of these were of men and only five were of women. Of the five situations involving women, four involved teaching. He concludes this is evidence of "gender bias" because of a "noticeable failing" to depict women "in roles other than homemakers and mothers." Otlowski's study reveals that "in all scripts that deal with domestic issues such as the laundry, the kitchen, [and] shopping, women are used to model the conversations; when on the other hand, in situations outside the home the dialogues are mostly modeled by males."

A study on sexism in current ESL/EFL textbooks by Ansary and Babii (2003) conclude that "women often appeared less visible than men" and women "were more visible in indoor passive activities and were placed in traditional roles." Ndura (2004)

analyzed six different ESL textbooks which were used in a school district in the Western United States in 2004. Ndura (p. 146) found one major form of gender bias—stereotyping. Evidence of stereotyping (“portraying one set of people exhibiting one set of values, behaviors and roles”) based on gender roles in these books is seen, for example, in their picturing of men using tools while picturing women cooking. When textbooks are plagued with bias, they significantly affect students’ development of knowledge and their perceptions of themselves and others (Hirschfelder as cited in Ndura, 2004, p. 143).

Sexism in Depictions of Masculinity and Femininity

Sexism is “the belief that women are weaker, less intelligent, and less important than men” (Longman, 1995). Kramarae and Treichler (as cited in Brant & Mynatt, 1999, p. 348) define sexism as “behavior, policy, language, or other actions of men or women which expresses institutionalized, systematic, comprehensive, or consistent views that women are inferior.” Sexism is also defined as “the unequal and harmful treatment of women that is typically less visible and obvious than blatant sex discrimination. It is often not noticed because most people have internalized subtle sexist behavior as ‘normal,’ ‘natural,’ or ‘acceptable’” (Benokraitis as cited in Peel, 2001, p. 541). Sexism is defined “as a negative attitude or discriminatory behavior based on the presumed inferiority or difference of women as a group” (Cameron as cited in Sakalli, 2001, p. 601). It can be concluded that “sexism is the systematic oppression of women and the perpetration of violence against women because of their gender” (Sexism, 1993, p. 6).

Many of the traditional sexist gender role stereotypes of what it means to be masculine and what it means to be feminine are identified in the concepts of hegemonic masculinity and double binds.

Cornell (as cited in Trujillo, 1991, p. 290) defines hegemonic masculinity as “the culturally idealized form of masculine character” which underlines “the connecting of masculinity to toughness and competitiveness” and “the subordination of women.”

Cornell claims that “such an idealized form of masculinity becomes hegemonic when it is widely accepted in a culture and when that acceptance reinforces the dominant gender ideology of the culture” (pp. 290-291). Hanke (as cited in Trujillo, 1991, p. 291) argues that hegemonic masculinity is referred to “the social ascendancy of particular version or model of masculinity that, operating on the terrain of common sense and conventional morality, defines what it means to be a man.” According to Trujillo (1991, pp. 291-292), hegemonic masculine characteristics include “power defined in terms of physical force and control,” success defined in terms of occupational achievement in traditional male jobs, familial patriarchy, presenting a “frontier” image, and heightened heterosexuality.

According to DeFrancisco and Palczewski (2007, p. 10), the characteristics of masculinity include “independence, strength, and decisiveness” while the characteristics of femininity are “the opposite (although most people do not openly acknowledge that ‘the opposite’ means that femininity includes independency, weakness, and irrationality).” Positively, femininity is known as “compassionate, supportive, and relationship oriented (Gilligan as cited in DeFrancisco & Palczewski, 2007, p. 10).

Jamieson (1995, pp. 13-14) states that traditional concepts of femininity have constrained women from becoming leaders or taking roles for which their experience and intelligence have prepared them. Jamieson claims that some traditional concepts of femininity became double binds. One of the double binds is the “no-win situation” or sameness/difference. Women are judged against a masculine standard, and by that standard they lose, whether they claim difference or similarity. Another double bind is “unrealized expectations” or femininity/competence. This bind is a corollary of the no-win situation and is designed to undercut women’s exercise of their power. Women are required to have both femininity and competence, but femininity is defined in a way that excludes competence. Thus, this bind creates unrealized expectations. By defining femininity and competence as opposites, women are bound to fail. In general, women are seen as less likely to display key leadership behaviors. Men are seen as more likely to use inspiration, delegation, intellectual stimulation, and problem solving than female managers (Martell & DeSmet, 2001). Incongruity between leadership roles and female gender roles (i.e., prescriptive expectations for women’s behavior) leads to prejudicial judgments and actions (Eagly & Karau, 2002). Because people more easily perceive men as being highly competent, men are more likely to be considered leaders, given opportunities, and emerge as leaders than women.

Jamieson (1995, pp. 13-14) identifies a total of five major binds affecting women. The “no-choice-choice” or womb/brain bind casts the world as either/or, with one option set as desirable, the other extremely unpleasant. Women could use their brains only at the expense of their uteruses. Women who chose to exercise their intellects in public turned

the natural order upside down, endangered the family, and called into the question if they were really women. The next double bind is “self-fulfilling prophecy” or silence/shame. The silence/shame bind condemns women for failing to do something they are forbidden to do. For example, women were forbidden to speak and then condemned for failing to produce great speeches in public. The first condition becomes a self-fulfilling prophecy of the second. Another double bind is “double standard” or aging/invisibility. As men age, they acquire wisdom and power; as women age, they gain wrinkles and hot flashes.

Sexist Language

Sexist language includes “words, phrases, and expressions that unnecessarily differentiate between women and men or exclude, trivialize, or diminish either gender” (Parks & Robertson, 1998, p. 455). In other words, sexist language refers to the use of language expressions in such a way that it constitutes an unbalanced portrayal of the sexes (Lee, 2007). Sexist language is “the notion that the English language contains sex bias, particularly in usages such as “he” and “man” to refer to everyone” (Hyde, 1984, p. 697). Slovenko (2007, p. 78) states that English language is considered to be sexist because it is degrading, and oppressive to women. He further says that “except for words that refer to female by definition (mother, actress, Congresswoman), and words for occupations traditionally held by females (nurse, secretary, prostitute), the English language defines everyone as male” (p. 78). For example, “the hypothetical person (“If a man can walk 10 miles in two hours. . .”), the average person (“the man in the street”) and

the active person ("the man on the move") are male"; that is, the assumption is that unless otherwise identified, people in general are male (Slovenko, 2007, p. 78).

There are at least five types of sexist language. First, there are words that indicate that men are the standard by which people are to be judged. This includes words like mankind, chairman, or the use of "generics" which exclude women such as "he" (Rybacki & Rybacki, 1991, p. 142). Hyde (1984, p. 173) notes that, "'His' is not gender neutral in psychological sense." In her study "Children's Understanding of Sexist Language," Hyde (1984) asked first, third and fifth graders to write stories about the average student using pronouns "he," "he or she," and "she." When the pronoun in the instructions was "he," only 7 % of the stories were about females. When the pronouns in the instructions were "he or she," 42 % of the stories were about females. When the pronouns in the instructions were "she," 77 % of the stories were about females. Second, there are words that indicate that women are somehow different than men (actress versus actor, waitress versus waiter). Third, there are words that describe women in non-human terms (such as chick, dish, and fox). Fourth, there are negative words used to describe women while positive words are used to describe the same quality in men (bachelor versus spinster, whore versus stud). Fifth, there are sex-role descriptors which are used such as woman doctor and male nurse (Rybacki & Rybacki, 1991, p. 142).

The values and assumptions held by a society are mirrored in its language (Lakoff, 1973). Findings of a study by Parks and Robertson (2004, p. 233) reveal that there is a link between attitudes toward sexist language and one's attitude toward women. That is, the more favorably one viewed women, the more favorable he or she was toward

the use of inclusive, nonsexist language. Mucchi-Faina (2005) agrees that both attitudes and social factors influence gender-biased language use and that the significance of either factor relies on the extent to which individuals consider their attitudes toward women as relevant to language use.

Weatherall (1998, p. 275) states that empirical and theoretical research on gender and language has confirmed how issues of identity and power are conveyed by the way in which men and women are referred to in language. DeFrancisco and Palczewski (2007, p. 107) claim that “language has power—to oppress, deny, and subordinate.” They further say that language reflects as well as causes sexism. Blaubergs (1980, p. 137) claims “sexist language, by its existence, reinforces and socializes sexist thinking and practice.” Also, Crorin and Jreisat (1995) states that there is a relationship between sexist language and attitudes toward women. Harrison and Ruskiewicz (as cited in Ruiz, 2001, pp. 2-3) state that sexist language is frequently inaccurate and deceptive, maintains sexist attitudes and behaviors, reflects discriminatory attitudes and stereotyped perceptions about sex roles, often upsets and alienates audiences, and can cause legal issues. Parks and Robertson (2000) claim that sexist language can have harmful effects on both women and men—but more on women. Henley et al. (as cited in Mucchi-Faina, 2005, p. 205) studied the effects of stories using masculine generic forms versus neutral forms on the self-esteem of children. They found that masculine pronouns enhanced boys’ self-esteem, while neutral pronouns enhanced girls’ self-esteem.

Sexist language is an Eastern as well as Western concern. A study of sexist language among young people in Hong Kong reveals that sexist language is prevalent in

Hong Kong (Lee, 2007). Also, the English language has had significant influence in Thai education. According to Martyna (1980), the English language contains sex bias.

Therefore, it is not unreasonable to conclude that Thai students' attitudes and dispositions about sex roles have been affected by the English they have been taught. Students need to be made aware of textbook biases and their effect on the learning process, peoples' self-image and society (Ndura, 2004).

In the Thai media, sexist language is considered acceptable. For example, the president of the Thai Association of Warm and Happy Family Creation argued that using the word 'sissy' to criticize certain behaviors in men ultimately insults women—if a man is bad, he is acting like a woman. The president proposed that the media use 'man like' instead of sissy to make this type of criticism. In response, a Thai television show director said that, if people prefer to use the word 'man-like' to refer to inappropriate behavior in men, they will have to produce their own show because no one says 'man like' as an insulting word (Sawan Bieng Director, 2008).

Summary

As the literature suggests, sexist language causes particular behaviors and attitudes in society and plays an important role in sex-role acquisition. Therefore, the manner in which women are depicted in written language influences students' thoughts and behaviors. Textbooks play an important role in learning a culture and its language. As textbooks reflect a society's educational priorities and needs and a culture's political and social aspects, they have important influences on students' views.

Culture and language are intertwined. The meanings people assign to language affect their self-concepts and their thoughts. Learning a second language cannot be separated from the acquisition of the culture that it embodies. Therefore, the stereotypes and other cultural biases of ESL textbooks can potentially impact students' attitudes. The success of students of English as a Second Language (ESL) depends on their mastery of the new language and their ability to negotiate the new culture. Since English language contains sex bias (Martyna, 1980; Fromkin & Rodman, 1993, and Hyde, 1984), it is reasonable to conclude that English acquisition would transfer sexism to Thai students.

The Thai Ministry of Education, as of 2007, does not officially consider the teaching of nonsexist language as an issue to be treated in the classroom. Yet, Weatherall (1998), in her article "Women and Men in Language: Analysis of Seminaturalistic Person Descriptions," concludes that documenting how language bias is legitimized in different conversational contexts "can lead to a better understanding of the creation and maintenance of power hierarchies in social groups" (p. 275). And, Blaubergs (1980, p. 137) claims that language behavior is an important factor in social reform. Thus, since it is likely that English instructors and English textbooks play a crucial role in establishing perceptions of gender in Thai students, being aware of sexism in ESL textbooks can support social reform in Thai universities.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This chapter describes how the case study of ESL textbooks by Thai authors sold at Chulalongkorn University Bookstore was conducted. This discussion covers research purpose and design, sample selection, and data collection and analysis procedures.

Research Purpose and Design

The purpose of this study was to identify the types of sexist language that appear in ESL textbooks by Thai authors. Additionally, the case study sought to discover what gender roles are sanctioned as appropriate in ESL textbooks by Thai authors and if the language used supports or challenges patriarchy. Since sexist language can be identified by an intensive study of specific occurrences, a qualitative approach to research of this nature was warranted (Gall, Gall, and Borg, 2003, p. 435). Specifically, in this instance, a case study content analysis approach involved gathering information that enabled the researcher to focus in depth on specific instances of sexist language. Gummesson (1991, p. 76) claims “an important advantage with case study research is the opportunity for holistic view of a process.” As a result, this approach was considered the most appropriate for this study as its purpose was to obtain a holistic view of sexist language in ESL textbooks by Thai authors. This research method has been employed in a variety of previous studies that concentrate on identifying specific instances of a phenomenon (e.g.,

Hamilton, Anderson, Broaddus, and Young, 2006; Ansary and Babii, 2003; Hartman and Judd, 1978).

This study analyzed the ESL textbooks by Thai authors sold at Chulalongkorn University during the Spring of 2007. Chulalongkorn University is Thailand's first institution of higher education. As the oldest university in Thailand, Chulalongkorn University has served the interests of the nation by assuring high quality higher education. It has 70 international programs in various fields that are taught in English (Chulalongkorn, 2007). Chulalongkorn University is known, even by a President of the United States, as the “Harvard of Thailand” (Clinton, 1996). Chulalongkorn University also has the largest language institute in Thailand. This institute regularly conducts surveys to identify Thai societal needs for using English (Wongsothorn, 1992). In addition, Chulalongkorn University has developed one of the best bookstores in this country (Publishers/Books, 2007). Therefore, the Chulalongkorn University Bookstore provided the best source of ESL textbooks by Thai authors for study in a higher education setting.

Sample Selection

All ESL textbooks by Thai authors sold at the Chulalongkorn University Bookstore in Spring 2007 were included in the case study. These books were categorized as beginning, intermediate, or advanced.

The books in the beginning level were:

Adulavidhaya, P. (2005). *Applied English Structure*. Bangkok: Kasetsart University Press.

Attaprechakul, D. (2003). *College English for the Information Age*. Bangkok: Thammasat University Press.

English Program. (n.d.). *English for Communication and Information Retrieval*. Bangkok: Suandusit Rajabhat University Book Center.

English Program. (2006). *English for Communication*. Bangkok: Suandusit Rajabhat University Book Center.

Nimnual, W. (2003a). *English for Communication 1*. Bangkok: Wang Aksorn Press Printing.

Nimnual, W. (2006). *Fundamental English*. Bangkok: Wang Aksorn Press Printing.

The books in the intermediate level were:

Chalermpatarakul, C. (2006). *Paragraph Writing: A Process Approach*. Bangkok: Thammasat University Press.

English Program. (2005a). *English for Communication and Study Skills: Supplementary Exercises*. Bangkok: Suandusit Rajabhat University Book Center.

English Program. (2005b). *English for Communication and Study Skills* (6th ed.). Bangkok: Suandusit Rajabhat University Book Center.

Indrambarya, K. (2001). *English Structure II*. Bangkok: Kasetsart University Press.

Nimnual, W. (2003b). *English for Communication 2*. Bangkok: Wang Aksorn Press Printing.

Somsamai, T. (2006a). *Success through Communication, Part 2*. Bangkok: Suandusit Rajabhat University Book Center.

The books in the advanced level were:

Charttrakul, K. (2006). *Business English 2* (3rd ed.). Bangkok: Suandusit Rajabhat University Book Center.

Ruangprach, N. (2005). *English for Business Communication 2*. Bangkok: Triple Education.

Somsamai, T. (2006b). *Business Communication in English 2*. Bangkok: Suandusit Rajabhat University Book Center.

Data Collection and Analysis Procedures

Feminist criticism includes two steps: “(1) analysis of the construction of gender . . . in the artifact studied; and (2) exploration of what the artifact suggests about how the ideology of domination is constructed and maintained or how it can be changed and transformed” (Foss, 2004, p. 158). When analyzing the artifact’s construction of gender, the critic’s “. . . concern is with discovering what the artifact presents as standard, normal, desirable, and appropriate behavior for women and men” (Foss, 2004, p. 158). After the critic has discovered how gender is defined in the rhetorical artifact being analyzed, “. . . a critic makes a judgment about the conceptions of femininity and masculinity in it and whose interests the conceptions seem to serve: Does the conception affirm and support the ideology of domination, or does it model other ways of being” (Foss, 2004, p. 159)? The nature of femininity and masculinity in the textbooks was to be inductively inferred from evidence gathered from the content analysis of the books’ use or non-use of sexist language and sexist gender role portrayals. The presence of sexist language, double binds, and/or hegemonic masculinity was to be interpreted as evidence of an ideology of domination.

The second step for the feminist critic, according to Foss (2004, p. 159), involves one of two options: “If [the] analysis of the artifact reveals that it depicts an ideology of domination, [the] next step is to use the analysis to discover how domination is constructed and maintained through rhetoric.” She continues, “If [the] analysis of the

artifact reveals that it departs from the acceptance of an ideology of domination and challenges the status quo or creates a different ideology in which to operate, [the critic] will use the analysis to contribute to an understanding of how individuals can use rhetoric to claim agency and engage in acts of self-determination.”

Specifically, to answer the first research question, the texts were examined for the use of sexist language using content analysis. There are at least five types of sexist language. First, there are words that indicate that men are the standard by which people are to be judged. This includes words like mankind, chairman, or the use of generic pronouns which exclude women such as “he” (Rybacki & Rybacki, 1991, p. 142). Second, there are words that indicate that women are somehow different than men (actress versus actor, waitress versus waiter). Third, there are words that describe women in non-human terms (such as chick, dish, and fox). Fourth, there are negative words used to describe women while positive words are used to describe the same quality in men (bachelor versus spinster, whore versus stud). Fifth, there are sex-role descriptors which are used such as woman doctor and male nurse (Rybacki & Rybacki, 1991, p. 142). This set of five types of sexist language served as this study’s operational definition of sexist language and as a starting point for data collection and analysis. Additional categories were not deemed necessary during the study. Every line of text was reviewed independently by two trained researchers and each and every instance of sexist language was counted and placed in one of the above categories. In instances where the observations of the two researchers disagreed, the researchers consulted the text in

question together and reached a consensus. The resulting data is reported in chapter four in a table listing the five categories in columns and the textbooks in rows.

Also, to answer the second research question, the texts were examined for content, such as examples, which promotes sexist assumptions concerning gender roles. Specifically, the texts were examined for examples that illustrate double binds and/or hegemonic masculinity. According to Jamieson (1995, pp. 13-14), the categories of double binds are womb/brain, silence/shame, sameness/difference, femininity/competence, and aging/invisibility. Textbook content which suggested that women cannot use their womb (body) and brain (intellect) at the same time was counted as evidence of the womb/brain double bind. Hypothetical examples of this bind included, but were not limited to, the dumb blonde stereotype (an oversexed and stupid woman), suggestions that one cannot be both a good mother and manage a career at the same time, and the idea that a women must “dumb down” to be attractive to males. Textbook content which suggested that women should be silent and/or are criticized for being silent was counted as evidence of the silence/shame double bind. Hypothetical examples of this bind included, but were not limited to, religious injunctions for women to remain silent and the nagging wife stereotype. Textbook content which criticized women for being the same and/or for being different from men was counted as evidence of the sameness/difference double bind. Hypothetical examples of this bind included, but were not limited to, making fun of a woman for being physically weak or physically strong. This often happens to a woman who participates in sports. She is criticized as not being able to compete against men. But, her physical prowess often results in the label “lesbian.”

Textbook content which suggested that women cannot be both feminine and competent at the same time was counted as evidence of the femininity/competence double bind.

Hypothetical examples of this bind included, but were not limited to, suggestions that women are unfeminine when they act aggressively (“bitch”) and “tomboy” labels.

Textbook content which suggested that women become less valuable as they age was counted as evidence of the aging invisibility double bind. Hypothetical examples of this bind included, but were not limited to, the “old maid” label or suggestions that it is okay for an older man to date a younger woman but not vice versa.

According to Trujillo (1991, pp. 291-292), the categories of hegemonic masculinity are “power defined in terms of physical force and control,” success defined in terms of occupational achievement in traditional male jobs, familial patriarchy, presenting a “frontier” image, and heightened heterosexuality. Textbook content which suggested that men must be physically strong was counted as evidence of defining masculinity in terms of physical force and control. Hypothetical examples included, but were not limited to, content that suggested males must participate in sports to be normal or makes fun of a male for being weaker than a woman. Textbook content which suggested that men must be successful in a traditional male job were counted as evidence of defining masculinity in terms of occupational achievement. Hypothetical examples included, but were not limited to, content that suggested males need to sacrifice family time in order to do well at work or that makes fun of a man for being a secretary or nurse. Textbook content which suggested that men must be the head of the household were counted as evidence of defining masculinity in terms of familial patriarchy. Hypothetical

examples included, but were not limited to, content that suggested males need to wear the pants in the family or be the one that disciplines the children (“Just wait till your Father gets home!”). Textbook content which suggested that men must act independently and not need others was counted as evidence of defining masculinity in terms of presenting a “frontier” image. Hypothetical examples included, but were not limited to, content that suggested men should not share their feelings with others or that suggested a man’s relationships are holding him back. Textbook content which suggested that men must be heterosexual and sexually active was counted as evidence of defining masculinity in terms of heightened heterosexuality. Hypothetical examples included, but were not limited to, content that suggested males must not be homosexuals or that praises a man for having multiple female sexual partners.

Critical judgments had to be made and argued for. In chapter four, selected examples are reported in narrative form. These examples are described and explanations are given as to why they are sexist. This data is also reported in two tables. One table lists the double bind categories in columns and the textbooks in rows. The second table lists the hegemonic masculinity categories in columns and the textbooks in rows. Every line of text was reviewed independently by two trained researchers and every example of double binds and hegemonic masculinity was counted and placed in one of the above categories. In instances where the observations of the two researchers disagreed, the researchers consulted the text in question together and reached a consensus.

While the number of books which contain sexist language and/or sexist assumptions is noted, the primary means of data analysis is rhetorical in nature. Thus, to

answer the third research question, feminist criticism was used to highlight the implications of the language used in the textbooks. The two-step process of feminist criticism is explained above. Patriarchy was operationally defined as conceptions of gender which support male domination. Foss (2004, p. 159) writes “Does the conception affirm and support the ideology of domination, or does it model other ways of being?” She continues “When you discover a text in which men’s experiences are central and perhaps universalized, in which women are not taken into account, or in which values such as hierarchy are featured, you have an opportunity to use the artifact as vehicle to study the ideology of domination and the rhetorical processes that create and sustain it.” Ultimately, the judgment of patriarchy is a decision made by and argued for by a feminist critic.

Finally, in a case study of this nature, large numbers were not needed to prove significance. One does not compare the amount of sexism to the amount of non-sexism. For instance, the use of twenty nonsexist words does not forgive or justify the use of one sexist word. This study takes the position that the presence of any amount of sexism is seen as producing harm in and of itself. One does not conclude that a cancer patient is healthy because he or she has more healthy cells than malignant ones. The cancer must be eliminated.

For example, Hobbs, Hobbs and Paine (2007) analyzed high school and college competitive speaking ballots for the presence of sexist language and stereotypes. They concluded that even a few examples of sexist language could be deemed significant because of the potential harm involved. They asked rhetorically, “How much

reinforcement of a patriarchal concept is needed before harm occurs” (2007, p. 7)? Still, one has to be careful in generalizing the results of a case study. Gummesson (1991) argues that some generalizations are possible due to a case study’s holistic and comprehensive depth of study. He writes: “As long as you keep searching for new knowledge and do not believe you have found the ultimate truth—rather the best available for the moment—the traditional demand for generalization becomes less urgent” (p. 86).

CHAPTER 4

RESEARCH FINDINGS

The purpose of this chapter is to report the results of the case study involving all English as a second language (ESL) textbooks by Thai authors sold at the Chulalongkorn University Bookstore in spring 2007. The types of sexist language that appear in ESL textbooks by Thai authors are reported. In addition, this chapter reports what gender roles are sanctioned as appropriate in ESL textbooks by Thai authors and if the language used supports or challenges patriarchy. The three research questions investigated were:

1. What types of sexist language, if any, exist in English as a Second Language (ESL) textbooks in Thailand?
2. What gender roles are communicated as appropriate by ESL textbooks in Thailand?
3. Does the language in ESL textbooks in Thailand support or challenge patriarchy?

Results for Research Question 1

To answer the first question, the texts were examined for the use of sexist language using content analysis. Each instance of sexist language was counted and placed in its appropriate category. The results of this analysis are reported in Table 1.

Two hundred fifty instances of words that indicate that men are the standard by which people are to be judged were found in the textbooks, particularly in generic pronouns such as “he,” “his” and “him” to refer to everyone. Additionally, words describing occupations traditionally held by males—such as chairman, businessman, and

middleman—were used to refer to both males and females [specific results for each book are reported in the appendix].

Table 1

Sexist Language by Book

Book	Men as Standard	Women are Different	Non-Human Terms	Negative Words	Sex-Role Descriptors
Adulavidhaya	9	11			
Attaprechakul	40	2			
Eng.Pro.(n.d)	3	7			
Eng.Pro.2006	1	16			
Nimnual2003a	1	13			
Nimnual2006	10	4			1
Eng.Pro.2005a	1	3			
Eng.Pro.2005b	20	12			
Indrambarya	24	8			
Nimnual 2003b	9	1			
Somsamai2006a	13	8			
Chalernmpatarakul	34	7		3	
Charttrakul		2			
Ruangprach	66	66			1
Somsamai2006b	19	89			1
Total	250	249	0	3	3

Two hundred forty-nine instances that indicate that women are somehow different from men were found in the textbooks, especially using *Mrs.* to refer to a married woman and *Miss* to refer to a single woman. These usages are sexist because they suggest that women are somehow different because they have to use a title which indicates their marital status while men use the same title, *Mr.*, regardless of marital status. The word ‘maid’ was found in several textbooks (Adulavidhaya, 2005; Nimmual, 2003a; Nimmual, 2006, and English Program, 2005b). ‘Maid’ as well as words such as ‘waitress’ and ‘actress’ are considered sexist because ‘housekeeper,’ ‘waiter,’ and ‘actor’ would be used if the jobs were performed by men. Therefore, using the words ‘maid,’ ‘waitress,’ and ‘actress’ suggest that women are somehow different even though they have the same occupations as men. Additionally, one should note that “ress” is a feminine ending while “er” and “or” are neutral endings. Another example of this sexist type, words that indicate that women are somehow different from men, is the usage of the word ‘girl’ when referring to a woman. For example, the use of ‘girl’ in “This is the girl who has a beautiful house” (Adulavidhaya, 2005) and “usually the prettiest girl in the office” (Indrambarya, 2001) are considered sexist because a female who is old enough to own a house and a female who is old enough to work in an office should be considered as adults and called women. In contrast, if a man was called a ‘boy’ in a similar situation, he would be insulted.

Words that describe women in non-human terms were not found any textbooks. Negative words used to describe women while positive words are used to describe the

same quality in men were found in one textbook. The textbook, *Paragraph Writing: A Process Approach* (Chalermpatarakul, 2006), states that ‘generous’ is a positive word while ‘extravagant’ is a negative word used to describe the same basic characteristic (p. 45). Then, the book uses ‘generous’ in describing a man (p. 35) and ‘extravagant’ in describing a woman (p. 31). Sex-role descriptors such as working woman, business woman, and female shipping clerk were found in three textbooks (Nimnual, 2006; Somsamai, 2006b, and Ruangprach, 2005).

The results are reported by the instructional level of the textbooks in Table 2. Sixty-four instances of words that indicate that men are the standard by which people are to be judged, 53 instances that indicate that women are somehow different from men, and 1 instance of sex-role descriptors were found at the beginning level. One hundred one instances of words that indicate that men are the standard by which people are to be judged, 39 instances that indicate that women are somehow different from men, and 3 negative words used to describe women while positive words are used to describe the same quality in men were found at the intermediate level. Eighty-five instances of words that indicate that men are the standard by which people are to be judged, 157 instances that indicate that women are somehow different from men, and 2 instances of sex-role descriptors were found at the advanced level.

Results for Research Question 2

To answer the second research question, the texts were examined for content which promoted sexist assumptions concerning gender by using double binds and/or

hegemonic masculinity concepts. Every instance of sexist assumptions concerning gender roles using double binds were counted and reported in Table 3.

Table 2

Sexist Language by Level of the Textbooks

Level	Men as Standard	Women are Different	Non-Human Terms	Negative Words	Sex-Role Descriptors
Beginning	64	53			1
Intermediate	101	39		3	
Advanced	85	157			2
Total	250	249	0	3	3

Table 3

Double Binds by Book

Book	Womb/ Brain	Silence/ Shame	Sameness/ Difference	Femininity/ Competence	Aging/ Invisibility
Adulavidhaya	3	3		1	
Attaprechakul					
Eng.Pro.(n.d)	2	1			
Eng.Pro.2006				1	1
Nimnual2003a		1			
Nimnual2006		1			

(table continues)

Table 3 (*continued*).

Book	Womb/ Brain	Silence/ Shame	Sameness/ Difference	Femininity/ Competence	Aging/ Invisibility
Eng.Pro.2005a	3			1	1
Eng.Pro.2005b					1
Indrambarya	3	1			1
Nimnual 2003b	4				
Somsamai2006a	1		1		
Chalermmpatarakul	3				
Charttrakul					
Ruangprach	4				
Somsamai2006b	6			1	
Total	29	7	1	4	4

Examples of the womb/brain double bind include: “Another problem I found was that the caregivers generally were women with their own children who took in extra kids to supplement their income” (Adulavidhaya, 2005, p. 41), “Mothers who work outside the home run the risk of neglecting the well-being of their children” (Chalermmpatarakul, 2006, p. 137), and “When the female singer had her first child, she devoted herself entirely to the baby” (English Program, 2005a, p. 3). These examples are sexist because they suggest that women cannot be good mothers and manage their careers at the same time. Other examples of the womb/brain double bind are: “Jim, the president of the

company, gave her a present, a beautifully dressed doll known as Barbie,” and “Jane went to the mall and bought a book about psychology (a subject her son is interested in) and a dress her daughter wanted” (Adulavidhaya, 2005, p. 71). These statements imply that women want something for her body (womb) while a man wants something for his brain. Another example of the womb/brain double bind is four opinion letters saying that female students should not wear revealing clothes (short skirts) (Nimnual, 2003b). This example suggests by wearing revealing clothes (using one’s body), women cannot be good students (using one’s brain). In other words, the authors of the opinion letters assume that wearing revealing clothes make a woman a sex object that is incapable of thought.

Examples of the silence/shame double bind include: “Ann is constantly on the phone. She is so talkative” (English Program, nd, p. 11), “Ann has talked to John on the phone many times”, “...woman, who claimed falsely” (Adulavidhaya, 2005, p. 3), and “The three girls learned to keep a secret” (Indrambarya, 2001, p. 100). These examples are considered sexist because they imply that women should be silent because they talk too much, make false claims, and tend to gossip. Another instance of the silence/shame double bind is contained in an example of a conversation where a husband discusses vacation plan with his wife and the wife gives her opinions, the husband eventually gets annoyed and tells his wife to “Please make up your mind” (Nimnual, 2003a, p. 122)! This suggests that women should be silent because their opinions are not really valued by men.

The example of the sameness/difference double bind is located in advice given for job interviews: “Women should not wear pants, overly short skirts, or sleeveless dresses”

(Somsamai, 2006a, p. 180). This statement is sexist because women are criticized for being the same as men by wearing pants (being masculine) and are criticized for being different from men by wearing overly short skirts or sleeveless dresses (being feminine).

Examples of the femininity/competence double bind include: “Tamarine, who rarely shows her emotion on court but punched the air in delight of her victory”

(Adulavidhaya, 2005, p. 197) and “my body looks really buff that why people would think that I’d be a man [*sic*]” (English Program, 2006, p. 157). These examples are considered sexist because they suggest that women cannot be both feminine (emotional/weaker sex) and competent (hide emotions/muscular) at the same time.

Another example of the femininity/competence double bind is: “Anna is a woman of finest qualities. She is kind-hearted and helpful to everyone” (English Program, 2005a).

This statement is sexist because the ‘finest qualities’ for a man would be described differently as these qualities are considered traditionally feminine. Another example of the femininity/competence double bind is an advertisement seeking a female for a secretary job. This example is sexist because it suggests that a secretary job is only for a woman.

Examples of the aging/invisibility double bind include: “In western countries, it is PROHIBITED to ask for someone’s age, especially a female’s age” (English Program, 2006, p. 8), “The ones with all the colors? We usually sell those to, well . . . to younger women” (English Program, 2005b, p. 104), and “When her grandmother was young, she could drive. Now grandmother is old and she cannot drive” (English Program, 2005a, p. 27). These examples are sexist because they suggest that women become less valuable as

they age. In particular, these examples imply that women should be ashamed of their age and keep it a secret, that beautiful things are only for young women, and older women lose the capacity to do things of value. Another example of the aging/invisibility double bind is a story about an old man who stayed very active (Indrambarya, 2001). This example suggests that men can easily retain their value as they grow older.

The results are reported by level of textbooks in Table 4. Five assumptions illustrate the womb/brain double bind, six assumptions illustrate the silence/shame double bind, two assumptions illustrate the femininity/competence double bind, and one assumption illustrates the aging/invisibility double bind in the beginning level textbooks.

Table 4

Double Binds by Level of the Textbooks

Level	Womb/ Brain	Silence/ Shame	Sameness/ Difference	Femininity/ Competence	Aging/ Invisibility
Beginning	5	6		2	1
Intermediate	14	1	1	1	3
Advanced	10			1	
Total	29	7	1	4	4

Fourteen assumptions illustrate the womb/brain double bind, one assumption illustrates the silence/shame double bind, one assumption illustrates the sameness/difference double binds, one assumption illustrates the femininity/competence double bind, and three assumptions illustrate the aging/invisibility double bind in the intermediate level

textbooks. Ten assumptions illustrate the womb/brain double bind and one assumption illustrates the femininity/competence double bind in the advanced level textbooks.

Every instance of sexist assumptions concerning gender roles using hegemonic masculinity concepts were counted and are reported in table 5. Examples of power defined in terms of physical force and control included: “I was a real yellow-belly. If any of other boys wanted to fight I just ran away as fast as I could” (English Program, nd, p. 13), “his aggressive nature” (Chalermpatarakul, 2006, p. 34), and “He is very athletic” (p. 32). These statements are sexist because they suggest that men must be physical strong and that, when a man does not want to fight, he is a coward. The other examples of power defined in terms of physical force and control are: “My uncle was a great football player” (Adulavidhaya, 2005, p. 4), “I learned how to play basket ball from my father, who is an excellent player” (p. 21), and “...tall man with muscular body” (Chalermpatarakul, 2006, p. 41). Theses examples suggest that to be a man, one has to be physically strong and athletic.

Table 5

Hegemonic Masculinity by Book

Book	Physical Force	Occupational Success	Familial Patriarchy	Frontier Image	Hetero-Sexuality
Adulavidhaya	2	7	1		
Attaprechakul	1		3		
Eng.Pro.(n.d)	1	2	1		

(table continues)

Table 5 (*continued*).

Book	Physical Force	Occupational Success	Familial Patriarchy	Frontier Image	Hetero-Sexuality
Eng.Pro.2006		10			
Nimnual2003a		3	2		
Nimnual2006			2		
Eng.Pro.2005a		1	2		
Eng.Pro.2005b			8		
Indrambarya		2	6		2
Nimnual 2003b	1				1
Somsamai2006a				1	
Chalermpatarakul	9			2	
Charttrakul					
Ruangprach		1			
Somsamai2006b					
Total	14	26	25	3	3

Examples of success defined in terms of occupational achievement in traditional male jobs include examples where males are featured as a doctor, a president of a company, a football player, a stockholder, an engineer, and a director (Adulavidhaya, 2005, English Program, nd., English Program, 2006 & Nimnual, 2003a). These examples are sexist because they suggest that men must be successful in traditional male jobs;

while, women are featured as a housewife, a teacher, and a mother (Adulavidhaya, 2005, English Program, 2006 & Indrambarya, 2001). Another example of success defined in terms of occupational achievement in traditional male jobs is: “my husband agreed to baby-sit our 14 month-old daughter for a week” (Indrambarya, 2001). This statement is sexist because it assumes that taking care of a child is a woman’s job by using the word ‘baby-sit’ when a man has to take care of his own child. Baby-sit is not used when a mother takes care of her own children. Also, a chapter in *English for Communication* (English Program, 2006, pp. 4-14) presents formal and informal model conversations. Every formal conversation that takes place in business settings has only males in the conversation; while, females are featured only in informal settings—such as shopping at a mall and a birthday party. However, a woman does appear in a formal setting as a wife (English Program, 2006, p. 11)

Examples of familial patriarchy include: “Unlike the traditional Filipino family, where the husband has the say, Giles is robbed of the currency of power. Miriam has the financial clout, so it is difficult for him to assert his authority” (Indrambarya, 2001, p. 28); “The husband has the say...” (p. 36), “I was cleaning his house when my husband arrived” (Nimnual, 2006, p. 74); “The man divided his property equally among his children” (English Program, 2005b, p. 21); “We have it at home. My husband doesn’t like eating out” (Nimnual, 2003a, p. 129); “Her husband is rather mean over money matter” (Attaprechakul, p. 18); “She was married against her will” (p. 43); “I had no choice but to take my family back to the old roots” (p. 54); and “Mrs. Smith’s children usually help her with chores such as washing plates, cleaning the house, ironing clothes,

etc” (English Program, 2005b, p. 41) These statements are sexist because they suggest that men must be the head of the household and housework is solely the duty of women. Among the things that men must control in these examples are property, where the family eats, money, when women marry, and how the family lives.

Examples of presenting a “frontier” image are: “the United States white males try to hide this emotion (sadness). Japanese men go far in the sense that they also try to suppress the emotion of anger, sorrow, or disgust by laughing and smiling” (Somsamai, 2006a, p. 133) and “He does not like to follow rules and does not care what others say about him” (Chalermpatarakul, 2006, p. 32). These statements are sexist because they suggest that men should not share their feelings and must act independently.

Examples of heightened heterosexuality are: “if you make your sales target, you’ll get a kiss from Miss So-and-so” (Indrambarya, 2001, p. 46), and “...would you mind not telling my girlfriend about this?” (Nimnual, 2003b, p. 9). These examples are sexist because they suggest that men must be both heterosexual and sexually active—including sexual harassment at work and cheating on one’s girlfriend.

The results are reported by level of textbooks in Table 6. Four examples of power defined in terms of physical force and control, 22 examples of success defined in terms of occupational achievement in traditional male jobs, and 9 examples of familial patriarchy were found in the beginning level textbooks. Ten examples of power defined in terms of physical force and control, three examples of success defined in terms of occupational achievement in traditional male jobs, 16 examples of familial patriarchy, 3 examples of presenting a “frontier” image, and 3 examples of heightened heterosexuality were found

in the intermediate level textbooks. One example of success defined in terms of occupational achievement in traditional male jobs was found in the advanced level textbooks.

Table 6

Hegemonic Masculinity by Level of the Textbooks

Level	Physical Force	Occupational Success	Familial Patriarchy	Frontier Image	Hetero-Sexuality
Beginning	4	22	9		
Intermediate	10	3	16	3	3
Advanced		1			
Total	14	26	25	3	3

Results for Research Question 3

To answer the third research question, feminist criticism was used to highlight the implications of the language used in the textbooks. As a whole, ESL textbooks by Thai authors support patriarchy. First, many examples of sexist language were found that suggest that men are the standard by which people are to be judged and that women are somehow different than men. The language in the books does not suggest equality. Second, examples of the womb/brain and silence/shame double-binds occurred frequently. The language in the books suggests that women cannot use their bodies and their brains at the same time. These examples suggest that women should remain silent.

These attitudes serve the goal of disempowering women. Third, plenty of examples reinforce the idea of hegemonic masculinity—especially that men are to use physical force to control others, that they are to be successful in traditionally male jobs, and that they are to rule their families. This is patriarchy—a society where men use force to control women (even physical abuse), certain prestigious jobs belong only to men, and women are servants of men at home.

. The books portray a patriarchal society where incompetent, brainless women remain silent. These women are inferior and somehow different when compared to men. These men are powerful, successful, and in control of women.

Other Findings

There were some bright spots and signs of hope in the books. There were instances where books avoided the use of generic masculine pronouns. For example, ‘he/she’ and ‘him/her’ are used in an outline instruction in *English for Communication and Information Retrieval* (English Program, nd., p. 11), and ‘he or she’ is used as a generic pronoun for ‘a person’ in *English for Communication and Study Skill* (English Program, 2005b, p. 21). Thus, some awareness of the problem of sexist language may exist in some books. Additionally, one book included, as examples, stories which addressed feminist issues. One story was about Sensitive New Age Guys (Indrambraya, 2001, pp. 27-28), and another story was about unequal opportunities (pp. 46-48). It is interesting to note that the majority of authors in this study were female. Thus, the findings illustrate that sexism is not a male trait. Sexism is an attitude that anyone may

posses regardless of sex or gender. Women can believe the superiority of men. Sexist language is one of the cultural forces that maintain patriarchal attitudes in people, both male and female, who hear and speak it.

It is interesting to note that the advanced level textbooks contained fewer sexist assumptions concerning gender roles than other levels. What might account for this? The methodology of the study does not give a definitive answer to this question. One possible answer is that some of the authors have training in nonsexist language. However, this might not be true because the authors did not explicitly discuss the issue of using gender inclusive language in their textbooks. An example of such a discussion can be found in the *Publication Manual of the American Psychological Association* (2001, pp. 61-76). Another possible answer is that it is common practice in Thailand to extract sections from other textbooks. Some authors might have borrowed examples from textbooks which contained gender inclusive ideas without knowing what they had done. Additionally, one should not assume that a textbook that uses little sexist language or that contains few sexist assumptions is an appropriate textbook to use in instruction. One sexist assumption might be one too many.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Sexist language causes particular behaviors and attitudes in society and plays an important role in sex-role acquisition. Textbooks play an important role in learning a culture and its language. This means that ESL (English as a second language) textbooks possibly play a crucial role in establishing perceptions of gender in Thai students. When textbooks promote sexism, one can bring about needed social reform by changing the language in these books to nonsexist alternatives—that is, by being aware of sexism in English textbooks it is possible to support social reform in Thai universities. This research determined the nature of and extent of sexist language, gender role portrayal, and patriarchy in ESL textbooks by Thai authors that are used in Thailand. The texts were examined for both the use of sexist language and content which promotes sexist assumptions concerning gender roles. Then, feminist criticism was used to highlight the implications of the language used in the textbooks.

Sexist Language

Findings indicate that there are four out of five types of sexist language that are present in the textbooks. The biggest problem areas regarding sexist language are words that indicate that men are the standard by which people are to be judged and words that indicate that women are somehow different from men when doing the same things. Examples of words found in this research that indicate that men are the standard by

which people are to be judged include: chairman, weatherman, middlemen, laundryman, et cetera, and the use of generic pronouns such as 'he,' 'him,' and 'his.' The use of words that indicate that men are the standard by which people are to be judged appear in every textbook but one. Examples of words found in this research that indicate that women are somehow different from men include: waitress, policewoman, Mrs., and Miss. These types of words are found in every textbook. There are some textbooks that suggest the use of the word 'Ms.' This word is equivalent to 'Mr.' because neither title indicates the marital status of the individual. However, this recommendation was usually made in the context of what to do when one does not know the woman's marital status. Words that describe women in non-human terms were not found any textbooks. Negative words used to describe women while positive words are used to describe the same quality in men were found in one textbook. Sex-role descriptors were found in three textbooks.

Double Binds

Findings indicate that the textbooks contain content that promotes sexist assumptions concerning gender roles—that is, content supporting double binds and/or hegemonic masculinity. The biggest problem area of sexist assumptions promoting double binds is in the womb/brain category, which suggests that women cannot use their body and intellect at the same time. Twenty-nine examples of the womb/brain double bind were found in nine textbooks. These examples include the advice to add one's marital status as well as how many children one has in a resume. These examples support a common sexist assumption in Thailand. Marital status is a required category on Thai

job application forms. The need for this category suggests that employers believe that married women and women with children might not be suitable candidates for the job.

Seven examples of the silence/shame double bind, which suggests that women should be silent and/or are criticized for being silent, were found in five of the textbooks. These examples reinforce sexist assumptions which already exist in Thai culture. For example, there is a Thai word, *rieptroi*, which literally means “good manner.” Thai women are not considered *rieptroi* if they speak up. Also, when a Thai woman speaks in a public setting, she would be considered ‘too bold.’ Reporting sexual harassment is also a problem in Thai culture. Most Thai women are ashamed to report sexual harassment and then they are blamed for not speaking up. Additionally, there is a Thai phrase, *me nisai mauen puying* (which literally means ‘having a woman’s habit’), that is generally used to describe a man who likes gossiping and/or a man who is indecisive.

An example of the sameness/difference double bind, which criticizes women for being the same and/or for being different from men, was found in one textbook. This example promotes a sexist assumption which has been an ongoing concern in Thailand. For example, Thai women are often criticized for being the same as men by wearing pants and they are also often criticized for being different from men by wearing dresses. In Thailand, women are expected to wear skirts or dresses to work and school. However, a Thai woman would have to carefully choose what to wear to a seminar, for example, so that she does not appear too ‘womanly’ and so that people take her more seriously.

Four examples of the femininity/competence double bind, which suggests that women cannot be both feminine and competent at the same time, were found in four

books. Competency and femininity are defined as opposites. Men and women's qualities are featured differently. For example, a man's competence is characterized by qualities such as intelligence, while a woman is characterized by the quality of being 'kind-hearted.' Being kind-hearted is not at the top of the list when considering successful business executives, but being intelligent is. Therefore, much of the mechanism for this discrimination might derive from unconscious stereotyping. Goodwin and Fiske (2001) suggest that dimensions of sociability and competence often underlie the stereotypes of an out-group. In addition, the concepts of "feminist" and "career women" are implicitly compatible, based on stereotypes of being "not nice" and "not feminine enough." These assumptions persist in Thai culture and these examples reinforce the idea that women are less likely to display 'competence.'

Four examples of the aging/invisibility double bind, which suggests that women become less valuable as they age, were found in four books. In Thailand, the phrase *e kae tee barn* (which literally means 'an old woman at home') is commonly used to refer to one's wife.

Double binds can be overcome. First, we have to accept that double binds exist, but they are not true facts. They are cultural assumptions that need to be changed. Reframing, recovering, reclaiming, and recounting are tools for overcoming double binds (Jamieson, 1995). Reframing offers a new perspective and encourages listeners to face up to the fact that the options provided women in double binds are false options. Recovering women's lives provides a way of valuing the lives of women. What women have achieved needs to be shared. Future generations of women can use existing

role models to empower and broaden their possibilities. Women can use reclaiming and recasting language to change perceptions. One type of recasting language, rewriting, involves including the intentional mentioning of both men and women in important documents. Also, women can use storytelling, or recounting, to help blend their personal experiences into the professional experiences of women. Recounting is one way of justifying one's position in society. Jamieson (1995) believes that women should feel encouraged about the future because they are capable of breaking double binds. More importantly, women's approaches to overcome double binds must be scholarly, truthful and open.

Hegemonic Masculinity

Findings indicate that the textbooks contain content that promotes sexist assumptions concerning gender roles that illustrate hegemonic masculinity. The biggest problem areas promoting hegemonic masculinity were power defined in terms of physical force and control, success defined in terms of occupational achievement in traditional male jobs, and familial patriarchy.

Fourteen examples of power defined in terms of physical force and control were found in five textbooks. These examples support the common Thai sexist assumption that men have to be physical strong and have to fight to prove that they are men.

Twenty-six examples of success defined in terms of occupational achievement in traditional male jobs were found in seven textbooks. In contrast, women are featured as a wife, a mother, someone who likes to go shopping, and someone who likes to put on

beautiful dresses. Such portrayals were also found in Otlowski's study which revealed that women are used to model conversations concerning domestic issues such as the laundry, the kitchen, and shopping (Otlowski, 2003). Lili and Zhenzhou (2002, p. 35) and Ansary and Babii (2003) report finding that occupations for men are abundant and varied in current language textbooks. These examples promote sexist assumptions in Thailand that certain jobs such as a doctor, a president of a company, a stockholder, an engineer, and an entrepreneur are for men. However, jobs such as a teacher, a home maker, and a nurse are for women.

Twenty-five examples of familial patriarchy, which suggest that men must be the head of the household, were found in eight textbooks. There is a Thai expression, 'chang tou nah,' which literally means 'an elephant's front feet,' that is generally used to suggest that a husband must be a head of the household and lead all the decision making in the family—the man is the front feet which leads the elephant (family).

Three examples of presenting a "frontier" image, which suggest that men should not share their feeling and must act independently, were found in three textbooks. Three examples of heightened heterosexuality, which suggests that men must be heterosexual and sexually active, were found in two textbooks.

The Promotion of Patriarchy

The language and examples used in ESL textbooks by Thai authors at all levels of instruction support patriarchy. As can be seen from the above discussion of sexist language, double-binds, and hegemonic masculinity, these books portray a patriarchal

society where incompetent, brainless women remain silent. These women are inferior and somehow different when compared to men. The men are powerful, successful, and in control of women.

There are a few exceptions. The textbook, *College English for the Information Age* (Attaprechakul, 2003), has already used alternative, non-sexist forms of words, such as firefighters and police officers. However, in the same book, sexist words such as fisherman, chairmen, and firemen are still used throughout the book. Some books, such as *English for Communication and Information Retrieval* (English Program, nd.) and *English for Communication and Study Skill* (English Program, 2005a) have used 'he or she' and 'his or her' to avoid the use of generic masculine pronouns. However, this use of non-sexist terms is not consistent. 'He' and 'his' are yet used as generic terms for both men and women in the same textbooks. It appears that some of the authors of the textbooks studied are aware of the problem of sexist language but continue to use it. One possible explanation is that the authors perpetuate sexist language and sexist assumptions because they have internalized them so effectively that they unconsciously use them in their textbooks. Old habits die hard.

Challenging Patriarchy

Overall, the findings show that the authors appear to be unaware of the problems of sexist language usage and sexist bias in their textbooks. Changing the characteristics of a language is difficult. It requires awareness, commitment, and practice. First, authors need to be aware of sexist language usage and also of sexist bias in ESL textbooks.

Authors need to educate themselves as to what type words are sexist and what assumptions regarding the roles of men and women are sexist in nature. One cannot change what one is unaware of. Second, authors need to make commitment not to use sexist language and assumptions. They need to write using nonsexist language and examples. They should consider using book reviewers trained in feminism to double-check their work and make suggestions. Finally, authors need practice using nonsexist language and assumptions. Practice is needed to develop new habits and ways of thinking.

Teachers need to be aware of the materials they select for use in the classroom. Students need to be taught the benefits of using nonsexist language and assumptions. Also, teachers need training and instruction concerning nonsexist language. Some teachers in Thailand are not aware of the issue of sexist language. Students, in general, prefer to use nonsexist language once they have recognized the social reason for doing so (Ruiz, 2001, p. 66). Students need to realize that their language characterizes who they are and what choices they have (Blakeley, 1992 as cited in Ruiz, 2000, p. 66).

In conclusion, strategies to promote nonsexist language in Thai universities need to be put into place at all levels. This starts with textbooks that are free of gender stereotyping and sexist language. Gender issues should be included in every curriculum. Specifically, discussing the use of nonsexist language and alternatives should be included in the English language curriculum. Presenting this issue to students, teachers, and the authors of the textbooks will help create awareness of the topic.

Limitations of the Study

The present study only examined the books at one university. Would the findings hold true of the ESL books used at other Thai universities? The present study only examined the ESL books written by Thai authors. Would the findings hold true of ESL books written by American or English authors that are used in Thai universities? The present study only examined the books for double-binds and hegemonic masculinity. Would alternative theories and category systems for determining sexist gender role assumptions yield similar results?

Implications for Future Studies

Future research related to examining the effect of sex-biased textbooks and materials used in classroom is recommended. Research can help determine how and to what extent non sex-biased textbooks and materials can help develop nonsexist language and nonsexist assumptions. Long term research related to sexist language instruction should be conducted. The long term effect of nonsexist language instruction should be studied. A long term study in this area possibly would help us to verify how beneficial nonsexist language instruction can be in the classroom and society. Using nonsexist language requires a lot of practice and discussion. Future research examining the existence of sexist language in other textbooks written in Thailand should be conducted to confirm the results of this study. Research analyzing sexist language in ESL textbooks used in other countries is needed to see if the types of problems found in this study are true across different cultures. Also, research examining the co-relation between culture

and the existence of sexist language in textbooks is recommended. More research is required on gender issues in classroom interaction and curriculum. Further research that addresses the different approaches toward teaching nonsexist language is also needed.

APPENDIX
DATA COLLECTION SHEETS

RQ 1 – Sexist Language

Author's Name: Adulavidhaya, P. Sex: female

Title of Book: Applied English Structure

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	policeman (p. 7, p. 41-3 times), chairman (p. 50 – 2 times), weatherman (p. 57), his (p. 112 – 2 times)	9
Women as Somehow Different	maid (p. 6, p. 43), Mrs. (p. 25 – 2 times, p. 76), Miss (p. 7), girl (p. 22, p. 24 – 2 times, p. 25 -2 times)	11
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Adulavidhaya, P. Sex: female

Title of Book: Applied English Structure

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	“Another problem I found was that the caregivers generally were women with their own children...” (p. 41), “The president ...gave her...a doll known as Barbie” (p. 71), bought a book for a son and a dress for a daughter (p. 71)	3
Silence/Shame	“Ann has talked...many times” (p. 3), “She came into the room talking excitedly” (p. 5), “...woman, who claimed falsely” (p. 98)	3

Sameness/ Difference		
Femininity/ Competence	Tamarine, who rarely shows her emotion on court (p. 97).	1
Aging/ Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Adulavidhaya, P. Sex: female

Title of Book: Applied English Structure

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control	“My uncle was a great football player” (p.4), “I learned how to play basket ball from my father, who is an excellent player” (p. 21)	2
Career success in traditional male job	“the man is a doctor (p. 17), the workers that Dr. Somsak works with respect him” (p. 17), “Tom Jones, who is a famous singer, is a millionaire” (p. 21), “his father was a dentist” (p. 23), “Tom, the president of the company” (p. 30), “Dr. Sombat, who is the dean” (p.36), “Jim, the president “(p. 71)	7
Familial patriarchy	“Before I could go to sleep, I asked my father to check under by bed” (p. 11)	1
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: English Program Sex: unknown

Title of Book: English for Communication and Information Retrieval

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	policeman (p. 9, p. 17), him (p. 11),	3
Women as Somehow Different	Mrs. (p. 8, p. 23), Miss (p. 8 – 2 times, p. 17), lady (p. 17), ladies (p. 19)	7
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: English Program Sex: unknown

Title of Book: English for Communication and Information Retrieval

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	“A pretty girl like you will not be lonely for too long!” (p. 6), Jennifer Lopez's relationship with Ben Affleck, and Mark Anthony (p. 6)	2
Silence/Shame	“Ann is constantly on the phone. She is so talkative” (p. 11)	1
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: English Program Sex: unknown

Title of Book: English for Communication and Information Retrieval

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control	“I was a real yellow belly. If any of the other boys wanted to fight, I ran away as fast as I could’ (p. 13)	1
Career success in traditional male job	The President often sits opposite his wife during lunch (p. 17), Thomas Green, in charge of HR (p. 22)	2
Familial patriarchy	“My sister will come once a week to help me clean it” (p. 14)	1
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: English Program Sex: unknown

Title of Book: English for Communication

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	Businessman (p. 120)	1
Women as Somehow Different	Miss (p. 5, p.12 – 3 times), Mrs. (p. 5, p.11, p. 28, p. 40, p. 118, p. 125), waitress (p. 101 - 3 times, p. 111 – 3 times)	16
Negative words to describe women, positive words to describe men		

Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: English Program Sex: unknown

Title of Book: English for Communication

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame		
Sameness/Difference		
Femininity/Competence	“my body looks really buff that why people would think that I'd be a man” (p. 157)	1
Aging/Invisibility	“In western countries, it is <u>PROHIBITED</u> to ask for someone's age, especially a female's age” (p. 8)	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: English Program Sex: unknown

Title of Book: English for Communication

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job	Mr. Smith (in business convention, p. 4), Mr. Water (in business convention, p. 4), Mr. Blue (from a Board's office, p. 9), supervisor, Mr. Black (p. 11), Mr. Brown, a new stock holder (p. 11), my President, Mr. Joel (p. 20), Mr. President (p.	10

	28), he runs his own business p. 29), Mr. Seymour Skinner as a principal (p. 31), Burns runs a business (p. 39)	
Familial patriarchy		
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Nimmual, W, Sex: female

Title of Book: English for Communication 1

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	him (p. 11)	1
Women as Somehow Different	air hostess (p. 79), maid (p. 71, p. 171, p. 191), Mrs. (p. 128, p.130 – 3 times, p. 142, p. 148, p. 149, p. 150), Miss (p. 191)	13
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author’s Name: Nimmual, W. Sex: female

Title of Book: English for Communication 1

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame	“Please make up your mind!” (p. 122)	1
Sameness/ Difference		
Femininity/ Competence		
Aging/ Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author’s Name: Nimnual, W. Sex: female

Title of Book: English for Communication 1

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job	Mr. Johnson, the director (p. 16), George, an engineer (p. 21), My President, Mr. Steve (p. 22)	3
Familial patriarchy	“he drives for me” (p. 129), “We have it at home. My husband doesn’t like eating out” (p. 129)	2
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Nimnual, W. Sex: female

Title of Book: Fundamental English

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	him (p. 106 - 3 times), he (p. 106 - 5 times), man (p. 140), laundrymen (p. 141),	10
Women as Somehow Different	maid (p. 129 – 2 times), lady (p. 71 – 2 times)	4
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors	working woman	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Nimnual, W. Sex: female

Title of Book: Fundamental English

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame	“She ____ a lie (tell)” (p. 7)	1
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Nimnual, W. Sex: female

Title of Book: Fundamental English

Level of Book: beginning

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job		
Familial patriarchy	“He was looking at the children angrily because they didn’t wash their hands...” (p. 63), “I was cleaning his house when my husband arrived” (p. 74)	2
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: Attaprechakul, D. Sex: male

Title of Book: College English for the Information Age

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	he (p. 17 – 4 times, p. 18, p. 43 – 3 times, p. 46 – 3 times, p.100 – 3 times, p. 118 – 2 times, p. 124), him (p. 17, p.43 – 2 times, p. 100 – 2 times), his (p. 43, p. 47 – 2 times), middleman (p. 53), middlemen (p. 55), headman(p. 52 – 2 times), tribesman (p. 80), policeman (p. 84), fisherman (p. 97 - 5 times), chairman (p. 100 – 2 times), fireman (p. 103), crewmen (p. 106)	40
Women as Somehow Different	Ladies (p. 84, p. 141)	2
Negative words to describe women,		

positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Attaprechakul, D. Sex: male

Title of Book: College English for the Information Age

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame		
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Attaprechakul, D. Sex: male

Title of Book: College English for the Information Age

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control	“...rape and murder of an Australian woman...” (p. 98)	1
Career success in traditional		

male job		
Familial patriarchy	“Her husband is rather mean over money matter” (p. 18), “She was married against her will” (p. 43), and “I had no choice but to take my family back to the old roots” (p. 54).	3
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills: Supplementary Exercises

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	Englishman (p. 3)	1
Women as Somehow Different	Actresses (p. 40), Miss (p. 44 – 2 times)	3
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author’s Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills: Supplementary Exercises

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	“When the female singer had her first child, she devoted herself entirely to the baby” (p. 3), “A beautiful woman can also have trouble finding a man who truly loves her” (p. 7), “She is more beautiful than most girls” (p. 49)	3
Silence/Shame		
Sameness/ Difference		
Femininity/ Competence	“Anna is a woman of finest qualities. She is kind-hearted and helpful to everyone” (p. 18)	1
Aging/ Invisibility	“When her grandmother was young, she could drive. Now grandmother is old and she cannot drive” (p. 27)	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author’s Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills: Supplementary Exercises

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job	“When my father was young, he was a star at his school because he excelled in many subjects” (p. 18)	1
Familial patriarchy	“In patriarchal societies, men are always the head of the family. They have more say than women” (p. 17), A woman asked her husband to buy her a new car (p. 43)	2
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills (6th ed.)

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	mankind (p. 8), anthropology (p. 8), fireman (p. 27), his (p. 40, p. 53, p. 99), he (p. 40 - 2 times, p. 53), postman (p. 58 – 3 times), fishermen (p. 34, p. 56, p. 61 - 3 times), weatherman (p. 20), freshmen (p. 107)	20
Women as Somehow Different	landlord (p. 25), maid (p. 26), Mrs. (p. 41, p. 62), girls (p. 62 – 7 times), policewoman (p. 108)	12
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills (6th ed.)

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame		
Sameness/Difference		
Femininity/Competence		

Aging/ Invisibility	“The ones with all the colors? We usually sell those to, well... to younger women” (p. 104)	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author’s Name: English Program Sex: unknown

Title of Book: English for Communication and Study Skills (6th ed.)

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job		
Familial patriarchy	“The man divided his property equally among his children” (p. 21), “The boy admires his father very much” (p. 21), “My mother is very gentle to her children” (p. 24), “She has a good method ... to cook food” (p. 34), “My mother washed the shirts with bleach” (p. 34), “...help her with chores such as washing plates, cleaning the house, ironing clothes, etc.” (p. 41), “Marian will stop ... to buy household utensils” (p. 41), “The price a man must pay for a wife” (p. 55)	8
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Indrambarya, K. Sex: female

Title of Book: English Structure II

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	businessman (p. 12, p.119), his (p. 47 – 2 times, p. 57), he (p. 47 - 2 times, p. 57), policeman (p. 55), crewmen (p. 87, p. 135 - 3), post-man (p. 55, p. 89 - 2 times), chairman (p. 102 - 2 times, p. 139), salesman (p. 105, p.140), spokesman (p. 111, p. 141 – 2 times)	24
Women as Somehow Different	Miss (p. 56 – 2 times), girl (p. 46, p. 79), lady (p. 83, p. 93), goddess (p. 96), actress (p. 127)	8
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Indrambarya, K. Sex: female

Title of Book: English Structure II

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	“Linda is learning to be a good mother” (p. 9), “a kiss from Miss So-and-so” (p. 46, p. 56)	3
Silence/Shame	“Three girls must keep a secret” (p. 10)	1
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility	A story about an old man who stays active (pp.4-7)	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Indrambarya, K. Sex: female

Title of Book: English Structure II

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job	“my husband agreed to baby-sit our daughter” (p. 43), “He works harder. He earns a higher salary” (p. 24)	2
Familial patriarchy	“Giles is robbed of the currency of power” (pp. 28 -37),” it is difficult for him to assert his authority” (p. 28), “The husband has the say in the traditional Filipino family” (p. 36), wifely duties (pp. 39-40), “It is handy to have a man around” (p. 46), “Cathy always helps her mother to ... house chores” (p. 107)	6
“Frontier” image		
Heightened heterosexuality	Kissed by a pretty girl (p. 46, p. 56)	2
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: Nimnual, W. Sex: female

Title of Book: English for Communication 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	craftsmanship (p. 117), postman (p. 144 – 7 times), policeman (p. 144)	9
Women as Somehow Different	lady (p. 107)	1
Negative words to describe women,		

positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Nimmual, W. Sex: female

Title of Book: English for Communication 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	Four letters saying female students should not wear revealing clothes (short skirts) (p. 98)	4
Silence/Shame		
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Nimmual, W. Sex: female

Title of Book: English for Communication 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control	“Do you like playing sports? Yes, very much. I enjoy playing tennis and basketball” (p. 84)	1
Career success		

in traditional male job		
Familial patriarchy		
“Frontier” image		
Heightened heterosexuality	“...would you mind not telling my girlfriend about this?” (p. 9)	1
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Somsamai, T. Sex: female

Title of Book: Success through Communication part 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	ombudsman (p. 158 – 2 times), he (p. 132), his (p. 132 – 2 times, p. 158, p. 195), businessman (p. 144, p. 184, p. 194), policeman (p. 189 - 3 times)	13
Women as Somehow Different	Lady (p. 117, p. 142, p. 144 -2 times, p. 164 – 2 times, p.188), Miss (p. 130)	8
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author’s Name: Somsamai, T. Sex: female

Title of Book: Success through Communication part 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	standards for female attractiveness (pp. 129-130)	1
Silence/Shame		
Sameness/ Difference	“Women should not wear pants, overly short skirts, or sleeveless dresses” (p. 180)	1
Femininity/ Competence		
Aging/ Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author’s Name: Somsamai, T. Sex: female

Title of Book: Success through Communication part 2

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job		
Familial patriarchy		
“Frontier” image	“the United States white males try to hide this emotion (sadness). Japanese men go far in the sense that they also try to suppress the emotion of anger sorrow, or disgust by laughing and smiling” (p. 133)	1
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: Chalermpatarakul, C. Sex: female

Title of Book: Paragraph Writing: A Process Approach

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	postman (p. 13 - 2 times), firemen (p. 14 - 2 times, p. 15), he (p. 50, p. 54, p. 57, p. 58, p. 91 – 3 times, p. 100 - 3 times, p. 109, p. 112, p. 120 - 2 times, p. 121 - 3 times, p. 132, p. 134 – 3 times), businessman (p. 36), his (p. 56, p. 91, p. 122), fishermen (p. 62 - 2 times), freshmen (p. 119 – 2 times)	34
Women as Somehow Different	waitress (p. 7), lord (p. 78, p. 89), lady (p. 123 – 2 times, p. 134), Mrs. (p. 149)	7
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Chalermpatarakul, C. Sex: female

Title of Book: Paragraph Writing: A Process Approach

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	“She is forgetful” (p. 30), Barbara tends to be a little absent-minded (p. 38), “Mothers who work outside the home run the risk of neglecting the well-being of their children” (p. 137)	3
Silence/Shame		
Sameness/Difference		

Femininity/ Competence		
Aging/ Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Chalermpatarakul, C. Sex: female

Title of Book: Paragraph Writing: A Process Approach

Level of Book: intermediate

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control	“my son’s aggressiveness” (p. 30), “He is very athletic...plays on a football team” (p. 32, p. 34), “his aggressive nature” (p. 34), “he can sometimes be quite aggressive” (p. 38), athletic, muscular (p. 39), tall man with muscular body (p. 41), aggressive man (p. 155 – 2 times)	9
Career success in traditional male job		
Familial patriarchy		
“Frontier” image	“He does not like to follow rules and does not care what others say about him” (p. 32, p. 33)	2
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author's Name: Chartrakul, K. Sex: female

Title of Book: Workbook: Business English 2 (3rd ed.)

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Man as		

Standard		
Women as Somehow Different	Ladies (p. 19), Mrs. (p. 47)	2
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Chartrakul, K. Sex: female

Title of Book: Workbook: Business English 2 (3rd ed.)

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain		
Silence/Shame		
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Chartrakul, K. Sex: female

Title of Book: Workbook: Business English 2 (3rd ed.)

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job		
Familial patriarchy		
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Ruangprach, N. Sex: female

Title of Book: English for Business Communication 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	gentlemen (p. 2, p. 3, p. 23, p. 30), sirs (p. 2, p. 3, p. 6, p. 28, p. 56, p. 62, p. 73), his (p. 2, p. 32, p. 100, p. 114, p. 115, p. 116 – 2 times, p. 117), he (p. 8 - 2 times, p. 37, p. 100 – 2 times, p. 114 – 2 times, p. 116 – 3 times), policeman (p. 21), salesman (p. 22, p. 70), him (p. 32 - 2 times, p. 37), chairman (p. 92, p. 99, p. 100 - 3 times, p. 104, p. 105, p. 106, p. 107 - 3 times, p. 108 – 2 times, p. 109 - 2 times, p. 110 – 2 times p. 111, p. 120 – 3 times, p. 121 – 2 times, p. 123 – 3 times, p. 124 - 2 times, p. 125 – 3 times)	66
Women as Somehow Different	Mrs. (p. 2 - 3 times, p. 3 - 3 times, p. 6 - 2 times, p. 61, p. 62, p. 86, p. 92 - 2 times, p. 103 – 3 times, p. 104 – 5 times, p. 105 – 6 times, p. 106 – 3 times, p. 107 – 2 times), Miss (p. 2 - 3 times, p. 3 - 2 times, p. 4, p. 38, p. 54, p. 57, p. 104 – 7 times, p. 105 – 5 times, p. 106 – 9 times, p. 107 – 3 times, p. 125)	66

Negative words to describe women, positive words to describe men		
Nonhuman terms for women		
Sex Role Descriptors	female shipping clerk (p. 70)	1
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Ruangprach, N. Sex: female

Title of Book: English for Business Communication 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	Advice to include marital status on resume (p. 53), single (54), married with one son (p. 61), marital status (p. 64)	4
Silence/Shame		
Sameness/Difference		
Femininity/Competence		
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Ruangprach, N. Sex: female

Title of Book: English for Business Communication 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job	clerk male (good in figure), clerk female (good in typing) (p. 74)	1
Familial patriarchy		
“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

RQ 1 – Sexist Language

Author’s Name: Somsamai, T. Sex: female

Title of Book: Business Communication in English 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Man as Standard	he (p. 4, p. 9 – 5 times, p. 10 – 4 times, p. 38 – 4 times), him (p. 9 – 2 times), his (p. 38, p. 120 – 2 times)	19
Women as Somehow Different	Mrs.(p. 4, p. 6 – 2 times, p. 17 – 2 times, p. 73, p. 99, p. 134 – 2 times), Miss (p. 16 – 3 times, p. 17 – 8 times, p. 18 – 2 times, p. 56, p. 73, p. 84 – 6 times, p. 85 – 10 times, p. 86 – 3 times, p. 87 – 2 times, p. 94 – 3 times, p. 95, p. 99, p. 129, p. 132, p. 134, p. 136, p. 138 – 2 times, p. 168, p. 170, p. 180 – 2 times, p.181 – 2 times, p. 204 – 2 times, p. 210 – 5 times, p. 211 – 9 times, p. 212 – 3 times, p. 213, p. 221 – 4 times), ladies (p. 75, p. 128, p. 150)	89
Negative words to describe women, positive words to describe men		
Nonhuman terms for women		

Sex Role Descriptors	a business woman (p. 208)	
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Double Binds

Author's Name: Somsamai, T. Sex: female

Title of Book: Business Communication in English 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Womb/Brain	sex: male/female (p. 62), marital status (p. 63, p. 73, p. 92), married/single (p. 90, p. 102)	6
Silence/Shame		
Sameness/Difference		
Femininity/Competence	secretary – female (p. 58)	1
Aging/Invisibility		
Miscellaneous		

RQ 2 – Sexist Gender Role Assumptions – Masculine Hegemony

Author's Name: Somsamai, T. Sex: female

Title of Book: Business Communication in English 2

Level of Book: advanced

Type	Instance – Record the word(s) and page number(s)	Total
Physical force and control		
Career success in traditional male job		
Familial patriarchy		

“Frontier” image		
Heightened heterosexuality		
Miscellaneous		

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