THE IMAGE OF WOMEN IN THE ARABIC LANGUAGE TEXTBOOK FOR THE PRIMARY SECOND GRADE IN JORDAN

Dr. Kamel Ali Sulieman Otoom, Associate Prof.
Faculty of Educational Sciences, Jerash University, Jerash, Jordan

Abstract

This study is aimed at investigating the image of women exemplified by the roles and values and the nature of the dominant discourse on the language in "the Arabic language" book, for the primary second grade in Jordan compared to the image of men, through the use of the content analysis methodology. The Study population and the sample of the study is the book of Arabic language for the primary second grade. As its tool for a couple of questions, the first and second were two lists: the first for roles and the second for values. The third question on the linguistic discourse has been answered by the analysis of expressive vocabulary for sex, and has been placed into three categories, namely: expressive vocabulary for males, the mouthpiece of the female, and neutral, which has been used to achieve the tool for validity and reliability.

The study found that women appeared in (41) role versus (74) role for men; however, most roles of women which are often repeated are the role of the mother and the daughter and the role of the pupil and a teacher and also the role of a friend. However, woman appeared only once as a researcher, as a farmer, a painter and a director. Men appeared in a series of playing the role of a father and son, a brother and uncle and a friend, a soldier, a doctor and a pharmacist, poet and a farmer. Women usually possess values such as compassion, humility and care for the family, honoring the parents of the man and maintaining cleanliness, while the men emerged clearly with standing values of courage, the preservation of time, generosity, and sacrifice, independence, and leadership, and provides security and advice. The discourse of linguistic may be greater than the male rate (56%), while the female discourse only gets to a rate of (5.4%), and the remainder gives a neutral speech.

Keywords*:* The image of women, The Arabic language textbooks, the basic stage

The image of women in curricula and textbooks is considered as key methodological issues that must be taken into account by the developers of curriculum. The content of these books effect the visualization that settles in the minds of young boys and girls on their roles in the community in the future, where it became each gender roles which was differentiated according to what has settled in their minds during their school, and based on that, the involved Arab institutions in the industry curricula and textbooks claim the authors of textbooks to take into account the including of new roles for women beyond their traditional roles. Women are responsible for reproduction and child-rearing and work at home to new roles related to community development in general books. However, with the conference that was organized by the Arab Organization for Education, Culture and Science **(ALECSO)** in the capital of Tunis in 2008 under the title "**the image of Arab women in the curricula between stereotypes and active role in the development"**, studying the path of women in Jordan can touché the growing interest in their issues, and this is reflected clearly on the official and popular levels, particularly at the level of activation policies regarding the rights of equality and empowerment of women and the raising its standing in the community. In national legislation, the Jordanian Constitution in 1952 gave women equal rights with men, and gave women the nomination and election rights, as well as Jordan ratified conventions and international charters and the conventions relating to women's empowerment. However, the Charter of the United Nations included the principle of equality between men and women in all fields of life (Anagherh 2010).

The school curriculum performs a major role in the preparation of the future generations and education which is in line with the philosophy of society and the values and principles that the society espoused. Also, it is effective tool for identifying the social problems of young people and processed them. Moreover, to achieve the curriculum role and its objectives, we should take into account accurately the philosophical and social foundations, during the building, planning, design and implementation process (sa'adeh, and Ibrahim, 1991). In addition, the cornerstones of the social basis of women's equality and empowerment in the curriculum of Jordan should also be taken into account.

The textbook is one of the most important inputs and an important part of the school curriculum. Which have the greatest impact on the development of values? It is the vessel that contains experiences that contribute in making the learner able to achieve the goals of the curriculum, and it is the reference used by the teacher often, that determines the student information and trends, and that also translates the objectives of the curriculum (sa'adeh and Ibrahim, 2004.275).

Therefore, the authors of these books should translate various trends that are related to women in the images, texts and discourse, and should illustrate the new image of woman not the traditional ones.

The image of women subject in the curricula and textbooks has received attention from researchers and scholars in response to the former directions, such as the study of alawdy (2000) which shows the concepts of gender in Yemen and its taught techniques. Moreover, he has found the quality of education in vocabulary and the methodology and the content is still based on discrimination and inequality among students as a social kind.

And the study of Taya and others (2002) tried to investigate the language used in the national education books prescribed on the rows (4-9) of basic education. Hence, the results showed a predominance of male verbal formulas.

Alsrabi (2010) conducted a study whose aim is to identify the image of women in Jordanian textbooks for the primary first and sixth grades. The results showed the image of women primarily as submissive, while the image of the man showed as independent. Also, women occupied the traditional functions identified, while the man is occupied with his main functions and ignored literary works, scientific, philosophical and heroic for women. Thus, the role of the men appears obvious in these areas.

In addition, both Naji and Rifai (2011) conducted a study and it is aimed at investigating the image of women in textbooks in the two phases of basic education in Saudi Arabia, which is represented by their roles and areas of exposure to them when talking about them, and their social status. However, the most prominent findings was that women plays the role of a mother, girl, schoolgirl, sister, daughter, teacher, doctor, wife, grandmother, nurse etc.

Khan & Sultan (2012) did analytical study on the Book of English taught by tenth grade students in Punjab in Pakistan. The results showed that the book illustrates the disparity and lack of justice in gender representation, and it identify their roles, and recommended the need to review and revise the book to make it more equitable.

Subakir Mohd et al. (2012) examined the existence of gender biases in the visual images in textbooks, by taking a sample of English language books. The results showed the existence of discrimination based on sex or gender in visual images, and more clearly, in some cases of written texts.

This study converges with previous studies on the objectives of the subject, but fell out with them in the sample and the benefit from the development of the tool and procedures, and also in the interpretation of the results.

Research problem

The policies that were adopted by the official institutions with regard to women equality with men in the community cannot be enforced concretely unless it is embodied into the curriculum. The curriculum which was implemented by educational institutions is responsible for preparing students to live in the community and adopt its values and orientations; however, this is what represents the social basis for this platform. Therefore, this set of ingredients or pillars relevant to the society students live in must be taken into account when planning, designing or amending the curriculum. As sa'adah and Ibrahim (2004,103) elucidate that this study aims at identifying the extent of the reflection of the general trends of the Jordanian State relating to women in the curricula and courses.

The objective of the study and its questions:

This study aimed to investigate the image of women in the textbook, "the Arabic language" of the primary second grade in Jordan compared to the image of man. However, the main goal of this study can be highlighted through these three questions:

- What are the roles and the professions that are shown in the Arabic language textbook for the primary second grade in Jordan for women compared to men?
- What are the values that are displayed by the women in the textbook of the Arabic language for women compared to men?
- What is the extent of equal occurrences of feminine verbal formulas and Masculine verbal formulas in the language of the textbook of the Arabic language to the primary second grade in Jordan?

The study terms include:

- **The image of women:** It shows the pattern in which women appear in the textbooks, and the roles carried out inside or outside the home, as a teacher or a nurse or tailor, and the values that is displayed in the book such as humility or provision of security or independence, and the extent of the emergence of the feminine speech language..
- **The role of women**: The responsibility and the job that is performed by women in the community include: the role of mother, wife, teacher, and doctor, and the schoolgirl, nurse, and daughter and sister.
- **Values**: These are the set of standards, concepts, or beliefs that are taken by human criteria for trial words and actions in his life (khawaldah, 2004.211).

The study importance

The importance of this study appears in the following points:

1. Provide data that help policy-makers to push for policies that can help in reducing the manifestations of gender discrimination in the school curriculum.
2. Make recommendations that can guide decision-makers in educational planning, preparation, and curriculum development. Hence, currently applied approaches are subject to analysis and evaluation.

The determinants of the study include:

1. Confined the content analysis on the book specified in the study sample
2. Use the idea as a unit of analysis and the confining with the outright idea.
3. The inclusion of images contained in the content analyst during the process of analysis.

Study population and the study sample

The study population and its sample is the Arabic language book of the primary second grade in Jordan. Therefore, this book was chosen because it represents the start-up phase and it constitutes the awareness of the student, and start form of the values and attitudes about various community issues. This book is in two parts, accompanied with a booklet and contains the texts of the hearing, and the two parts consists of (20) a lesson located in page (187). The lesson usually consists of reading lesson, a title and a big picture which is followed by a text. After that, there are some practices on the problems of literacy, and the interpretation of the words, and is accompanied with comprehension and discussion questions, and the analysis and installation practices. Therefore, reading moves to the conversation, writing and listening practices; thus the lesson contains a piece of song. The listening booklet consist of (20) title, and contains a test and questions after it, and the questions in the book of the Arabic language is placed but the test is not. With regard to the image of women in the book, this has been considered as a representative image of the Arabic language books in Jordan.

The Ministry of Education of Jordan approved the teaching of this book in the schools of Jordan starting from the 2006 to 2007 academic year; hence, it has been reprinted in the subsequent years.

The Study Tool:

To answer the first and second question relating to women's roles and functions and the social values that have appeared in the book, two lists has been prepared. The first book is for the roles and functions, while the second is for values. Furthermore, the lists were prepared after returning to the educational literature specialist and previous studies such as Soliman (1999)

, and Alawde (2000) , and Ateh (2004) , and Albana'ale(2009), and Alsrabi (2010) , and Alnaji and AlRifai (2011) were related to this study.

The first list included (23) function role, and the second one included (32) value. The third question on the linguistic discourse has been answered by the analysis of the expressive vocabulary for sex, and has been placed into three categories, namely: expressive vocabulary for males, expressive vocabulary for females, and neutral.

To achieve the validity of this study tool, the lists that is related to the first and the second question has been presented, and the way or manner it is related to the third question on a group of arbitrators from professors and social specialist has been presented also. After that, they asked them to judge the appropriate tool to achieve the objectives of the study; hence they reported that it is appropriate and some of them were asked to add some roles and values to it.

The validity has been achieved by choosing two units of the book units, and analyzed by the master's student after clarifying the study tool, goal and the units of analysis and its categories. Then, we calculated the proportion of agreement between him and the researcher using the Holsti formula contained in Ta'aima (1987):

$$R = \frac{2M}{N1 + N2}$$

Where M is the total items agreed upon

Where N1 is total items coder 1 selected

Where N2 is total items coder 2 selected

Percentage of agreement among analysts = n/Total Num*100

The reliability coefficient was calculated for the two units for the roles and functions (100%), and the values (88%) , thus reassuring promise to begin operations in the analysis.

The analysis unit of and its categories:

The study relied on word, phrase, idea, theme or image that appears, where the woman as a unit of analysis respects question I , II and the third question. Its classes were for the first question on the role or function, such as: mother, wife, teacher, doctor, and for the second question on the value, such as sacrifice, to maintain cleanliness, intelligence and good disposition; and for the third question, the masculine speech, feminine speech, or neutral speech.

The study methodology

This study followed the content analysis style to achieve its objectives, in order to collect data from the Arabic language book to the primary second grade in Jordan with the aim of identifying the functions and

roles of women and the values that shown in it, and the nature of the prevailing discourse of language. The content analysis is one of the scientific research methods which is used to describe the explicit content of the written material that is intended to be analyzed in form and substance (Ta'aima, 1987: 15)

Statistical treatments
The researcher used frequencies and percentages to answer the study questions.

Results of the study and discussion
Results concerning the first sub-question:
This question discusses the roles that was assigned to the women compared to the roles that was assigned to men, in pictures and texts and the activities of the book "the Arabic language" to the primary second grade in Jordan. Therefore, table 1 shows the roles assigned to each gender and its percentages.

Table (1) gender roles are included in the images and text and the activities of the book "the Arabic language" to the primary second grade in Jordan:

Female			Male		
Role/ profession	Repetition	Percentage	Role/ profession	Repetition	Percentage
mother	18	%43.9	father	8	%10.8
daughter	5	%12.1	Son	10	%13.5
Sister	-		brother	2	%2.7
Ant	1	%2.4	Uncle	1	%1.3
Grandma	-		Grandpa	3	%4
Friend	2	%4.8	Friend	9	%12
Student	6	%14.6	Student	11	%14.8
researcher	1	%2.4	researcher	1	%1.3
Farmer	1	%2.4	Farmer	2	%2.7
Solder	-		Solder/ police officer	3	%4
doctor	-		doctor	10	%13.5
Poet	-		Poet	3	%4
Judge	-		Judge	-	
Worker	-		Worker	-	
Teacher	5	%12.1	Teacher	6	%8.1
Tailor			Tailor	1	%1.3
Queen	-		King/ruler	-	
Nurse	-		Nurse	-	
Pilot	-		Pilot	1	%1.3
Beekeeper	-		Beekeeper	1	%1.3

Artist	1	%2.4	Artist	1	%1.3
principal	1	%2.4	principal	-	
Pharmacist	-		Pharmacist	1	%1.3
	41			74	

Examining the contents of the table shows that women appeared in (41) role versus (74) of a man, most women's roles was the role of the mother by (43.9 %), then the student rate (14.6 %) , and the daughter and the school teacher (12.1 %) , and friend (4.8 %) , and the woman appeared only once as a researcher and farmer and artist and a principal.

The man appeared in a series of playing the role of a father and son, a brother and uncle and a friend and grandpa, and at the level of professions, the man appeared in careers such as a soldier, doctor, pharmacist, poet and farmer, and in general, the man is more visible and more versatile in his roles and functions.

And these results explain that the attempts to empower women in Arab society, which was highlighted by the conference, and was organized by the Arab Organization for Education, Culture and Science (ALECSO) in the capital of Tunis in 2008 is still in its infancy, and has not run its course; majorly because such drastic changes need more time . These findings are consistent with the findings of Alsrabi (2010), which showed that women appear in traditional jobs, and also, the study of Khan and Sultan (2012) and Subakir Mohd (2012), shows the existence of discrimination and inequality in presenting gender.

Results concerning the second sub-question

This question discusses the values displayed by women compared to the values shown by the man, in images and text and the activities of the book "the Arabic language" to the primary second grade in Jordan, and Table 2 presents these values and its repetition and percentages.

Table (2) values displayed by women compared to the values shown by the man, in the images, texts and activities of the, "the Arabic language" book of the primary second grade in Jordan:

Values	Female		Male		Sum
	Repetition	Percentage	Repetition	Percentage	
Family Care	3	%60	2	%40	5
Advise	5	%22	18	%78	23
Educational attainment	3	%23	10	%76.9	13
Honoring one's parents	2	%66	1	%33	3

Provide security	-	-	2	%100	2
Leadership	-	-	4	%100	4
Resistance and struggle	-	-	-	-	-
Mastering	-	-	-	-	-
Act intelligently	2	%25	6	%75	8
Compassion and kindness	4	%100	-	-	4
Justice	-	-	-	-	-
Heroism and sacrifice	-	-	1	%100	1
Creativity	2	%66	1	%33	3
Faith	-	-	-	-	-
Obedience	-	-	-	-	-
Autonomy	1	%12.5	7	%87.5	8
Cooperation	2	%40	3	%60	5
Compliance	2	%66	1	%33	3
Assistance	1	%7.1	13	%92.8	14
Respect for others	2	%40	3	%60	5
Maintaining hygiene	6	%54.5	5	%45.4	11
Secretariat	-	-	3	%100	3
Honesty	-	-	2	%100	2
Fulfillment	-	-	1	%100	1
Love of reading	2	%66	1	%33	3
Perseverance	2	%40	3	%60	5
Generosity	-	-	1	%100	1
Humility	1	%100	-	-	1
Maintaining time	-	-	1	%100	1
Boldness and courage	-	-	1	%100	1
Hobbies	2	%28.5	5	%71.4	7
Health maintenance	1	%20	4	%80	5

Analyzing the contents of the table shows that in the values that have emerged, women are usually decked with compassion, kindness, humility, Family Welfare, honoring one's parents and maintaining hygiene; while the man emerged clearly standing with values of boldness and courage and the preservation of time, generosity, heroism and sacrifice, independence, leadership, and to provide security advice, perseverance and maintaining health.

The analysis of these values shows compatibility with the role of women and social status, which is still the man placed in the larger social and leadership role in the community. This is in line with the study of Taya (

2014) which showed that women are characterized by compassion and tenderness and care of the family , but the man is characterized with some values such as creativity and leadership, productivity and sacrifice and providing protection and security . Therefore, this is supported by what the soldiers went through (2009), which indicates that the Arab community with its Habits and legacy refers to the traditional male dominance despite all their efforts to activate the role of women.

Results concerning the third sub-question

This question discusses the equal iterations feminine verbal formulations and male verbal formulations in the language speech in the "Arabic language book "for the primary second grade in Jordan, and Table 3 shows the total speech and singled out feminine verbal formulations and male verbal formulations in the speech and the neutral speech, with frequencies and percentages.

Table 3: speech language used in the Arabic language book of the primary second grade.

male verbal formulations		feminine verbal formulations		neutral speech,	
Repetition	**Percentage**	**Repetition**	**Percentage**	**Repetition**	**Percentage**
560	%38	80	%5.4	820	%56

The analysis of the results indicates the superiority of the male verbal formulations (56%), while the female has not received the letter, but as of (5.4%), and the remainder went to neutral speech.

This was due to the man present and visible in the books, and therefore, the dominant discourse is male, and is consistent with the study of Taya (2002), which showed a predominance of male formulas. In terms of trying to address the emergence of the neutral in activities and exercises using present tense, such as: read and write, listen and talk, it may be in response to contemporary trends which calls for the empowerment of women.

Recommendations:

Based on the findings that emerged from the study, the researcher recommends the following:

- Ensures that authors of textbooks write on new roles other than those of traditional ones, to reflect the new reality, and directions of the state in the field of women's empowerment.
- To highlights the non-traditional values of women by the authors of textbooks, to be consistent with the trends and new roles that he/she does, so that they can be capable of independent decision-making and participation in the central building society, and not as weak affiliated.

- Increase the area of the women emergence in the textbook; which contributes to the increase in the area of the female linguistic discourse.

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