



# GENDER STEREOTYPING IN SELF-LEARNING MODULES (SLMs) IN THE PHILIPPINES: A CRITICAL DISCOURSE ANALYSIS

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## ABSTRACT

This study aimed to determine the processes employed in embedding male and female characters in the Self-Learning Modules (SLMs) in the Philippines, how these processes reflect gender stereotype, and the underlying ideologies embedded in them. This study utilized a qualitative research method employing Critical Discourse Analysis. In the conduct of this study, 51 SLMs from the Department of Education Central Office which served as the corpora of the study were examined. The results showed six processes employed in embedding male and female characters which include material, mental, relational, behavioral, verbal, and existential. In addition, these processes reflect gender stereotypes as shown in: Males Doing, Females Behaving, Males Sensing, Females Saying, Males as Cognitive and Desiderative Characters, and Females as Perceptive and Emotive Characters. Lastly, the ideologies embedded in the SLMs are traditional and egalitarian.

**KEYWORDS:** Education, Linguistics, Qualitative, Self-Learning Modules, processes, gender stereotyping, ideologies, critical discourse analysis, Philippines

## INTRODUCTION

### Background of the Study

Designing and developing any learning material is a crucial task for educators. In fact, Hanoi et al. (2010) argue that learning materials have a crucial role in shaping the values, attitudes, and social skills essential to achieving gender equality, a cornerstone of both the Millennium Development Goals (MDGs) and the goals of Education for All (EFA). However, based on EFA Global Monitoring Report issued by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2012, there still can be found gender stereotyping in education.

There is a long history of portraying men and women stereotypically in children's and youth's learning materials (Ullah & Skelton, 2016). In Saudi Arabia, AlJumiah (2016) found that hidden discourses in the EFL textbooks contain gender ideologies, such as male dominance and women's marginalization. In the Philippines, Tarrayo (2014) found that Philippine preschool English language textbooks are still rife with sexist ideologies. These are apparent in textbook examples and images, such as males being more visible in terms of appearances or females being dominantly assigned to reproductive roles such as doing household chores.

At the height of the implementation of the Self-Learning Modules (SLMs) as a new type of learning material used by schools all over the Philippines, an emerging controversy made rounds on social media platforms as there are several reports of the

Department of Education's printed SLMs containing gender stereotyping, asymmetries, and biased gender representations (Antonio, 2020). In the self-learning modules, men were described to be "strong, logical, and brave" while women were "weak, dependent, and fragile," among other things (Antonio, 2020). In addition, in Negros Oriental, social media users had pointed out several printed grade 8 modules with one asking learners to classify "roles" for men and women, such as washing dishes, cleaning the house, and taking ballet lessons (Deiparine, 2020).

Many scholars have attempted to investigate learning materials focusing on gender stereotyping (AlJumiah, 2016; Amerian & Esmaili, 2015; Jannati, 2015; Samadikhah & Shahrokhi, 2015; Sulaimani, 2017). For instance, Jannati (2015) compared gender roles as they appeared in Iranian EFL textbooks by focusing on adjectival and pictorial representations employing content and semiotic analyses. In the Philippines, Java and Parcon (2016) assessed gender role depiction in textbooks. Findings revealed that traditional gender roles pervaded in various content. Males gravitate toward productive and community roles, whereas females are oriented toward the reproductive roles.

There has been a considerable, increasing amount of literature on gender stereotyping among learning materials and its effects on their audience. However, many studies have focused on gender stereotyping in textbooks only. In addition, these studies focused only on the roles that men and women portray that manifest



gender stereotyping. Only a limited number of studies focused on the processes employed in embedding gender stereotyping in these materials. With self-learning modules practically replacing the textbooks as part of the new educational system in the Philippines during the pandemic era, no single study has examined the gender stereotyping and the processes employed in embedding male and female characters in these materials in the Philippine context.

Therefore, it is paramount that the Department of Education curriculum specialists, SLMs designers, division heads, school administrators, and educators should pay attention to the processes employed in embedding male and female characters and the underlying ideologies constructed in these SLMs. Thus, the final product of this research undertaking will be community involvement through a stakeholders' forum articulating the research findings to the abovementioned stakeholders who may benefit from the results of the study. Lastly, findings of the study will be presented to local, national and international research conferences and the whole research will be submitted to an international journal for publication in order to contribute to the pool of existing knowledge available in the field.

### Purpose of the Study

The goal of this qualitative research employing Critical Discourse Analysis was to undertake analysis of SLMs in the Philippines. Specifically, this study aimed to identify the processes employed in embedding male and female characters in the SLMs and how these processes reflect gender stereotypes. Lastly, this study aimed to determine the underlying ideologies embedded in the SLMs.

### Research Questions

1. What processes are employed in embedding male and female characters in SLMs?
2. How do the processes reflect the gender stereotype?
3. What underlying ideologies are embedded in the SLMs?

### Research Design

This study employed qualitative research design using Critical Discourse Analysis as an approach. It is a qualitative research since it deals with a variety of analytic procedures with the intention of analyzing gender stereotyping in SLMs in the Philippines. Specifically, this study employed Critical Discourse Analysis as an approach to determine the processes employed in embedding male and female characters in SLMs, how these processes reflect gender stereotype, and the underlying ideologies embedded in the SLMs.

In employing CDA in this study, Fairclough's Three-dimensional Model (TDM) was used as the main method. Fairclough's TDM consists of three stages or dimensions such as description, interpretation, and explanation with corresponding types of analysis that were performed: textual analysis, processing analysis and social analysis, respectively.

The first stage of Fairclough's model involves describing the text. It was done by identifying the processes employed in embedding male and female characters in SLMs. The second stage involved providing an interpretation by determining how these processes reflect gender stereotype. Lastly, the final stage involves analyzing the SLMs within the social and cultural contexts. This was done by determining the underlying ideologies embedded in the SLMs.

### Research Material

This study utilized a set of corpora in the form of Self-Learning Modules. A total of 51 SLMs coming from the Department of Education Central office were analyzed. Specifically, the corpora analyzed were the SLMs in English subject that were used by grades seven (7) to ten (10) students enrolled in the public schools for school years 2020-2021 and 2021-2022. The researcher chose these grade levels since the users of these learning materials are mostly in the adolescent stage between 12 to 17 years old. Bowler and Weinraub (2018) argue that people in the adolescent stage have the developmental task of adjusting to changes in societal role. In this study, the SLMs are seen as critical as it has the power to influence the students' perceptions and ideologies since they are still adjusting to the social norms which basically include gender roles. Lastly, English 7 to 10 SLMs for one quarter of school year 2020-2021 and another one quarter for school year 2021-2022 were used for data analysis.

### Data Analysis

In analyzing the data in this study, Critical Discourse Analysis (CDA) approach was utilized, particularly Fairclough's Three-Dimensional Model (TDM). Specifically, it employed Halliday's Transitivity System, Goatly's Hierarchy of Participant's Power (HOPP) Framework, and Somech & Drach-Zahavy's Ideological Framework.

Firstly, in the textual analysis, which involved the identification of the processes employed in embedding male and female characters in the SLMs, the framework of Halliday's (1994) Transitivity System was used. Specifically, this was done by identifying the significant clauses/statements from the SLMs and by selecting the clauses that used male and female characters as data. The raw data were then classified on the data sheets.

Secondly, in the processing analysis, it involved the identification as to how these processes reflect gender stereotype. This was done by comparing the processes employed using Goatly's (2002) Hierarchy of Power framework based on their various roles in the different types of clauses or processes. Further, the researcher compared the power relations between male and female characters by determining which character dominates each type of process and which character is considered as more powerful or powerless based on the roles of the participants.



Finally, in order to perform the social analysis, the researcher employed Somech and Drach-Zahavy's (2016) categories of gender ideologies in order to determine the underlying ideologies

embedded in the SLMs. This was done by categorizing them as to traditional, egalitarian and transitional.

## RESULTS

### Processes Employed in Embedding Male and Female Characters in SLMs

**Table 1**

Male Characters		
Type of Process	Sample Text From the SLMs	Code
Material	Transitive Material Process <ul style="list-style-type: none"> <li>• He fixed a trap in the tree.</li> <li>• Prince Bantugan led his soldiers to defend the country.</li> <li>• Prince Madali transferred the soul of Prince Bantugan from the bottle to his body.</li> <li>• Dad packed a first aid kit, some water, food, a whistle, a blanket, a flashlight, and my little sister's medicine.</li> <li>• Father brushed his old Army uniform and borrowed a pair of shoes from one of my brothers.</li> <li>• The delivery man brought the package for me.</li> <li>• The boy gives him the piece of white Gold.</li> <li>• Tea was invented accidentally by the Chinese Emperor Shen Nong in 2737 B.C.</li> </ul>	SY20-21_Eng7_Q2_Mod4#20pg11 SY20-21_Eng7_Q2_Mod3#55pg5  SY20-21_Eng7_Q2_Mod3#69pg7  SY20-21_Eng8_Q2_Mod1#74pg20  SY21-22_Eng7_Q4_Mod5#210pg11  SY20-21_Eng9_Q2_Mod1#135pg22 SY21-22_Eng7_Q4_Mod3#188pg10 SY20-21_Eng7_Q2_Mod4#25pg14
	Intransitive Material Process <ul style="list-style-type: none"> <li>• He works hard for his family.</li> <li>• Pope John Paul II visited the Philippines on January 12, 1995.</li> </ul>	SY20-21_Eng8_Q2_Mod2#79pg2 SY21-22_Eng7_Q4_Mod1#182pg
Mental	Cognitive <ul style="list-style-type: none"> <li>• Fortunately, his father understood her feeling.</li> <li>• Ulap was instantly hypnotized by her beauty.</li> <li>• Statesmen envisage that particular agreement in whose development they themselves had played a crucial part will preserve their names for future generations.</li> <li>• He thinks that the SDRRMC did an excellent job.</li> <li>• He dreamt of reading "Robinson Crusoe."</li> <li>• At age 8, Nick thought of committing suicide because he thought he did not have hope.</li> </ul>	SY20-21_Eng8_Q2_Mod4#91pg6 SY21-22_Eng7_Q4_Mod6#217pg5 SY20-21_Eng7_Q2_Mod4#40pg30  SY20-21_Eng8_Q2_Mod5#98pg9 SY20-21_Eng7_Q2_Mod3#10pg13 SY21-22_Eng9_Q4_Mod2#257pg6
	Perceptive <ul style="list-style-type: none"> <li>• The boy could hear other ladies laughing and talking in the large house.</li> <li>• Jack felt a bead of sweat trickle down his face...</li> </ul>	SY20-21_Eng9_Q2_Mod3#148pg16  SY20-21_Eng9_Q2_Mod3#146pg15
	Desiderative <ul style="list-style-type: none"> <li>• He needs to buy the materials in the mall but he forgot his face mask.</li> <li>• Elizabeth's father disapproved of their love.</li> <li>• He wants to buy the suede shoes.</li> </ul>	SY21-22_Eng9_Q4_Mod1#252pg7  SY20-21_Eng9_Q2_Mod1#138pg23 SY20-21_Eng9_Q2_Mod3#157pg22 SY20-21_Eng7_Q2_Mod4#12pg3



	<ul style="list-style-type: none"> <li>• Caboboy's husband, Jek-Jek, decided to meet his foreman...</li> </ul>	
	<p>Emotive</p> <ul style="list-style-type: none"> <li>• He hates indolence.</li> <li>• because he was loved by his mom and dad.</li> <li>• The two brothers rejoiced at seeing each other.</li> <li>• He could enjoy, even was it under a thatched roof, health of the meanest of his servants.</li> <li>• I believe that Benjamin dearly loves his family.</li> <li>• yet he has inspired millions of people to dream big.</li> <li>• I believe that Benjamin dearly loves his family.</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#47pg2 SY21-22_Eng8_Q4_Mod6#249pg7 SY21-22_Eng10_Q3_Mod3#303pg10 SY20-21_Eng7_Q2_Mod4#39pg29</p> <p>SY20-21_Eng8_Q2_Mod2#78pg2 SY21-22_Eng9_Q4_Mod2#267pg6</p> <p>SY20-21_Eng8_Q2_Mod2#78pg2</p>
Relational	<ul style="list-style-type: none"> <li>• The king was so enraged.</li> <li>• Prince Bantugan is so brave.</li> <li>• Prince Bantugan was a good, brave, and handsome prince.</li> <li>• The lad was fortunate to be saved by the dog from the snatcher.</li> <li>• Jose Rizal is our country's national hero</li> <li>• Grandpa was 85 years old.</li> <li>• Melchizidek, king of Salem meaning peace, is an archetype of Christ.</li> <li>• The brother had grown neither rich nor poor.</li> <li>• Prince Bantugan became very weary from his travels.</li> <li>• The PMA cadets stay enthusiastic.</li> <li>• The king looked angry.</li> <li>• The marching PMA Cadets looked amazing on the grandstand.</li> <li>• He has the eye of a tiger.</li> <li>• He had some beautiful daughters.</li> <li>• He has a beautiful wife and two sons.</li> <li>• The Lord is my shepherd.</li> <li>• He is really Mrs. Jones' son.</li> </ul>	<p>SY21-22_Eng7_Q4_Mod6#226pg14 SY20-21_Eng7_Q3_Mod3#53pg5 SY20-21_Eng7_Q3_Mod3#71pg13</p> <p>SY20-21_Eng8_Q2_Mod5#100pg9</p> <p>SY20-21_Eng8_Q3_Mod1#109pg3 SY21-22_Eng9_Q4_Mod3#269pg3 SY21-22_Eng9_Q4Mod3#276pg7</p> <p>SY21-22_Eng10_Q3_Mod4#302pg10 SY20-21_Eng7_Q3Mod3#58pg5</p> <p>SY20-21_Eng9_Q2_Mod2#142pg3 SY20-21_Eng7_Q3_Mod3#49pg5 SY20-21_Eng9_Q2_Mod2#140pg3</p> <p>SY20-21_Eng8_Q2_Mod5#97pg3 SY21-22_Eng8_Q4_Mod6#246pg7 SY21-22_Eng9_Q4_Mod2#246pg6 SY21-22_Eng9_Q4_Mod3#275pg6 SY20-21_Eng9_Q2_Mod3#155pg22</p>
Behavioral	<ul style="list-style-type: none"> <li>• He displays eagerness to see his old friends.</li> <li>• He will look with contemptuous eye on marble, on gold and on purple.</li> <li>• He sees the beggar woman seated next to the leper.</li> <li>• The rich man appeared at a window and glowered down at us.</li> <li>• Father strutted around the courtroom...</li> <li>• One day, the king saw the beautiful tomb.</li> <li>• That same day, Jesus <i>sat</i> beside the sea.</li> <li>• The brother was living in a village.</li> </ul>	<p>SY20-21_Eng7_Q2_Mod1#3pg12 SY20-21_Eng7_Q2_Mod4#38pg29</p> <p>SY21-22_Eng7_Q4_Mod3#193pg11</p> <p>SY21-22_Eng7_Q4_Mod5#205pg10</p> <p>SY21-22_Eng7_Q4_Mod5#213pg13 SY21-22_Eng7_Q4_Mod6#223pg14 SY21-22_Eng9_Q4_Mod3#273pg5 SY21-22_Eng10_Q3_Mod3#302pg10</p>
Verbal	<ul style="list-style-type: none"> <li>• Mr. Santos said, "Dear son, I can still remember when my father told me his secret.</li> <li>• "Aye, aye, captain. I will do what I am told," yelled the young cadet.</li> </ul>	<p>SY21-22_Eng8_Q4_Mod5#233pg11</p> <p>SY20-21_Eng8_Q2_Mod5#96pg2</p> <p>SY21-22_Eng7_Q4_Mod3#191pg11</p>



	<ul style="list-style-type: none"> <li>The Star-Child says that he cannot become king...</li> <li>The Apostle Paul in his letters to the Hebrews said that Faith is the confidence in what we hope for and the assurance about what we do not see (Hebrews 11:1).</li> <li>He told Father the man claimed that for years we had been stealing the spirit of his wealth and food.</li> <li>King Makusog proclaimed that the two shall be buried together since it is not right to separate what death has united as one.</li> <li>The Prime Minister explained _____ (clear, clearly) his points of view.</li> <li>Martin Luther King Jr. delivered his speech on August 28, 1963 at the Lincoln Memorial, Washington DC in the United States of America.</li> <li>So far, he hasn't told her the truth.</li> <li>A man questions himself about what decision to make.</li> <li>Jesus told these stories with heavenly meanings (Parables)...</li> </ul>	<p>SY21-22_Eng9_Q4_Mod3#279pg12</p> <p>SY21-22_Eng7_Q4_Mod5#209pg11</p> <p>SY21-22_Eng7_Q4_Mod6#221pg6</p> <p>SY20-21_Eng9_Q2_Mod1#132pg17</p> <p>SY20-21_Eng9_Q2_Mod2#145pg12</p> <p>SY20-21_Eng10_Q2_Mod2#159pg2</p> <p>SY21-22_Eng7_Q4_Mod5#200pg1</p> <p>SY21-22_Eng9_Q4_Mod3#277pg7</p>
Existential	<ul style="list-style-type: none"> <li>A hundred years ago there lived a king.</li> <li>There was a young boy named Fred.</li> <li>There were two brothers set out on a journey together.</li> </ul>	<p>SY21-22_Eng8_Q4_Mod6#245pg7</p> <p>SY21-22_Eng8_Q4_Mod6#247pg7</p> <p>SY21-22_Eng10_Q3_Mod3#293pg9</p>
<b>Female Characters</b>		
<b>Type of Process</b>	<b>Sample Text From the SLMs</b>	<b>Code</b>
Material	<p>Transitive Material Process</p> <ul style="list-style-type: none"> <li>Princess Datimbang placed flowers upon the bed.</li> <li>The ladies shrieked and tore their hair.</li> <li>She got her survival kit from her closet.</li> <li>She coiled and grabbed a blanket.</li> <li>Once, she nearly threw her guitar against a wall.</li> <li>The lady is eating sweet food.</li> <li>The old woman gave the first woman a sack of rice that would never be empty.</li> <li>To the other she gave a bottle of water that would never be drained dry.</li> <li>And she opened and spread her arms out to them in welcome.</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#335pg6</p> <p>SY20-21_Eng7_Q3_Mod3#341pg7</p> <p>SY20-21_Eng8_Q2_Mod1#349pg20</p> <p>SY20-21_Eng9_Q2_Mod2#399pg3</p> <p>SY21-22_Eng9_Q4_Mod3#514pg3</p> <p>SY21-22_Eng10_Q4_Mod2#549pg6</p> <p>SY21-22_Eng10_Q3_Mod4#529pg9</p> <p>SY21-22_Eng10_Q3_Mod4#530pg9</p> <p>SY21-22_Eng10_Q3_Mod4#536pg14</p>
	<p>Intransitive Material Process</p> <ul style="list-style-type: none"> <li>She ate from the fridge this morning.</li> <li>She had studied all night.</li> </ul>	<p>SY20-21_Eng9_Q2_Mod2#400pg3</p> <p>SY20-21_Eng10_Q2_Mod2#421pg2</p>
Mental	<p>Cognitive</p> <ul style="list-style-type: none"> <li>Most female middle school students thought that brown made them feel bored, and so did the male middle school students!</li> <li>Our elderly neighbor, Anna, knew about the evacuation.</li> </ul>	<p>SY21-22_Eng10_Q4_Mod1#542pg28</p> <p>SY20-21_Eng8_Q2_Mod1#345pg20</p>





	<ul style="list-style-type: none"> <li>• She <i>thought</i> about the cold meal (she <i>ate</i> from the fridge this morning).</li> </ul> <p>Perceptive</p> <ul style="list-style-type: none"> <li>• She felt somehow frail looking at the girl with dark eyes.</li> <li>• Daragang Magayon was startled by this revelation.</li> <li>• She too was hypnotized by the lad's stance.</li> </ul> <p>Desiderative</p> <ul style="list-style-type: none"> <li>• She values humility.</li> <li>• Mrs. Jones wants to adopt Roger.</li> <li>• She wanted an ice cream bar.</li> <li>• since she does not want the food.</li> </ul> <p>Emotive</p> <ul style="list-style-type: none"> <li>• She had fallen deeply in love with the handsome stranger.</li> <li>• Princess Datumbang fell in love with him.</li> <li>• Camille's mom hates dogs.</li> <li>• She struggled to start the athlete talking again.</li> <li>• She admires the LGBTQ for being so brave in showing people who they really are.</li> </ul>	<p>SY20-21_Eng9_Q2_Mod2#400pg3</p> <p>SY20-21_Eng9_Q2_Mod3#404pg15</p> <p>SY21-22_Eng7_Q4_Mod6#465pg5 SY21-22_Eng7_Q4_Mod6#466pg6</p> <p>SY20-21_Eng7_Q3_Mod3#338pg2 SY20-21_Eng9_Q2_Mod3#414pg22 SY20-21_Eng10_Q2_Mod2#423pg2 SY21-22_Eng10_Q4_Mod2#546pg6</p> <p>SY20-21_Eng7_Q3_Mod3#338pg6</p> <p>SY20-21_Eng7_Q3_Mod3#324pg13 SY20-21_Eng9_Q2_Mod3#402pg15 SY21-22_Eng7_Q4_Mod2#442pg11 SY20-21_Eng8_Q2_Mod5#359pg9</p>
Relational	<ul style="list-style-type: none"> <li>• She has impeccable conduct.</li> <li>• Patrick's mom was disgusted by his very bad grades.</li> <li>• Our neighbor's little girl is very honest in answering questions.</li> <li>• Women leaders are better than men when handling a health crisis.</li> <li>• Women are very sensitive compared to men.</li> <li>• "My mistress' eyes are nothing like the sun..."</li> <li>• Women are careful drivers.</li> <li>• This time, the young woman felt rejected.</li> <li>• The sultana, who's pregnant, however, was lost in the woods.</li> <li>• Thus, Bidasari became the new queen of the kingdom.</li> <li>• She must be over 90 years old.</li> <li>• She admires the LGBTQ for being so brave in showing people who they really are.</li> <li>• She <i>thought</i> about the cold meal.</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#331pg2 SY20-21_Eng8_Q2_Mod5#362pg10</p> <p>SY20-21_Eng8_Q2_Mod5#370pg19</p> <p>SY20-21_Eng8_Q3_Mod1#374pg3</p> <p>SY20-21_Eng8_Q3_Mod1#377pg10 SY20-21_Eng9_Q2_Mod1#394pg15 SY20-21_Eng10_Q2_Mod3#426pg2 SY21-22_Eng7_Q4_Mod2#441pg11 SY21-22_Eng7_Q4_Mod6#470pg14</p> <p>SY21-22_Eng7_Q4_Mod6#475pg14</p> <p>SY21-22_Eng9_Q4_Mod1#501pg5 SY20-21_Eng8_Q2_Mod5#359pg9</p> <p>SY20-21_Eng9_Q2_Mod2#400pg3</p>
Behavioral	<ul style="list-style-type: none"> <li>• whenever she looks in the mirror.</li> <li>• The beautiful Princess Datimbang watched nearby.</li> <li>• The young ladies smiled.</li> <li>• Holding a toothpaste, a beauty queen <i>smiles</i>.</li> <li>• The lady was crying.</li> <li>• The woman was sitting on the day-bed.</li> <li>• The woman squatted on the ground.</li> <li>• She barely stands. Fyokla, a little beggar-girl of six, is running through the village.</li> </ul>	<p>SY21-22_Eng7_Q4_Mod5#458pg8 SY20-21_Eng7_Q3_Mod3#337pg6</p> <p>SY20-21_Eng7_Q3_Mod3#334pg5 SY20-21_Eng8_Q3_Mod2#385pg14 SY20-21_Eng8_Q3_Mod2#385pg14 SY20-21_Eng9_Q2_Mod3#410pg17 SY20-21_Eng7_Q2_Mod4#324pg9 SY21-22_Eng8_Q4_Mod6#493pg5 SY21-22_Eng10_Q4_Mod4#524pg3</p>



Verbal	<ul style="list-style-type: none"> <li>Princess Datimbang asked him what the matter was.</li> <li>Although my aunt lives abroad, she sometimes calls us to say hello.</li> <li>In her speech, Ms. Flora thanked her family for their constant love and support.</li> <li>She talks spontaneously and fluently.</li> <li>She [<i>sayer</i>] speaks 5 dialects, so she must be clever.</li> <li>Ana delivered a short message in front of the children.</li> <li>She responded to Max that she was unavailable.</li> <li>My mother asked me if I am going to wash my clothes or wash the dishes.</li> <li>The princess asked the parrot to go ahead of them and notify the King of Bumbaran of their coming.</li> <li>Ms. Maghilum told us to go home.</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#339pg6</p> <p>SY20-21_Eng8_Q2_Mod5#357pg2</p> <p>SY20-21_Eng8_Q2_Mod2#355pg2</p> <p>SY20-21_Eng9_Q2_Mod1#392pg3</p> <p>SY20-21_Eng10_Q2_Mod4#429pg5</p> <p>SY20-21_Eng9_Q2_Mod1#393pg3</p> <p>SY21-22_Eng8_Q4_Mod5#489pg11</p> <p>SY20-21_Eng10_Q2_Mod2#424pg3</p> <p>SY20-21_Eng7_Q3_Mod3#340pg6</p> <p>SY21-22_Eng8_Q4_Mod3#483pg5</p>
Existential	<ul style="list-style-type: none"> <li>Once upon a time, there were two blind women.</li> <li>There are two sisters in the family.</li> </ul>	<p>SY21-22_Eng10_Q3_Mod4#525pg9</p> <p>SY21-22_Eng10_Q3_Mod3#294pg10</p>

All the processes of the transitivity system are employed in embedding both male and female characters in SLMs such as material (process of doing and happening), mental (process of sensing, thinking, perceiving and feeling), relational (process of being and having), behavioral (process of physiological and psychological behavior), verbal (process of saying), and existential (process of existing).

For the Material process, results revealed that males are dominant characters who are more active participants compared to females. This supports the study of Orgi (2019) who found that the male characters carry out more material processes than female ones. For the Mental process, results revealed that the male and female characters involved in mental processes are in a doing sense, - having feelings, perceiving, desiring and thinking. Female characters who are represented as Sensers in mental clause are lower compared to male characters. This confirms the study of Alfiana (2019) stating that there are more male characters who are represented as Sensers in mental clauses compared to female

characters. However, this contradicts the study of Orgi (2019) who found out that females perform more mental processes than males. For the Relational process, results revealed that there are more male characters who act as possessors than female ones. Also, stereotypical traits and stereotyped roles of male and female are depicted in the attributes used. This is in congruent to the finding of Gallardo (2006) arguing that the character's outer experience (material) and the inner one (mental) may be construed by 'relational' clauses, but they model this experience as 'being' rather than as "doing" or "saying". For the Verbal process, results revealed that male characters used declaration and commissive types of speech acts by reporting statements of facts, claiming/making promises, proclaiming a certain decision, delivering a speech, questioning, and telling stories. On the other hand, female characters perform declarative, directive, and expressive types of speech acts by asking, commanding, stating facts, questioning, responding, and thanking. This confirms the study of Saragih (2010) which states that verbal processes show activities related to information, question, command or request.



**How the Processes Reflect Gender Stereotype**

**Table 2**

Gender Stereotype	Type of Participant	Sample Text From the SLMs	Code
Males Doing	Male Actor in a Transitive Material Process	<ul style="list-style-type: none"> <li>• He therefore treated the body of the young woman as she would a royal person.</li> <li>• Prince Bantugan married the beautiful Princess Datimbang.</li> <li>• The boy gives her the piece of white gold.</li> <li>• until he has earned his mother's forgiveness.</li> <li>• In the kingdom, the king has just remarried a beautiful woman named Permaisuri.</li> <li>• The king waited Bidasari to wake up for two days.</li> <li>• Later on, the king took Bidasari and they got married.</li> <li>• He offered her the treasure box.</li> <li>• He gave her the large portion of the land.</li> <li>• He challenged her to search the treasures.</li> </ul>	SY20-21_Eng7_Q3_Mod3#62pg6  SY20-21_Eng7_Q3_Mod3#70pg7  SY21-22_Eng7_Q4_Mod3#188pg10  SY21-22_Eng7_Q4_Mod3#192pg11  SY21-22_Eng7_Q4_Mod6#222pg14  SY21-22_Eng7_Q4_Mod6#224pg14  SY21-22_Eng7_Q4_Mod6#227  SY21-22_Eng8_Q4_Mod5#234pg11  SY21-22_Eng8_Q4_Mod5#236pg11  SY21-22_Eng8_Q4_Mod5#237pg11
Males Doing	Male Actor in an Intransitive Material Process	<ul style="list-style-type: none"> <li>• Both Rajah Sulayman and Jose Rizal fought for freedom and independence.</li> <li>• He hits like a girl in the ring.</li> <li>• ... he explores every unturned stone to quench his thirst for what is.</li> <li>• Pope John Paul II visited the Philippines on January 12, 1995.</li> <li>• He went home with the treasure.</li> <li>• ...and fathers rest.</li> <li>• That same day, Jesus went out of the house and sat beside the sea.</li> <li>• He ruled for five years...</li> </ul>	SY20-21_Eng8_Q2_Mod4#88pg3  SY20-21_Eng8_Q2_Mod5#106pg21 SY20-21_Eng9_Q2_Mod1#130pg10  SY21-22_Eng7_Q4_Mod1#182pg9  SY21-22_Eng8_Q4_Mod5#235pg11 SY21-22_Eng8_Q4_Mod6#244pg7 SY21-22_Eng9_Q4_Mod3#273pg5  SY21-22_Eng10_Q3_Mod3#299pg10
Females Behaving	Female Behaver in Behavioral Process	<ul style="list-style-type: none"> <li>• so she acts as the mother to Itong.</li> <li>• but she displayed firm attitude as everyone bids the boy goodbye.</li> <li>• and she observes more yet accepting that change is indeed inevitable.</li> <li>• The young ladies smiled at Prince Bantugan.</li> </ul>	SY20-21_Eng7_Q2_Mod1#313pg12 SY20-21_Eng7_Q2_Mod1#317pg12  SY20-21_Eng7_Q2_Mod1#319pg12  SY20-21_Eng7_Q3_Mod3#334pg5  SY20-21_Eng8_Q3_Mod2#385pg14  SY20-21_Eng7_Q2_Mod4#323pg9





		<ul style="list-style-type: none"> <li>• Holding a toothpaste, a beauty queen smiles...</li> <li>• One day the Moon, who was a woman named Kabigat, sat out in the yard making a large copper pot.</li> <li>• The woman squatted on the ground with the heavy pot against her knees.</li> <li>• I saw a mother begging for food for her emaciated baby.</li> <li>• whenever she looks in the mirror.</li> <li>• She joyfully ran towards the waiting arms of her lover.</li> <li>• She barely stands just to cope with all the needed things to accomplish.</li> <li>• She could see in the open square before her house the tops of trees that were all aquiver with the new spring life.</li> <li>• She arose at length and opened the door to her sister's importunities.</li> <li>• The lady was crying.</li> </ul>	<p>SY20-21_Eng7_Q2_Mod4#324pg9 SY20-21_Eng8_Q3_Mod3#390pg13</p> <p>SY21-22_Eng7_Q4_Mod5#458pg8 SY21-22_Eng7_Q4_Mod6#469pg6</p> <p>SY21-22_Eng8_Q4_Mod6#493pg5</p> <p>SY21-22_Eng10_Q4_Mod4#533pg14</p> <p>SY21-22_Eng10_Q3_Mod4#538pg15</p> <p>SY21-22_Eng10_Q4_Mod2#543pg6</p>
Males Sensing	Male Senses in Mental Process	<ul style="list-style-type: none"> <li>• Fortunately, his father understood her feeling. (cognitive)</li> <li>• The boy could hear other ladies laughing and talking in the large house. (desiderative)</li> <li>• He wants to trust Mrs. Jones. (desiderative)</li> <li>• so that he would know who she was and where she came from. (cognitive)</li> <li>• he could enjoy, even was it under a thatched roof, health of the meanest of his servants. (emotive)</li> <li>• Statesmen envisage that particular agreement in whose development they themselves had played a crucial part will preserve their names for future generations. (cognitive)</li> <li>• He hates indolence... (emotive)</li> <li>• He decided to go along with the choice of the majority. (desiderative)</li> <li>• Elizabeth's father disapproved of their love. (desiderative)</li> </ul>	<p>SY20-21_Eng8_Q2_Mod4#91pg6 SY20-21_Eng9_Q2_Mod3#148pg16 SY20-21_Eng9_Q2_Mod3#156pg22 SY20-21_Eng7_Q3_Mod3#65pg6 SY20-21_Eng7_Q2_Mod4#39pg29</p> <p>SY20-21_Eng7_Q2_Mod4#40pg30</p> <p>SY20-21_Eng7_Q3_Mod3#47pg2 SY20-21_Eng8_Q3_Mod2#116pg24</p> <p>SY20-21_Eng9_Q2_Mod1#138pg23 SY20-21_Eng9_Q2_Mod3#157pg22</p> <p>SY21-22_Eng10_Q3_Mod3#303pg10</p>



		<ul style="list-style-type: none"> <li>• He wants to buy the suede shoes. (desiderative)</li> <li>• The two brothers rejoiced at seeing each other. (emotive)</li> </ul>	
Females Saying	Female Sayer in Verbal Process	<ul style="list-style-type: none"> <li>• Princess Datimbang asked him what the matter was.</li> <li>• The princess asked the parrot to go ahead of them and notify the King of Bumbaran of their coming.</li> <li>• When mom told her that we need to leave,...</li> <li>• Although my aunt lives abroad, she sometimes calls us to say hello.</li> <li>• She talks spontaneously and fluently.</li> <li>• Ana delivered a short message in front of the children.</li> <li>• My mother asked me if I am going to wash my clothes or wash the dishes.</li> <li>• She speaks 5 dialects, so she must be clever.</li> <li>• Ms. Maghilum told us to go home.</li> <li>• She responded to Max that she was unavailable.</li> <li>• A superstar mother talks about her experience of using the diaper.</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#339pg6</p> <p>SY20-21_Eng7_Q3_Mod3#340pg6</p> <p>SY20-21_Eng8_Q2_Mod1#348pg20</p> <p>SY20-21_Eng8_Q2_Mod5#357pg2</p> <p>SY20-21_Eng9_Q2_Mod1#392pg3</p> <p>SY20-21_Eng9_Q2_Mod1#393pg3</p> <p>SY20-21_Eng10_Q2_Mod2#424pg3</p> <p>SY20-21_Eng10_Q2_Mod4#429pg5</p> <p>SY21-22_Eng8_Q4_Mod3#483pg5</p> <p>SY21-22_Eng8_Q4_Mod5#489pg11</p> <p>SY20-21_Eng8_Q3_Mod2#378pg3</p>
Males as Cognitive and Desiderative Characters	Male Sayer in Cognitive and Desiderative Mental Process	<ul style="list-style-type: none"> <li>• so that he would know who she was and where she came from. (cognitive)</li> <li>• Fortunately, his father understood her feeling. (cognitive)</li> <li>• He thinks that the SDRRMC did an excellent job. (cognitive)</li> <li>• He realizes that he is being punished for his mistreatment of his mother. (cognitive)</li> <li>• He knew what the boy was going to face: depression, loneliness and others. (cognitive)</li> <li>• He decided to leave Bumbaran. (desiderative)</li> <li>• Elizabeth's father disapproved of their love. (desiderative)</li> <li>• He wants to trust Mrs. Jones. (desiderative)</li> </ul>	<p>SY20-21_Eng7_Q3_Mod3#65pg6</p> <p>SY20-21_Eng8_Q2_Mod4#91pg6</p> <p>SY20-21_Eng8_Q2_Mod5#98pg9</p> <p>SY21-22_Eng7_Q4_Mod3#187pg10</p> <p>SY21-22_Eng9_Q4_Mod2#262pg6</p> <p>SY20-21_Eng7_Q3_Mod3#57pg5</p> <p>SY20-21_Eng9_Q2_Mod1#138pg23</p> <p>SY20-21_Eng9_Q2_Mod3#156pg22</p> <p>SY21-22_Eng9_Q4_Mod1#252pg7</p>



		<ul style="list-style-type: none"> <li>• He needs to buy the materials in the mall but he forgot his face mask. (desiderative)</li> </ul>	
Females as Perceptive and Emotive Characters	Female Senser in Perceptive and Emotive Mental Process	<ul style="list-style-type: none"> <li>• Inciang notices everything. (perceptive)</li> <li>• Inciang feels in pain soon being apart from her brother for the first time. (emotive)</li> <li>• She had fallen deeply in love with the handsome stranger. (emotive)</li> <li>• Princess Datumbang fell in love with him. (emotive)</li> <li>• and she had not heard the warning on the radio. (perceptive)</li> <li>• She admires the LGBTQ for being so brave in showing people who they really are. (emotive)</li> <li>• She noticed dark spots on her face. (perceptive)</li> <li>• Camille's mom hates dogs. (desiderative)</li> <li>• She felt somehow frail looking at the girl with dark eyes. (perceptive)</li> <li>• It is because she trusted her. ]... (emotive)</li> </ul>	<p>SY20-21_Eng7_Q2_Mod1#311pg12</p> <p>SY20-21_Eng7_Q2_Mod1#314pg12</p> <p>SY20-21_Eng7_Q3_Mod3#338pg6</p> <p>SY20-21_Eng7_Q3_Mod3#324pg13</p> <p>SY20-21_Eng8_Q2_Mod1#347pg20</p> <p>SY20-21_Eng8_Q2_Mod5#359pg9</p> <p>SY20-21_Eng8_Q3_Mod2#388pg20</p> <p>SY20-21_Eng9_Q2_Mod3#402pg15</p> <p>SY20-21_Eng9_Q2_Mod3#404pg15</p> <p>SY21-22_Eng10_Q4_Mod3#551pg5</p>

The processes of transitivity system employed in embedding male characters in SLMs reflect gender stereotype. Male and female characters are prominently stereotyped in the SLMs which were seen through: *Males Doing*, *Females Behaving*, *Males Sensing*, *Females Saying*, *Males as Cognitive and Desiderative Characters*, and *Females as Perceptive and Emotive Characters*. Based on the results, in all types of participants except Behavior in behavioral process and Sayer in verbal process, male characters dominate the role of participants.

The first stereotype, Males “Doing” and Females “Behaving” is seen in the following: male dominance in transitive material process, male dominance in intransitive material process, and stereotypical masculine traits. Thus, males are prominently portrayed as the characters who hold important roles in the stories, texts and examples of sentences used in the SLMs. Meanwhile, females are more likely portrayed as Goals, the ones who are affected by the action of the Actors. This supports the findings of Damayanti (2014) and Emilia et al. (2017) which reveal that the main characters in the books they were investigating were primarily male, while the female characters were placed as the passive ones; they became the receiver of the action, the ones affected by the active characters, or they were simply the listeners to male's speech. On the other hand, Female Dominance in Behavioral Process is shown in stereotypical

feminine traits and domestic roles. Female characters identify strongly with their activities at home. There are clauses depicting female characters who are stereotyped to be responsible for the maintenance of the home, doing household chores, taking care of their children and managing things at home. This confirms the claim findings of Millett (2000) stating that the stereotype of female characters in domestic roles is closely related to real societies' cultural values.

The third stereotype, Males “Sensing” and Females “Saying” is shown in the dominance of male characters as Sensers, which means that males have higher power over other participants in the mental process. On the other hand, female characters are stereotyped as phenomenon having no power over the Senser. The same results are found in the study of Rasman (2014) wherein female characters who are depicted as Sensers in mental clause are far lower compared to male characters. This shows how male characters are depicted as more powerful than female characters in mental clauses.

Lastly, males are stereotyped as “Cognitive and Desiderative Characters”. It shows that male characters as Sensers demonstrate a process of thinking, wanting, needing, deciding, and disapproving towards the varied phenomenon they are facing. These cognitive clauses reveal male character's mindfulness of



his actions, decisions, ways of thinking, and the characters' awareness of the phenomena they are facing. On the other hand, females are stereotyped as "Perceptive and Emotive Characters". Females are attributed to do household chores, manage the house and take care of the children and the entire family. Since females

are responsible for caring about their children, they might be stereotyped as kind, emotional and sensitive rather than sensible. This supports the study of Blackstone (2003) stating that females are commonly stereotyped as being irrational or overly emotional.

### Underlying Ideologies Embedded in the SLMs

Table 3

Ideology	Classification	Sample Statement/s from the SLMs	Code
Traditional	Breadwinning	<ul style="list-style-type: none"> <li>The father never married again and he spent his time tilling their land and helped in the everyday sustenance of the family</li> <li>to see if he could get his salary.</li> </ul>	SY20-21_Eng7_Q2_Mod1#1pg12 SY20-21_Eng7_Q2_Mod4#13pg3
	Decision-making	<ul style="list-style-type: none"> <li>"Fathers are always responsible in making decisions than mothers."</li> </ul>	SY20-21_Eng8_Q3_Mod1 #108pg2
	Parenting	<ul style="list-style-type: none"> <li>Children play, mothers bond...</li> <li>so she acts as the mother to Itong.</li> <li>A superstar mother talks about her experience of using the diaper.</li> <li>I saw a mother begging for food for her emaciated baby.</li> </ul>	SY21-22_Eng8_Q4_Mod6#497pg7 SY20-21_Eng7_Q2_Mod1#313pg12 SY20-21_Eng8_Q3_Mod2#378pg3 SY20-21_Eng8_Q3_Mod3#390pg13
	Homemaking	<ul style="list-style-type: none"> <li>Princess Datimbang placed flowers upon the bed on which the body lay.</li> <li>She also decorated it with colored jewelry.</li> <li>On Sundays after church, she would iron out her teacher's uniform for a fee of one hundred pesos.</li> <li>In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning.</li> <li>The woman designed the room _____ (elegant, elegantly).</li> </ul>	SY20-21_Eng7_Q3_Mod3#335pg6 SY20-21_Eng7_Q3_Mod3#336pg6 SY20-21_Eng8_Q2_Mod1#353pg20 SY20-21_Eng8_Q2_Mod5#367pg17 SY20-21_Eng9_Q2_Mod1#395pg17
	Doing Domestic Works	<ul style="list-style-type: none"> <li>She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table.</li> <li>Before Shena left the house, she made sure that she had washed the dishes, disposed the trash, and locked the door.</li> <li>She declutters her cabinet.</li> <li>She cuts them and turns them into beautiful quilted blankets.</li> <li>She cooks _____ (good).</li> </ul>	SY20-21_Eng9_Q2_Mod3#412pg17 SY21-22_Eng8_Q4_Mod1#477pg5 SY21-22_Eng8_Q4_Mod3#478pg3 SY21-22_Eng8_Q4_Mod3#482pg3 SY21-22_Eng9_Q4_Mod1#507pg14



	Leadership	<ul style="list-style-type: none"> <li>• He took his long knife and went to the forest to cut some bamboo.</li> <li>• Cowboys faced cattle rustlers, stampedes and extreme weather, but kept pushing those steers to the train station.</li> <li>• An old king ruled over the kingdom of Bumbaran.</li> <li>• Prince Bantugan led his soldiers to defend the country.</li> <li>• “He defended them in war...</li> <li>• Men are better drivers than women.</li> </ul>	<p>SY20-21_Eng7_Q2_Mod4#17pg11</p> <p>SY20-21_Eng7_Q2_Mod4#28pg16</p> <p>SY20-21_Eng7_Q3_Mod3#48pg5</p> <p>SY20-21_Eng7_Q2_Mod3#55pg5</p> <p>SY20-21_Eng7_Q3_Mod3#66pg6</p> <p>SY20-21_Eng8_Q3_Mod1 #12pg10</p>
Egalitarian	Doing Domestic Chores	<ul style="list-style-type: none"> <li>• Dad saturates the cloth with water.</li> <li>• After it had been soak, he pours spot remover on the stain.</li> <li>• He gave them great recipes to try.</li> <li>• He therefore treated the body of the young woman...</li> <li>• Dad packed a first aid kit, some water, food, a whistle, a blanket, a flashlight, and my little sister’s medicine.</li> <li>• Jang demonstrated his culinary expertise by cooking Korean-styled beef with mushroom puree as the main dish.</li> </ul>	<p>SY21-22_Eng10_Q4_Mod2#306pg5</p> <p>SY21-22_Eng10_Q4_Mod2#307pg5</p> <p>SY21-22_Eng9_Q4_Mod3#272pg3</p> <p>SY20-21_Eng7_Q3_Mod3#62pg6</p> <p>SY20-21_Eng8_Q2_Mod1#74pg20</p> <p>SY20-21_Eng7_Q2_Mod3#8pg5</p>
	Parenting	<ul style="list-style-type: none"> <li>• A father reminds his son...</li> <li>• Mothers nurture the emotional intelligence of their children.</li> <li>• Susan likes to spend time with her son by participating in his activities.</li> </ul>	<p>SY20-21_Eng8_Q3_Mod2#113pg16</p> <p>SY20-21_Eng8_Q3_Mod1#8pg9</p> <p>SY21-22_Eng8_Q4_Mod1#476pg5</p>
	Breadwinning	<ul style="list-style-type: none"> <li>• In the afternoon, she volunteers weeding at a neighbor’s garden for an hour and greatly receives fifty pesos for the work extended.</li> <li>• She goes to war instead regardless of the severe punishment waiting once her disguise would be uncovered.</li> <li>• Your sister is working in a fast food chain as a cashier.</li> <li>• She earns more than what she needs.</li> </ul>	<p>SY20-21_Eng8_Q2_Mod1#352pg20</p> <p>SY21-22_Eng8_Q4_Mod3#488pg11</p> <p>SY21-22_Eng9_Q4_Mod1#502pg9</p> <p>SY20-21_Eng8_Q2_Mod1#351pg20</p>

The underlying ideologies embedded in the SLMs are traditional and egalitarian. For the traditional ideology, results reveal that males are expected to fulfill their roles through breadwinning activities and making important family decisions. The traditional view of the masculine gender role suggests that men should be the heads of their households by providing financially for the family and making important family decisions. This confirms the claim of Konrad (2007) stating that individuals holding traditional gender ideologies support men’s role which is to provide financial support as the breadwinner of the family. On the contrary, results show that women are expected to fulfill their roles through parenting activities. They are more likely to focus on family

responsibilities, taking care of the children at home, playing the role as a mother, taking care of the children, and providing the needs of the children. This confirms the claim of Eagly et al. (2003) stating that the traditional social role of women is that of the lady of the house, taking care of the family, being focused on children and their happiness. For the egalitarian ideology, results reveal that both male and female are equally suited for housework, parenting, breadwinning/career. This supports the claim of Coleman (2006) stating that fathers in egalitarian households are generally very involved with their children and believe that their parental contributions are just as important as those of their wives.





### Implications for Educational Practices

1. SLMs designers are challenged to improve the aspect of gender equality in the content of the SLMs. It is also essential for SLMs designers to take into account gender equality in all forms as instructional objectives of an educational program are not achieved unless curriculum specialists and SLMs designers consider one of the important and crucial aspects which is gender equality.
2. SLMs reviewers, editors and consultants must take into consideration the balance representation of male and female characters in the passages, stories and sentences used in the SLMs. They must ensure that both genders are included in all the process types. With this, the Department of Education personnel may give further training to the editors and consultants of SLMs in order for them to be fully-equipped with the different processes that may be employed in embedding male and female characters.
3. DepEd officials should organize frequent training that target the personnel involved in the production of SLMs. Hence, teacher training would provide such assistance in order for the teachers to be fully-equipped with the necessary skills on how to combat gender stereotyping in textbooks and other learning materials and teach students to be critical to gender stereotypes.
4. Teachers must also be trained on how to discuss and remedy stereotypes of the two genders, especially with regards to females. Seeing such gender stereotyping in SLMs is an opportunity for the teachers to see how they are going to make use of the gender issues in the classroom.
5. Results of the study will also serve as basis for curriculum specialists to come up with guidelines that can be used as basis for SLMs review and analysis from a gender perspective.
6. School administrators must ensure that societal gender stereotypes are not inherited in the educational settings. With the results, school administrators will be challenged to introduce gender equality by choosing appropriate learning materials and reinforce it in the teaching-learning process and other educational practices.

### Recommendations for Future Research

1. This research was restricted within the boundary of the grades seven (7) to ten (10) SLMs for school years 2020-2021 and 2021-2022. Also, this study only focused on one quarter per grade level year of school year 2020-2021 and another one quarter for school year 2021-2022. Thus, the researcher could not make generalization about the general situation of gender stereotypes in the primary, elementary and senior high school levels. Hence, future researchers may conduct analysis on gender stereotyping in SLMs at the elementary and senior high school levels.
2. This study was limited to the processes employed in embedding male and female characters in SLMs using the Transitivity System. With this, future researchers can also

explore more than this research has accomplished. Moreover, further researchers can investigate other language aspects by looking into a broader perspective of discourse. Since this study limits the analysis to transitivity only, future researchers can observe modality in the content of the SLMs. By conducting modality, they can observe the interpersonal function to see how the speaker/writer shows the relationship with the addressee(s). They can also explore on textual function analysis: Theme-Rheme analysis on the content of the SLMs.

3. Further research on how SLMs are utilized in the classroom may also be conducted in order to explore teacher-students' interaction, and student-students' interaction regarding gender issues in the classroom.

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