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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

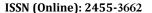
Designing and developing any learning material is a crucial task for educators. In fact, Hanoi et al. (2010) argue that learning materials have a crucial role in shaping the values, attitudes, and social skills essential to achieving gender equality, a cornerstone of both the Millennium Development Goals (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





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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

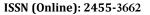
This study utilized a set of corpora in the form of Self-Learning Modules. A total of 51 SLMs coming from the Department of Education Central office were analyzed. Specifically, the corpora analyzed were the SLMs in English subject that were used by grades seven (7) to ten (10) students enrolled in the 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.





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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

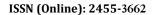
embedded in the SLMs. This was done by categorizing them as to traditional, egalitarian and transitional.

RESULTS
Processes Employed in Embedding Male and Female Characters in SLMs
Table 1

	Table 1					
Type of Process	Male Characters Sample Text From the SLMs	Code				
Material	Transitive Material Process He fixed a trap in the tree. Prince Bantugan led his soldiers to defend the	SY20-21_Eng7_Q2_ Mod4#20pg11 SY20-21_Eng7_Q2_ Mod3#55pg5				
	 country. Prince Madali transferred the soul of Prince Bantugan from the bottle to his body. 	SY20-21_Eng7_Q2_ Mod3#69pg7				
	 Dad packed a first aid kit, some water, food, a whistle, a blanket, a flashlight, and my little sister's medicine. 	SY20-21_Eng8_Q2_ Mod1#74pg20				
	 Father brushed his old Army uniform and borrowed a pair of shoes from one of my brothers. 	SY21-22_Eng7_Q4_ Mod5#210pg11				
	 The delivery man brought the package for me. The boy gives him the piece of white Gold. Tea was invented accidentally by the Chinese 	SY20-21_Eng9_Q2_ Mod1#135pg22 SY21-22_Eng7_Q4_ Mod3#188pg10 SY20-21_Eng7_Q2_ Mod4#25pg14				
	Emperor Shen Nong in 2737 B.C. Intransitive Material Process					
	 He works hard for his family. Pope John Paul II visited the Philippines on January 12, 1995. 	SY20-21_Eng8_Q2_ Mod2#79pg2 SY21-22_Eng7_Q4_ Mod1#182pg				
Mental	 Cognitive Fortunately, his father understood her feeling. Ulap was instantly hypnotized by her beauty. Statesmen envisage that particular agreement in whose development they themselves had played a crucial part will preserve their names for future generations. He thinks that the SDRRMC did an excellent job. He dreamt of reading "Robinson Crusoe." At age 8, Nick thought of committing suicide because he thought he did not have hope. 	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				
	 The boy could hear other ladies laughing and talking in the large house. Jack felt a bead of sweat trickle down his face 	SY20-21_Eng9_Q2_ Mod3#148pg16 SY20-21_Eng9_Q2_ Mod3#146pg15				
	 Desiderative He needs to buy the materials in the mall but he forgot his face mask. 	SY21-22_Eng9_Q4_ Mod1#252pg7				
	Elizabeth's father disapproved of their love.He wants to buy the suede shoes.	SY20-21_Eng9_Q2_ Mod1#138pg23 SY20-21_Eng9_Q2_ Mod3#157pg22 SY20-21_Eng7_Q2_ Mod4#12pg3				

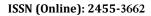


	Caboboy's husband, Jek-Jek, decided to meet	
	his foreman	
	Emotive	GV20 21 F 7 02 N 12#47 2
	He hates indolence.	SY20-21_Eng7_Q3_ Mod3#47pg2
	because he was loved by his mom and dad.	SY21-22_Eng8_Q4_ Mod6#249pg7
	The two brothers rejoiced at seeing each	SY21-22_Eng10_Q3_ Mod3#303pg10 SY20-21_Eng7_Q2_ Mod4#39pg29
	other.	3120-21_Elig/_Q2_ Wod4#39pg29
	He could enjoy, even was it under a thatched most bealth of the magnest of his company.	SY20-21_Eng8_Q2_ Mod2#78pg2
	roof, health of the meanest of his servants. • I believe that Beniamin dearly loves his	SY21-22_Eng9_Q4_ Mod2#267pg6
	I believe that Benjamin dearly loves his family.	_ 8-2
	yet he has inspired millions of people to	SY20-21_Eng8_Q2_ Mod2#78pg2
	dream big.	
	 I believe that Benjamin dearly loves his 	
	family.	
Relational	The king was so enraged.	SY21-22_Eng7_Q4_ Mod6#226pg14
	Prince Bantugan is so brave.	SY20-21_Eng7_Q3_ Mod3#53pg5
	Prince Bantugan was a good, brave, and	SY20-21_Eng7_Q3_Mod3#71pg13
	handsome prince.	
	The lad was fortunate to be saved by the dog	SY20-21_Eng8_Q2_Mod5#100pg9
	from the snatcher.	CV20 21 F 0 02 M 11//100 2
	Jose Rizal is our country's national hero	SY20-21_Eng8_Q3_ Mod1#109pg3
	Grandpa was 85 years old.	SY21-22_Eng9_Q4_ Mod3#269pg3 SY21-22_Eng9_Q4Mod3#276pg7
	Melchizidek, king of Salem meaning peace,	3121-22_Elig9_Q4Mod3#270pg7
	is an archetype of Christ.	SY21-22_Eng10_Q3_ Mod4#302pg10
	• The brother had grown neither rich nor poor.	SY20-21_Eng7_Q3Mod3#58pg5
	Prince Bantugan became very weary from his	5 120 21_siig/_Qomodeweopge
	travels.	
	The PMA cadets stay enthusiastic.	SY20-21_Eng9_Q2_ Mod2#142pg3
	The king looked angry. The king looked angry.	SY20-21_Eng7_Q3_ Mod3#49pg5
	The marching PMA Cadets looked amazing the groundstand.	SY20-21_Eng9_Q2_ Mod2#140pg3
	on the grandstand.	GY20 04 T 0 00 14 15 10 0
	He has the eye of a tiger.He had some beautiful daughters.	SY20-21_Eng8_Q2_ Mod5#97pg3
	 He has a beautiful wife and two sons. 	SY21-22_Eng8_Q4_ Mod6#246pg7
	 The has a beautiful wife and two sons. The Lord is my shepherd. 	SY21-22_Eng9_Q4_ Mod2#246pg6 SY21-22_Eng9_Q4_ Mod3#275pg6
	He is really Mrs. Jones' son.	SY20-21_Eng9_Q2_ Mod3#155pg22
Behavioral	He displays eagerness to see his old friends.	SY20-21_Eng7_Q2_ Mod1#3pg12
Bonavioral	He will look with contemptuous eye on	SY20-21_Eng7_Q2_ Mod4#38pg29
	marble, on gold and on purple.	
	 He sees the beggar woman seated next to the 	SY21-22_Eng7_Q4_ Mod3#193pg11
	leper.	
	The rich man appeared at a window and	SY21-22_Eng7_Q4_ Mod5#205pg10
	glowered down at us.	
	• Father strutted around the courtroom	SY21-22_Eng7_Q4_ Mod5#213pg13
	One day, the king saw the beautiful tomb.	SY21-22_Eng7_Q4_ Mod6#223pg14
	That same day, Jesus <i>sat</i> beside the sea.	SY21-22_Eng9_Q4_ Mod3#273pg5 SY21-22_Eng10_Q3_Mod3#302pg10
	The brother was living in a village.	SY21-22_Eng10_Q3_ Mod3#302pg10
Verbal	Mr. Santos said, "Dear son, I can still	SY21-22_Eng8_Q4_ Mod5#233pg11
	remember when my father told me his secret.	
	• "Aye, aye, captain. I will do what I am told,"	SY20-21_Eng8_Q2_ Mod5#96pg2
	yelled the young cadet.	CV01 00 E7 O4 M-12#101 11
		SY21-22_Eng7_Q4_ Mod3#191pg11



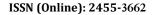


	The Star-Child says that he cannot become	SY21-22_Eng9_Q4_ Mod3#279pg12
	king	
	The Apostle Paul in his letters to the	
	Hebrews said that Faith is the confidence in	SY21-22_Eng7_Q4_ Mod5#209pg11
	what we hope for and the assurance about what we do not see (Hebrews 11:1).	5121-22_Liig/_Q+_ Wod5#207pg11
	 He told Father the man claimed that for years 	SY21-22_Eng7_Q4_ Mod6#221pg6
	we had been stealing the spirit of his wealth	
	and food.	
	King Makusog proclaimed that the two shall	SY20-21_Eng9_Q2_ Mod1#132pg17
	be buried together since it is not right to	
	separate what death has united as one.	SY20-21_Eng9_Q2_ Mod2#145pg12
	The Prime Minister explained	5120 21_Ling5_Q2_1\text{10d2}\text{113pg12}
	(clear, clearly) his points of view.Martin Luther King Jr. delivered his speech	
	on August 28, 1963 at the Lincoln Memorial,	SY20-21_Eng10_Q2_ Mod2#159pg2
	Washington DC in the United States of	SY21-22_Eng7_Q4_ Mod5#200pg1
	America.	CV21 22 Eng0 O4 Mad2#277 7
	So far, he hasn't told her the truth.	SY21-22_Eng9_Q4_ Mod3#277pg7
	A man questions himself about what decision	
	to make.	
	Jesus told these stories with heavenly magnings (Parchles)	
Existential	meanings (Parables)A hundred years ago there lived a king.	SY21-22_Eng8_Q4_ Mod6#245pg7
Laistentiai	 There was a young boy named Fred. 	SY21-22_Eng8_Q4_ Mod6#247pg7
	There were two brothers set out on a journey	SY21-22_Eng10_Q3_ Mod3#293pg9
	together.	
	Female Character	
Type of		s Code
Process	Female Character Sample Text From the SLMs	
	Female Character Sample Text From the SLMs Transitive Material Process	Code
Process	Female Character Sample Text From the SLMs Transitive Material Process	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7
Process	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20
Process	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the bed. The ladies shrieked and tore their hair. She got her survival kit from her closet.	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20 SY20-21_Eng9_Q2_ Mod2#399pg3
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Process Material	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the bed. The ladies shrieked and tore their hair. She got her survival kit from her closet. She coiled and grabbed a blanket. Once, she nearly threw her guitar against a wall. The lady is eating sweet food. The old woman gave the first woman a sack of rice that would never be empty. To the other she gave a bottle of water that would never be drained dry. And she opened and spread her arms out to them in welcome. Intransitive Material Process She ate from the fridge this morning. She had studied all night. Cognitive Most female middle school students thought	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20 SY20-21_Eng9_Q2_ Mod2#399pg3 SY21-22_Eng9_Q4_ Mod3#514pg3 SY21-22_Eng10_Q4_ Mod2#549pg6 SY21-22_Eng10_Q3_ Mod4#529pg9 SY21-22_Eng10_Q3_ Mod4#530pg9 SY21-22_Eng10_Q3_ Mod4#536pg14 SY20-21_Eng9_Q2_ Mod2#400pg3
Process Material	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the bed. The ladies shrieked and tore their hair. She got her survival kit from her closet. She coiled and grabbed a blanket. Once, she nearly threw her guitar against a wall. The lady is eating sweet food. The old woman gave the first woman a sack of rice that would never be empty. To the other she gave a bottle of water that would never be drained dry. And she opened and spread her arms out to them in welcome. Intransitive Material Process She ate from the fridge this morning. She had studied all night. Cognitive Most female middle school students thought that brown made them feel bored, and so did	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20 SY20-21_Eng9_Q2_ Mod2#399pg3 SY21-22_Eng9_Q4_ Mod3#514pg3 SY21-22_Eng10_Q4_ Mod2#549pg6 SY21-22_Eng10_Q3_ Mod4#529pg9 SY21-22_Eng10_Q3_ Mod4#530pg9 SY21-22_Eng10_Q3_ Mod4#536pg14 SY20-21_Eng9_Q2_ Mod2#400pg3 SY20-21_Eng10_Q2_ Mod2#421pg2
Process Material	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the bed. The ladies shrieked and tore their hair. She got her survival kit from her closet. She coiled and grabbed a blanket. Once, she nearly threw her guitar against a wall. The lady is eating sweet food. The old woman gave the first woman a sack of rice that would never be empty. To the other she gave a bottle of water that would never be drained dry. And she opened and spread her arms out to them in welcome. Intransitive Material Process She ate from the fridge this morning. She had studied all night. Cognitive Most female middle school students thought that brown made them feel bored, and so did the male middle school students!	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20 SY20-21_Eng9_Q2_ Mod2#399pg3 SY21-22_Eng9_Q4_ Mod3#514pg3 SY21-22_Eng10_Q4_ Mod2#549pg6 SY21-22_Eng10_Q3_ Mod4#529pg9 SY21-22_Eng10_Q3_ Mod4#530pg9 SY21-22_Eng10_Q3_ Mod4#536pg14 SY20-21_Eng9_Q2_ Mod2#400pg3 SY20-21_Eng10_Q2_ Mod2#421pg2 SY21-22_Eng10_Q4_ Mod1#542pg28
Process Material	Female Character Sample Text From the SLMs Transitive Material Process Princess Datimbang placed flowers upon the bed. The ladies shrieked and tore their hair. She got her survival kit from her closet. She coiled and grabbed a blanket. Once, she nearly threw her guitar against a wall. The lady is eating sweet food. The old woman gave the first woman a sack of rice that would never be empty. To the other she gave a bottle of water that would never be drained dry. And she opened and spread her arms out to them in welcome. Intransitive Material Process She ate from the fridge this morning. She had studied all night. Cognitive Most female middle school students thought that brown made them feel bored, and so did	Code SY20-21_Eng7_Q3_ Mod3#335pg6 SY20-21_Eng7_Q3_ Mod3#341pg7 SY20-21_Eng8_Q2_ Mod1#349pg20 SY20-21_Eng9_Q2_ Mod2#399pg3 SY21-22_Eng9_Q4_ Mod3#514pg3 SY21-22_Eng10_Q4_ Mod2#549pg6 SY21-22_Eng10_Q3_ Mod4#529pg9 SY21-22_Eng10_Q3_ Mod4#530pg9 SY21-22_Eng10_Q3_ Mod4#536pg14 SY20-21_Eng9_Q2_ Mod2#400pg3 SY20-21_Eng10_Q2_ Mod2#421pg2





	She <i>thought</i> about the cold meal (she <i>ate</i>)	SY20-21_Eng9_Q2_ Mod2#400pg3
	from the fridge this morning).	
	Perceptive	
	She felt somehow frail looking at the girl	SY20-21_Eng9_Q2_ Mod3#404pg15
	with dark eyes.	
	Daragang Magayon was startled by this	SY21-22_Eng7_Q4_ Mod6#465pg5
	revelation.	SY21-22_Eng7_Q4_ Mod6#466pg6
	She too was hypnotized by the lad's stance.	
	Desiderative	SY20-21_Eng7_Q3_ Mod3#338pg2
	She values humility.	SY20-21_Eng9_Q2_ Mod3#414pg22
	Mrs. Jones wants to adopt Roger.	SY20-21_Eng10_Q2_ Mod2#423pg2
	 She wanted an ice cream bar. 	SY21-22_Eng10_Q4_ Mod2#546pg6
	 since she does not want the food. 	
	Emotive	SY20-21_Eng7_Q3_ Mod3#338pg6
	She had fallen deeply in love with the	
		SY20-21_Eng7_Q3_ Mod3#324pg13
	handsome stranger.Princess Datumbang fell in love with him.	SY20-21_Eng9_Q2_ Mod3#402pg15
	_	SY21-22_Eng7_Q4_ Mod2#442pg11
	• Camille's mom hates dogs.	SY20-21_Eng8_Q2_ Mod5#359pg9
	She struggled to start the athlete talking	
	again.	
	She admires the LGBTQ for being so brave	
D.1.7	in showing people who they really are.	GV20 21 F 7 O2 M 12 12 22 1 2
Relational	She has impeccable conduct.	SY20-21_Eng7_Q3_ Mod3#331pg2
	Patrick's mom was disgusted by his very bad	SY20-21_Eng8_Q2_ Mod5#362pg10
	grades.	GV20 21 F - 9 C2 M - 15#270 - 10
	Our neighbor's little girl is very honest in	SY20-21_Eng8_Q2_ Mod5#370pg19
	answering questions.	CV20 21 F - 0 C2 M - 11#274 - 2
	Women leaders are better than men when	SY20-21_Eng8_Q3_ Mod1#374pg3
	handling a health crisis.	SV20 21 Engl O2 Mad1#277a a10
	Women are very sensitive compared to men.	SY20-21_Eng8_Q3_ Mod1#377pg10
	• "My mistress' eyes are nothing like the	SY20-21_Eng9_Q2_ Mod1#394pg15
	sun"	SY20-21_Eng10_Q2_Mod3#426pg2
	Women are careful drivers.	SY21-22_Eng7_Q4_ Mod2#441pg11
	This time, the young woman felt rejected.	SY21-22_Eng7_Q4_ Mod6#470pg14
	The sultana, who's pregnant, however, was	
	lost in the woods.	SY21-22_Eng7_Q4_ Mod6#475pg14
	Thus, Bidasari became the new queen of the	5121-22_Elig/_Q+_WOU0#4/3pg14
	kingdom.	SY21-22_Eng9_Q4_ Mod1#501pg5
	• She must be over 90 years old.	SY20-21_Eng8_Q2_ Mod5#359pg9
	She admires the LGBTQ for being so brave	5 1 20-21_Eligo_Q2_ WO03#337pg7
	in showing people who they really are.	SY20-21_Eng9_Q2_ Mod2#400pg3
	• She <i>thought</i> about the cold meal.	5120 21_Liig/_Q2_ Wou2π400pg3
Behavioral	whenever she looks in the mirror.	SY21-22_Eng7_Q4_ Mod5#458pg8
	The beautiful Princess Datimbang watched	SY20-21_Eng7_Q3_ Mod3#337pg6
	nearby.	_ 8-2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
	The young ladies smiled.	SY20-21_Eng7_Q3_ Mod3#334pg5
	 Holding a toothpaste, a beauty queen <i>smiles</i>. 	SY20-21_Eng8_Q3_ Mod2#385pg14
	The lady was crying.	SY20-21_Eng8_Q3_ Mod2#385pg14
	1	SY20-21_Eng9_Q2_ Mod3#410pg17
	• The woman was sitting on the day-bed.	SY20-21_Eng7_Q2_ Mod4#324pg9
	The woman squatted on the ground.	SY21-22_Eng8_Q4_ Mod6#493pg5
	She barely stands. Fyokla, a little beggar-girl	SY21-22_Eng10_Q4_ Mod4#524pg3
	of six, is running through the village.	ST2T 22_EngTo_Q i_ Niou iii 2 ipgs





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Verbal	Princess Datimbang asked him what the	SY20-21_Eng7_Q3_ Mod3#339pg6
, crour	matter was.	5120 21_2Mg/_Q3_1Mod5#357pg0
	Although my aunt lives abroad, she	SY20-21_Eng8_Q2_ Mod5#357pg2
	sometimes calls us to say hello.	
	• In her speech, Ms. Flora thanked her family	SY20-21_Eng8_Q2_ Mod2#355pg2
	for their constant love and support.	
	She talks spontaneously and fluently.	SY20-21_Eng9_Q2_ Mod1#392pg3
	• She [sayer] speaks 5 dialects, so she must be	SY20-21_Eng10_Q2_ Mod4#429pg5
	clever.	GV20 21 F 0 02 W 11 202 2
	Ana delivered a short message in front of the	SY20-21_Eng9_Q2_ Mod1#393pg3
	children.	CV21 22 Eng. O4 Mod5#490ng11
	She responded to Max that she was	SY21-22_Eng8_Q4_ Mod5#489pg11
	unavailable.	SY20-21_Eng10_Q2_ Mod2#424pg3
	My mother asked me if I am going to wash	5120 21_Dig10_Q2_ inloa2# 12 ipg5
	my clothes or wash the dishes.	SY20-21_Eng7_Q3_ Mod3#340pg6
	The princess asked the parrot to go ahead of	
	them and notify the King of Bumbaran of	SY21-22_Eng8_Q4_ Mod3#483pg5
	their coming.	
	Ms. Maghilum told us to go home.	
Existential	Once upon a time, there were two blind	SY21-22_Eng10_Q3_ Mod4#525pg9
	women.	SY21-22_Eng10_Q3_ Mod3#294pg10
	• There are two sisters in the family.	

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

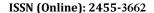
	Table 2				
Gender Stereotype	Type of Participant	Sample Text From the SLMs	Code		
Males Doing	Male Actor in a Transitive	He therefore treated the body of the young woman as she would a royal person.	SY20-21_Eng7_Q3_ Mod3#62pg6		
	Material Process	Prince Bantugan married the beautiful Princess Datimbang.	SY20-21_Eng7_Q3_ Mod3#70pg7		
		The boy gives her the piece of white gold.	SY21-22_Eng7_Q4_ Mod3#188pg10		
		• until he has earned his mother's	SY21-22_Eng7_Q4_ Mod3#192pg11		
		forgiveness. In the kingdom, the king has just remarried a beautiful	SY21-22_Eng7_Q4_ Mod6#222pg14		
		 woman named Permaisuri. The king waited Bidasari to wake up for two days. 	SY21-22_Eng7_Q4_ Mod6#224pg14		
		 Later on, the king took 	SY21-22_Eng7_Q4_ Mod6#227		
		Bidasari and they got married. • He offered her the treasure	SY21-22_Eng8_Q4_ Mod5#234pg11		
		box.He gave her the large portion	SY21-22_Eng8_Q4_ Mod5#236pg11		
		of the land.He challenged her to search the treasures.	SY21-22_Eng8_Q4_ Mod5#237pg11		
Males Doing	Male Actor in an Intransitive	Both Rajah Sulayman and Jose Rizal fought for freedom and independence.	SY20-21_Eng8_Q2_ Mod4#88pg3		
	Material Process	He hits like a girl in the ring. he explores every unturned	SY20-21_Eng8_Q2_ Mod5#106pg21 SY20-21_Eng9_Q2_ Mod1#130pg10		
		stone to quench his thirst for what is.	SY21-22_Eng7_Q4_ Mod1#182pg9		
		 Pope John Paul II visited the Philippines on January 12, 1995. He went home with the 	SY21-22_Eng8_Q4_ Mod5#235pg11 SY21-22_Eng8_Q4_ Mod6#244pg7 SY21-22_Eng9_Q4_ Mod3#273pg5		
		 treasure. and fathers rest. That same day, Jesus went out of the house and sat beside the sea. 	SY21-22_Eng10_Q3_ Mod3#299pg10		
Females	Female	He ruled for five years so she sets as the mather to	SY20-21_Eng7_Q2_ Mod1#313pg12		
Behaving	Behaver in Behavioral	• so she acts as the mother to Itong.	SY20-21_Eng7_Q2_ Mod1#317pg12 SY20-21_Eng7_Q2_ Mod1#317pg12		
	Process	but she displayed firm attitude as everyone bids the boy goodbye.	SY20-21_Eng7_Q2_ Mod1#319pg12		
		and she observes more yet accepting that change is indeed	SY20-21_Eng7_Q3_ Mod3#334pg5		
		inevitable.	SY20-21_Eng8_Q3_ Mod2#385pg14		
		The young ladies smiled at Prince Bantugan.	SY20-21_Eng7_Q2_ Mod4#323pg9		



		•	Holding a toothpaste, a beauty	
			queen smiles	GV20 21 F 7 02 M 14#224 0
		•	One day the Moon, who was a	SY20-21_Eng7_Q2_ Mod4#324pg9
			woman named Kabigat, sat out	SY20-21_Eng8_Q3_ Mod3#390pg13
			in the yard making a large	
			copper pot.	SY21-22_Eng7_Q4_ Mod5#458pg8
		•	The woman squatted on the ground with the heavy pot	SY21-22_Eng7_Q4_ Mod6#469pg6
			against her knees.	S121 22_Eng/_Q1_ Modell toppge
		•	I saw a mother begging for	SY21-22_Eng8_Q4_ Mod6#493pg5
		•	food for her emaciated baby.	
		•	whenever she looks in the	SY21-22_Eng10_Q4_
			mirror.	Mod4#533pg14
		•	She joyfully ran towards the	
			waiting arms of her lover.	
		•	She barely stands just to cope	GY 24 22 T 42 22
			with all the needed things to	SY21-22_Eng10_Q3_
			accomplish.	Mod4#538pg15
		•	She could see in the open	SY21-22_Eng10_Q4_ Mod2#543pg6
			square before her house the	3121-22_Elig10_Q4_ Mod2#343pg0
			tops of trees that were all	
			aquiver with the new spring	
			life.	
		•	She arose at length and opened	
			the door to her sister's importunities.	
		•	The lady was crying.	
Males Sensing	Male Senser	•	Fortunately, his father	SY20-21_Eng8_Q2_ Mod4#91pg6
Traces Sensing	in Mental		understood her feeling.	SY20-21_Eng9_Q2_ Mod3#148pg16
	Process		(cognitive)	SY20-21_Eng9_Q2_ Mod3#156pg22
		•	The boy could hear other ladies	SY20-21_Eng7_Q3_ Mod3#65pg6
			laughing and talking in the large	SY20-21_Eng7_Q2_ Mod4#39pg29
			house. (desiderative)	
		•	He wants to trust Mrs. Jones.	SY20-21_Eng7_Q2_ Mod4#40pg30
			(desiderative)	GY20 21 F 7 02 M 12#47 2
		•	so that he would know who she	SY20-21_Eng7_Q3_ Mod3#47pg2
			was and where she came from.	SY20-21_Eng8_Q3_ Mod2#116pg24
			(cognitive)	SY20-21_Eng9_Q2_ Mod1#138pg23
		•	he could enjoy, even was it under a thatched roof, health of	5120 21_Dhgy_Q2_ Mod1#130pg23
			the meanest of his servants.	SY20-21_Eng9_Q2_ Mod3#157pg22
			(emotive)	
		•	Statesmen envisage that	SY21-22_Eng10_Q3_
			particular agreement in whose	Mod3#303pg10
			development they themselves	
			had played a crucial part will	
			preserve their names for future	
			generations. (cognitive)	
		•	He hates indolence (emotive)	
		•	He decided to go along with	
			the choice of the majority.	
1			(desiderative)	
		•	Elizabeth's father disapproved of their love. (desiderative)	



		He wants to buy the suede Continue	
		shoes. (desiderative)The two brothers rejoiced at	
		seeing each other. (emotive)	
Females	Female	Princess Datimbang asked him	SY20-21_Eng7_Q3_ Mod3#339pg6
Saying	Sayer in	what the matter was.	
, ,	Verbal	• The princess asked the parrot	SY20-21_Eng7_Q3_ Mod3#340pg6
	Process	to go ahead of them and notify	
		the King of Bumbaran of their	
		coming.	SY20-21_Eng8_Q2_ Mod1#348pg20
		• When mom told her that we	SV20 21 F 9 O2 M . 15#257 2
		need to leave,	SY20-21_Eng8_Q2_ Mod5#357pg2
		• Although my aunt lives abroad,	SY20-21_Eng9_Q2_ Mod1#392pg3
		she sometimes calls us to say hello.	5120-21_Liig/_Q2_ Wou1#3/2pg3
			SY20-21_Eng9_Q2_ Mod1#393pg3
		 She talks spontaneously and fluently. 	
		 Ana delivered a short message 	SY20-21_Eng10_Q2_ Mod2#424pg3
		in front of the children.	
		 My mother asked me if I am 	SY20-21_Eng10_Q2_ Mod4#429pg5
		going to wash my clothes or	GV21 22 E 0 04 M 12//492 7
		wash the dishes.	SY21-22_Eng8_Q4_ Mod3#483pg5
		• She speaks 5 dialects, so she	SY21-22_Eng8_Q4_ Mod5#489pg11
		must be clever.	SY20-21_Eng8_Q3_ Mod2#378pg3
		Ms. Maghilum told us to go	S 120 21_Dingo_Q3_ Mod2#370pg3
		home.	
		• She responded to Max that she	
		was unavailable.	
		 A superstar mother talks about her experience of using the 	
		diaper.	
Males as	Male Senser	so that he would know who she	SY20-21_Eng7_Q3_ Mod3#65pg6
Cognitive and	in Cognitive	was and where she came from.	
Desiderative	and	(cognitive)	
Characters	Desiderative	• Fortunately, his father	SY20-21_Eng8_Q2_ Mod4#91pg6
	Mental	understood her feeling.	
	Process	(cognitive)	SY20-21_Eng8_Q2_ Mod5#98pg9
		He thinks that the SDRRMC	SV21 22 En 27 O4 Ma 12#197 - 10
		did an excellent job.	SY21-22_Eng7_Q4_ Mod3#187pg10
		(cognitive)	
		 He realizes that he is being punished for his mistreatment 	SY21-22_Eng9_Q4_ Mod2#262pg6
		of his mother. (cognitive)	
		 He knew what the boy was 	
		going to face: depression,	SY20-21_Eng7_Q3_ Mod3#57pg5
		loneliness and others.	
		(cognitive)	GV20 21 F 0 02 N 11 11 22 22
		• He decided to leave Bumbaran.	SY20-21_Eng9_Q2_ Mod1#138pg23
		(desiderative)	SY20-21_Eng9_Q2_ Mod3#156pg22
		• Elizabeth's father disapproved	5 1 20-21_Elig5_Q2_ Wl005#150pg22
		of their love. (desiderative)	SY21-22_Eng9_Q4_ Mod1#252pg7
		• He wants to trust Mrs. Jones.	
		(desiderative)	





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		He needs to buy the materials	
		in the mall but he forgot his	
		face mask. (desiderative)	
Females as Perceptive and	Female Senser in	• Inciang notices everything. (perceptive)	SY20-21_Eng7_Q2_ Mod1#311pg12
Emotive Characters	Perceptive and Emotive	• Inciang feels in pain soon being apart from her brother	SY20-21_Eng7_Q2_ Mod1#314pg12
	Mental Process	 for the first time. (emotive) She had fallen deeply in love with the handsome stranger. 	SY20-21_Eng7_Q3_ Mod3#338pg6
		(emotive)Princess Datumbang fell in	SY20-21_Eng7_Q3_ Mod3#324pg13
		love with him. (emotive)and she had not heard the	SY20-21_Eng8_Q2_ Mod1#347pg20
		warning on the radio. (perceptive)	SY20-21_Eng8_Q2_ Mod5#359pg9
		 She admires the LGBTQ for 	
		being so brave in showing people who they really are. (emotive)	SY20-21_Eng8_Q3_ Mod2#388pg20 SY20-21_Eng9_Q2_ Mod3#402pg15
		• She noticed dark spots on her face. (perceptive)	SY20-21_Eng9_Q2_ Mod3#404pg15
		 Camille's mom hates dogs. (desiderative) She felt somehow frail looking 	SY21-22_Eng10_Q4_ Mod3#551pg5
		at the girl with dark eyes. (perceptive)	
		• It is because she trusted her.] (emotive)	

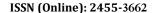
The processes of transitivity system employed in embedding male characters in SLMs reflect gender stereotype. Male and female characters are prominently stereotyped in the SLMs which were seen through: *Males Doing, Females Behaving, Males Sensing, Females Saying, Males as Cognitive and Desiderative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





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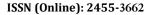
his actions, decisions, ways of thinking, and the characters' awareness of the phenomena they are facing. On the other hand, females are stereotyped as "Perceptive and Emotive Characters". Females are attributed to do household chores, manage the house and take care of the children and the entire family. 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	The father never married again and he spent his time tilling their land and helped in the everyday sustenance of the family	SY20-21_Eng7_Q2_ Mod1#1pg12
		 to see if he could get his salary. 	SY20-21_Eng7_Q2_ Mod4#13pg3
	Decision- making	"Fathers are always responsible in making decisions than mothers."	SY20-21_Eng8_Q3_ Mod1 #108pg2
	Parenting	Children play, mothers bondso she acts as the mother to Itong.	SY21-22_Eng8_Q4_ Mod6#497pg7 SY20-21_Eng7_Q2_ Mod1#313pg12
		 A superstar mother talks about her experience of using the diaper. I saw a mother begging for food for her 	SY20-21_Eng8_Q3_ Mod2#378pg3
		emaciated baby.	SY20-21_Eng8_Q3_ Mod3#390pg13
	Homemaking	Princess Datimbang placed flowers upon the bed on which the body lay.	SY20-21_Eng7_Q3_ Mod3#335pg6
		 She also decorated it with colored jewelry. 	SY20-21_Eng7_Q3_ Mod3#336pg6
		 On Sundays after church, she would iron out her teacher's uniform for a fee of one hundred pesos. 	SY20-21_Eng8_Q2_ Mod1#353pg20
		 In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. 	SY20-21_Eng8_Q2_ Mod5#367pg17
		The woman designed the room (elegant, elegantly).	SY20-21_Eng9_Q2_ Mod1#395pg17
	Doing Domestic Works	• She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table.	SY20-21_Eng9_Q2_ Mod3#412pg17
		Before Shena left the house, she made sure that she had washed the dishes, disposed the trash, and locked the door. The shear of the house, she made sure that she had washed the dishes,	SY21-22_Eng8_Q4_ Mod1#477pg5
		 She declutters her cabinet. She cuts them and turns them into beautiful quilted blankets. 	SY21-22_Eng8_Q4_ Mod3#478pg3 SY21-22_Eng8_Q4_ Mod3#482pg3
		• She cooks (good).	SY21-22_Eng9_Q4_ Mod1#507pg14

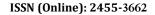




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	Leadership	He took his long knife and went to the forest to cut some bamboo.	SY20-21_Eng7_Q2_ Mod4#17pg11
		 Cowboys faced cattle rustlers, stampedes and extreme weather, but kept pushing those steers to the train 	SY20-21_Eng7_Q2_ Mod4#28pg16
		station.An old king ruled over the kingdom of	SY20-21_Eng7_Q3_ Mod3#48pg5
		Bumbaran.Prince Bantugan led his soldiers to defend the country.	SY20-21_Eng7_Q2_ Mod3#55pg5
		 "He defended them in war Men are better drivers than women.	SY20-21_Eng7_Q3_ Mod3#66pg6 SY20-21_Eng8_Q3_ Mod1 #12pg10
Egalitarian	Doing Domestic Chores	 Dad saturates the cloth with water. After it had been soak, he pours spot remover on the stain. 	SY21-22_Eng10_Q4_ Mod2#306pg5 SY21-22_Eng10_Q4_ Mod2#307pg5
	Chores	 He gave them great recipes to try. He therefore treated the body of the young woman 	SY21-22_Eng9_Q4_ Mod3#272pg3 SY20-21_Eng7_Q3_ Mod3#62pg6
		Dad packed a first aid kit, some water, food, a whistle, a blanket, a flashlight, and my little sister's medicine.	SY20-21_Eng8_Q2_ Mod1#74pg20
		 Jang demonstrated his culinary expertise by cooking Korean-styled beef with mushroom puree as the main dish. 	SY20-21_Eng7_Q2_ Mod3#8pg5
	Parenting	 A father reminds his son Mothers nurture the emotional 	SY20-21_Eng8_Q3_ Mod2#113pg16 SY20-21_Eng8_Q3_ Mod1#8pg9
		intelligence of their children.Susan likes to spend time with her son by participating in his activities.	SY21-22_Eng8_Q4_ Mod1#476pg5
	Breadwinning	• In the afternoon, she volunteers weeding at a neighbor's garden for an hour and greatly receives fifty pesos for the work extended.	SY20-21_Eng8_Q2_ Mod1#352pg20
		• She goes to war instead regardless of the severe punishment waiting once her	SY21-22_Eng8_Q4_ Mod3#488pg11
		disguise would be uncovered.Your sister is working in a fast food chain as a cashier.	SY21-22_Eng9_Q4_ Mod1#502pg9
		• She earns more than what she needs.	SY20-21_Eng8_Q2_ Mod1#351pg20

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.





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Implications for Educational Practices

- 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.
- 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.

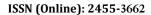
Recommendations for Future Research

- 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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