

## ABSTRACT

This research uncovered gender representation in a corpus of educational textbooks for learners of English as second language in Philippine public schools. Texts and pictures were analyzed for gender visibility, gender honorifics, gender stereotypes, gender sexist, gender inclusiveness, gender-firstness, and gender as represented in images. The findings showed high visibility of female references in elementary learners' materials as represented by common nouns, representations of two genders were found through the lexeme *people* across grade levels. However, pseudo *man* and *men* were highly seen in secondary textbooks which was a sign of sexism. Nevertheless, both elementary and secondary learners' materials used pronoun *he* to directly refer masculine reference and pronoun *they* to refer to two genders. The pervading use of honorific *Mrs.* was also highly seen in Grade Four, Grade Nine, and Grade 10 materials. Moreover, bias, was seen in women playing maternal roles inside home. Men portrayed various activities from inside to outside home. Male-firstness was rampant across grade levels. Also, it was found that most protagonists seen in pictures were males and male-dominant. Female and male participants' physical attribution signified their power or authority. This study revealed the potent impact of textbooks in promoting gender fairness to learners. Hence, the study recommends Gender Textbook Assessment Model it has created for gender assessment on learner's materials.

**Keywords:** Gender Representation, Learner's Material, Textbook, Gender