Gender Role of Characters in the Illustrations of Local and Introduced Edition Textbooks of College Portuguese Teaching in China

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Abstract—As an important resource and tool for college Portuguese teaching and learning, textbooks contain rich cultural concepts to a certain extent, among which gender culture is also deeply embedded in the textbooks and influences Portuguese students' perceptions of gender roles. This paper presents an empirical study that is based on a comparative analysis using the illustrated characters of four current college Portuguese textbooks, both local and introduced edition as the object of analysis to investigate the gender roles in these textbooks. By building a research framework that covers six dimensions of analysis: a) the number of male illustrations, female illustrations, and male and female illustrations; b) the number of male and female characters in the illustrations; c) the emotions of the male and female characters in the illustrations; d) the occupations of the male and female characters in the illustrations; e) the activity scenes of the male and female characters in the illustrations; f) the specific activities of male and female characters in the illustrations, we found that there is an imbalance of gender roles in the four introduced edition and local Portuguese textbooks, the findings suggest that the construction of gender culture in future Portuguese textbooks should pay attention to give balanced treatment to male and female characters and break down the gender stereotypes not only in the linguistic term but also visual and pictorial.

Index Terms—gender roles, illustrated characters, college Portuguese textbooks, gender equality

I. INTRODUCTION

Since the 20th century, as feminist thought has gradually awakened and women's liberation movements have swept the world, more attention has been paid to the issue of gender equality. Storey (2009) in his book "Cultural theory and popular culture: An Introduction" provides a detailed classification of feminist schools into four groups, including "radical[1], Marxist[2], liberal[3], and what Sylvia Walby (1990) calls dual-systems theory[4]"(p. 140). In the field of education, research on gender roles is also more based on liberal feminism, which aims to achieve equal social status and rights between men and women. It is worth mentioning that UNESCO has launched the Gender Equality Strategy 2018-2021, which includes improving gender inequality by achieving equal rights to education. In foreign language teaching, textbooks carry a certain gender culture, which has become one of the important factors that influence students to form perceptions of gender roles.

II. LITERATURE REVIEW

A. The Role of Textbooks

As a mediator between curriculum policy and teachers (Valverde, et al., 2002), the interpretation and understanding of the term textbook are divided into broad and narrow senses. The broad sense of textbooks can be found in "Longman dictionary of language teaching and applied linguistics" (Richards et al., 2002, p. 415), as follows: "anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display". A textbook in a narrow sense can be understood as an important book based on the syllabus or teaching standards that reflects the content of a subject, usually consisting of multiple volumes and units, as well as accompanying exercise books and audio-visual resources, which systematically and completely present the teaching content.

As an important way to achieve educational goals, textbooks reflect social and cultural life, and carry social values and ideology (Shin et al., 2011). For teachers, textbooks can supplement and improve teaching activities, while for learners, textbooks are the main learning source. As an important carrier of educational activities, teaching materials not only affect the teaching process but also shape students' collective memory (Nasser & Nasser, 2008). In other words,

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[1] focuses on a critique of patriarchy.
[2] focuses on the critique of capitalism.
[3] focuses on the individual rights of women and the social equality of men and women.
[4] focuses on the critique of patriarchy and capitalism.

the culture contained in the textbook shapes students' values and ideology in indirect and profound ways. Therefore, because of the status of textbooks in subject teaching, textbook editors need to be cautious when selecting materials, and teachers should adopt critical principles when dealing with relevant materials.

In fact, as the product and medium of social culture, textbooks contain rich cultural knowledge to a large extent and reflect the mainstream culture of society. Therefore, in a sense, textbooks can directly or indirectly map the corresponding cultural concepts, which also reflect the different gender roles that society has given to men and women, and even gender prejudice or discrimination. In college Portuguese teaching activities, teachers and students often use teaching materials to carry out a series of teaching and learning activities. Portuguese textbooks not only carry the language knowledge but also carry the cultural knowledge of Portuguese-speaking countries. To a certain extent, textbooks influence the teaching and learning activities of the Portuguese language and transmit cultural concepts, including gender culture, to students in a subtle way and have a profound impact on their attitudes and behavior (Abdelhay & Benhaddouche, 2015). Schau and Scott (1984) stated in their study that the integration of sex-equitable material into teaching materials can help break down students' stereotypes about gender roles, but such sex-bias materials will lead to wrong gender culture, subtly affect students' thinking, and even put gender bias into action.

B. Gender Roles in Language Textbooks

Research on gender roles is divided into broad and narrow senses. From a broad perspective, it covers not only the research on gender inequality and discrimination in female roles but also on gender inequality and discrimination in male roles. Eugene (1989) proposed three types of gender bias and discrimination, including the concept of "masculinization of evil" (Yang, 2004, p. 250), "gender-exclusive language" and "gender-restrictive language". In a narrow sense, it is more concerned with gender inequality in female roles, such as "exclusion", "subordination", "distortion", and "degradation" of female roles (Sunderland et al., 2000). This paper adopts gender role research in a narrow sense, which is mainly aimed at focusing on the inequality of women's roles.

In the process of education, teaching materials have always played an important role. Scholars have carried out corresponding research on various teaching materials from the perspective of gender roles, including experts and scholars in the field of language teaching. The study of gender issues in textbooks first appeared in the 1970s. U'Ren (1971) explored gender issues from the perspective of female roles in textbooks. She found that 75 percent of the characters in the textbook were male, and only 15 percent of the characters in the illustrations were female. The study highlights the unequal gender roles of men and women in textbooks. Scott (1972) also conducted research on female images in textbooks, and proposed a series of feasible solutions to this gender role problem, breaking gender stereotypes and even gender discrimination. Hartman and Judd (1978) focused on the phenomenon of sexism in English textbooks, analyzed the social roles of women and men from the text and illustrations in the textbooks, and launched a series of reflections on gender issues in English textbooks. Hellinger (1980) indicated that there are concepts of "exclusion", "subordination", "distortion" and "degradation" in foreign language textbooks. Porreca (1984) empirically analyzed gender inequality in 15 English textbooks, using a quantitative research framework based on the frequency of male and female gender in texts and illustrations, combined with a qualitative research framework based on gender adjectives and occupations, etc. The analytical framework summarizes the various gender role issues that appear in English textbooks. In the 1990s, Jones et al. (1997) analyzed discourse roles in dialogues in three EFL textbooks, their study also makes people reflect on the negative effects of gender-imbalanced dialogues. Since the 21st century, research on this topic has gradually gained attention. The main research dimensions focus on the frequency of male and female roles, social roles of males and females, family roles of males and females, personality characteristics of males and females, activities of males and females, and background of male and female activities. In general, the research on gender roles in language textbooks at this stage focuses more on the textual level, while there is not much research on illustrations, especially the comparative study of local and introduced edition textbooks.

From 1960 when the Beijing Broadcasting Institute (BBI) (now Communication University of China) established the Portuguese major to the beginning of this century, the development of Portuguese in China's higher education has been particularly slow, and even stagnated for a time. With the advent of the new century, Portuguese education has gained new vitality. More and more Chinese colleges and universities offer Portuguese majors, as well as Portuguese compulsories or elective courses. However, the teaching of Portuguese in Chinese universities is still in the development stage. The research on teaching materials mainly focuses on the compilation and use of teaching materials, and rarely involves the issue of gender roles in teaching materials. There is also fewer gender role research involving textbook illustrations.

Regarding the research on gender roles in language textbook illustrations, scholars from all walks of life have successively proposed effective research dimensions. Amini and Birjandi (2012) investigated five dimensions: visibility, firstness, masculine constructions, occupations, and activities. Abdelhay and Benhaddouche (2015) adopted the following three dimensions for analysis in their research: a) the number of illustrations between male characters and female characters; b) differences in occupational types in male and female illustrations; c) differences in activity types presented in male and female illustrations. Sovič and Hus (2015) analyze the problem of gender stereotypes in teaching materials from three perspectives: a) frequency and percentage of male and female occurrences; b) activities of male and female; c) clothing of male characters and female characters. Karintzaidis et al. (2016) constructed a research framework based on three sections to reveal gender issues in the illustrations of the 6th Grade Language textbooks,

including a) the occupation of male and female characters in the illustrations; b) the locales of men and women in the illustrations; c) the activities/behaviors of the male and female characters. Yang (2016) focuses on the visual analyses of gender roles in two primary English Language textbooks from the perspective of males' and females' clothing color and hair length.

III. METHODOLOGY

Based on previous research, this paper designs a research framework and six feasible analysis dimensions to verify if there is an imbalance of gender roles in introduced edition and local Portuguese textbooks, as shown in the following figure:
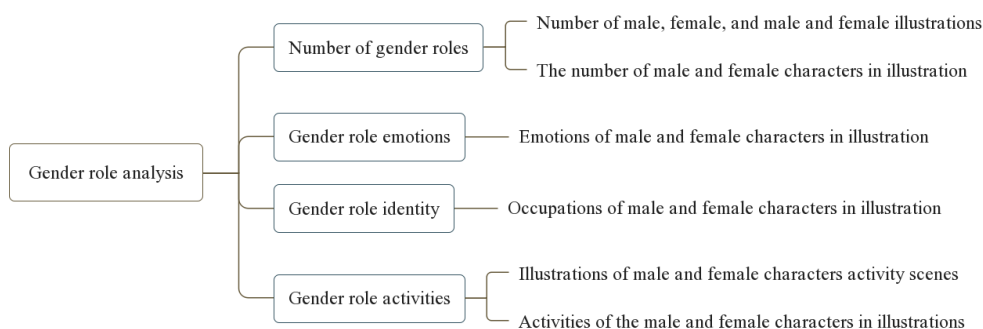

Figure 1 Analytic Framework and Dimensions of Male and Female Roles in College Portuguese Local and Introduced Edition Textbooks

The current college Portuguese teaching textbooks can be mainly divided into introduced edition textbooks and local textbooks, this paper will select four textbooks commonly used in the undergraduate teaching of Portuguese in China, including two introduced edition textbooks: Portuguese XXI (Português XXI), Passport to Portuguese (Passaporte para Português), and two local textbooks: Portuguese for University Teaching (Português para Ensino Universitário) and Global Portuguese (Português Global). This paper presents an empirical study of illustrated characters in four textbooks, using a combination of content analysis and comparative analysis, intending to explore the issue of gender roles in the illustrated parts of college Portuguese textbooks in China. And further, based on the findings, this study proposes corresponding suggestions for the gender role issue.

Research Results

A. Statistics of the Number of Illustrations

This dimension of analysis aims to measure the number of illustrations with only male characters, the number of illustrations with only female characters, and the number of illustrations with both male and female characters in the four college Portuguese language textbooks. Based on the above three categories, we calculated the percentage of the total number of character illustrations, and finally summarized the differences in the number and proportion of male character illustrations, female character illustrations, and male and female character illustrations in several textbooks. After analysis, the results are as follows:

TABLE 1
THE NUMBER AND PROPORTION OF MALE CHARACTER ILLUSTRATIONS, FEMALE CHARACTER ILLUSTRATIONS, AND MALE AND FEMALE CHARACTER ILLUSTRATIONS IN THE FOUR TEXTBOOKS[5]

Textbook		Number of Character Illustrations	Male character illustrations		Female character illustrations		Male and female characters illustrations	
			No.	%	No.	%	No.	%
Portuguese XXI	Vol 1	137	60	43.8%	40	29.2%	37	27.0%
	Vol 2	67	26	38.8%	24	35.8%	17	25.4%
	Vol 3	60	22	36.7%	31	51.7%	7	11.7%
Total		264	108	40.9%	95	36.0%	61	23.1%
Passport to Portuguese	Vol 1	359	155	43.2%	144	40.1%	60	16.7%
	Vol 2	107	57	53.3%	39	36.4%	11	10.3%
Total		466	212	45.5%	183	39.3%	71	15.2%
Portuguese for University Teaching	Vol 1	17	6	35.3%	6	35.3%	5	29.4%
	Vol 2	20	15	75.0%	5	25.0%	0	0%
Total		37	21	56.8%	11	29.7%	5	13.5%
Global Portuguese	Vol 1	31	7	22.6%	16	51.6%	8	25.8%
	Vol 2	44	5	11.4%	19	43.2%	20	45.5%
	Vol 3	22	12	54.5%	8	36.4%	2	9.1%
	Vol 4	36	23	63.9%	4	11.1%	9	25.0%
Total		133	47	35.3%	47	35.3%	39	29.3%
The above four textbooks total		900	388	43.1%	336	37.3%	176	19.6%

To more clearly present the relative proportions of male character illustrations, female character illustrations, and male and female character illustrations in the above four textbooks, as shown in the following chart:

TABLE 2
THE PROPORTION OF MALE CHARACTER ILLUSTRATIONS, FEMALE CHARACTER ILLUSTRATIONS, AND MALE AND FEMALE CHARACTER ILLUSTRATIONS IN THE FOUR TEXTBOOKS

	Portuguese XXI	Passport to Portuguese	Portuguese for University Teaching	Global Portuguese
M illustrations %	40.9%	45.5%	56.8%	35.3%
F illustrations %	36.0%	39.3%	29.7%	35.3%
M&F illustrations %	23.1%	15.2%	13.5%	29.3%
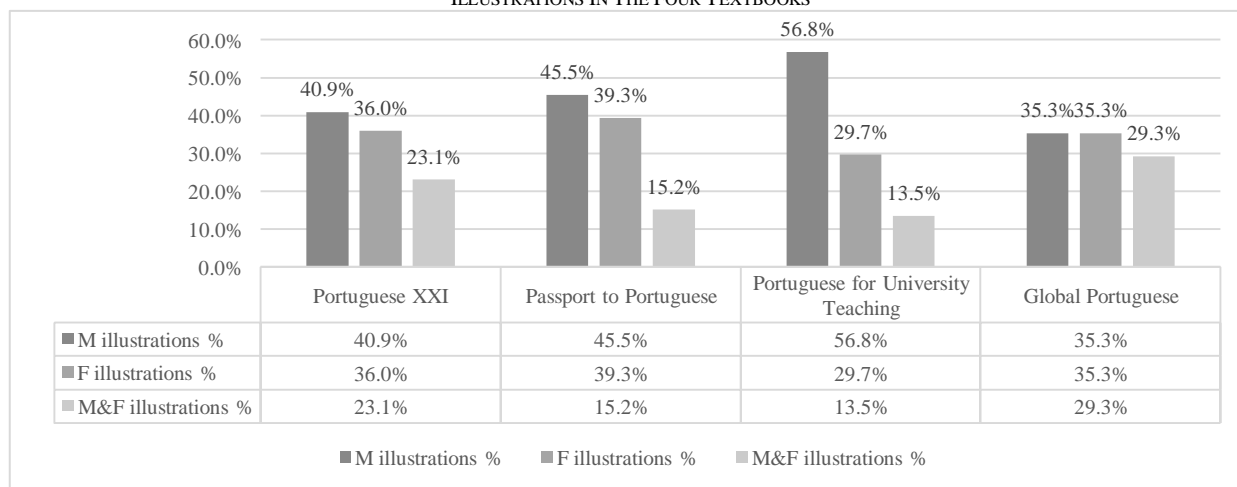
Through the analysis of the data in this dimension, the following questions about the gender role differences between males and females in the four research textbooks can be concluded: a) Generally speaking, in the four college Portuguese textbooks, except for Global Portuguese, the remaining three textbooks demonstrate a more or less difference in the number of male and female character illustrations, i.e. male figures are more accustomed to using; b) In the two introduced edition textbooks, in comparison with Passport to Portuguese, the three factors in the Portuguese XXI have less difference in proportions; c) Among the two local textbooks, the proportion of the three factors in Global Portuguese varies little and is balanced between male and female character illustrations.

B. Statistics of the Number of Characters in the Illustration

This dimension of analysis mainly aims to measure the number of male characters and the number of female characters in the illustrations of the four college Portuguese textbooks, and then calculate the percentages of the above male characters and female characters in the total number of characters, and finally summarize the difference in the proportion of male and female characters in the total number of characters in the illustration of these four textbooks. After analysis, the results are as follows:
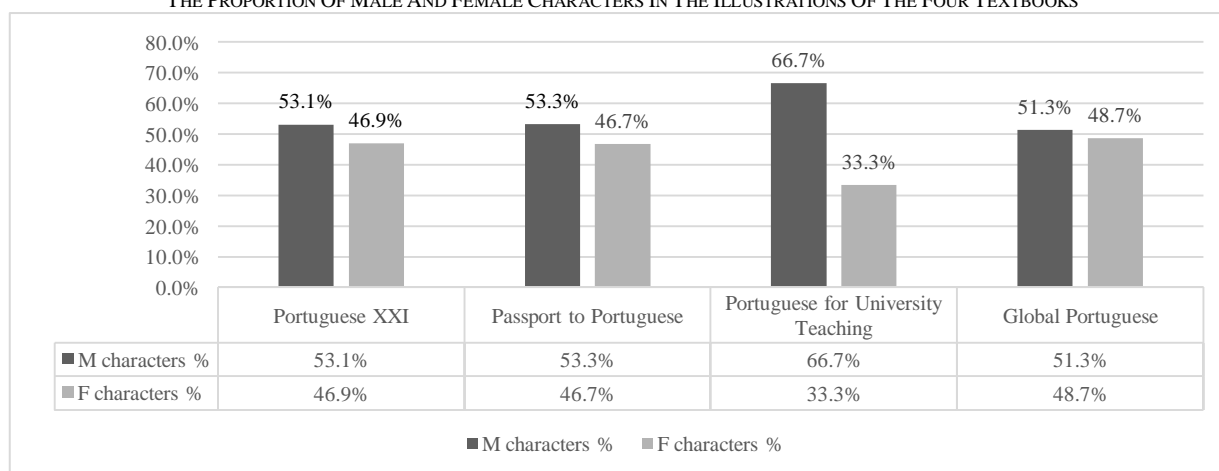
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[5] No statistics for illustrations where the gender of the character could not be determined.

TABLE 3
THE NUMBER AND PROPORTION OF MALE AND FEMALE CHARACTERS AND THE TOTAL NUMBER OF CHARACTERS IN THE ILLUSTRATIONS OF THE FOUR TEXTBOOKS[6]

Textbook		Total No.	Male characters		Female characters	
			No.	%	No.	%
Portuguese XXI	Vol 1	258	145	56.2%	113	43.8%
	Vol 2	99	55	55.6%	44	44.4%
	Vol 3	82	33	40.2%	49	59.8%
Total		439	233	53.1%	206	46.9%
Passport to Portuguese	Vol 1	508	264	52.0%	244	48.0%
	Vol 2	147	85	57.8%	62	42.2%
Total		655	349	53.3%	306	46.7%
Portuguese for University Teaching	Vol 1	36	21	58.3%	15	41.7%
	Vol 2	24	19	79.2%	5	20.8%
Total		60	40	66.7%	20	33.3%
Global Portuguese	Vol 1	60	27	45.0%	33	55.0%
	Vol 2	76	29	38.2%	47	61.8%
	Vol 3	28	17	60.7%	11	39.3%
	Vol 4	68	46	67.6%	22	32.4%
Total		232	119	51.3%	113	48.7%
The above four textbooks total		1386	741	53.5%	645	46.5%

To more clearly present the relative proportion difference between male characters and female characters in the illustrations of the above four textbooks, as shown in the following chart:

TABLE 4
THE PROPORTION OF MALE AND FEMALE CHARACTERS IN THE ILLUSTRATIONS OF THE FOUR TEXTBOOKS

	Portuguese XXI	Passport to Portuguese	Portuguese for University Teaching	Global Portuguese
■ M characters %	53.1%	53.3%	66.7%	51.3%
■ F characters %	46.9%	46.7%	33.3%	48.7%

■ M characters %   ■ F characters %

Through the analysis of the data in this dimension, the following questions can be drawn about the differences in gender roles in the illustrations of the four research textbooks: a) Generally speaking, there are differences in the number of male and female characters in the illustrations of the four college Portuguese textbooks, male characters appear more frequently than female characters. Among them, Global Portuguese has the smallest difference in the proportions of the two; b) The proportions of male characters and female characters in the two introduced edition textbooks are similar, but compared with the Passport to Portuguese, the difference between the two factors in Portuguese XXI is slightly smaller; c) In the two local textbooks, the proportions of the two factors in Global Portuguese is more balanced than that in Portuguese for University Teaching.

C. Statistics of Characters' Emotions in Illustrations

This dimension of analysis mainly aims to measure the positive and negative emotions of male and female characters in the illustrations of the four college Portuguese textbooks, and then calculate: a) The percentage of male and female characters' positive emotions in the total positive emotions; b) The percentage of male and female characters' negative emotions in the total negative emotions; c) The difference in the emotional proportions of male and female characters in the illustrations of several textbooks.

Before statistics and analysis of data, it is necessary to clarify what positive emotions and negative emotions are. Based on the valence division method, Yang et al. (2007) sum up the emotional positive and negative electrodes. Specifically, positive electrodes are called positive emotions, which will bring positive subjective experience and physiological response to the individual; on the contrary, the negative electrode is called negative emotion, which will bring negative subjective experience and physiological response to the individual. Common positive emotions are joy,

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[6] No statistics are made for the characters whose gender could not be identified or counted.

pleasure, happiness, relaxation, pride, excitement, etc.; common negative emotions are sadness, anxiety, pain, anger, fear, etc.
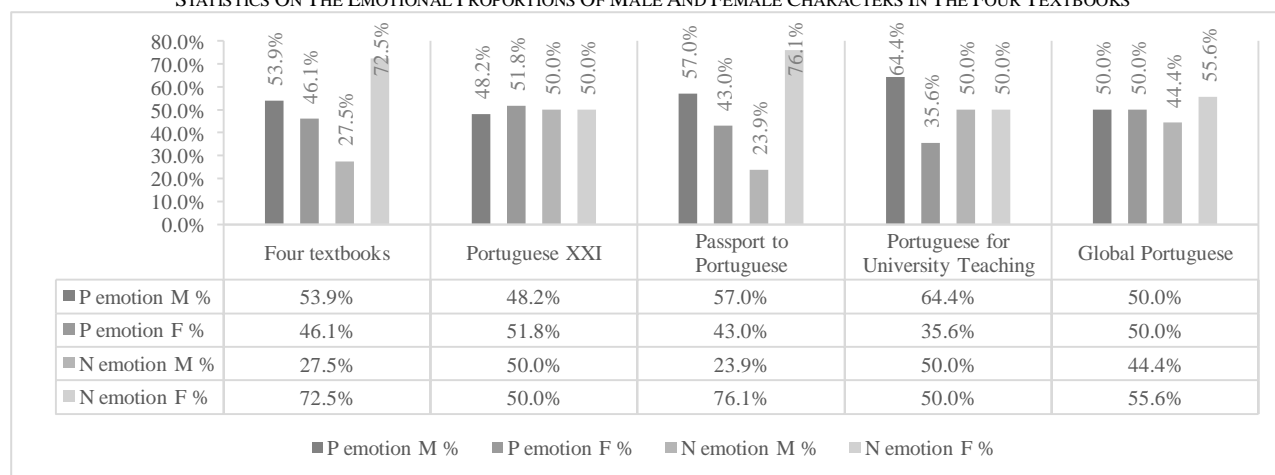
After analysis, the results are as follows (P=positive; N=negative):

TABLE 5
STATISTICS OF MALE AND FEMALE CHARACTERS' EMOTIONS IN THE FOUR TEXTBOOKS[7]

Textbook		Total No.	Total No.P	Total No.N	Male characters		Female characters	
					No.P	No.N	No.P	No.N
Portuguese XXI	Vol 1	105	105	0	54	0	51	0
	Vol 2	66	64	2	31	1	33	1
	Vol 3	51	51	0	21	0	30	0
Total		222	220	2	106	1	114	1
Passport to Portuguese	Vol 1	388	331	57	194	15	137	42
	Vol 2	102	92	10	47	1	45	9
Total		490	423	67	241	16	182	51
Portuguese for University Teaching	Vol 1	29	29	0	16	0	13	0
	Vol 2	18	16	2	13	1	3	1
Total		47	45	2	29	1	16	1
Global Portuguese	Vol 1	39	37	2	17	1	20	1
	Vol 2	52	49	3	18	0	31	3
	Vol 3	19	19	0	11	0	8	0
	Vol 4	33	29	4	21	3	8	1
Total		143	134	9	67	4	67	5
The above four textbooks total		902	822	80	443	22	379	58

To more clearly present the difference in the relative proportions of male characters and female characters in the above four textbooks, as shown in the following chart:

TABLE 6
STATISTICS ON THE EMOTIONAL PROPORTIONS OF MALE AND FEMALE CHARACTERS IN THE FOUR TEXTBOOKS

	Four textbooks	Portuguese XXI	Passport to Portuguese	Portuguese for University Teaching	Global Portuguese
■ P emotion M %	53.9%	48.2%	57.0%	64.4%	50.0%
■ P emotion F %	46.1%	51.8%	43.0%	35.6%	50.0%
■ N emotion M %	27.5%	50.0%	23.9%	50.0%	44.4%
■ N emotion F %	72.5%	50.0%	76.1%	50.0%	55.6%

■ P emotion M % ■ P emotion F % ■ N emotion M % ■ N emotion F %

Through the analysis of the data in this dimension, the following questions can be drawn about the differences in gender roles between men and women in the illustrations of the four research textbooks: a) Generally speaking, there are emotional differences between male and female characters in the illustrations of the four college Portuguese textbooks, the proportion of male characters in the positive emotions of illustrated characters is generally higher than that of female characters, and the proportion of male characters in the negative emotions of illustrated characters is generally lower than that of female characters; b) In the two introduced edition textbooks, compared with Passport to Portuguese, the difference in the proportion of positive and negative emotions between male and female illustrated characters in Portuguese XXI is smaller. Moreover, the proportion of females with positive emotions in Portuguese XXI is slightly higher than the proportion of males with positive emotions; c) In the two local textbooks, the difference in the proportion of positive and negative emotions between male and female characters of illustrations in Global Portuguese is smaller than that in Portuguese for University Teaching.

D. Statistics of Characters' Occupations in Illustrations

This dimension of analysis mainly aims to count and analyze the occupational roles of male and female characters in the illustrations of the four college Portuguese textbooks, and then calculate the percentages of male and female characters' occupational roles in occupational categories, and finally summarize the illustrations' differences in the type

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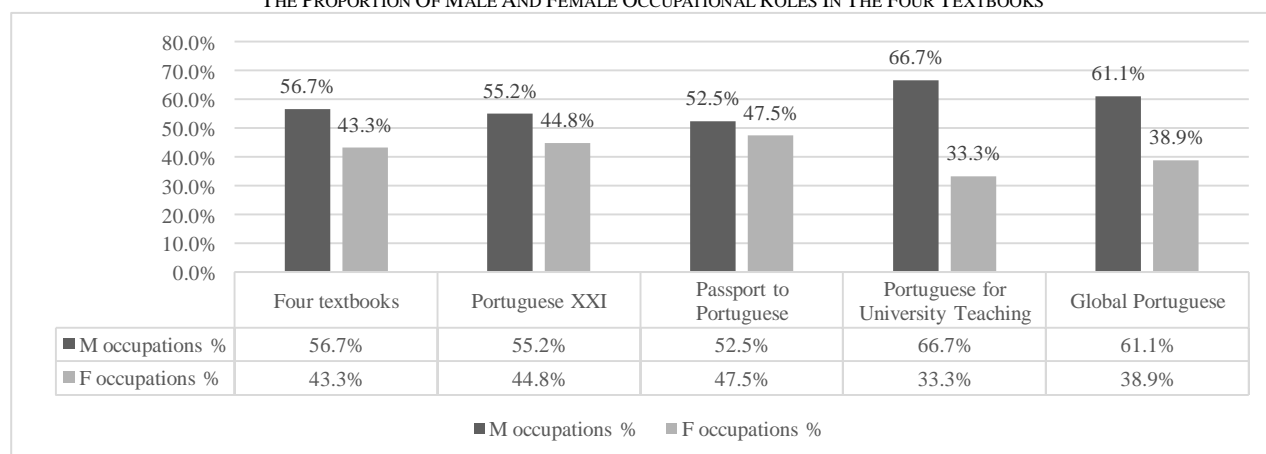[7] No statistics for characters whose emotions could not be identified.

and number of occupations performed by male and female characters in illustrations of several textbooks. After analysis, the results are as follows:

TABLE 7
STATISTICS ON OCCUPATIONAL ROLES OF MALE AND FEMALE CHARACTERS IN THE FOUR TEXTBOOKS[8]

Textbook			Male occupation	Female occupation
Portuguese XXI	Vol 1	Type	Lawyer, chef, fireman, police, student, architect, waiter, economist, singer, bullfighter, athlete, doctor, maintenance worker	Student, clerk, doctor, painter, waiter, nurse, singer, model, tour guide, kindergarten teacher, manicurist, stationery clerk
		No.	13	12
	Vol 2	Type	Chef, actor, student, politician, fortune teller, sports coach, salesperson, shoe shiner, knife sharpener	Teacher, artist, actor, singer, doctor, salesperson, engineer
		No.	9	7
	Vol 3	Type	student, artist, doctor, writer, garbage collector, cooks, newspaper seller, architect, worker, meat cutter	Student, artist, singer, designer, fashion celebrity, deputy mayor, radio host
		No.	10	7
Total			32	26
Passport to Portuguese	Vol 1	Type	Celebrity, athlete, driver, policeman, engineer, doctor, journalist, waiter, computer repairer, student, chef, clerk, captain, sports judge	celebrity, operator, chef, teacher, student, judge, doctor, clerk, athlete, painter, dancer, cleaner
		No.	14	12
	Vol 2	Type	Celebrity, courier, maintenance worker, waiter, athlete, teacher, designer	Celebrity, flight attendant, maintenance worker, hotel receptionist, operator, athlete, pharmacist
		No.	7	7
Total			21	19
Portuguese for University Teaching	Vol 1	Type	Celebrity, athlete, student, boss, clerk, singer	student, nurse, clerk, dancer, celebrity
		No.	6	5
	Vol 2	Type	Celebrity, teacher, student, airport staff, doctor, boss	Celebrity
		No.	6	1
Total			12	6
Global Portuguese	Vol 1	Type	Clerk, student, doctor	clerk
		No.	3	1
	Vol 2	Type	boss	Clerk, student, doctor
		No.	1	3
	Vol 3	Type	litterateur, athlete	litterateur
		No.	2	1
	Vol 4	Type	Teacher, litterateur, student, screenwriter, singer	Litterateur, student
		No.	5	2
Total			11	7
The above four textbooks total			76	58

To more clearly present the difference in the relative proportions of male characters and female characters in the above four textbooks, as shown in the following chart:

TABLE 8
THE PROPORTION OF MALE AND FEMALE OCCUPATIONAL ROLES IN THE FOUR TEXTBOOKS

	Four textbooks	Portuguese XXI	Passport to Portuguese	Portuguese for University Teaching	Global Portuguese
■ M occupations %	56.7%	55.2%	52.5%	66.7%	61.1%
■ F occupations %	43.3%	44.8%	47.5%	33.3%	38.9%

Through the analysis of data in this dimension, the following questions about the gender role differences between males and females in the illustrations of the four textbooks can be summarized: a) There are differences in the occupational roles of males and females in the illustrations of the four college Portuguese textbooks. In general, the number of male occupational roles is higher than that of female occupational roles, and male occupational roles are

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[8] No statistics for characters whose occupations could not be identified.

more diverse, but it is worth noting that female occupational roles are not restricted to service industries or located in families; b) In the two introduced edition textbooks, compared with the Passport to Portuguese, the difference in the number and types of male and female occupational roles in illustrations of Portuguese XXI is more obvious, and the male occupational types are more and account for a larger proportion; c) In the two local textbooks, compared with Global Portuguese, the difference in the number and types of male and female occupational roles in illustrations of Portuguese for University Teaching is more obvious, and male occupational categories are more and account for a larger proportion; d) The descriptions of the occupational roles of male and female characters in the two introduced edition textbooks are more abundant, and the differences in the number and types are smaller. On the contrary, the descriptions of occupational roles in the two local textbooks are more scarce, and the differences between males and females are larger, which is not conducive to students' formation of correct concepts of male and female occupational roles.

E. Statistics on the Specifics Types of Activities of the Characters in the Illustrations

This dimension of analysis mainly aims to count and analyze the activity types of male characters and female characters in the illustrations of the four college Portuguese textbooks, and then calculate the percentage of the activity types of male and female characters in the total activity types, and finally summarize differences in the type and number of activities between male and female characters in illustrations of several textbooks. After analysis, the results are as follows:

TABLE 9
STATISTICS ON ACTIVITY TYPES OF MALE CHARACTERS AND FEMALE CHARACTERS IN THE FOUR TEXTBOOKS[9]
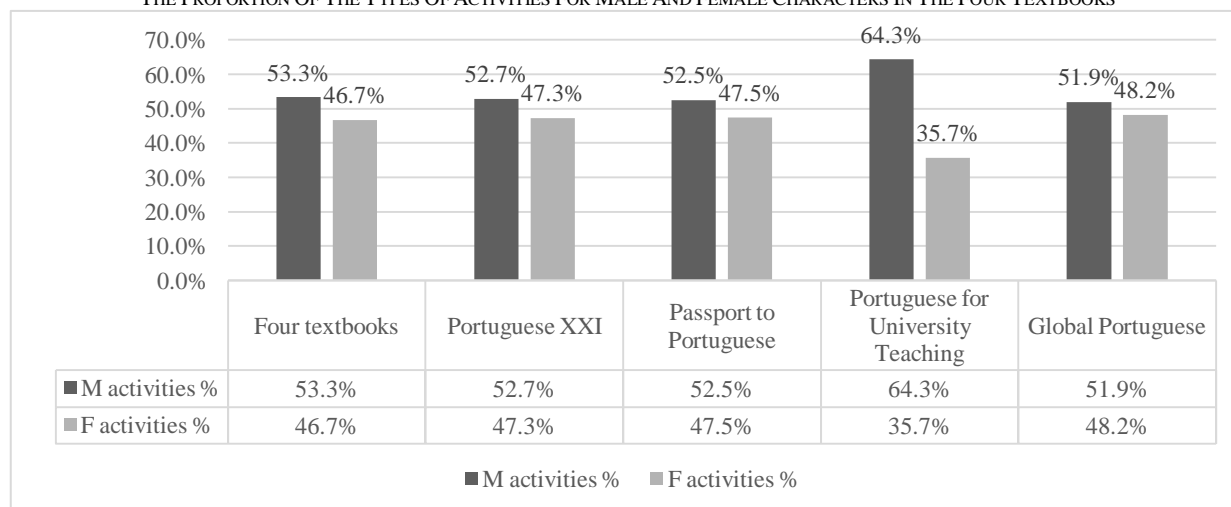
Textbook			The activity of male characters	The activity of female characters
Portuguese XXI	Vol 1	Type	Play golf, work, take exams, listen to music, drink coffee, play football, play guitar, watch TV, dance, do exercises, eat, make phone calls, read newspapers, take medical exams	Work, drink coffee, shop, study, call, dance, chat, eat, photograph, draw, do housework
		No.	14	11
	Vol 2	Type	Study, eat, work, do exercises, watch TV, read newspapers, do outdoor leisure activities	Study, eat, work, do exercises, watch TV, read newspapers, make phone calls
		No.	7	7
	Vol 3	Type	Study, chat, work, weed, sell newspapers, take pictures, read newspapers, dance	Study, chat, sing, draw, take pictures, dance, do exercises, read newspapers
		No.	8	8
Total			29	26
Passport to Portuguese	Vol 1	Type	Do exercises, drive, eat, work, go out, go to school, study, cook, dance, watch TV, go shopping, do housework, ride horses, listen to music, play a musical instrument, play chess, smoke, get married	Do exercises, study, eat, work, go to school, take care of children, smoke, sing, dance, go out, shop, watch TV, drive, do housework, draw, take pictures, get married
		No.	18	17
	Vol 2	Type	Wash, dress, eat, sing, do housework, work, do exercises, drink coffee, drive, read, take pictures, do outdoor leisure activities, chat	Sing, draw, drive, eat, make phone calls, work, do outdoor leisure activities, listen to music, chat, do exercises, read
		No.	13	11
Total			31	28
Portuguese for University Teaching	Vol 1	Type	Do exercises, have an interview, have a meeting, sing	Work, have an interview, have a meeting, dance
		No.	4	4
	Vol 2	Type	Have an interview, work, do outdoor leisure activities, see a doctor, chat	Do outdoor leisure activities
		No.	5	1
Total			9	5
Global Portuguese	Vol 1	Type	Chat, entertain, watch TV, dance, eat, travel, see a doctor	Chat, entertain, listen to music, shop, wash, cook, work, dance, travel
		No.	7	9
	Vol 2	Type	Watch TV, dance, eat, see a doctor, camp, have an interview, have a meeting, row a boat, cook, do exercises	Read, do exercises, cook, dance, watch TV, see a doctor, camp, wash, have an interview, have a meeting, row a boat, do housework, eat
		No.	10	13
	Vol 3	Type	Do exercises, draw, get married, chat, work	Get married
		No.	5	1
	Vol 4	Type	Work, watch TV, do exercises, eat, attend class, chat	Do exercises, eat, attend class
		No.	6	3
Total			28	26
The above four textbooks total			97	85

To more clearly present the difference in the number of activities of male characters and female characters in the above four textbooks, as shown in the following chart:

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[9] No statistics for characters whose type of activity could not be identified.

TABLE 10
THE PROPORTION OF THE TYPES OF ACTIVITIES FOR MALE AND FEMALE CHARACTERS IN THE FOUR TEXTBOOKS

	Four textbooks	Portuguese XXI	Passport to Portuguese	Portuguese for University Teaching	Global Portuguese
M activities %	53.3%	52.7%	52.5%	64.3%	51.9%
F activities %	46.7%	47.3%	47.5%	35.7%	48.2%

Through the analysis data of this dimension, the following questions about the differences in the types and numbers of activities of male and female characters in the illustrations of the four textbooks can be summarized: a) Generally speaking, the illustrations of the four college Portuguese textbooks all show the phenomenon of imbalance in the types and numbers of activities of male and female characters. The specific manifestation is that compared with female characters, the types of activities of male characters are more diverse and account for a larger proportion; b) There is little difference between the two introduced edition textbooks in this dimension; c) In both local textbooks, the difference in the type and number of activities of male and female characters in the illustrations of Portuguese for University Teaching is more evident than in Global Portuguese, with more categories and a larger share of activities for males and a lack of types and numbers of activities for females.

F. Statistics of the Activity Scenes of the Characters in the Illustrations

This dimension of analysis mainly aims to count and analyze the activity scenes of male characters and female characters in the illustrations of the four college Portuguese textbooks, and then calculate the percentage of the activity scenes of male and female characters in the total activity scenes, and finally summarize differences in the type and number of activity scenes between male and female characters in illustrations of several textbooks. After analysis, the results are as follows:

TABLE 11
STATISTICS OF ACTIVITY SCENES OF MALE CHARACTERS AND FEMALE CHARACTERS IN THE FOUR TEXTBOOKS[10]

Activity Scenes									
	School	12	12	4	6			3	5
	Family	2	7	12	24	2	2	14	16
	Workplace	33	23	5	7	7	3	7	4
	Outdoor	30	22	22	17	6	1	36	26
	Restaurant	8	7	13	10				
	Beauty Salon								2

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[10] No statistics for characters whose activity scenes could not be identified.

textbook	Portuguese XXI		Passport to Portuguese		Portuguese for University Teaching		Global Portuguese	
Gender	M	F	M	F	M	F	M	F
Mall&Super market			1	8				1
Cinema			10	10				
Library			1	1				
Bank				1				
Hotel				2				
Hospital & Pharmacy	1	2		2	2		2	3
Public transport	2	2	18	8	1			
Sports place	3	6	13	5	2		2	2

Through the statistical data of this dimension, we focus on the following four more representative scenes, it is not difficult to find in the four textbooks: a) Except for Portuguese for University Teaching, the female characters appear more frequently in the family scenes in the other three textbooks are higher than men; b) Except for Portuguese Passport, the female characters appear more frequently than the male characters in the home scenes in the remaining three textbooks; c) Except for Passport to Portuguese, the male characters appear more frequently than the female characters in the work scenes in the remaining three textbooks; d) The male characters appear much more frequently than the female characters in the outdoor scenes in all four textbooks; e) In the two textbooks where the mall scenes, the frequency of female characters is much higher than that of male characters. This series of findings may lead to traditional stereotypes and prejudices about gender roles, i.e., that women's activities are based more on the home, supermarkets, or shopping malls, while men's activities are more often found in the workplace and outdoors.

IV. CONCLUSIONS AND REFLECTIONS

Through the analysis of the above six dimensions, this study found that the characters in the illustrations in the four introduced and local textbooks all present different degrees of gender role imbalance and insufficient attention to female roles. There is still a need to strengthen the awareness of gender equality in college Portuguese language textbooks to achieve the goal of transmitting a correct gender culture, and the following two recommendations are made here regarding the development and use of Portuguese language textbooks: First, at the level of textbook development, editors need to establish a correct awareness of gender roles and, of course, face up to the biological differences between men and women, and they need to take careful consideration in the selection of illustrations to understand the meaning and importance of gender equality and to eliminate gender bias and even discrimination. Secondly, in the

selection and use of teaching materials, teachers should incorporate the concept of gender role equality into the criteria for selecting teaching materials, carefully and reasonably select teaching materials and scientifically guide students to view the gender role phenomena presented in the illustrations, and in the process of explaining the teaching materials, they should also provide certain teaching activities that help students develop a fair concept of gender roles, to stimulate students to analyze and reflect on gender role issues.

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