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## Abstract:

As a result of the second wave of feminism that aimed to eliminate gender inequity against women in general, and in education in specific, many studies were carried on in the area of gender and language in education since the 1960s (Scourfield, 2010). In particular, many studies were conducted on textbooks, because they are the “mirror” of education (Saleem and Zubair, 2013). Examination of gender and language in textbooks in different contexts reveal a negative attitude in terms of men overrepresentation and firstness, and gender-stereotypical roles. Unfortunately, no previous studies in this field were conducted in the Bahraini context. Thus, this study that aims to study a Bahraini English series of textbooks (*Backpack*), and examine the reciprocal effect of this series and society on each other, has been conducted, because through these textbooks, students have their primary experience with English language. Fairclough’s (2015) three-stage model for critical discourse analysis has been adapted. These stages quantitatively *describe* the representation, then *interpret* this description, and finally *explain* it based on the Bahraini context. Results of this study reveal that, in general, these textbooks work for more gender equity. However, men firstness and some gender-stereotypical roles still persist across the series. Through comparison between these results and the Bahraini society, it is concluded that, despite the institutional regulations, the Bahraini society has a strong influence on the representation of gender in these textbooks.

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