

## A TEACHERS' SURVEY ON LINGUISTIC SEXISM IN IRANIAN EFL SCHOOL TEXTBOOKS

**Shapour Vahdatinejad \*(PhD Candidate)**

*Department of English & Literature, College of Applied Sciences- Rustaq, Oman*  
[s\\_vahdati@yahoo.com](mailto:s_vahdati@yahoo.com)

**Bahiyah Abdul Hamid (PhD)**

*School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities*  
*University Kebangsaan Malaysia*  
[bahiyah@ukm.edu.my](mailto:bahiyah@ukm.edu.my)

### ABSTRACT

*The present study was an attempt to investigate the Iranian English as a Foreign Language (EFL) teachers' opinion on linguistic sexism in Iranian EFL school textbooks. Therefore, in order to achieve these objectives, the number of 40 English language teachers from junior high and high schools in Tehran participated in this study. The data were gathered using a questionnaire which was previously piloted. Findings indicate that all of the teachers are aware of linguistic sexism in the current EFL school textbooks and also believe that the books do not represent both genders equally. The findings also show that the teachers detest linguistic sexism and would like to eradicate sexism from textbooks. In addition, they think textbooks need to be revised to represent both genders equally. According to the results of the current study, teachers are aware of what actually happens in the educational contexts. This awareness of reality in the textbooks makes them frame and reframe new attitudes towards teaching which needs to be publicly announced. The principle implications of the study are for the EFL policy makers and textbook writers in general and the realm of teacher education in particular.*

**KEYWORDS:** Linguistic Sexism, EFL Textbooks, Gender Equality

### INTRODUCTION

Textbooks and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. From basic mathematics to physics, in classrooms, libraries and other learning centres around the world, textbooks and learning materials not only form an authoritative source of information, but also function as primary tools for shaping attitudes and behaviors. These attitudes and behaviors accompany the students throughout their lives and form their personality and stereotype character. "At any level, in every subject area, textbooks can be important vehicles for promoting human rights, including the principles and practices of non-violence, gender equity and non-distinguishing characters." (UNESCO 2005).

Sexism as defined by Holmes (1986: 336) is: "the ways in which language conveys negative attitudes to women". In this study, by sexism the researcher means: giving priority to one gender and making it the main focus. Despite efforts to eliminate all forms of discrimination, there are

occurrences of sexism, i.e., prejudice or discrimination based on gender (Bahiyah, 2002; Bahiyah, 2003) in school textbooks. Also, both genders are treated and represented unequally through language which can be termed “linguistic sexism” (Bahiyah, 2002; Bahiyah, 2003 as cited in Bahiyah et al. 2008). Linguistic sexism has been a prominent issue in gender studies because when “one gender is favored over the other makes the classroom context disharmonious” Recently, Iran has a high percentage of young generation compared to other countries, i.e. more than 60% of the population is below 30 years of age. Meanwhile, the number of females compared to males is increasing which necessitates gender studies. With the popularity of feminism and increasing public awareness of gender inequality in Iran, some scholars and intellectuals have started investigating the gender status. One of the main areas of gender studies is linguistic sexism in textbooks which has drawn the attention of a number of researchers in Iran. (Amerian, 1987; Feiz Mohammadpour, 1999; Kheibari, 1999; Shahedi, 2001; Ansary & Babaii, 2002; Yarmohammadi, 2002; Ansary, & Babaii, 2003; Amalsaleh, 2004; Razmjoo, 2007; Atashpanjeh & Keshavarz, 2009; Ghorbani, 2009; Bahman & Rahimi, 2010; Alemi & Jafari, 2012; Gharbavi & Mousavi, 2012a; Gharbavi & Mousavi, 2012b; Amini & Birjandi, 2012; Kazemi, Asadi Aidinlu, & Hasannejad, 2013; Tahriri & Moradpour, 2014; Hall, 2014; Vahdatinejad, 2016) All of the above mentioned studies have found the EFL school textbooks sexist which do not represent both genders equally. However, in the research area there has been no study to investigate the teachers’ opinion about existence or impacts of sexism in the textbooks on students.

## REVIEW OF THE LITERATURE

As it was mentioned earlier, there has been no survey on teachers’ opinion regarding sexism in EFL textbooks. However, here are some of the studies confirming that linguistic sexism exists in the textbooks. Feiz Mohammadpour (1999) examined the old version of the Iranian English language school textbooks in sexism. She found the Iranian textbooks sexist and masculine. Her findings showed that in terms of occupation, men dominated 80% of the jobs compared to 20% for females. With regards to the adjectives men received 78% and women 22%, and for positive characteristics men received 93% and women 7%, number of use of men names to women names is 2.6 times more. Ansary and Babaii (2003) examined the manifestation of sexist attitudes and values in two textbooks (Right Path to English I & II) that are locally designed to cater for and respond to the English language needs of Iranian students at secondary schools. They found the books sexist which do not represent both genders fairly.

Gharbavi and Mousavi (2012a) examined Iranian EFL high school English textbooks, which are currently being taught in the Iran, to find out whether they are sexist or not. The linguistic analysis revealed that males had dominated the communicative positions of the clauses in the textbooks. Also the frequencies of males for different participant’s roles were more than that of females. Thirty males played the role of actors whereas only twenty females were in the position of actor throughout the text of these textbooks.

Gharbavi and Mousavi (2012b) examined four English textbooks currently taught in the Iranian high schools. They analyzed the content and then calculated the frequency of each category to

compare with one another. Also as a qualitative analysis, the inferences underlying messages of text based on the presence or absence of some evidence in the text were put forward. Gharbavi and Mousavi (2012b) qualitative analysis consisted of chi-square test indicated that there is a significant difference between the frequencies of male and female for different categories of their study. Women were less visible than males both in texts and pictures. Males work in more diverse occupational roles than females as represented by the textbooks. Women tend to be stereotyped in a limited series of roles: mothers, housewives, tailors and nurses.

Amini and Birjandi (2012) examined the extent and types of gender bias in two of the Iranian EFL textbooks at the high school level (grades II and III). The findings reinforce the assumption that women are underrepresented in terms of visibility in number in Iranian high school EFL textbooks in a way that does by no way reflect the reality. And in Book III, the ratio of appearance of females to males in both texts and illustrations was 3 to 13.

Hall (2014) investigated gender representation in current EFL junior school textbooks (Right Path to English I and II) that are designed locally and taught as an obligatory subject in Iranian secondary schools. The findings revealed the degree of imbalance in gender representation in these textbooks.

Vahdatinejad (2016) examined all junior high and high school EFL textbooks which are currently being taught in the Iranian public schools. His findings proved manifestation of sexism in all aspects (visibility, firstness, generic masculine constructions, sex-linked occupations and activities) mentioned in Bahiyah et al. (2008) and the textbooks do not represent the genders equally.

## RESEARCH QUESTIONS

In order to achieve the objective of the study, the researchers have represented the following research questions:

- 1- Have the Iranian EFL teachers noticed linguistics sexism in the EFL textbooks?
- 2- Does linguistic sexism in the textbooks contexts have any effect on students' social life or their future?
- 3- Do the Iranian EFL teachers feel necessary to conduct research on gender equality?

## METHODOLOGY

### *Participants and Setting*

The sample population is an Iranian EFL school teachers. This sample consists of 40 school teachers who were teaching at public junior high or high schools in Iran at the time of survey. The sample population consists of 20 male and 20 female teachers for each cycle. 10 people (50%) were teaching at junior high school level and the other half (50%) were teaching at high school level. These teachers were selected as that teaching experience exceeded 5 years and had used the series of school textbooks under study.

### ***Instrument***

The survey questionnaire (Appendix A) was designed by the researcher, checked by a reviewer and then piloted. Further, there is more elaboration on testing the reliability and validity of the questionnaires and piloting procedure (Figure 1). The internal consistency reliability estimates of the test were checked by calculating Cronbach's alpha coefficient and it was found that the scale received the Cronbach's alpha of 0.8579.

The objective of the study is to identify teachers' perceptions toward linguistic sexism and sexism in the images of the EFL school textbooks which is being conducted in Iran for the first time. The survey questionnaire consists of 15 questions. In order to keep up with the uniformity, the researcher decided to use a printed form of questionnaire as one of the research tools to gather data. The questionnaire sought quantitative data. There are two sections in the used questionnaire: Section A: Personal Details, Section B: Survey on linguistic sexism in the EFL school textbooks. The first part (section A) of the questionnaire aimed to collect individual information like: gender, age; this is to find out whether age is a distinguishing factor for identifying sexism. In other words, sexism is a new issue which is mostly highlighted by the new generations or even the older teachers, who have been teaching the textbooks at school for a long time, have noticed the problem or not.

Question number 3 in section A asked whether the respondents have a computer at work or not and if yes it is connected to the Internet or not. In question number 4, participants were asked whether they have a personal computer/laptop at home or not and if yes, do they have access to the Internet or not. This is to investigate whether teachers have a computer and the Internet at home and could have been exposed to bias free textbooks and articles.

Question 5 of section A asks the number of years that the participants have taught English at school. It was to distinguish between those who have taught the current books more than the others and those who have taught the previous old type of textbooks. In question number 6 of Section A in the teachers' questionnaire, the participants were asked about the number of hours they teach English at school per week.

In question number 7 of Section A the participants were asked about the grades (in junior high school there are 3 grades and in high schools there are 4 grades) that they taught English at school. This is to investigate whether they have been exposed to one book only or to more school English language textbooks and also to classify the teachers whether they teach at junior high school or high school.

In section B there are 15 questions which sought agreement on four-point Likert scale ranging from 'strongly agree', 'agree', 'disagree', to 'strongly disagree'. In section B, there are fifteen questions which are sub-categorized into 3 different groups. This is the first time that a study investigates EFL teachers' opinion toward linguistic sexism in the EFL textbooks and the negative effects of it on students' future and their life. The first five questions (questions 1 – 5) seek the participants' opinion about linguistic sexism presence awareness in the contexts of their EFL schools textbooks. This is to find out whether participants have noticed such a problem or

they have just taken it for granted as a social norm (Table 2). The second group of questions (questions 6 – 11) investigates whether sexism in the textbooks contexts has any effect on their social life or their future (Table 3). And the third group of questions (12 – 15) highlights the participants' desire to conduct research on gender equality (Table 4).

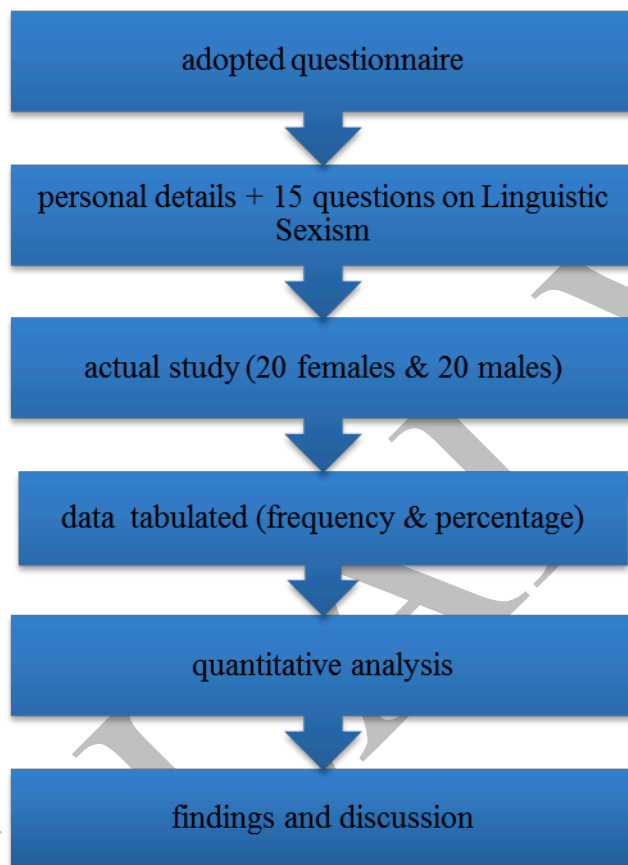


Figure 1: Procedure to achieve the research objective

## RESULTS AND DISCUSSION

This is the first time in sexism literature that a study investigates EFL teachers' opinion toward sexism in EFL textbooks and its effects on their life and their future. For this reason a group of experienced English language teachers were selected who are teaching at schools in Iran at the time of the study. Their teaching experience must exceed 5 years as they must have taught the current series of school textbooks long enough to have a bright view toward the issue.

### *Personal Details*

The first part (section A), which has 7 questions, is aimed at collecting individual information like: age. As Figure 2 indicates majority of the teachers (82.5%) are more than 25 years old which was a good opportunity for the researcher to find out whether age is a factor in identifying sexism in textbooks or not. On the other hand, the findings can show whether the two teaching generations share the same opinion toward sexism in the Iranian EFL school textbooks or not.

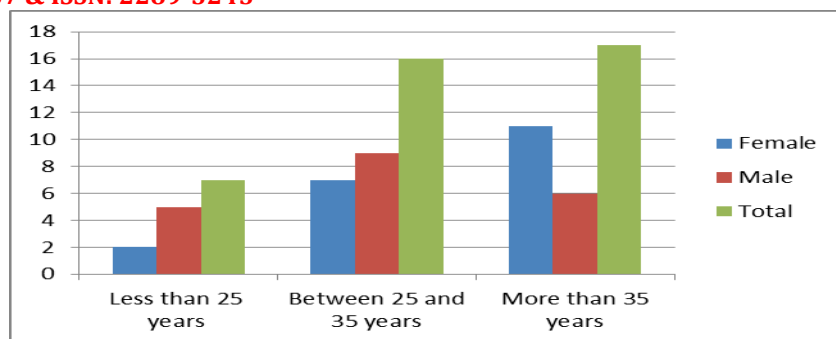


Figure 2: Respondents' Age

In the 3<sup>rd</sup> question of section A teachers were also asked whether they have a computer at work and whether it was connected to the Internet or not. Regretfully, almost none of the teachers had a computer at work or have access to the Internet. They replied no to both part of the question 3 as it is indicated in Figure 3. This may be due to several cultural or financial reasons that is out of the objectives of the current study.

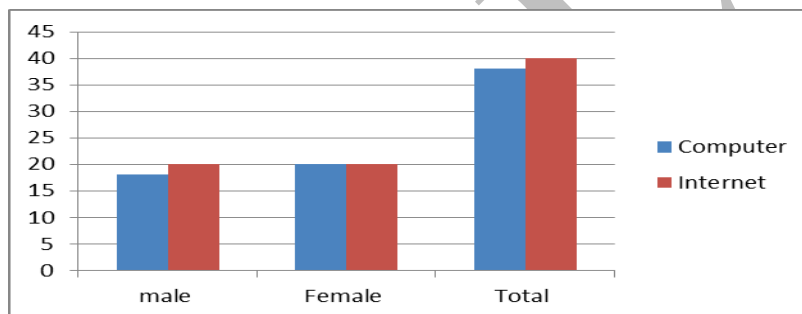


Figure 3: Not having a computer and access to the internet at work

In the fourth question, participants were also asked whether they have a personal computer/laptop at home or not and if yes, whether they have access to the Internet or not (Figure 4). As it was expected by the researcher, they all own a personal computer and have high-speed access to the Internet at home. The only 10% (2 of the male participants) who do not own a personal computer use their children computers at home. Therefore, as highlighted by Figure 3 as compared to Figure 4, all the participants had access to a computer and the Internet at home and could have been exposed to bias free textbooks and articles. This would enable them to have a rough idea of how a non-sexist textbook would look like and what criteria it could have.



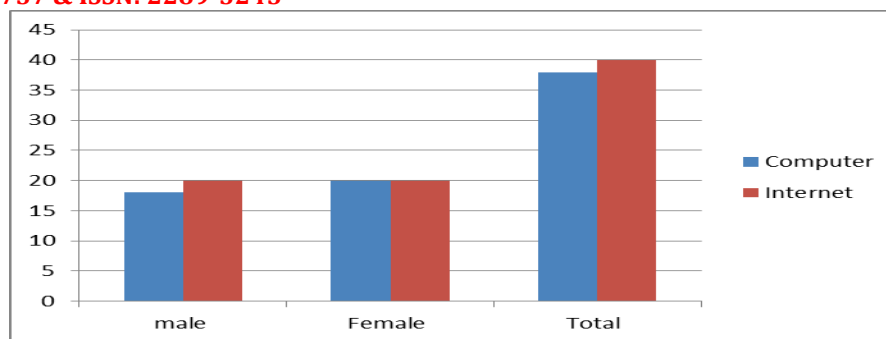


Figure 4: Having a computer and access to the internet at home

Question 5 of section A asks the number of years that the participants have taught English at school. It was to distinguish between those who have taught the current books more than the others and those who have taught the previous old type of textbooks. As highlighted in Figure 5, the distribution was even among the gender of the participants where as the number of years they had taught was different among them. As indicated in Figure 5, most of the participants (31 people, 87.5%) were highly experienced teachers.

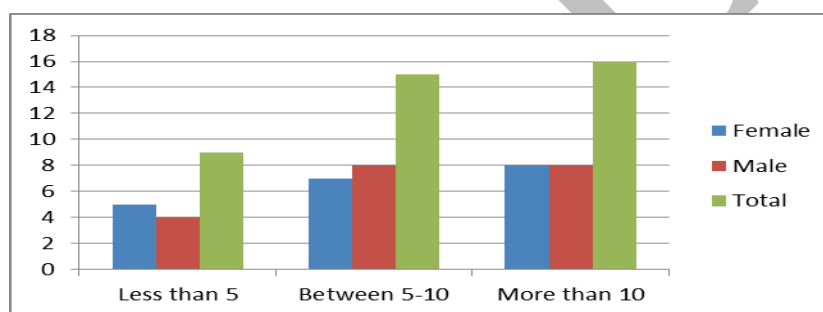


Figure 5: Years of Teaching English at school

In the 6<sup>th</sup> question of Section A of the teachers' questionnaire, the participants were asked about the number of hours they teach English at school per week. All of the participants (100% regardless of their gender) have highlighted that they teach English between 12 and 20 hours at school weekly. The other component is the grades (i.e. in junior high school there are 3 grades and in high schools there are 3 to 4 grades) that they teach English (Table 1) at school. This is to investigate whether they have taught one book only or more school English language textbooks and also to classify the teachers whether they teach at junior high school or high school. In the next item the teachers are asked is the number of years they have taught English at school (to highlight the importance of the sexism problem through these many years of direct contact with English language textbooks), and number of hours they English per week at school (to underpin how much they were exposed to the material per week to draw a conclusion on its effects on their opinion on sexism norms).

In Iran English teachers usually teach all the grades in school. For instance a junior high school teacher teaches all 3 grades during a semester and it is the same for the high school teachers. Therefore, the researcher requested the participants to focus on one of the school textbooks which

they would prefer and wish. Then they were asked to complete this section of the questionnaire. Table 1 highlights that there is a normal percentage of distribution among their preference. As mentioned earlier there were 40 teachers (20 female and 20 male). Among the 20 same sex participants, the researcher tried to have equal number of teachers who were teaching in junior high school (10) and high school (10). Therefore, for high school, there are 20 teachers (10 male and 10 female) and the other 20 for junior high school. That is the reason that the percentage for each group (junior and high school) is measured as 100%. It is necessary to mention that in high school section majority of the teachers preferred to focus on the last year textbook which is called pre-university (*Pish-Daneshgahi* in Iran).

Table 1: Grades They Teach

Grades	Junior High			High School			
	Grade1	Grade2	Grade3	Grade1	Grade2	Grade3	Grade4
Female	3 (30%)	3 (30%)	4 (40%)	2 (20%)	1 (10%)	2 (20%)	5 (50%)
Male	2 (20%)	4 (40%)	4 (40%)	2 (20%)	3 (30%)	2 (20%)	3 (30%)
Total	5 (25%)	7(35%)	8(40%)	4(20%)	4(20%)	4(20%)	8(40%)

### Survey on Linguistic Sexism in the EFL School Textbooks

As indicated in Table 2, all the teacher participants (100%) have noticed more males than females in the contexts (q1). As it is shown in the Table (2), all of the participants have strongly agreed with the statement. This can highlight that the sexism phenomena is so obvious and clear that all of the answers are the same.

Table 1: Participants Awareness of Linguistic Sexism in the EFL Textbooks

No	Statement	Gender	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have noticed more males than females in the contexts.	Female	20 (100%)	0%	0%	0%
		Male	18 (90%)	2(10%)	0%	0%
		Total	95%	5%	0%	0%
2	I have noticed that there are fewer active females than males in the contexts.	Female	18 (90%)	2(10%)	0%	0%
		Male	16 (80%)	3(15%)	1 (5%)	0%
		Total	85%	12.5%	2.5%	0%
3	I have noticed that females are less important (focused) in the contexts.	Female	18 (90%)	1(5%)	1(5%)	0%
		Male	15 (75%)	3(15%)	2 (10%)	0%
		Total	82.5%	10%	7.5%	0%
4	I have noticed that males outnumbered females in the contexts.	Female	20 (100%)	0%	0%	0%
		Male	18 (90%)	1(5%)	1(5%)	0%
		Total	95%	2.5%	2.5%	0%
5	I have noticed that even in written exercises males are more than females.	Female	17 (85%)	2(10%)	1 (5%)	0%
		Male	15 (75%)	3(15%)	2 (10%)	0%
		Total	80%	12.5%	7.5%	0%

Table 2 also shows that all the participants (97.5%) have noticed that there are fewer active females than males in the contexts (q2). Only 1 male participant (2.5%) disagrees with the statement while the rest have strongly highlighted their positive view. Following this question, surprisingly participants' range of variety of replies to the next question is so different.



As indicated by Table 2, most of the participants (92.5%) have noticed that females are less important (focused) in the contexts (q3) whereas 7.5% (1 male and 2 female) participants have not noticed that females are less important in the contexts. Comparing to the answers of question 2 of the questionnaire, interestingly they have noticed that there are fewer active females than males in the contexts but they do not believe that females are less focused. As shown by Table 2, all of the participants (97.5%) have noticed that males outnumbered females in the contexts (q4) and only 1 male (2.5%) disagreed with the statement. He is the one who has not noticed that there are fewer active females than males in the contexts. As indicated by Table 2, vast majority of the participants (92.5%) have noticed that even in written exercises males are more than females (q5). Meanwhile, 3 (1 female and 2 males) of the participants (7.5%) disagree with the statement and have not noticed that even in written exercises males are more than females. Overall, as highlighted in Table 2, all the teacher participants are aware of the existence of sexism in EFL school textbooks and have noticed that during the years that they have been teaching English at school. In the second sub-category the researcher would like to investigate the participants' opinion about the effects of sexism on social life and their future plans (Table 3). As shown by Table 3, all of the participants (100% regardless of their gender) think that having a lot of males in the contexts can influence students' (people's) opinion toward equal abilities of both genders (q6). None of the participants disagrees with the statement. The same result goes for question 7 of the questionnaire. All of the teacher participants (100%) think that a lot of males in the contexts can influence students' (people's) personality toward abilities of both genders.

Table 3: Effects of Linguistic Sexism on Social Life & Future

No	Statement	Gender	Strongly Agree	Agree	Disagree	Strongly Disagree
6	I think having a lot of males in the contexts can influence students' (people's) opinion toward equal abilities of both genders.	Female	20(100%)	0%	0%	0%
		Male	19 (95%)	1 (5%)	0%	0%
		Total	97.5%	2.5%	0%	0%
7	I think a lot of males in the contexts can influence students' (people's) personality toward abilities of both genders.	Female	20(100%)	0%	0%	0%
		Male	18 (90%)	2(10%)	0%	0%
		Total	95%	5%	0%	0%
8	I think a lot of males in the contexts can influence students' (people's) social behavior toward females.	Female	20(100%)	0%	0%	0%
		Male	17 (85%)	1(5%)	2 (10%)	0%
		Total	92.5%	2.5%	5%	0%
9	I think a lot of males in the contexts can influence students' (people's) view toward life. (E.g. males are more useful).	Female	11(55%)	5 (25%)	0%	4(20%)
		Male	14 (70%)	3 (15%)	2 (10%)	1 (5%)
		Total	62.5%	20%	5%	12.5%
10	I think a lot of males in the contexts can influence students' (people's) self-confidence.	Female	15 (75%)	3 (15%)	2 (10%)	0%
		Male	17 (85%)	1(5%)	1 (5%)	1 (5%)
		Total	80%	10%	7.5%	2.5 %
11	I think having a lot of males with specific jobs can influence students (people) in selecting their future job.	Female	18 (90%)	2(10%)	0%	0%
		Male	19 (95%)	1 (5%)	0%	0%
		Total	92.5%	7.5%	0%	0%

Table 3 shows, 95% of the participants think that a lot of males in the contexts can influence students' (people's) social behavior toward females (q8). Only 5% of the teacher participants (2 male participants) do not agree with statement and do not think that lot of males in the contexts can influence students' social behavior toward females.

Regarding question 9, as shown in Table 3, 82.5% of the participants think that a lot of males in the contexts can influence students' (people's) view toward life. (E.g. males are more useful). Meanwhile Table 3 indicates that 17.5% of the participants (4 female and 3 male respondents) do not think that a lot of males in the contexts can influence students' view toward life. It is also indicated in Table 3 that 90% of the participants think that a lot of males in the contexts can influence students' self-confidence (q10). On the other hand, 10% (2 male and 2 female participants) of the respondents disagree with the statement. Table 3 also shows that all of the participants (100%) think that having a lot of males with specific jobs can influence students in selecting their future job (q11). It is important to notice that even those who disagreed with the influence of sexism on students' self-confidence and their view toward life, all (100%) believe that having a lot of males with specific jobs can influence students in selecting their future job.

The respondent teachers, all believe that linguistic sexism has a direct effect on the future of students and their life. Portrayal of limited jobs for females in the textbooks can have a negative effect on the students' job and study field selection. Since the females are mostly portrayed doing house chore (Vahdatinejad 2016), the students' mind can be set to frame it as a norm in their society and life. This is one of the reasons that Linguistic Sexism must be banned and textbooks must portray both genders equally and bias free. In the third sub-categorization of section B of the questionnaire, the researcher is to find out whether the respondents believe in the importance of conducting research on sexism or not. Interestingly, all the participants want and desire to encourage studies on sexism. Table 4 shows, all of the participants (100% regardless of the gender) strongly agree with the statement that they would like to have an equal number of both genders in the texts (q12). The same percentage (100% regardless of the gender) goes for question number 13 of the questionnaire that they think this kind of research on gender equality in the contexts can be helpful in the future. Table 4 also indicates that all of the participants (100%) would like to have an equal number of both genders in written exercises (q14) and they think it is important to know the reason(s) (q15). Table 4 shows that all of the participants (100%) know the importance of the importance of conducting research on sexism or not. All the participants want and have the desire to encourage studies on sexism.

Table 4: Importance and Desire to Have Gender Equality

No	Statement	Gender	Strongly Agree	Agree	Disagree	Strongly Disagree
12	I would like to have an equal number of both genders in the texts.	Female	20(100%)	0%	0%	0%
		Male	20(100%)	0%	0%	0%
		Total	100%	0%	0%	0%
13	I think this kind of research on gender equality in the contexts can be helpful in the future.	Female	20(100%)	0%	0%	0%
		Male	20(100%)	0%	0%	0%
		Total	100%	0%	0%	0%
14	I would like to have an equal number of both genders in written exercises.	Female	20(100%)	0%	0%	0%
		Male	20(100%)	0%	0%	0%
		Total	100%	0%	0%	0%
15	I think it is important to know the reason(s).	Female	20(100%)	0%	0%	0%
		Male	20(100%)	0%	0%	0%
		Total	100%	0%	0%	0%

## CONCLUSION

Therefore, the findings from this questionnaire indicate that all of the teacher; are aware of semiotic sexism in their books; believe that it can have negative effects on their students' mindset and treatment of the other gender in future; and would like to ban linguistic sexism, and have equality in all the aspects of a textbook. Since the number of male and female students who are studying at schools in Iran is almost equal, teachers would like the textbooks to represent this equality in the context of the textbooks.

Having an equal society should be one of the biggest goals for any government. Gender discrimination prevents a society from being fair. In order to avoid gender discrimination, EFL policy makers must start with our education system because it essentially constructs the mind and mentality of the people who are going to be the future of our society (i.e. students). To do so, we need to rethink about the school textbooks that we use which are a major source of information for students by eradicating linguistic sexism.

Textbooks writers need to note that textbooks linguistically need to be gender bias free. In order to show a clear and fair view of the society, in which they are eventually going to step out into, textbook writers have a huge responsibility. This responsibility includes displaying a society that will provide equal opportunity for both of them. This would not happen unless they experience an equality in the textbooks that unfortunately does not exist in the current textbooks. Therefore, the negative effects of linguistic sexism and gender-biased textbooks can influence students' lives and mindsets forever.

Riazi (2003) highlights that the teacher is the first in the class, and in control of everything. Despite the fact that the current Iranian EFL textbooks are sexist (Vahdatinejad 2016), teachers have a more important role and need to euphemize the textbooks in the class in a way that students would not realize the negative effects of gender bias textbooks.

There are several variables and factors which were not regarded in the present study and required further studies. Based on the title, only EFL teachers were involved in the survey and other subjects such as Literature, Physics etc. need to be investigated as well. Considering the participants of this study, further research on different participants may yield different results. Also the participants of the study were limited to EFL teachers not learners. This requires further studies on EFL students's opinion toward sexism in their school textbooks. One of the most problematic parts of this study was to contact and to physically enter female schools in the research area. As it is forbidden for men to enter the female school premises, data collection for the female EFL teachers seemed extremely difficult. Based on the limitations of the study and the problems that the researchers encountered future studies are needed.

## REFERENCES

- Alemi, M., & Jafari, H. (2012). Gender and Culture Analysis in EFL Textbooks as Measured by Personal Proper Names. *AASS*, 1(2), 237-243.

- Amalsaleh, E. (2004). *The representation of social factors in the EFL textbooks in Iran. Unpublished doctoral dissertation*, Shiraz University, Shiraz.
- Amerian, M. (1987). *A comparative study of the graded English and the right path to English series with regard to content and methodology*. Unpublished master's thesis, Shiraz University, Shiraz.
- Amini, M., & Birjandi, P. (2012). Gender Bias in the Iranian High School EFL Textbooks. *English Language Teaching*, 5(2), 134-147.
- Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbook: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 2, 1-8.
- Ansary, H., & Babaii, E. (2003). Subliminal Sexism in Current ESL/EFL Textbooks. *Asian EFL*, 5(1), Article 1.
- Atashpanjeh, A. R., & Keshavarz, M. H. (2009). An Analysis of Iranian High School English Textbooks: The Case of Cultural Concepts and Students' Stereotypic Beliefs. [http://www.lel.ed.ac.uk/linguist/confcustom/CSSC\\_July\\_09/papers/Article-%20Iranian%20Students%20Stereotypes.doc](http://www.lel.ed.ac.uk/linguist/confcustom/CSSC_July_09/papers/Article-%20Iranian%20Students%20Stereotypes.doc) (1 March, 2015)
- Bahiyah Dato' Hj. Abdul Hamid, Mohd. Subakir Mohd. Yasin, Kesumawati Abu Bakar, Yuen Chee Keong, & Azhar Jalaluddin. (2008). Linguistic Sexism And Gender Role Stereotyping In Malaysian English Language Textbooks. *GEMA Online Journal of Language Studies*, 8(2), 45-78.
- Bahman, M., & Rahimi, A. (2010). Gender representation in EFL materials: an analysis of English textbooks of Iranian high schools. *Procedia Social and Behavioral Sciences*, 9, 273-277.
- Feiz Mohammadpoor, A. S. (1999). *Sexism in Textbooks: English textbooks of guardian school & high school*. <http://idochp2.irandoc.ac.ir/fulltextmanager/fulltext15/TH/26/26307.pdf> (23 June, 2015)
- Gharbavi, A., & Mousavi, S. A. (2012a). The Application of Functional Linguistics in Exposing Gender Bias in Iranian High School English Textbooks. *English Language and Literature Studies*, 2(1), 85-93.
- Gharbavi, A., & Mousavi, S. A. (2012b). A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks. *English Language and Literature Studies*, 1(1), 42-49.
- Ghorbani, B. (2009). An Investigation Of The Manifestation Of Sexism In Efl/Esl Textbooks. <http://files.eric.ed.gov/fulltext/ED505434.pdf> (12 March, 2015)
- Hall, M. (2014). Gender Representation in Current EFL Textbooks in Iranian Secondary Schools. *Journal of Language Teaching and Research* 5(2): 253-261.
- Holmes, J. (1986). Functions of 'you know' in women's and men's speech. *Language in Society*, 15(1), 1-22.
- Kazemi, S.A., Asadi Aidinlou, N. Savaedi, Y., & Alaviniya, M. (2013). Subliminal Culture, Sexism, and Hidden Curriculum in the Internationally Distributed Interchange Textbooks. *Advances in Environmental Biology*, 7(7), 1233-1243.
- Kheibari, S. (1999). Text analysis and evaluation of TEPSOL coursebooks. Unpublished master's thesis, Shiraz University, Shiraz.

- Razmjoo, S. A. (2007). High Schools or Private Institutes Textbooks? Which Fulfill Communicative Language Teaching Principles in the Iranian Context? *EFL Journal*, 9(4), Article 8.
- Riazi, A. M. (2003). *What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades*. In W. A. Renanda. (Ed.), *Methodology & materials design in language teaching* (pp: 52-68). Singapore: SEAMEO Regional Center.
- Shahedi, S. (2001). *Constructing an analytical framework for the analysis of Persian language texts for foreign learners*. Unpublished master's thesis, Shiraz University, Shiraz.
- Tahriri, A. & Moradpour, P. (2014). Gender representation in 'Top-Notch' series: A critical discourse analysis perspective. *International Journal of Research Studies in Psychology*, 3(2), 39-51.
- UNESCO, (2005). *United Nations' Educational, Scientific & Cultural Organization Education Sector Division for the Promotion of Quality Education Section of Education for Peace and Human Rights*. Printed in France. <http://unesdoc.unesco.org/images/0014/001437/143736eb.pdf> (8 December, 2015)
- Vahdatinejad, S. (2016). *Sexism in EFL Textbooks: A Case Study of Iranian School Textbooks*. Unpublished doctoral dissertation, UKM, Malaysia.
- Yarmohammadi, L. (2002). The Evaluation of Pre-university Textbooks. *The Newsletter of the Iranian Academy of Science*, 18, 70-87.

## APPENDIX A

### Survey Questionnaire on Sexism

Dear Teachers,

This survey questionnaire is designed to identify your opinions on sexism in the English Language School Textbooks. Thank you for your cooperation.

Signature .....

#### Section A: Personal Details

Kindly, tick the answer which best suits your personal details.

1. Gender: ☐ Male ☐ Female
2. Age:
- ☐ Less than 25
- ☐ Between 25 - 35
- ☐ More than 35
3. Do you have a computer at work? If yes, do you have access to the Internet at work?
- Yes ☐ No ☐ Yes ☐ No ☐
4. Do you have a computer at home? If yes, do you have access to the Internet?
- Yes ☐ No ☐ Yes ☐ No ☐
5. State the number of years you have taught English at school
- ☐ Less than 5 years
- ☐ Between 5 and 10 years
- ☐ More than 10 years
6. State the number of hours you teach English language per week at school
- ☐ Less than 12 hours
- ☐ Between 12 - 20 hours



☐ More than 20 hours

7. State the Grades that you teach English language at school

☐ Junior High school..... High ☐ hool .....

## Section B: Survey on Linguistic Sexism in EFL Textbooks

Please select the responses from *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree* that best describe your feeling toward the sentences by putting a tick (✓) in the appropriate boxes. Please choose only one answer for each question.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have noticed more males than females in the contexts.				
2	I have noticed that there are fewer active females than males in the contexts.				
3	I have noticed that females are less important (focused) in the contexts.				
4	I have noticed that males outnumbered females in the contexts.				
5	I have noticed that even in written exercises males are more than females.				
6	I think having a lot of males in the contexts can influence students' (people's) opinion toward equal abilities of both genders.				
7	I think a lot of males in the contexts can influence students' (people's) personality toward abilities of both genders.				
8	I think a lot of males in the contexts can influence students' (people's) social behavior toward females.				
9	I think a lot of males in the contexts can influence students' (people's) view toward life.(e.g. males are more useful).				
10	I think a lot of males in the contexts can influence students' (people's) self-confidence.				
11	I think having a lot of males with specific jobs can influence students (people) in selecting their future job.				
12	I would like to have an equal number of both genders in the texts.				
13	I think this kind of research on gender equality in the contexts can be helpful in the future.				
14	I would like to have an equal number of both genders in written exercises.				
15	I think it is important to know the reason(s).				