LINGUISTIC SEXISM IN THE IRANIAN EFL JUNIOR HIGH SCHOOL TEXTBOOKS

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Abstract: -

Gender biased textbook can internalize the sexist concept and can affect the students' mindset and behavior against the other gender. As in Iran, school textbooks are the only resource for majority of both teachers and students, unbiased textbooks are necessary for students to build up their role in addressing the other gender in their lives and society. To examine this issue, this study attempted to explore the status of linguistic sexism in the current Iranian EFL school textbooks (three volumes) published by the Iranian Ministry of Education in 2008. A systematic quantitative content analysis was carried out to investigate whether both genders have been addressed equally or not. Results revealed that linguistic sexism is obvious and the textbooks can be considered sexist because the males outnumber females and are mostly the focal characters. The textbooks present students, in their early exposure to the English language, with an unfair, unbalanced and inexcusable representation of women. The roles of females and their realistic contributions to the society are not well represented in the textbooks. Some implications are advised for teachers, textbook writers and policy makers.

Keywords: *Linguistic Sexism, EFL/ESL Textbooks, Hidden Curriculum, Firstness*

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INTRODUCTION

Sexism generally is a term used by feminist critiques to imply how a gender (usually male) is indicated and shown superior to the other (always female) in terms of all the norms of society based on no logical assumption. The assumption behind this ideology is rooted in the traditional beliefs and stereotypical gender roles which are biasedly defined for the public (even indoctrinated in the language use by each gender). More specifically, sexism means sexual discrimination and disparagement against women. In terms of language, sexism refers to a bias through which patterns and references of male usage are taken to be normative, main and positive and those of women are taken to be deviant, subordinate, and negative. Jackson (1968:112) was, most probably, the first who used the phrase 'Hidden Curriculum' (HC from now on) in his book 'Life in Classroom'. HC is a term used to describe the unwritten social rules and expectations of behavior that we all seem to know, but were never taught (Bieber 1994). HC refers to various types of knowledge gained in primary and secondary school settings, usually with a negative connotation referring to inequalities suffered as a result of its presence (Cornbleth 1984). Mohd Faeiz et al. (2011: 2) mention that HC includes those socio-cultural and sociolinguistic aspects of learning in schools that are unofficial or unintentional but actually unavoidable. HC, therefore, goes beyond official statements of intention whether these are stipulated in the syllabuses or teachers' guides. Pupils, therefore, can learn other things in school besides the intended curriculum. These aspects are described as the HC.

As highlighted in Hidden Curriculum Theory, linguistic sexism can directly or indirectly (subconsciously) have negative effects on students. Almost all the nations of the world agree with gender equality, therefore textbooks, as one of the tools that connect students to the world, is not an exception, and therefore need to be free of gender bias (UNESCO 2005). "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). Putting all of these notions together, the importance and necessity of textbooks is obvious for everybody. The controversial issue is whether the textbooks deal with both genders equally or not.

Textbooks and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. Alleen Pace Nielsen (1977a) highlighted that "Linguistic sexism is harmful to women and to men!" Magno & Silova (2007) indicated that throughout the past studies it has become evident that school textbooks and teaching materials conduit strong messages about gender role stereotyping. The presentations of gender in textbooks are problematic in two ways either they promote rigid gender roles, or gender-bias stereotypes or the nature of the roles presented disadvantage women.

Iran and EFL Textbooks

The education system in Iran basically consists of five stages namely, pre-school, primary school (mandatory) for 5 years grades 1 to 5, middle (or Junior High school) for 3 years grades 6 to 8, secondary (High school) for 3 or 4 years, and tertiary or post-secondary (higher education). Although textbooks are not and cannot be the only means of teaching with satisfactory results, still considerable care has to be taken in producing and using textbooks. In Iran students and teachers rely chiefly on their textbook, especially in the state schools, where a shortage of teaching aids and equipment is a great problem. EFL teachers mostly use the textbook as the only means of instruction, and because of overcrowded classrooms and other economic problems, they do not find the opportunity of using the simplest possible teaching aids and materials. This is one of the many reasons why the production of textbooks requires great attention in general and English language textbooks in particular. If junior school students confront gender biased EFL textbooks, they most probably think that this is natural norm and also males and females have all the characteristics which are written in the textbooks.

The Ministry of Education has announced that a total of 12,500,000 students were enrolled in the academic year of 2009-2010. (Online Persian source: <http://www.1600.blogsky.com/1390/03/02/post-20>). The total number of students, who are exposed to English through English language textbooks, is 6,750,000 for both junior and high schools. Besides, the Ministry of Education has made public that the percentage of female students is almost equal to that of male students in schools. So, how is it possible that this great number of female students' rights and equality in textbooks can be ignored? Herein, lies the important and crucial reason of why more attention should be paid to females' equality.

At the moment, 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 can highlight the necessity of gender studies. Recently, with the popularity of feminism and expanded public awareness of gender inequality, some scholars and intellectuals have started investigating the gender status in Iran. One of the main areas of gender studies is Linguistic Sexism in textbooks which has drawn the attention of some researchers in Iran. However, the current research is unique due to fact that it has used software to investigate sexism in the junior high school EFL textbooks.

Occurrence of Linguistic Sexism in School Textbooks

In recent decades, a number of researchers have turned their attention to gender stereotyping and the underrepresentation of females in school textbooks. The same types of behavioral stereotypes have been noted in the literature: women are typically depicted as passive, dependent, generally weak and physically attractive, men as active, independent and strong (Hartman & Judd, 1978). Porreca (1984) investigated how sexism is manifested in ESL textbooks and with what consequences. In a content analysis of 15 widely-used ESL textbooks, she focused on the categories of the ratio of females and males in texts and illustrations, the matter of first-ness, occupations, types and frequency of adjectives, and the frequency of male nouns to female nouns. In every category of her study, she found out that "there is evidence that sexism continues to flourish in ESL textbooks" (p. 718).

One of the latest studies in the realm of Linguistic Sexism in English Language Textbooks was conducted by Lee and Collins (2008) in Hong Kong. They tried to investigate whether recent improvements in the status of women in Hong Kong are reflected in patterns of gender representation in Hong Kong secondary English textbooks. They compared ten recently published books with ten published in the late 1980s/early 1990s which are no longer in use. Their findings indicated a significant reduction in the numerical dominance of male characters, both in terms of character types and frequency. The ratio for the total number of female characters to male characters is 1:1.48 for the earlier textbooks and 1:1.14 for the recent textbooks.

In Malaysia, despite efforts to eliminate all forms of discrimination, there are occurrences of sexism or discrimination based on gender (Bahiyah Abdul Hamid 2002 and Bahiyah Abdul Hamid 2003 as cited in Bahiyah et al. 2008) in school textbooks.

In Indonesia, Syarifuddin (2014) examined sexism in three of EFL school textbooks. Syarifuddin (2014) analyzed the textbooks in terms of: generic he; generic man; titles, labels and names; occupational roles both in texts and images; omission, the number of females and males; and firstness. His findings revealed sexism in all aspects. The astonishing part of the results belonged to firstness (the order of mentions) with the ratio of 10:1 in favor of male gendered words that appear prior to that of the females.

In Iran, One of the main areas of gender studies is linguistic sexism in textbooks which has drawn the attention of a number of researchers. (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 as cited in Vahdatinejad & Bahiyah 2017) All of the above mentioned studies have found the EFL school textbooks sexist which do not represent both genders equally.

Feiz Mohammadpour (1999) examined the old series of English language school textbooks in Iran regarding sexism and achieved some results and considered the Iranian textbooks sexist and masculine. Considering the male and female referents, male referents are 2.6 times more visible than females. About 95% of the reading comprehension texts of the textbooks have been specific to males.

Hall (2014) investigated gender representation in the EFL textbooks (*Right Path to English I and II*) that are designed locally and taught as an obligatory subject in Iranian secondary schools. A qualitative analysis was undertaken by concentrating on four components of gender-role modeling: (1) male-centered language including: (a) firstness and (b) masculine generic construction; (2) gender-linked occupation possibilities; (3) distribution of household responsibilities, and (4) distribution of spare time and leisure activities. The findings revealed the degree of imbalance in gender representation in these textbooks.

Ebadi & Shahbazian (2015) investigated sexism in two EFL textbooks, *Right Path to English*, taught in third grade of Iranian junior high schools and *Basic 2*, taught in Iran Language Institute. They analyzed images of the books qualitatively in terms of; job opportunities, sports & physical activities, and household duties. The results revealed that the book *Right Path to English* is considered sexist while *Basic 2* was to some extent neutral; however, it was not devoid of sexism. However, in the research area there has been no study to apply computer software to analyze the textbooks.

Objectives

This paper presents the preliminary findings of on-going research that attempts to uncover the occurrence of linguistic sexism in the Iranian EFL junior high school textbooks. Furthermore, it discusses the impact of the findings on the teaching and learning in the schools. It also hopes to raise the awareness of the existence of linguistic sexism in the Iranian EFL school textbooks.

Research Questions

The research question is:

1. To what extent does linguistic sexism exist in the Iranian junior high school EFL textbooks?
2. Are both genders' pronouns used equally in the Iranian junior high school EFL textbooks?

Methodology

Fraenken et al. (1996: 405) referred to documentary analysis as 'content analysis' because it involves the analysis of the content of written communication. Some examples of written communication which can be analyzed are textbooks, essays, newspapers, novels and magazines. Fraenken et al. (1996) further state that content analysis can be used to infer attitudes, values and cultural patterns in printed materials in different countries.

This study in order to analyze linguistic sexism in the Iranian EFL junior high school textbooks WordSmith tool 4 software was used. A systematic quantitative content analysis was carried out with reference to percentage and frequency of appearance of (a) 'She' & 'He' (b) 'her' & 'his' (c) title names (Mr. Mrs.....) and (d) Firstness to investigate whether quantitatively both genders have been addressed equally or not with the help of WST4 to avoid human error. Therefore corpus linguistic analysis approach which contains frequency, concordance, collocation and wordlist is applied in this study.

Procedure

In order to make the corpus usable by Wordsmith software, the data has to be digitalized. The textbooks are first transformed into a digital softcopy in a page by page scanning procedure. Only text document is readable For Wordsmith

software, therefore each scanned page of the books has to be converted from JPEG into word document. Later the word document files are to be converted into text files. The conversion process from JPEG to word document is not 100% accurate, which means that manual editing needs to be done to ensure accuracy. Since the process will extract all the pictures and tables, the text files need to be manually adjusted to ensure precision and consistency. During the scanning process each page of a textbook is split to a different file therefore, once they are all converted into text format, they have to be merged with each other to be able to be applied to the software. This process seems tedious but is necessarily needed otherwise the corpus would not be exactly the same as the EFL textbooks. After the digitalization process, the data was given to Wordsmith Tool 4 software for analysis which will be discussed in detail in the proceeding sections. The procedure of the research is similar to that of Bahiyah et al. (2008) and Mohamad Subakir et al. (2012).

Materials

The data used to develop the corpus is taken from EFL Junior high school textbooks published by the Ministry of Education in Iran which are three volumes (Birjandi, P. & Soheili, Gh. 2009a; 2009b and 2009c). On the whole, there are 36000 words in these textbooks which were analyzed by Wordsmith Tool 4 software.

Results and Discussion

In this section, the results of the detailed systematic quantitative content analysis with reference to percentage and frequency of appearance of: 1) 'She' & 'He'; 2) 'her' & 'his'; 3) title names (Mr. Mrs.....); and 4) Firstness are scrutinized in order to investigate whether quantitatively both genders have been presented equally.

Frequency and Percentage of Human Third Person Singular Pronouns 'he' & 'she'

The analyzed texts which have been processed by WST4 are shown in appendixes A, B and C. The results are tabulated (Tables 1) and percentages are calculated for easier and more accurate analysis. As Table 1 (Appendix A) indicates in the first grade of Iranian EFL junior high school textbook the third person singular pronouns do not represent both genders equally. Table 4.1 highlights that male third person singular pronoun 'He' has been used 72 times (58.5%) while male third person singular pronoun 'She' has been used only in 51 instances which makes it 41.5% of the total of 123. Table 1 (Appendix B) also shows that the second grade of Iranian EFL junior high school textbook the third person singular pronouns do not represent both genders equally. From among 251 times in which pronouns 'She & He' occurred, the frequency of use of 'she' pronoun is only 95 (37.8%) while male pronoun 'He' was used 156 times (62.2%).

In addition, Table 1 (Appendix C) indicates that the frequency of third person singular pronouns in the third grade of Iranian EFL junior high school textbook is not equal for both genders. As shown in Table 1, although in a different scale (228), the percentages of the frequency of the use of both pronouns are almost the same as the second grade of Iranian EFL junior high school textbook for both genders, for females 37.7% and for males 62.3%.

Table 1: Frequency and percentage of human third person singular pronouns in Iranian EFL junior high school textbooks

Grade	He	She	Total
One	72 (58.5%)	51 (41.5%)	123
Two	156 (62.2%)	95 (37.8%)	251
Three	142 (62.3%)	86 (37.7%)	228
Total	370 (61.5%)	232 (38.5%)	602

Table 1 indicates that generally Iranian EFL junior high school textbooks do not represent both genders equally in terms of frequency of occurrence of human third person singular pronouns 'She' and 'He'. Human third person singular pronouns are used in the textbooks for 602 times from which only 232 times (38.5%) is for females and 370 times (61.5%) is for male pronoun 'He'. As highlighted in the Table 1, male human third person singular pronoun (He) in the textbooks has been used almost two times as the female pronoun 'She'. For this reason, the Iranian EFL school textbooks do not represent both genders equally in terms of frequency of occurrence of human third person singular pronouns 'She' and 'He' and they are considered extremely biased and need to be modified according to the equal number of male and female students at Iranian schools, despite the fact that the number of male and female students who are studying at junior high school level are the same, according to the Ministry of Education.

Frequency of Possessive Adjectives' Occurrence 'her' and 'his'

In this section, percentage and frequency of human third person singular possessive adjectives' (her and his) occurrences are scrutinized in the Iranian junior high school EFL textbooks. The analyzed texts which have been processed by WST4 are shown in Appendixes D and E. Table 2 indicates that in the grade one of the Iranian junior high school EFL textbooks, there are no instances of human third person singular possessive adjectives' (her and his). The reason is that due to the low proficiency level of students at this grade makes the level of difficulty of the text so low to use possessive adjectives. However, Table 2 (Appendix D) also shows that in grade two of the Iranian junior high school EFL textbook, human third person singular possessive adjectives (her and his) have occurred 45 times from which only 16 times (35.5%) is for female possessive pronoun 'her' and the rest (64.5%) belongs to male possessive adjective 'his'. For this reason, grade two of the Iranian junior high school EFL textbook is considered biased in terms of occurrences of human third person singular possessive adjectives 'her' and 'his' (Table 2).

Table 2 (Appendix E) highlights that in the grade three of the Iranian junior high school EFL textbook, there are 98 instances of human third person singular possessive adjectives' (her and his). Surprisingly, the frequency is evenly shared (50%) by both genders and each has equal number (49 times). For this reason, grade three of the Iranian junior high school EFL textbook is not considered gender bias in terms of occurrences of human third person singular possessive adjectives 'her' and 'his' and represents both genders equally.

Table 2: Frequency and Percentage of Her & His in Junior High School Textbooks

Grade	His	Her	Total
One	0	0	0
Two	29 (64.5%)	16 (35.5%)	45
Three	49 (50%)	49 (50%)	98
Total	78 (54.5%)	65 (45.5%)	143

However, statistically on the whole, frequency of human third person singular possessive adjectives' (her and his) occurrence in the grades two and three of the Iranian junior high school EFL textbooks is 143 which includes 65 (45.5%) for female possessive adjective 'her' and 78 (54.5%) for male one 'his' (Table 2). Despite the fact, generally and statistically, we can consider only the third grade of junior high school textbook biased free as the other two do not share this characteristic.

Frequency of Title Names' Occurrences 'Mr.', 'Mrs.' and 'Ms.'

For this part of the study, the researcher used WST4, the Wordlist function to find out the frequency of the occurrences of title names (e.g. Mr. Mrs. Ms...). Table 3 highlights the percentage and frequency of occurrences of 'Title Names' in Iranian EFL junior high school textbooks. The analyzed texts which have been processed by WST4 are shown in appendices F, G and H. Table 3 (Appendix F) indicates that in the grade one of the Iranian Junior High School EFL textbook, title names have been used for 14 times. From among 14 title names, there are 11 (78.5%) 'Mr.' and 3 'Mrs.' (21.5%) which highlights that the ratio of Mr. to Mrs. is almost 4 to 1. Therefore, grade one of the Iranian Junior High School EFL textbook in terms of Title Name is considered gender bias as it does not address both genders equally.

Table 3 (Appendix G) shows that in the grade two of the Iranian Junior High School EFL textbook, title names have also been used for 14 times. Since there are only 4 instances (28.6%) that title name 'Mrs.' has been used and 10 times (71.4%) that male title name 'Mr.' has been used, the grade two of the Iranian Junior High School EFL textbook in terms of Title Names is considered gender bias.

Table 3 (Appendix H) highlights that grade three of the Iranian Junior High School EFL textbook is the only textbook which contains 'Ms.' title name. Total number of Title Names which have been used in this textbook is 47 from which 27 (57.5%) is for 'Mr.', 16 (34%) is for 'Mrs.' and 4 (8.5%) is for 'Ms.'. Therefore, grade three of the Iranian Junior High School EFL textbook in terms of 'Title Name' is considered gender bias as it does not address both genders equally.

Table 3: Frequency and percentage of title names in junior high school textbooks

Grade	Mr.	Mrs.	Ms	Total
One	11 (78.5%)	3 (21.5%)	0 (%)	14
Two	10 (71.4%)	4 (28.6%)	0 (%)	14
Three	27 (57.5%)	16 (34%)	4 (8.5%)	47
Total	48 (64%)	23 (30.7%)	4 (5.3%)	75

To sum up, as it is shown in Table 3, Iranian EFL Junior High School textbooks when it comes to 'Title Names' have been gender biased because there are 75 occurrences of Title Names from which 48 (64%) belongs to males and the rest (27 times or 36%) belongs to female title names Mrs. and Ms. Considering the fact that the ratio of male students to female ones who are studying at junior high schools in Iran 1:1, as these textbooks do not address them equally, they are all considered sexist. Table 3 highlights frequency of occurrence of Title Names in Iranian EFL school textbooks. Obviously, as the ratio of male title names to female ones in the Iranian EFL school textbooks is 2 to 1 and it does not address both genders equally, they are all considered gender bias, except for the fourth grade of high school textbooks, and need to be modified.

Firstness

As it was mentioned earlier 'Firstness' is to highlight whether male characters are used prior to females or not. For this reason, Concordance function of WST4, with the searching word 'and', has been used.

Table 4 indicates the frequency of occurrences of male and female names in order to highlight that which ones are used first more frequently in the Iranian EFL Junior High School textbooks. There is also a 'Neutral' column which can neither be considered as 'male female' nor 'female male'. For example "my sister and I" can be interpreted when the reader's gender is clear or 'Sarah and her friend" whose gender is not clear from the context whether her friend is male or female.

Table 4 indicates that in the there is only one case in which names came after each other with the key word 'and' in grade one of the Iranian EFL Junior High School textbooks. As it is 'Mina and Ali' (Appendix I), therefore it is counted in

'Female then Male' category (100%). However, for the rest of the Iranian EFL Junior High School textbooks it is the other way round. As in both cases of grades two and three of the Iranian EFL Junior High School textbooks, the 'male then female' occasion is the maximum (100%). Generally, in the total of 5 occurrences, 4 times (80%) happened for 'male then female' and just 1 time (20%) for 'female then male' (Table 4). Therefore, as highlighted by Table 4, Iranian EFL Junior High School textbooks, in terms of 'Firstness' do not treat both genders equally and are bias.

Table 4: Frequency & percentage of names in order of firstness in junior high school textbooks

Grade	Male/Female	Female/Male	Neutral	Total
One	0	1 (100%)	0	1
Two	1 (100%)	0	2	1
Three	3 (100%)	0	0	3
Total	4 (80%)	1 (20%)	2	5

In order to sum up, as mentioned in Table (1), Iranian EFL junior high School textbooks do not represent both genders equally in terms of frequency of occurrence of human third person singular pronouns 'She' and 'He'. Human third person singular pronouns are used in the textbooks for 602 times from which only 232 times (38.5%) is for females (She) and 370 times (61.5%) is for male pronoun 'He'. As highlighted in Table 2, the textbooks do not represent both genders equally in terms of human third person singular possessive adjectives (her and his). Table 2 shows that 'her' and 'his' are used in the textbooks for 143 times but only 65 occasions (45.5%) is for 'her' (female third person singular possessive adjective) and the rest 78 times (54.5%) is for 'his'. As mentioned in Table 3, the textbooks do not represent both genders equally in terms of Title Names (Mr., Mrs. and Ms.). The total number of Title Names which were used in the textbooks is 75. These numbers are distributed among Mr., Mrs. and Ms. as 48 (64%), 23 (30.7%) and 4 (5.3%) respectively which do not represent both genders equally. And finally Table 4 indicates frequency of names in order of 'Firstness' in Iranian EFL School Textbooks. The table shows that there 5 instances that female and male names are collocated. Only, 1 time (20%) the female name was used first and the rest (80%) the male was used and before female names. For this reason, the textbooks do not represent both genders equally and are biased in terms of 'Firstness'.

Conclusion and Implications

The analysis of Results revealed that linguistic sexism is obvious and the textbooks can be considered sexist because the males outnumber females and are mostly the focal characters. Besides, there is an imbalance in gender representation. The roles of females and their realistic contributions to the society are not well represented in the textbooks. The state-run education programs are indigenized to meet the country's cultural and religious ideologies. It should be noted that the implications of the study do not suggest anything against religious, socio-cultural or sociopolitical factors, but against a social disorder. The social epidemic disease of gender inequality can be decreased and hopefully eradicated by taking some simple precautions against linguistic sexism. The findings of the present study are beneficial for language teachers, textbook writers, and policy makers.

Although this study showed improvement to some areas of the textbooks when compared with the results of the previous research which examined the same textbooks (1999 edition), there is still more room for improvement to provide an equal opportunity for learning for all students. As it was highlighted in Vahdatinejad & Bahiyah (2017), all EFL teachers have noticed linguistic sexism in the Iranian EFL school textbooks, therefore the findings of this study fortify teachers opinions that textbooks need to be revised in terms of gender equality.

Since the textbooks present students, in their early exposure to the English language, with an unfair, unbalanced and inexcusable representation of women, one of the pedagogical implications is that EFL textbooks in Iran needs to be examined as the content of instructional materials significantly affects students' attitudes, dispositions, and their understanding of norms, culture, and the world around them. Therefore, Educational Authorities should provide guidelines for the use of fair treatment of gender in all aspects of textbook design such as equal manifestation for both female and male characters and equal female/male-oriented topic presentations in dialogues and reading passages. In addition, further research needs to be undertaken on a wide range of current EFL high school textbooks to explore issues of linguistic sexism and gender representation.

As Iranian EFL junior high school textbooks are sexist, 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 in terms of hidden curriculum. Therefore, teachers (either EFL or other subjects) need to be more careful and can choose supplementary materials more cautiously, in order to avoid, or decrease the negative effects of linguistic sexism. Teachers must be so selective in the choosing of the right supplementary materials for their classes, that all the time, students think about their abilities and capabilities. Those teachers who are teaching female students have a bigger responsibility because males in the textbooks are more dominant. Teachers are the only people who can tackle this problem in this first place in the classrooms.

Textbook writers must bear in mind that textbooks need to be gender bias free. This can help to minimize the negative impacts of hidden curriculum on the pupils at schools. Textbooks, for most of the students in Iran, are the only source of information, and the only window through which they can see the real world outside their family and home. 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 genders. This

would not happen unless they experience equality in the textbooks that unfortunately does not exist in the current textbooks. Therefore, the negative effects of linguistic sexism can influence students' lives and mindsets forever. The methodology that was used in this study can be simply generalized further for other textbooks (e.g. Mathematics which was done by Mohamad Subakir et al. 2012) to monitor whether the texts are gender biased or not.

Having an equal society should be one of the biggest goals for any government. Gender discrimination prevents a society from being fair. Therefore, the findings of this study may also be of interest to policy makers since the effects of market ideology and the norms and values inculcated through textbooks should be considered in order to prevent cultural misunderstanding. In order to avoid gender discrimination, we need to 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, policy makers need to rethink about the school textbooks that we use which are major source of information for students. Iran needs a Ministry of Women's Affairs like all other nations (even Muslim countries such as Malaysia, Afghanistan, etc. have such Ministries). The Ministry of Education needs a Gender Department to avoid gender discrimination. This department can be in charge of controlling textbook materials. Gender studies experts must be employed for the editing and production of textbooks to avoid sexism in textbooks.

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APPENDIX A FREQUENCY OF HE & SHE IN FIRST GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq.	%	Texts	%lemmas	Set
1	#	721	12.06	1	100.00	
2	A	550	9.20	1	100.00	
3	IS	195	3.09	1	100.00	
4	B	178	2.98	1	100.00	
5	IT	171	2.86	1	100.00	
6	ARE	94	1.57	1	100.00	
7	S	94	1.57	1	100.00	
8	YOU	86	1.44	1	100.00	
9	LESSON	85	1.42	1	100.00	
10	THEY	78	1.30	1	100.00	
11	I	76	1.27	1	100.00	
12	THE	74	1.24	1	100.00	
13	HE	72	1.20	1	100.00	
14	WHAT	66	1.10	1	100.00	
15	AND	63	1.05	1	100.00	
16	STUDENT	62	1.04	1	100.00	
17	HAVE	56	0.94	1	100.00	
18	IN	55	0.92	1	100.00	
19	SHE	51	0.85	1	100.00	
20	TEACHER	48	0.80	1	100.00	
21	T	47	0.79	1	100.00	
22	AS	46	0.77	1	100.00	
23	NO	44	0.74	1	100.00	
24	HAS	39	0.65	1	100.00	
25	THIS	36	0.60	1	100.00	
26	YES	36	0.60	1	100.00	
27	MODEL	35	0.59	1	100.00	
28	AN	34	0.57	1	100.00	
29	BOOK	29	0.48	1	100.00	
30	LOOK	29	0.48	1	100.00	
31	DOOR	28	0.47	1	100.00	
32	THESE	26	0.43	1	100.00	
33	ME	25	0.42	1	100.00	

APPENDIX B FREQUENCY OF HE & SHE IN SECOND GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq.	%	Texts	%lemmas	Set
9	WHAT	160	1.34	1	100.00	
10	HE	156	1.31	1	100.00	
11	ARE	131	1.10	1	100.00	
12	THERE	122	1.02	1	100.00	
13	I	115	0.97	1	100.00	
14	AT	114	0.96	1	100.00	
15	TO	114	0.96	1	100.00	
16	AND	112	0.94	1	100.00	
17	YOU	111	0.93	1	100.00	
18	LESSON	105	0.88	1	100.00	
19	T	104	0.87	1	100.00	
20	SHE	95	0.80	1	100.00	
21	SCHOOL	87	0.73	1	100.00	
22	THEY	78	0.65	1	100.00	
23	ON	75	0.63	1	100.00	
24	PLEASE	75	0.63	1	100.00	
25	ALL	65	0.55	1	100.00	
26	NO	64	0.54	1	100.00	
27	DO	59	0.50	1	100.00	
28	GO	59	0.50	1	100.00	
29	YES	59	0.50	1	100.00	
30	DOES	57	0.48	1	100.00	
31	EVERY	57	0.48	1	100.00	
32	YOUR	55	0.46	1	100.00	
33	WAS	54	0.45	1	100.00	
34	MY	53	0.45	1	100.00	
35	THIS	53	0.45	1	100.00	
36	DAY	50	0.42	1	100.00	
37	LOOK	50	0.42	1	100.00	
38	O	49	0.41	1	100.00	
39	MANY	49	0.41	1	100.00	
40	TIME	49	0.41	1	100.00	

APPENDIX C

FREQUENCY OF HE & SHE IN THIRD GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	% emmas	Set
1	I	1489	9.33	1	100.00	
2	THE	524	3.28	1	100.00	
3	A	356	2.23	1	100.00	
4	IN	234	1.47	1	100.00	
5	I	198	1.18	1	100.00	
6	IS	172	1.08	1	100.00	
7	YOU	162	1.02	1	100.00	
8	AT	149	0.93	1	100.00	
9	HE	142	0.89	1	100.00	
10	AND	139	0.87	1	100.00	
11	S	128	0.80	1	100.00	
12	TO	115	0.72	1	100.00	
13	E	107	0.67	1	100.00	
14	THEY	107	0.67	1	100.00	
15	T	103	0.65	1	100.00	
16	ARE	102	0.64	1	100.00	
17	DO	100	0.63	1	100.00	
18	DID	98	0.61	1	100.00	
19	SHE	86	0.54	1	100.00	
20	YES	85	0.53	1	100.00	
21	HOW	83	0.52	1	100.00	
22	WE	80	0.50	1	100.00	
23	YESTERDAY	77	0.48	1	100.00	
24	GO	76	0.48	1	100.00	
25	LESSON	73	0.46	1	100.00	
26	OF	73	0.46	1	100.00	
27	WHAT	72	0.45	1	100.00	
28	MY	70	0.44	1	100.00	
29	YOUR	66	0.41	1	100.00	
30	SEE	65	0.41	1	100.00	
31	CAN	63	0.39	1	100.00	

APPENDIX D

FREQUENCY OF HER & HIS IN SECOND GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	% emmas	Set
337	HAMDI	5	0.04	1	100.00	
338	HAND	1		1	100.00	
339	HANDS	1		1	100.00	
340	HAPPENING	1		1	100.00	
341	HAPPY	3	0.03	1	100.00	
342	HAS	40	0.34	1	100.00	
343	HASSAN	1		1	100.00	
344	HAT	7	0.06	1	100.00	
345	HATS	1		1	100.00	
346	HAU	2	0.02	1	100.00	
347	HAVE	36	0.30	1	100.00	
348	HAVEN	3	0.03	1	100.00	
349	HE	156	1.31	1	100.00	
350	HELLO	12	0.10	1	100.00	
351	HEN	1		1	100.00	
352	HER	16	0.13	1	100.00	
353	HERE	10	0.08	1	100.00	
354	HI	11	0.09	1	100.00	
355	HIS	29	0.24	1	100.00	
356	HIZ	1		1	100.00	
357	HOE	1		1	100.00	
358	HOME	17	0.14	1	100.00	
359	HOMEWORK	8	0.07	1	100.00	
360	HOSSEIN	1		1	100.00	
361	HOSSEINI	1		1	100.00	
362	HOUSE	10	0.08	1	100.00	
363	HOW	24	0.20	1	100.00	
364	HOF	1		1	100.00	
365	HQPI	1		1	100.00	
366	HQT	1		1	100.00	
367	HU	2	0.02	1	100.00	

APPENDIX E

FREQUENCY OF HER & HIS IN THIRD GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	% emmas	Set
598	HAT	1		1	100.00	
599	HATHATHATHAT	1		1	100.00	
600	HATS	1		1	100.00	
601	HAU	1		1	100.00	
602	HAUHAUHAUHAU	1		1	100.00	
603	HAVE	47	0.29	1	100.00	
604	HAVING	1		1	100.00	
605	HCHCHCHCHC	1		1	100.00	
606	HE	142	0.89	1	100.00	
607	HEADACHE	3	0.02	1	100.00	
608	HEAR	1		1	100.00	
609	HEAV	1		1	100.00	
610	HEAVY	5	0.03	1	100.00	
611	HELEN	2	0.01	1	100.00	
612	HELLO	4	0.03	1	100.00	
613	HELP	26	0.16	1	100.00	
614	HELPED	2	0.01	1	100.00	
615	HELPHELPHELPHELPH	1		1	100.00	
616	HELPING	3	0.02	1	100.00	
617	HELPS	3	0.02	1	100.00	
618	HENRY	1		1	100.00	
619	HER	49	0.31	1	100.00	
620	HERE	5	0.03	1	100.00	
621	HEVIEVIEVIEVIEVIEV	1		1	100.00	
622	HIM	33	0.21	1	100.00	
623	HIMHIMHIMHIMHIM	1		1	100.00	
624	HIS	49	0.31	1	100.00	
625	HOEHOEHOEHOEHOE	1		1	100.00	
626	HOLY	3	0.02	1	100.00	
627	HOME	36	0.23	1	100.00	
628	HOMEWORK	22	0.14	1	100.00	
629	HORSE	3	0.02	1	100.00	
630	HOSES	1		1	100.00	

APPENDIX F FREQUENCY OF MR. & MRS IN FIRST GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	%lemmas	Set
259	MISS	1	0.02	1	100.00	
260	MISS	6	0.10	1	100.00	
261	MISSING	1	0.02	1	100.00	
262	MIST	1	0.02	1	100.00	
263	MODEL	35	0.59	1	100.00	
264	MORE	1	0.02	1	100.00	
265	MORNING	8	0.13	1	100.00	
266	MOSQUE	8	0.13	1	100.00	
267	MPJJI	1	0.02	1	100.00	
268	MON	1	0.02	1	100.00	
269	MOP	1	0.02	1	100.00	
270	MR	11	0.18	1	100.00	
271	MRS	3	0.05	1	100.00	
272	N	16	0.27	1	100.00	
273	NA	1	0.02	1	100.00	
274	NAIN	1	0.02	1	100.00	
275	NAME	1	0.02	1	100.00	
276	NAT	1	0.02	1	100.00	
277	NAU	1	0.02	1	100.00	
278	NO	1	0.02	1	100.00	
279	NEAR	1	0.02	1	100.00	
280	NEED	1	0.02	1	100.00	
281	NEGATIVE	2	0.03	1	100.00	
282	NEW	8	0.13	1	100.00	
283	NI	1	0.02	1	100.00	
284	NIN	2	0.03	1	100.00	
285	NINE	10	0.17	1	100.00	
286	NO	44	0.74	1	100.00	
287	NOE	1	0.02	1	100.00	
288	NOT	5	0.08	1	100.00	
289	NOTEBOOK	3	0.05	1	100.00	

APPENDIX G FREQUENCY OF MR. & MRS IN SECOND GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	%lemmas	Set
471	MINUTES	7	0.06	1	100.00	
472	MODEL	40	0.34	1	100.00	
473	MODELS	2	0.02	1	100.00	
474	MOM	1		1	100.00	
475	MON	1		1	100.00	
476	MONDAY	8	0.07	1	100.00	
477	MONDAYS	3	0.03	1	100.00	
478	MORNING	23	0.19	1	100.00	
479	MOSQUE	1		1	100.00	
480	MOTHER	9	0.08	1	100.00	
481	MCH	2	0.02	1	100.00	
482	MR	10	0.08	1	100.00	
483	MRS	4	0.03	1	100.00	
484	MUM	2	0.02	1	100.00	
485	MY	53	0.45	1	100.00	
486	NANTI	34	0.29	1	100.00	
487	NANTI	1		1	100.00	
488	NAIT	1		1	100.00	
489	NAIT	1		1	100.00	
490	NAME	18	0.15	1	100.00	
491	NASSIN	1		1	100.00	
492	NASSER	1		1	100.00	
493	NAU	2	0.02	1	100.00	
494	NO	1		1	100.00	
495	NOE	2	0.02	1	100.00	
496	NOR	1		1	100.00	
497	NEAR	1		1	100.00	
498	NECK	3	0.03	1	100.00	
499	NEED	11	0.09	1	100.00	
500	NEEDS	1		1	100.00	
501	NEGATIVE	8	0.07	1	100.00	

APPENDIX H FREQUENCY OF MR. & MRS IN THIRD GRADE OF JUNIOR HIGH SCHOOL

N	Word	Freq	%	Texts	%lemmas	Set
832	MONEY	12	0.08	1	100.00	
833	MONTH	6	0.04	1	100.00	
834	MORDAD	1		1	100.00	
835	MORNING	54	0.34	1	100.00	
836	MOSQUE	2	0.01	1	100.00	
837	MOSQUES	1		1	100.00	
838	MOTHER	25	0.16	1	100.00	
839	MOUTh	1		1	100.00	
840	MPRAEL	4	0.03	1	100.00	
841	MON	1		1	100.00	
842	MOTSMOTSMOTSMOTSMOTS	1		1	100.00	
843	MR	27	0.17	1	100.00	
844	MRS	16	0.10	1	100.00	
845	MS	4	0.03	1	100.00	
846	MSTEIDI	4	0.03	1	100.00	
847	MTAINAZ	1		1	100.00	
848	MTAMAS	4	0.03	1	100.00	
849	MUCH	33	0.21	1	100.00	
850	MUM	2	0.01	1	100.00	
851	MY	70	0.44	1	100.00	
852	MY	2	0.01	1	100.00	
853	N	41	0.26	1	100.00	
854	NA	1		1	100.00	
855	NAHD	14	0.09	1	100.00	
856	NAISNAISNAISNAIS	1		1	100.00	
857	NAME	2	0.01	1	100.00	
858	NAS	2	0.01	1	100.00	
859	NAU	1		1	100.00	
860	NO	1		1	100.00	
861	NOSEK	4	0.03	1	100.00	
862	NEAR	8	0.05	1	100.00	

APPENDIX I

FIRSTNESS IN FIRST GRADE OF JUNIOR HIGH SCHOOL

Concordance										
	N	Concordance	Set	Tag	Word	Wt	W	Wt	W	%
32		Close your books. Listen to the tape and substitute the words in the pattern	2,311	483	6%	0	2%	0	2%	0 2% tart 1 rah all.td
33		have an umbrella, too. Patterns: Listen and repeat. 1. I have a scarf. Lesson	2,262	474	0%	0	2%	0	2%	0 2% tart 1 rah all.td
34		are you? Panin: Very well, thank you. And you? Maryam: Fine, thanks. I have	2,244	469	7%	0	1%	0	1%	0 1% tart 1 rah all.td
35		fishes oranges watches New Words and Expressions apple that an Just fine.	2,201	464	3%	0	0%	0	0%	0 0% tart 1 rah all.td
36		Speak Out A. Look at the pictures and complete the dialogue. Hello. Hello.	2,152	450	7%	0	0%	0	0%	0 0% tart 1 rah all.td
37		is car. C. Look at the pictures and answer the questions. Example: A:	2,096	436	7%	0	0%	0	0%	0 0% tart 1 rah all.td
38		4. eggs? 5. ears D. Look at the pictures and follow the model. Model: A: What is	1,946	405	7%	0	6%	0	6%	0 6% tart 1 rah all.td
39		43 Close your books. Listen to the tape and substitute the words in the pattern	1,874	397	6%	0	4%	0	4%	0 4% tart 1 rah all.td
40		orange, too? Dialogue Patterns: Listen and repeat. 1. This is a glass. 2. That is	1,790	379	3%	0	3%	0	3%	0 3% tart 1 rah all.td
41		Words and Expressions New Words and Expressions ? dentist seven not	1,687	357	5%	0	1%	0	1%	0 1% tart 1 rah all.td
42		cat bag 40 Lesson Seven New Words and Expressions New Words and	1,683	357	6%	0	1%	0	1%	0 1% tart 1 rah all.td
43		It's B. Look at the pictures and follow the example. Example: S: Is it	1,592	337	7%	0	9%	0	9%	0 9% tart 1 rah all.td
44		Lesson Seven 39 A. Look at the picture and complete the dialogue. Teacher: Is	1,569	331	7%	0	9%	0	9%	0 9% tart 1 rah all.td
45		D. Look at the pictures and answer the questions. Model: A: Is	1,231	236	7%	0	3%	0	3%	0 3% tart 1 rah all.td
46		tables 5. rulers C. Look at the pictures and follow the model. Model: A: What is	1,192	226	7%	0	2%	0	2%	0 2% tart 1 rah all.td
47		your books. Listen to the tape. Ask and answer the questions. Follow the	1,141	219	0%	0	1%	0	1%	0 1% tart 1 rah all.td
48		is it? Mna: It's a table. Patterns: Listen and repeat. A. 1. A. Is he a student? 2.	920	166	0%	0	7%	0	7%	0 7% tart 1 rah all.td
49		boy doctor girl jacket they we you and morning Mr too yes Good morning	790	137	1%	0	5%	0	5%	0 5% tart 1 rah all.td
50		shirts boys maps doors New Words and Expressions blackboard boy doctor	780	137	0%	0	4%	0	4%	0 4% tart 1 rah all.td
51		Speak Out A. Look at the picture and complete the dialogue. A: Good	739	126	3%	0	4%	0	4%	0 4% tart 1 rah all.td
52		 B. Look at the pictures and complete the sentences. Example:	653	111	7%	0	2%	0	2%	0 2% tart 1 rah all.td
53		B. 39 Lesson Six n A. Ask and answer Follow the example	620	103	6%	0	1%	0	1%	0 1% tart 1 rah all.td
54		 39 Lesson Six n A. Ask and answer Follow the example	670	95	6%	0	1%	0	1%	0 1% tart 1 rah all.td
55		4. he 5. she D. Look at the pictures and follow the model. Model: A: Is it a	512	80	7%	0	9%	0	9%	0 9% tart 1 rah all.td
56		Close your books. Listen to the tape and substitute the words in the pattern	433	68	6%	0	8%	0	8%	0 8% tart 1 rah all.td
57		A: I'm a student, too. Patterns: Listen and repeat. A. 1. I am a teacher. 2. We	254	29	0%	0	5%	0	5%	0 5% tart 1 rah all.td
58		today? Verb "have" question Short and complete answers - Have you a	193	19	6%	0	4%	0	4%	0 4% tart 1 rah all.td
59		(verb+subject+ complement) Short and complete answers Contractions - Is	72	7	0%	0	1%	0	1%	0 1% tart 1 rah all.td
60		the model. 5 Lesson 4 Look and say Handwriting 11 Lesson	39	4	9%	0	1%	0	1%	0 1% tart 1 rah all.td
61		Handwriting 3 Lesson 3 Look and say Follow the model. 6	28	2	0%	0	1%	0	1%	0 1% tart 1 rah all.td
62		Handwriting 1 Lesson 2 Look and say Handwriting 1 Lesson	19	1	0%	0	0%	0	0%	0 0% tart 1 rah all.td
63		Read Aloud Page Lesson 1 Look and say Handwriting 1 Lesson	10	0	1%	0	0%	0	0%	0 0% tart 1 rah all.td