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Linguistic Sexism in the *Pre-intermediate Market Leader: Business English Course Book*

By Adnan Mohammed Bataineh¹

Abstract

This paper aims to analyze linguistic sexism in the *Pre-intermediate Market Leader: Business English Course Book* used at Sohar University to teach the following two Business English courses to level 1 students: *English for Business Communication* and *English for Organizational Communication*. Quantitative content analysis is used to investigate the following gender-related categories: pronouns, terms of address, names, gender firstness, and nouns. Study findings indicate that gender bias is still present in the *Pre-Intermediate Market Leader: Business English Course Book*. Men's presence was dominant and prevalent in the following categories: names, terms of address, and the total number of men and women occurrences. Women, on the other hand, were slightly more visible than men in categories related to pronouns, gender firstness, and nouns. In addition, the study performed a statistical analysis of the total number of occurrences of men and women in all categories. The analysis indicates significant statistical differences between men and women. Statistical differences were in favor of men's presence over women's. In general, the *Pre-intermediate Market Leader: Business English Course Book* confirms the findings of many previous studies in terms of the presence of gender bias against girls/women in school curricula. The findings of the present study should help make school textbooks around the world more gender-sensitive and less biased against women.

Keywords: Female visibility, Gender bias, Gender firstness, Gender representation, Linguistic sexism, Men dominance, Quantitative content analysis, Terms of address

Introduction

Gender representation in textbooks is an integral part of the learning process. It is one of the tools used to promote gender equality/inequality in school textbooks. Bruegilles & Cromer (2015) stated that the representation of gender in textbooks is crucial in learning. They added that gender representation in textbooks "will have repercussions on girls' academic achievement and choices as well as on their experience as a whole. It is from this angle that textbooks may be investigated as potential vehicles for gender equality" (p. 27). In addition, schools directly influence students' perception of the world around them because "schools serve as the dominant institution for transmitting social knowledge and attitudes, thereby facilitating social change" (Mukitil Islam & Asadullah 2018, p. 2). Textbooks could also influence learners' cognitive and behavioral development (Barton & Sakwa, 2012). In other words, textbooks are tools that could directly shape the way learners think, reason, behave, and interact with others. Moreover, schools easily help in disseminating knowledge because they are deemed reliable sources of knowledge

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among learners themselves. Therefore, learners do not hesitate to approve, absorb, and assimilate contents of such school textbooks in their lives (Lee & Collins, 2008 as cited in Barton & Sakwa, 2012).

In general, various studies have shown that gender bias and stereotypical portrayals of men and women are still ingrained in school textbooks. The analysis of some school textbooks has shown that women are underrepresented and inferior to men. Men's presence, on the other hand, dominated school textbooks. In addition, their presence was more visible than that of women's and men were given priority over women in various school and non-school curricula (Amini & Birjandi (2012); Hamdan (2008); Craeynest (2015); Jannati (2015); Karama (2020); Rezaei & Baghdadi (2015); Shamsuddin et al. (2015); Sovic & Hus (2015). In sum, gender bias is still prevalent in school textbooks, and it could negatively influence students' learning environment, expectations, and future. The presence of gender bias in today's school curricula is no longer deemed acceptable, and it should not be tolerated anymore. It hinders the learning process and leads to gender inequality in schools, universities, and other academic institutions.

Literature Review

Researchers have analyzed many gender-related categories to investigate the presence of gender bias in school and non-school curricula (e.g. gendered roles, linguistic sexism, personal traits etc.). Linguistic sexism refers to the language that does not include all people. In other words, it may exclude men or women intentionally or unintentionally (Umera-Okeke, 2014). The inclusion of men and women's representation in school textbooks should be balanced to avoid gender bias. Therefore, balanced gender representation in school textbooks should be a priority to school textbooks writers and designers.

The presence of sexism in school textbooks is an indication of gender inequality and bias. Swim & Hyers (2009) defined sexism as "individuals' attitudes, beliefs, and behaviors, and organizational, institutional, and cultural practices that either reflect negative evaluations of individuals based on their gender or support of unequal status of women and men" (p. 407). Therefore, sexist attitudes and beliefs should not be sanctioned in school and non-school curricula. There are two types of sexism in textbooks: overt (direct) sexism and covert (indirect) sexism. Swim & Cohen (1997) stated that overt sexism refers to "harmful and unequal treatment of women that is intentional, visible, and unambiguous" (p. 103). In other words, it refers to blatant and clearly biased portrayals of men and women in textbooks. Covert sexism, on the other hand, refers to "sexism that is either hidden and clandestine or unnoticed because it is built into cultural and societal norms" (Swim & Cohen, 1997, p. 103). In general, it is hard to identify covert sexism as it becomes a part of people's way of thinking and behaving in daily life practices.

Many studies on linguistic sexism in school textbooks have indicated that such textbooks are generally gender biased. The presence of gender bias in school and non-school curricula tends to be against women. Jasmani et al. (2011) examined action, process, momentary and transitional event verbs in English high school textbooks. They used the Hidden Curriculum Theory to investigate gender bias in the textbooks. They investigated action verbs used in the textbooks using quantitative and qualitative methods. Findings of the study showed that most action verbs are used with men. In other words, these English school textbooks are centered on men's presence. Women are portrayed as marginal and less visible. Jasmani et al. (2011) pointed out that, "a frequency imbalance of action verbs that are associated with men and women. Furthermore, the examples of

action verbs in the corpus clearly consist of gender stereotyping” (p. 71). Their study is a powerful indicator of the presence of gender bias.

Another study was conducted by Vahdatinejad (2017) to examine the presence of linguistic sexism in four volumes of current Iranian high school EFL textbooks using the quantitative content analysis method. The study examined title names, gender firstness, and terms of pronouns. The study showed that priority was given to men over women in terms of numbers (e.g., masculine pronouns). Moreover, findings of the study indicated that men’s presence was dominant while women’s presence was less visible. Vahdatinejad (2017) concluded that, “the roles of females and their realistic contributions to the society are not well represented in the textbooks because there is an imbalance in gender representation” (p. 756). In other words, the Iranian high school textbooks revealed the presence of blatant sexism against women. Canh (2017) examined the nature of linguistic sexism in English language textbooks used at Vietnamese upper secondary schools. The study examined different categories using quantitative and qualitative methods of content analysis. Categories included sexist language in words and phrases, linguistic sexism in semantics, linguistic sexism in syntax (generic pronoun use and word order use). The findings of the study revealed that linguistic sexism is still inherent and visible in these school textbooks. These textbooks portray women as less visible than men. Canh (2017) concluded that, “women’s status in language has not been equal to men’s yet although they are said to be equal to men in every field” (p. 35). To sum up, school textbooks exhibit a powerful presence of gender bias against women. Men’s presence, on the other hand, is given priority and it is more visible than that of women in school curricula.

Researchers study gender firstness in school curricula to examine the presence of gender imbalance and bias in school curricula. Nowadays, it is widely used in recent research on portrayal of men and women in school or non-school curricula. Gender firstness is related to “male and female pairings of words. Generally, when two nouns are mentioned, the male will be placed first, for example brothers and sisters, or in the previous sentence, male and female” (Thomson, 2002, p. 4). In other words, the notion of placing men before women or vice versa in texts is extremely important as it may suggest that men or women are at the center of the learning process. Therefore, gender balance is key and fundamental in this context. Placing men before women or vice versa in school curricula can be seen as an indication of covert sexism because such beliefs are usually built unconsciously into our way of thinking.

In general, studies related to gender firstness in textbooks have shown that some textbooks showed gender imbalance while other textbooks exhibited a balanced portrayal of men and women. Karama (2020) conducted a study on gender bias in four school mathematics textbooks from grade 1 to 12 used in Palestine. He used a mixed method analysis to understand gender portrayal in the school textbooks. He examined the representation of gender by analyzing the following categories: names, action verbs, pronouns, pictures, and professions. The findings of his study revealed that gender bias is still prevalent in these school textbooks. Amini & Birjandi (2012) examined second and third grade textbooks used in Iranian schools. Their study analyzed the following categories: visibility, gender firstness, generic masculine constructions, and sex-linked occupations and activities. They used descriptive research in addition to quantitative and qualitative methods. The study findings showed that sexism is still embedded in these Iranian school textbooks. They concluded that, “regarding firstness, again in majority of cases men were mentioned before women as is the case in the present Iranian culture especially in traditional families” (p. 139). In other words, their study revealed that blatant sexism is still ingrained in such textbooks and that no efforts were made to achieve gender equality. Rezaei & Baghdadi (2015)

conducted a content analysis of representation of gender roles in two Iranian EFL (English as a Foreign Language) and AFL (Arabic as a Foreign Language) textbooks. They used Rifkin's (1998) Criteria for the Analysis of Equality of Gender Representation Scale. They used pictorial and verbal categories derived from Rifkin's (1998) scale. Pictorial category refers to "visibility of female in illustrations and pictures" and verbal refers to "different elements of text such as subject, object, verb, noun, pronoun, etcetera" (Rezaei & Baghdadi, 2015, p. 19). Their study revealed that blatant gender bias is still embedded in the two Iranian school textbooks. Women were less visible and underrepresented compared to men.

Bahman & Rahimi (2010) conducted a study to analyze gender firstness in three volumes of textbooks used in Iranian high schools. One of the areas their study investigated was preference positioning. The findings of the study revealed that these textbooks did not exhibit gender balance in terms of gender firstness. Gender firstness was in favor of men over women. Their study findings confirmed those of the previous studies in terms of the presence of gender bias. Bahman & Rahimi (2010) concluded that, "In regard to firstness, also, male-attributed terms came first more frequently than those of females" (p. 273). They added that, "in regard to firstness, males occurred more than females in the first places of instructions, exercises and sentences" (p. 273). Healy (2009) investigated gender firstness, names, pronouns, exclusive nouns, and occupations in modern EFL textbook: *Touchstone Book 2*. Healy (2009) used Sinclair and Coulthard's analysis of discourse to analyze spoken discourse. She investigated gender firstness by examining the order of paired nouns and pronouns. The findings of the study revealed that gender firstness is present in this textbook and that the textbook exhibited a balanced representation of gender firstness. Healy (2009) stated that, "the writers of this book have been very fair when it comes to firstness" (p. 98). She has also added that the textbook contained only a few examples of gender firstness. For example, men were placed before women seven times compared to women being placed before men six times. Nagatomo (2010) conducted another study on gender representation in *Conversation Topics for Japanese University Students* textbook. She used Porecca (1978) and Leiskin's (2001) theoretical frameworks to examine gender portrayal of men and women characters. The study results showed that the textbook was in favor of men over women in terms of conversation time. Her study has also revealed that women were more visible than men and women played more active roles than men. Nagatomo (2010) concluded that, "female characters were found to initiate conversations almost twice as often as male characters" (p. 56) in sentences, turns, and firstness in conversations. The study also revealed that women had slightly more speaking turns than men. On the other hand, the study showed that men initiated speech more often than women in terms of turns and gender firstness in listening activities. Syarifuddin (2014) analyzed three school textbooks used in Indonesian schools to identify the presence of sexism. He examined various categories including generic "he", generic "man", gender firstness, and order of mention. The study findings have showed that these school textbooks are all men dominated and biased against women. In addition, analysis of gender firstness has revealed that these school curricula were totally biased against women. In addition, Demir & Yavuz (2017) conducted a study to investigate gender inequalities in the *Yes You Can* coursebook used in Turkey. They investigated various categories including gender firstness. Gender firstness was examined by analyzing two categories: the first category examined the gender who initiated the conversation, and the second one dealt with the gender that was mentioned first in all reading texts. The study findings have revealed that the first category exhibited a balanced representation of men and women whereas the second category was slightly in favor of men over women. To sum up, various studies have

indicated that some school textbooks gave priority to men over women in terms of gender firstness. On the other hand, other school textbooks exhibited a balanced portrayal of males and females.

Methodology

The purpose of this study is to investigate the presence of linguistic sexism in *Pre-intermediate Market Leader: Business English Course Book* used at Sohar University to teach two business courses in level 1.

Material

Pre-intermediate Market Leader: Business English Course Book constitutes the sample of the study. It is used at the Faculty of language Studies to teach UNIH1000: English for Business Communication and UNIH2000: English for Organizational Communication. Female learners constitute about 99.98% of the total number of students.

Data Collection Analysis

This study used quantitative content analysis to examine linguistic sexism in the designated textbook. Quantitative content analysis is generally used to analyze features of any type of text. Coe & Scacco (2017) stated that quantitative content analysis is “a research method in which features of textual, visual, or aural material are systematically categorized and recorded so that they can be analyzed” (p. 346). Quantitative content analysis is common and widely used in education and language studies for many reasons. First, it is deductive in nature and aims at testing a certain hypothesis reported in previous studies. Sándorová (2014) emphasizes that quantitative content analysis is “considered to be deductive, aimed at testing hypotheses or finding answers to questions based upon theories or previous empirical research” (p. 97). The other reason is related to the sampling method. Sándorová (2014) stated that, “the quantitative approach requires random sampling or other techniques of probability to ensure validity, while qualitative analysis uses intentionally chosen texts” (p. 97). In other words, random sampling reinforces the validity of research studies because it is not a purposeful sampling. In addition, Sándorová (2014) argues that quantitative content analysis “caters for statistical methods and numerical results” (p. 97). Therefore, using quantitative content analysis in the present study is appropriate and serves its objective.

Linguistic sexism is investigated by analyzing the following five categories: masculine and feminine pronouns (he, his, him, she, and her), terms of address (Mr., Miss, Ms., Mrs., Dr. (male and female) Dame, and Sir), masculine and feminine names, gender firstness, and male and female nouns. Quantitative analysis includes counting the total number of occurrences of each category for men and women. In addition, the total number of occurrences of all categories for men and women will be analyzed quantitatively. At the end, some statistical analysis will be conducted to identify if there are any statistically significant differences between men and women (e.g., Chi-square) in the designated textbook.

Description of the Sample

The sample textbook is the *Pre-Intermediate Market Leader: Business English Course Book* (3rd edition). It is published by Pearson Education Limited. It has 12 units and 175 pages. A revision unit to provide students with extra practice activities follows each unit. It targets pre-intermediate level students. The textbook teaches reading comprehension, writing and grammar

skills, and vocabulary in business contexts and situations. Reading skills themes include texts about careers, selling, new business, planning, stress, entertaining, marketing, conflict, etc. Reading comprehension skills also include teaching students skimming and scanning skills. Writing skills themes include how to write CVs, cover letters, formal and informal emails, etc. Vocabulary building skills themes aim at teaching students business terminologies. Grammar skills focus on teaching students how to use English tenses in business contexts (e.g., past simple and present perfect), modals, reported speech, multiword verbs, etc.

Results and Discussion

Data obtained from the designated textbooks were analyzed quantitatively. The quantitative analysis included the following categories: masculine and feminine pronouns, terms of address, male and female names, gender firstness, male and female nouns and pronouns, terms of address, names, nouns, and gender firstness.

Masculine and Feminine Pronouns

The findings of the study show that *Pre-intermediate Market Leader: Business English Course Book* exhibited a balanced representation of masculine and feminine pronouns (he, his, she, and her). Table 1 shows that there is a slight difference between the total number of masculine and feminine pronouns. The total number of masculine pronoun occurrences was 213 (47.8%) while the total number of feminine pronouns was 233 (52.2). It is also worth mentioning that feminine pronouns occur slightly more than masculine pronouns in the *Pre-intermediate Market Leader: Business English Course Book*. It is an indication that an effort has been made to achieve a balanced and equal representation of men and women in the designated school textbook. In addition, Table 1 clearly shows that the highest number of occurrences of the third masculine and feminine personal singular pronouns was he and she. The number of occurrences stands at 157 and 172 respectively.

Table 1: Frequency and Percentage of Pronouns in *Market Leader Business English Course Book*

	Pronouns						Total	
Masculine Pronoun	He		His		Male		Male	
	f	%	f	%	f	%	f	%
	157	35.2%	31	7.0%	25	5.6%	213	47.8%
Feminine Pronouns	She		Her		Female		Female	
	f	%	f	%	f	%	f	%
	172	38.5%	61	13.7%			233	52.2%

Terms of Address

Quantitative analysis of the total occurrences of masculine and feminine terms of address reveals that gender bias is still rooted in the *Pre-intermediate Market Leader: Course Book*. It contains blatant sexism and gender bias against women. Table 2 shows that the total number of

masculine terms of address occurrences is 43 (70.8%) whereas the total number of feminine terms of address occurrences is only 14 (29.2%). The highest number of occurrences for men in the category of terms of address was for *Mr.* It stands at 60.4%. On the other hand, Table 2 shows that the highest number of women occurrences in the category of terms of address was in *Ms.* It stands at 12.5%. These findings suggest that there is much to be done to deal with the issue of gender bias against women in the designated textbook. It is very unacceptable in today's world to approve, tolerate, or accept such a huge gender gap in school textbooks.

Table 2: Frequency and Percentage of Terms of Address in *Market Leader Course Book*

	Terms of address								Total	
	Mr.		Dr.		Lord		Sir		Male	
Male	f	%	f	%	f	%	f	%	f	%
	29	60.4%	0	0%	3	6.3%	2	4.2%	34	70.8%
Female	Mrs		Miss		Ms		Dr.		Dame	
	f	%	f	%	f	%	f	%	f	%
	3	6.3%	1	2.1%	6	12.5%	3	6.3%	1	2.1%
									14	29.2%

Male and Female Names

The findings obtained from the analysis of male and female names in the *Pre-intermediate Market Leader: Course Book* strongly point to the fact that gender bias and imbalance are still ingrained in the designated textbook. Table 3 indicates that male names occurred 319 (62.9%) times while female names occurred only 188 (37.1) in the *Pre-intermediate Market Leader: Course Book*. This is yet another powerful indication that sexism is still present and visible in the designated textbook. More efforts are needed on the part of school textbook writers and designers to deal with the problematic issue of gender bias.

Table 3: Frequency and Percentage of Male and Female Names in *Market Leader Course Book*

Names	Male		Female	
	f	%	f	%
	319	62.9%	188	37.1%

Gender Firstness

Quantitative data analysis of gender firstness obtained from the *Pre-intermediate Market Leader: Course Book* shows a balanced portrayal of gender firstness. Table 4 shows that the total number of occurrences where women appear before men in texts is 30 (50.8) compared to 29 (49.2) for men. It is one of the few times where women are slightly more visible than men in school textbooks. It reinforces the need for more positive practices in future school curricula.

Table 4: Frequency and Percentage of Gender Firstness in *Market Leader Course Book*

Firstness	Male		Female	
	f	%	f	%
	29	49.2%	30	50.8%

Male and Female Nouns

The quantitative analysis of the frequency and percentage of male and female nouns have indicated that the representation of men and women in the *Pre-intermediate Market Leader: Course Book* is slightly in favor of women over men. Table 5 shows that the total number of occurrences of female nouns is 15 (55.6%) compared to 12 (44.4%) for male nouns. In other words, the gender gap is getting narrower, but there is still some work to be done to achieve a balanced representation of men and women in the designated school textbook. Quantitative data in Table 5 indirectly suggest that achieving equal gender representation in school textbooks is taking momentum.

The terms “boy” (60.4%) and “women” (51.9%) obtained the highest number of occurrences.

Table 5: Frequency and Percentage of Gender Nouns in *Market Leader Course Book*

	Nouns								Total	
	Boy		Men		Man		Male		Male	
Male	f	%	f	%	f	%	f	%	f	%
	29	60.4%	0	0%	3	6.3%	2	4.2%	12	44.4%
Female	Women				Female				Female	
	f	%	f	%	f	%	f	%	f	%
	14	51.9%			1	3.7%			15	55.6%

Pronouns, Terms of Address, Names, Nouns, and Gender Firstness

The quantitative analysis of the total number of occurrences of men and women in all categories indicated that the *Pre-intermediate Market Leader: Course Book* exhibits gender imbalance and bias against women. The data obtained from Table 6 clearly indicate that the priority was given to men’s presence. Women, on the other hand, were less visible and underrepresented in the designated school textbook. Table 6 shows that the TOTAL number of men occurrences in all categories was 607 (55.8%) compared to 480 (44.2%) for women. In addition, quantitative analysis of men’s presence in the categories of Terms of Address and Names are 70.8% and 62.9% respectively. These statistics indicate powerful men dominance, visibility, and prevalence in the designated textbook. Women’s presence, on the other hand, remains marginal, negligible, and less visible than men, except for in the categories of Pronouns, Gender Firstness, and Nouns.

It is also essential to point out that the Chi-square test was used to identify any possible statistically significant differences between men and women in the total number of men and women occurrences in all categories under investigation. The result shows that statistically

significant differences between the representation of men and women were observed in the TOTAL number of men and women occurrences in all categories χ^2 (df = 4, N = 1087) = 28.99, $p < .05$. To sum up, quantitative and statistical analysis (e.g. chi-square test) clearly show that gender bias against women is still present in the designated school textbook. There is still a long way to achieve gender equality and eliminate gender bias in school curricula.

Table 6: Frequency of Pronouns, Terms of Address, Names, Gender Firstness, and Nouns Attributed to Men and Women in *Market Leader Course Book*

Gender	Category										Presence	
	Pronouns		Terms		Names		Firstness		Nouns		f	%
	f	%	f	%	f	%	f	%	f	%		
Men	213	47.8%	34	70.8%	319	62.9%	29	49.2%	12	44.4%	607	55.8%
Women	233	52.2%	14	29.2%	188	37.1%	30	50.8%	15	55.6%	480	44.2%
Total within gender	446	41.0%	48	4.4%	507	46.6%	59	5.4%	27	2.5%	1087	100%

Conclusion

Previous studies on linguistic sexism in school and non-school textbooks have shown mixed results. Some studies have shown that some textbooks display a balanced and equal representation of men and women, while the findings of other studies have indicated the presence of gender bias against women. The present study indicates, in general, that gender bias is still visible in the *Pre-intermediate Market Leader: Course Book* even though some improvements have been made in specific categories under investigation. The study findings show that men's presence was more dominant in the following categories: terms of address, male and female names, and the total number of males, male and female nouns, and female occurrences in all categories. Women's presence, on the other hand, was more visible than men's' in the following two categories: pronouns and gender firstness. Statistical analysis of the total number of men and women occurrences in all categories has indicated that there are statistically significant differences between men and women in the designated textbook. These significant statistical differences are in favor of men over women. More efforts should be made to promote gender equality and fight gender bias in school and non-school textbooks. The presence of gender-biased school textbooks should not be tolerated. Promoting gender equality in textbooks should be a priority for all school and non-school textbooks writers because it could influence and shape learners' attitudes and perception of the world around them.

It is also worth mentioning that the effect of the presence of gender bias in English language textbooks on L1 and L2 learners is of extreme importance. The presence of gender bias in textbooks could lead to serious repercussions on learners' future expectations, social roles, perception of the world around them, and their cognitive and behavioral development. The school textbook under investigation is intended for L2 learners. Therefore, L2 learners in Oman are susceptible to serious gender discrimination that undermines their future ambitions and identity.

Gender bias is also seen as a more serious problem in the L2 context as it might challenge the social status quo in traditional societies. Alternative and positive representations of gender in school curricula are the vehicle for gender equality and social change. Because school textbooks have a direct influence on L2 learners, textbooks are expected to support and promote gender-sensitive improvements in L2 contexts.

Recommendations

The findings of the present study confirm the findings of some previous studies in the sense that linguistic sexism is still strongly visible in many school textbooks. The presence of gender bias in school textbooks is by no means tolerable. Thorough and comprehensive remedial actions should be taken to promote gender equality and balanced portrayals of men and women in school curricula. Therefore, experts on gender representation in textbooks (e.g. sociologists and linguists) should devise guidelines for detecting, reducing, and/or eliminating gender bias in school textbooks. These guidelines should be made mandatory for sanctioning future school textbooks. It is also fundamental that schoolteachers and university instructors attend workshops on how to deal with potential sexist representations in school textbooks. Disseminating knowledge about the potential negative effects of gender bias on children and young learners in school curricula should be a priority for textbook writers and designers. Last but not least, future studies on gender representation in school curricula should pay more attention to studying and investigating subtle sexism. Detecting and identifying subtle sexism in school curricula is not an easy task because it is built and programmed in our beliefs and attitudes. Therefore, future gender studies should involve quantitative and qualitative content analysis methods. Qualitative content analysis is key to identifying latent gender bias content in school curricula. In addition, using mixed methods analysis offers a holistic and broader understanding of gender portrayals in textbooks because it incorporates the strengths of both methods.

In addition, future studies should include analysis of the effect of gender representation on native and non-native learners of English. The gender angle of L1 and L2 learners should be investigated as it might contribute to promoting social change in native and non-native societies. I strongly believe that future studies should pay special attention to the L2 context, as there is an urgent need for facilitating social change in traditional and conservative societies in some developing countries in the Middle East. Future studies should provide deep insights into the possible impact of gender bias in L1 and L2 contexts on the future aspirations of learners. In addition, critical feminist views and perspectives on gender representation (e.g., gender roles, negative gender stereotypes) should be consulted in designing and writing school curricula in the L2 setting. Critical feminist views on gender would help identify false gender assumptions about men and women. They would also enhance the presence of more positive representations of men and women in traditional and conservative societies.

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