Gender Representation in EFL Textbooks: A Case of ILI Pre-intermediate Series

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Abstract

In textbooks, language functions as an ideology maker and social role determiner that lead sociolinguists to uncover reflection of gender roles and stereotypes. Numerous studies have addressed gender bias and stereotypes in ESL/EFL textbooks. The present study intends to define how social gender identity is reflected via adjectives and pictures in order to facilitate cross-cultural comparison of gender roles and to shed light on the perception and significance of gender as reflected in textbook images. The textbooks examined in this study are the ILI pre-intermediate series, a three level course. A combination of linguistic and visual analyses is used to examine the reflection of gender in the textbooks. The findings clearly indicate gender imbalance in favor of males. The findings have implications for material designers, teachers, and teacher trainers and provide suggestions for further research.

Keywords

gender, gender bias, textbook analysis, linguistic analysis, visual analysis

Full Text:

PDF

Refbacks

- There are currently no refbacks.

The series, which comprises four textbooks, levels beginners, elementary, pre-intermediate, and intermediate respectively. Although, the series is an admittedly well-organized piece of material to underscore the needs of adolescents, it was perceived by the researchers that it still may suffer from certain drawbacks with regard to its application in an EFL context. 1.1 Review of the Related Literature. The material selected for evaluation was Pacesetter textbook series. The series is a set of leveled EFL textbooks that carries adolescent learners from starter to intermediate level of proficiency. Pacesetter has been authored by Derek Strange and Diane Hall and released by Oxford University Press in 2005. Each book encompasses 15 units. In textbooks, language functions as an ideology maker and social role determiner that lead sociolinguists to uncover reflection of gender roles and stereotypes. Numerous studies have addressed gender bias and stereotypes in ESL/EFL textbooks. The present study intends to define how social gender identity is reflected via adjectives and pictures in order to facilitate cross-cultural comparison of gender roles and to shed light on the perception and significance of gender as reflected in textbook images. The textbooks examined in this study are the ILI pre-intermediate series, a three level cour