A SYNCHRONIC AND DIACHRONIC ANALYSIS OF GENDER
REPRESENTATION IN ENGLISH TEXTBOOKS USED IN IRANIAN HIGH
SCHOOLS

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Approval of the Board of Graduate Programs

_____

Prof. Gürkan Karakaş

Chairperson

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Ali Fuad Selvi

Program Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as thesis for the degree of Master of Arts.

_____

Assist. Prof. Ali Fuad Selvi

Supervisor

Examining Committee Members:

Assist. Prof. Ali Fuad Selvi	(METU NCC, TEFL)	_____
Instr. Dr. Deniz Şallı Çopur	(METU Ankara, FLE)	_____
Instr. Dr. Besime Erkmen	(METU NCC, TEFL)	_____

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Name, Last name: Seyed Shahab MIRI

Signature:

ABSTRACT

A SYNCHRONIC AND DIACHRONIC ANALYSIS OF GENDER

REPRESENTATION IN ENGLISH TEXTBOOKS USED IN IRANIAN HIGH

SCHOOLS

Miri, Seyed Shahab

M.A., English Language Teaching Program

Supervisor: Assist. Prof. Ali Fuad Selvi

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The recent vision statement for the year 2025 (The 20-Year Vision Plan) outlining

the future direction of Iran in economy, science, and technology in the region and

around the world in the next two decades brought a series of changes in the education

system. Consequently, Iranian Ministry of Education took concrete steps in

revamping its structure and instructional materials, including English Language

Teaching textbooks. These textbooks have a critical role in the local education

system, since, in a country like Iran where the Ministry of Education is the only and

centralized source for the textbooks, they are used in the K-12 education system in

all schools, public and private, nationwide. Furthermore, since textbooks are

important tools that shape students' understanding of how the society functions

outside of school, their role as sources of input becomes even more important in the

local educational context where students study in a segregated school system where

boys and girls attend different schools. Bringing all these strands together, it

becomes imperative to examine gender representation in instructional materials (i.e. textbooks) developed by the Ministry of Education and used in local K-12 schools. Through the principles of Critical Discourse Analysis (Fairclough, 2001), the current study attempts to offer a synchronous analysis of the quantitative and qualitative representations of gender through different modalities (i.e. textual and visual) in the newly published English textbooks in Iran, *English for Schools*, and complements this with a diachronous analysis of how the newly published textbooks differ with older version, Listening Speaking Reading Writing, in terms of gender representation. Both quantitative and qualitative synchronous analysis of *English for Schools* series reveals that these textbooks that are currently used in Iranian K-12 schools are on the biased end of the spectrum. However, the diachronous analysis of the *English for Schools* textbooks and the proceeding series indicated that there has been slight, yet insignificant, progress in terms of how genders are presented in the new textbook series. As these textbooks are influencers on students' understandings of their society, the developers should take these findings into consideration and modify their policies to bring the issue of gender representation in these textbooks to the foreground.

Key words: Gender representation, local textbooks, Iran, gender bias, critical discourse analysis

ÖZ

İRAN LİSELERİNDE KULLANILAN İNGİLİZCE DERS KİTAPLARINDA

CİNSİYET TEMSİLİNİN EŞ ZAMANLI VE ART ZAMANLI (DİKONOMİK)

ANALİZİ

Miri, Seyed Shahab

Y.L., İngilizce Öğretim ve Eğitimi Programı

Tez Danışmanı: Yrd.Doç.Dr. Ali Fuad Selvi

Ocak 2019, 205 Sayfa

Gelecek yirmi yıl içinde bölge ve dünyadaki ekonomi, bilim ve teknoloji alanında İran'ın gelecekteki yönünü gösteren yakın tarihli vizyon bildirimi (20 Yıllık Vizyon Planı), İran eğitim sisteminde bir dizi değişiklik getirmiştir. Sonuç olarak, İran Eğitim Bakanlığı, İngilizce Öğretimi ve Eğitimi ders kitapları da dahil olmak üzere, kitapların yapısını ve eğitim materyallerini yenilemek için somut adımlar attı. Bu ders kitaplarının yerel eğitim sisteminde kritik bir rolü vardır, çünkü Eğitim Bakanlığı'nın ders kitapları için tek ve merkezi kaynak olduğu İran gibi bir ülkede, bu ders kitapları K-12 eğitim sisteminde kamu, özel ve ülke çapında tüm okullarda kullanılmaktadır. Ayrıca, ders kitapları, öğrencilerin toplumun okul dışında nasıl işlediğine dair anlayışını şekillendiren önemli araçlar olduğundan, öğrencilerin, kız ve erkek çocukların farklı katıldığı ayrı bir okul sisteminde çalıştıkları yerel eğitim bağlamında bu ders kitapları girdi kaynağı olarak daha da önem kazandırmaktadır. Tüm bu grupların bir araya getirilmesiyle, Milli Eğitim Bakanlığı tarafından

geliştirilen ve yerel K-12 okullarında kullanılan öğretim materyallerinde (yani, ders kitaplarında) cinsiyet temsilinin incelenmesi zorunludur. Kontrast Söylem Analizi (Fairclough, 2001) prensipleri sayesinde, bu çalışma, İran'da yeni yayınlanan İngilizce ders kitaplarında farklı şekillerde (yani metinsel ve görsel) cinsiyetin nicel ve nitel temsillerinin eş zamanlı bir analizini sunmaya çalışmakta olup, yeni yayınlanan ders kitaplarının eski sürümlerden, (LSRW) cinsiyet temsili açısından nasıl farklılaştığını açıklayan art zamanlı analizle tamamlıyor. Okullar için İngilizce serisinin nitel ve nicel eş zamanlı analizi, şu anda İran K-12 okullarında kullanılan bu ders kitaplarının spektrumun önyargılı kısmında olduğunu ortaya koymaktadır. Bununla birlikte, Okullar için İngilizce ders kitaplarının ve ilerleyen serilerin isimlendirilmiş analizi, cinsiyetin yeni ders kitabı serilerinde nasıl sunulduğu konusunda hafif, ancak önemsiz bir ilerleme olduğunu göstermiştir. Bu ders kitapları öğrencilerin toplumlarını anlamalarını etkilediğinden, geliştiriciler bu bulguları dikkate almalı ve bu ders kitaplarında cinsiyet temsili konusunu ön plana çıkarmak için politikalarını değiştirmelidir.

Anahtar Kelimeler: Cinsiyet Temsili, Yerel Ders Kitapları, İran, Cinsiyet Yanlılığı, Kritik Söylem Analizi

To the loving memory of my grandfather, M. Eghtesad.

I would never forget your enthusiasm when I got my first university acceptance. In times that I got scolded for my choices, you were always most excited. Even though you were not feeling well, you insisted on showing me the way to the campus.

Thank you for showing me the way.

تقدیم به پدربزرگ عزیزم مصطفی اقتصاد

من هیچگاه ذوق تو هنگام قبولی ام در دانشگاه را فراموش نمیکنم. در زمانی که بسیار از طرف خیلی ها سرزنش شدم برای انتخاباتم تو مرا تشویق میکردی. و حتی با اینکه حالت خوب نبود اصرار داشتی که راه دانشگاه را نشونم بدی.

مرسی که بهم راه رو نشون دادی.

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Lastly, I would like to thank my family, specially my mother and father. I would have never been here without you, literally.

From the bottom of my heart, thank you all.

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LIST OF ABBREVIATIONS

ALM	Audio-Lingual Method
CLT	Communicative Language Teaching
DM	Direct Method
EfS	English for Schools
GTM	Grammar-Translation Method
IRI	Islamic Republic of Iran
LSRW	Listening, Speaking, Reading, Writing
MoE	Ministry of Education
NCE	National Curriculum of Education

Introduction

1.0. Presentation of the Chapter

This chapter briefly discusses the background to the study, formulates the research questions undergirding the present inquiry, and explains the significance of the study.

1.1. Background to the Study

Iran's governmental system changed dramatically after the country's 1979 revolution, also called the Islamic Revolution. A monarchy that had, to some extent, autonomy from religion was substituted by a republic with a constitution based on the teaching of Shia Islam (Papan-Matin, 2014)[1]. One of the main goals of K-12 education in the new system was to train the next Shia Muslim generation. In the aftermath of the revolution, the country's education system went through some drastic changes, including changes at systemic (e.g., gender segregation in schools and compulsory hijab for all female students) and instructional (e.g., presenting all female characters in the textbooks with a veil) levels (Mehran, 2003a).

Since 1979, over the years, the Iranian governments have adopted new reform initiatives (e.g., school segregation, changes in the educational materials and changes in the school years) to meet the overarching goals of the *Revolution* and to create a

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[1] This document is the English translation of the constitution of the Islamic Republic of Iran.

more ideal *Islamic* society (Rezai-Rashti, 2015). The most recent example of such reforms is a major overhaul of the K-12 education system in Iran. Starting from the 2012–2013 school year thanks to the guidelines proposed by Iran's Expediency Discernment Council of the System known as "The 20-Year National Vision of the Islamic Republic of Iran", which was approved by Ayatoolah Khamenei, Iran's supreme leader, and published in 2005 as the framework for the country's future in the areas/domains of economy, knowledge and technology. In order to forge new pathways for improvement in economic and scientific matters within the broader framework of the country's vision of an Islamic and *revolutionary* identity, this document underscored the importance of initiating a "*revolution*" in the education system (Expediency Discernment Council of Iran, 2003). Consequently, Iran's Ministry of Education (henceforth, MoE) published a comprehensive document, entitled, Iran's education in the year 2025 (2012), outlining their role in achieving the proposed guidelines in the 20-Year Vision Plan along with their roadmap and action plan in order to achieve these goals (Ministry of Education of Islamic Republic of Iran, 2012).

Starting from the 2012–2013 school year, the changes began to be felt in the Iranian educational system, most vividly in the realm of educational stages. The gradual changes from a 5-3-3-1 system (5 years of primary school, 3 years of middle school, 3 years of high school and one year of pre-university education) to a 6-3-3 (6 years of primary school, 3 years of junior high school and 3 years of senior high school with no pre-university education) were adopted the local educational system. With the new system, students who finished the 5th grade of primary school (in 2012-2013 school year) continued their primary school education in the 6th grade, instead

of starting middle school, with an expectation to continue their education for 3 years in junior and 3 years in senior high school. By the end of 2018-2019 school year, pre-university education year will have been implemented for the last time, and will cease to exist thereafter, It will also mean that all the remaining students in the local educational system will have to finish a 12-year education program to receive their high school diploma rather than the 11 years in the previous system.

The structural changes in the local educational system also served as a foundation and motivation to modify the existing curricula and instructional materials (e.g., textbooks) and in some cases changing them completely so that they would meet the guidelines provided by the *National Curriculum of Education* (Ministry of Education of Islamic Republic of Iran, 2013). These changes have a paramount impact on teachers and students in the K-12 education system, as Iranian MoE not only designs and publishes the entire set of textbooks used in all classrooms across the country according to the guidelines in the *National Curriculum of Education* but also bans the use of any teaching materials other than the designated ones.

Since the first half of the 20th century, English textbooks used in Iranian schools, which were written and developed by local authors, mostly followed predominantly reading-based approaches like Grammar-Translation Method (GTM) while borrowing some techniques and drills from the Direct Method (DM) and, at a later point, the Audio-Lingual Method (ALM) (Kheirabadi & Alavi Moghaddam, 2014). The most well-known series of books following these methodologies were the *Listening, Speaking, Reading, Writing* (henceforth, LSRW). As stated in the preface of the new English textbook series, *English for Schools* (henceforth, EfS), the new

textbooks to be used in local schools aim to include and develop all main skills that the students need to communicate in the English language and follows the principles of Communicative Language Teaching (CLT) methodology (Alavi Moghaddam, Kheirabadi, Rahimi & Alavi, 2015).

Education is key to the way that shape individuals' understanding of the world they live in and their beliefs about it (Afshar, 2015). One global aspect of education is the use of instructional materials and the most widely used material are textbooks. Textbooks are an inseparable part of education (Mohammadi & Abdi, 2014) and in most cases, they take up more than 80% of the classroom time (Blumberg, 2008). Therefore, it is important to evaluate them to see if they are appropriate for the classroom and the context in which they are used (Litz, 2005). Due to the fact that students spend a considerable amount of time with textbooks, the way male and female characters are portrayed in textbooks have a great influence on them and directly impact the students' understanding of gender roles (Frawley, 2008). If male and female characters are not portrayed properly, students can misunderstand the societal relations of these characters and the place of men and women in the society (Afshar, 2015).

The issue of gender bias and under-/mis-representation in textbooks is almost a universal phenomenon and is happening not only in the Eastern countries, but also the Western countries that are advocating for equality between men and women (Blumberg, 2009). The current literature points out that countries around the world are striving to reduce gender bias in education, and more specifically in textbooks, but this decrease is happening at a very slow pace. One main reason is that it is difficult to completely revise and change the textbooks as it costs a lot and is a

demanding task. Iran's MoE has the advantage of having a centralized system with a top-down structure. Centralized education systems, on one hand, face much criticism, especially with respect to textbook development, such as not taking the individual and local needs into account (Glewwe, Kremer & Moulin, 2009). On the other hand, though, these education systems offer some positive advantages with respect to reform in different aspects of educational life in great scale. One instance would be the case of reforming the textbooks used in the educational system. Developing new textbooks is a demanding task and an expensive one (Tomlinson, 2012). In centralized education systems, authors have access to the resources of the educational branches of the government[2] and exceptional funding for their projects. Also, in centrally-maintained educational systems like Iran, textbooks serve as tools for representing identity and have the potential to shape individuals' future identities. Thus, examining textbooks (written on behalf of and approved by the state) also offer glimpses into "official" and "state-approved" identity representation and negotiations—both present and future. The Iranian MoE has a unique opportunity here as they are changing their English books completely and this change brought the chance for a major improvement in regard to gender bias in textbooks.

There is a need for reform in gender representation, especially in the Iranian context that women have active role in the society. In Iran's education system there is parity between male and female students, meaning that there are equal educational opportunities for both genders (Mehran, 2003b). Even though this is the reality of the society, that women take part in all social activities such as education and

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[2] Many of the authors and editors of the *EfS* series work in the teacher training universities in Iran founded by the MoE.

workforce, they are not visible in the texts and illustrations. For example, a woman "is not welcome in men gatherings. … she still gets called using her eldest son's name (by her husband) rather than her own[3] ... Upon her death, on her funeral notice her photo usually gets replaced with a flower" (Amini & Birjandi, 2012, p. 5). This *invisibility* extends to the realm of educational materials and textbooks as well.

Research studies scrutinizing the representation of gender and gender roles in textbooks used in Iranian middle and high schools[4] consistently come up with the same conclusion—that the books are biased, and that there is an imbalance in the way that they represent men and women (e.g., Bahman & Rahimi, 2010; Gharbavi & Mousavi, 2012; Hall, 2014; Skliar, 2007). These studies, however, all examined the LSRW series, which are the ones that were used in local middle and high schools before the change in the education system and are no longer in use. With the exception of Afshar (2015), focusing on only *Prospect 1*, the first volume of the newly implemented *EfS* series, there is a clear paucity of research surveying gender representations in textbooks currently used in local classrooms (synchronic analysis) and providing a trajectory of gender representations over time by comparing with that of previous textbook series (diachronic analysis). The following conclusions are made in accordance with the abovementioned information:

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[3] Meaning they are not directly called. For example, the husband calls the son's name and asks for tea, when in reality he is referring to the wife. In some families, women are given two names, their real names, which only the family knows and the name used outside of the house.

[4] There are no studies with regards to English education in primary schools as "Iran has banned the teaching of English in primary schools, a senior education official (Mehdi Navid-Adham, head of the state-run high education council) has said, after Islamic leaders warned that early learning of the language opened the way to a western "cultural invasion"." (Iran Bans Teaching of English…, 2018)

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a. Gender bias in instructional materials, and most vividly in textbooks, is an international issue that many countries are trying to address and Iran is no exception (Blumberg, 2009).

b. Instructional materials have the multiple roles including (and perhaps not limited to) serving as linguistic input for language learners, offering a window of representation into the world and contributing to individuals' being and becoming. In that respect, they offer powerful tools for researchers to examine from multiple angles, including the interplay between representation of genders in these materials and gender roles, gaps and stereotypes in the society (Foroutan, 2012).

c. There is a need for a synchronic analysis of gender representation in the newly published books to see if they are promoting these stereotypes (Amini & Birjandi, 2012).

d. There is also a need for a diachronic analysis to see if the social changes have been represented in the new textbooks (Lewandowski, 2014).

1.2. The Aims of the Study

The present study aims to offer a synchronic analysis of quantitative and qualitative gender representation in *EfS* series and a diachronic analysis of quantitative and qualitative gender representation of *EfS* series and the proceeding *LSRW*.

Through a synchronic analysis of the newly developed *EfS* series, this study presents a quantitative and qualitative analysis of the representation of genders in

these series and examines the extent to which gender representation portrayed in these textbooks correspond to that of the current realities of the Iranian culture and society. Through a diachronic analysis between the new *EfS* series and *LSRW*, this study also aims to determine that if the social progress that women have had over the recent years is actually reflected in the new book series.

1.3. Research Questions

The current study is guided by the following research questions:

1. How is gender represented in the *EfS* textbook series used in Iranian high schools (9th, 10th and 11th grades)?

2. How do the newly written books (*EfS* series, namely Prospect 3, Vision 1, and Vision 2) compare to their old counterparts (LSRW series, namely English-1, English-2, and English-3) in terms of gender representation?

1.4. The Significance of the Study

As a researcher, my personal interest in this topic dates back to the senior year of my undergraduate education, when I conducted a similar project for my Review and Evaluation of Textbooks course. In that project, I examined one of the English textbooks used in the local teaching context, *Prospect* 1 (the first book in the *EfS* series), from the perspectives of gender roles and representation and treatment of local and target culture. My initial analysis provided glimpses of gender roles prevalent in the society (e.g., female representation limited in quantitative terms and extremely biased, such as women were mostly depicted as housewives and students whereas men were portrayed in prestigious occupational roles such pilot, doctor, dentist, and mechanic). During an interview I conducted with one of the authors of

EfS after that project, it was said that these series are a part of a whole and should not be judged without reviewing the other books in the series. The comprehensive and wholistic approach suggested by the author also served as one of the motivations for the present inquiry. Therefore, it would potentially be interesting to explore if the other books in this series paint a different picture and if there has been any improvement with regards to gender representation and bias in the other volumes.

Hall (2014) argues that even these unrecognized biases, such as the ones I had, have a great influence on the students' attitude and their worldview. Education is key to the way that students shape their understanding and beliefs, and as a result of the lack of representation and the existing bias in the books, the female students may start to see themselves as the second gender in the society (Afshar, 2015). Most studies done in Iran regarding textbook evaluation or gender representation and bias in those books have been one-shot studies that have looked at either one book (e.g., Afshar, 2015) or a series of books (e.g., Afshani, Askari Nadooshan & Fazel Najafabadi, 2009, Bahman & Rahimi, 2010, Gharbavi & Mousavi, 2012, Hall, 2014, Hazeri & Ahmadpour Khorami, 2012, Kardan Halvaii, Fathi Azar & Adib, 2016, Skliar, 2007, Taj Mazinani & Hamed, 2014).

Although it is important to review and evaluate each textbook on its own and analyze it from different perspectives, as this study will do regarding gender representation of selected books from *EfS* collection of textbooks, namely Prospect 3, Vision 1 and 2 which are used in 9th, 10th and, 11th grade of Iranian schools, it is also important to take a look at the progress that has been made with respect to gender bias in textbooks. There is a niche in the literature regarding synchronic gender representation analysis of the textbooks in the *EfS* series and a diachronic

analysis of gender representation in English textbooks used in Iran in general. Therefore, this study fills this particular gap by examining quantitative and qualitative gender representation in *EfS* series and offers a diachronous analysis of gender representation in two generations of textbooks.

1.5. Key Terminology

Textbooks: Textbooks are tools that help support and enhance the education experience for both the teachers and learners (O'Keefe, 2013).

Critical Discourse Analysis (CDA):

> "Critical discourse analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. … critical discourse analysts … want to understand, expose, and ultimately resist social inequality". (Van Dijk, 2003, p. 352)

Feminism: Feminism is defined "primarily in terms of gender equality" (Jackson, Fleury & Lewandowski, 1996, p. 691). In the Iranian context, the term feminism is operationalized as "women's equal rights and opposition to patriarchy" (Paidar, 2001, p. 2).

Gender: The adapted definition of gender in this study is the social roles that are assigned to the biological sexes of male and female (Mary Anne, 1995).

Representation: Representation in this study broadly refers to "the processes in which language and images are used to portray this world" (Gray, 2013, p. 6).

Gender Representation in Textbooks: How men and women are portrayed in textbooks and the frequency of which they are referred to or are illustrated or are mentioned.

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Synchronic Analysis of Gender Representation in Textbooks: Analysis with the purpose to indicate how men and women have been portrayed at a point in time in a textbook or series of textbooks.

Diachronic Analysis of Gender Representation in Textbooks: Analysis with the purpose to indicate "whether and how the images of men and women have changed" (Lewandowski, 2014, p. 83) in textbooks and to evaluate if the societal changes have been reflected in these textbooks.

1.6. Limitations of the Study

The current study only took into the consideration grades 9 to 11 of the K-12 education system in Iran, which used to be the high school years in the previous education system, as in the time of writing this thesis the textbook for the 12th year had not been published yet. Also, for a fairer comparison only the student's books in the *EfS* series were analyzed in this study as the *LSRW* textbooks were not accompanied by any supplementary materials such as teacher's books, workbooks or any other instructional materials.

1.7. Overview of the Study

This study is comprised of five chapters, namely; Introduction, Literature Review, Methodology, Results, and Discussion and Conclusion. In the first chapter, Introduction, the goals and the significance of the study are presented. In the second chapter, Review of Literature, the previous literature is described and the theoretical framework is established. In the third chapter, the methodology of the current study is presented. The fourth chapter introduces the findings of this study. And finally, the fifth chapter provides a summary of the findings and discusses their implications.

CHAPTER II

LITERATURE REVIEW

2.0. Presentation of the Chapter

The purpose of this chapter is to introduce the previously done research in the area of gender representation in (ELT) textbooks, and familiarize the readers with different aspects of gender representation in instructional materials, and more specifically in textbooks, particularly in the context of Iran. It starts with an overview of education in Iran, and how it has changed over the years. Then, it moves on to the recent initiatives calling for a reform in the education system, and what has happened as the result. Next, it introduces a brief history of women's rights movements in the world and in Iran, and their impact on education systems. Then, the textbooks, in particular English textbooks in Iran, and their importance are explained along with the rationale of why and how textbooks are evaluated. Finally, the concept of gender is explained, followed by a discussion of the importance of equal representation of genders in the schools.

2.1. Education in Iran: A Brief History

Education in Iran dates back to before 6th century BC, and rested on the principles of Zoroastrianism, such as "Good thoughts, good words, and good deeds", which continued for about 13 centuries (Wise, 2013). In the middle of 7th century AD, after the Arab invasion of Persia (previous name of the region known as Iran in

modern history), Islam became the country's main religion, and caused a major

change in the form of education that existed in the country. More specifically, Arabic

became the language of instruction, and the schools, known as *maktab* (school) or

madresseh (school), were primarily concerned with preparing the students to read the

Quran and teaching the Islamic code. In general, these schools were connected to the

mosques with a main purpose of teaching the principles of Islam.

This structure continued until the 19th century when the rulers, mainly from

the Qajar dynasty, who were fascinated by the European culture and civilization,

started implementing the Western techniques and methods into the local education

system of the country (e.g., sending students to Europe for advanced studies,

bringing European educators to teach in Iran, and opening European-style schools in

Iran) (Sassani, 1962). Perhaps the greatest influencer at the time had been France,

whose influence can still be seen in today's Iran, for example, Iran's education

system is based on the French model and even Iran's university exam (called

Konkur) is based on the French *Concours* (competition) (Hamdhaidari, Agahi, &

Papzan, 2008). The most prominent example of French influence is perhaps Iran's

constitution which is based on the French constitution (Horowitz, 2010). French

influence has even had an impact on the Persian language as there are more than

1,500 French words in the Persian dictionaries (Deyhime, 2000). As a result of the

growing influence of France in various aspects of the local educational milieu,

French became the foreign language taught in the schools[5]. The year 1851 was a

turning point in Iran and is considered as the start of the modern education era when

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[5] During this time, French was regarded a semi-official foreign language in the country
during the Qajar dynasty. After the opening of *Dar al-Fonun* (first modern Western style
educational institution in Iran) it became the official foreign language taught (Naimi, 2012).

Dar al-Fonun ("Adobe of Arts" or Polytechnic) was established as the first modern and secular institution of higher education following Western principles in Tehran (Aşık, 2006).

The change of the ruling monarchy from the Qajar dynasty to the Pahlavi dynasty in 1925, and the growing Anglo-American influence in the country (as well as in the world) after the WWII changed the dominant foreign language in Iran's education system from French to English. There had been many changes that happened in the Pahlavi era (1925-1979) with regards to education, including making education compulsory for all children aged 6 to 12 in 1943[6] and centralizing the local educational system (Sassani, 1963). Established in the same era (1964), the MoE was charged with conducting all educational affairs in the country. That was until 1977 when higher education was removed from the MoE and a separate ministry, Ministry of Culture and Higher Education (currently known as Ministry of Science, Research and Technology) was formed to deal with the affairs of higher education. The MoE has been exclusively responsible for the K-12 education in the country. During the Pahlavi era, educational institutions grew exponentially, a notable example of this is the establishment of the University of Tehran as the first university ever established in Iran (in 1934), which served as a prime model for other institutions higher education in the country (Sassani, 1963).

2.1.1. Education and the Iranian Revolution of 1979

The Iranian Revolution of 1978-1979 abolished the centuries of monarchy and served as the foundation of the establishment of the Islamic Republic of Iran

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[6] In reality, education became compulsory in 1911 during Qajar dynasty but that law was never enforced. In 1943, a new law was passed and enforced during the Pahlavi era.

(Afari, 2018). The Revolution was a turning point in the country's education system. Even though Shia Islam had been the state religion in the country since the 16th century, the constitution of the country had more autonomy from the religion. It all changed after the 1979 revolution, and the Shia Islam became the soul of the constitution of the country (Papan-Matin, 2014), meaning that the constitution, in its entirety, was written in accordance to the Shia understanding of Islam. The changes in the aftermath of the 1979 Revolution transformed the country and its institutions substantially, as the Islamic understandings of how society should function became the core of the country, and education system was no exception. Mehran (2003b) defines Iran as an Islamized country "marked by politicized Islam governing both the private and public lives of individuals. The strict enforcement of religious laws in all spheres of life and the rule of religio-political authorities are what distinguishes Islamized Iran from other Muslim societies" (p. 272). It is believed that this point of view, religion as the way of life, needs to be thought to the next generations and ultimately the ideal way to do so is through the country's education system. As Shorish (1988) puts, "the [post-revolution] textbooks teach rebellion against the oppressors and repentance for one's own shortcomings as a duty of a Muslim. They also teach as sinful disobedience to legitimate authority" (p. 75). Shorish also points that for a revolution to survive, the children should be taught the idea(l)s that the revolution stood for, and they should be taught that those idea(l)s are more important than competency. As a result, the new Islamic Republic has been paying great attention to what the education system teaches in a top-down, centralized and highly-controlled system, and every textbook or material used should be approved by the MoE.

The education system, in the early aftermath of the Revolution, was revised to meet the ultimate aim of new regime which is to emphasize the Islamic values in all aspects of education. An example of these revisions is that all the female characters in all the textbooks were changed and presented with the appropriate Islamic veil. Reaching the goals set force after was a continuous process and since the victory of the revolution the government continuously attempted to reach their ideals. In order to achieve the goals better, based on the country's 20-Year Vision Plan (Expediency Discernment Council of Iran, 2003), the MoE's plan was introduced, and served as the foundation for the development of the *National Curriculum of Education* (NCE) (Ministry of Education of Islamic Republic of Iran, 2013).

2.1.2. The *20-Year Vision Plan*

Mohsen Rezaii, the Secretary of the Expediency Discernment Council of the System[7] in Iran (1997 - present), recommended drafting a plan to outline the vision of the government for the future of country. The plan, commonly known as *20-Year Vision Plan* or *Vision 2025,* is a basic overview of economic and social reforms that the country wishes to achieve by the year 2025. Proposed by The Expediency Discernment Council of the System in 2003, it calls for many economic and social reforms and developments in the country. It was finally approved and signed in 2005 by the Supreme Leader, Ali Khamenei, and sent to the three branches of government (Executive, Legislative, and Judicial) for implementation and consideration. As

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[7] The major task of the Expediency Discernment Council of the System is to solve the disputes between the parliament and the Guardian council (in charge of interpreting the constitution of the Islamic Republic of Iran) but also has a supervisor role on the three government branches (Roudi-Fahimi, 2002)

stated in this document, by the year 2025, Iran will be a country ranking first in the region in such domains as economy, science and technology aligned with the Islamic and revolutionary ideals, and serve as an inspiration for the entire Islamic world (Expediency Discernment Council of Iran, 2003)[8]. This plan served as the foundation for the development of Fundamental Reform of Education document by the MoE as the 20-Year Vision Plan underscores the importance of education in achieving the goals set forth in the document.

2.1.3. The Ministry of Education's Role in the *20-Year Vision Plan*

The Iranian MoE has a vital role in the enactment of reforms aligned with the Islamic values in the local context, and realization of the goals set for the country in the *20-Year Vision Plan* document (Ardestani Babai, Javaherian, Soleyman Tabar & Shahabi Ariya, 2016). In order to promote the overarching guidelines of the *Vision 2025*, the MoE released a comprehensive document titled *Fundamental Reform of Education* (Supreme Council of the Cultural Revolution, 2010). According to this document, the MoE was emphasized as the most important organization in educating the public, and improving the understanding of cultural and Islamic values. The main mission of the MoE was defined as providing K-12 education to the public, and assuring a quality education that equips students with all skills that they need in their personal, family, social and global life in a fair way that applies to all citizens. By 2025, the MoE aims to provide world-class and high-quality education which helps create "the Islamic-revolutionary-Iranian identity[9]" in the students. This document

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[8] All references to the governmental documents of Iran has been translated (and paraphrased for greater clarity) from the official documents by the author, unless otherwise stated.

[9] Despite the fact that this phrase is repeated in many official documents, such as the National Curriculum of Education or even the constitution of the country, it has not been

serves as a mandate for reappraisal of the education system and instructional

materials (e.g., textbooks) used in the schools, and spearheaded the creation of the

National Curriculum of Education (2013). Figure 1 provides a summary of this

process.

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┌─────────────────────────────────────────────────┐
│           20-Year Vision plan (2003)             │
│        (General guidelines for Iran's future)    │
└─────────────────────────────────────────────────┘
                        ⬇
┌─────────────────────────────────────────────────┐
│        Fundamental Reform of Education (2010)     │
│      (Asking MoE to redefine the education system)│
└─────────────────────────────────────────────────┘
                        ⬇
┌─────────────────────────────────────────────────┐
│       National Curriculum of Education (2013)     │
│       (MoE's vision for the national Curriculum)  │
└─────────────────────────────────────────────────┘
```
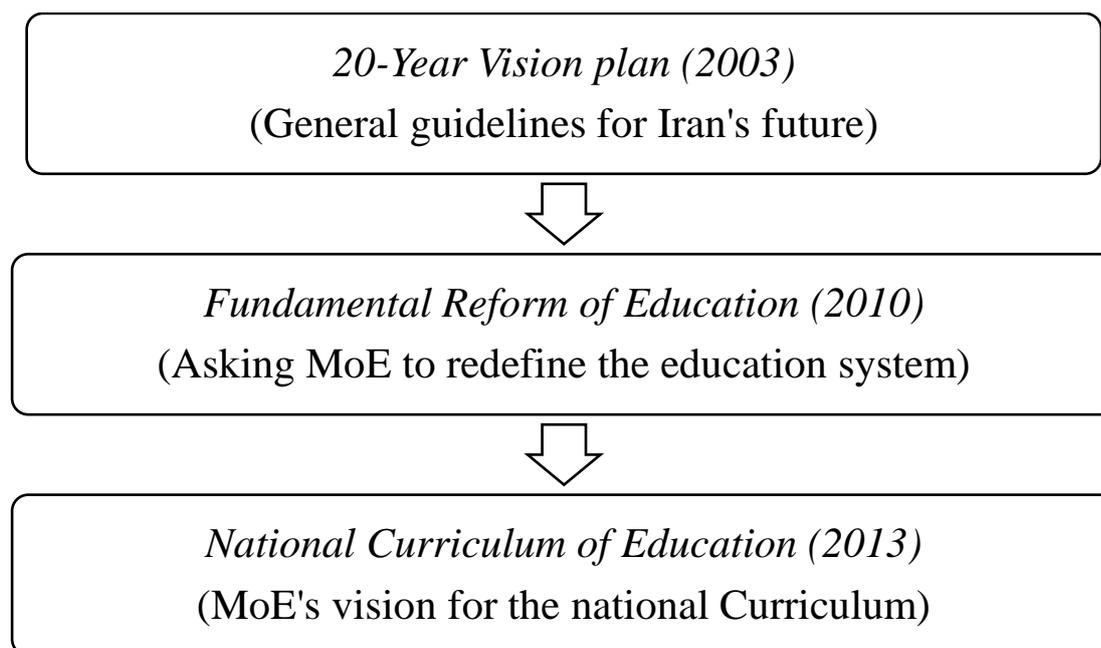
Figure 1. Sequence of governmental documents calling for reform

2.1.4. The *National Curriculum of Education*[10] (2013)

The *National Curriculum of Education* (henceforth, NCE), which initially

started in 2005[11], had gone through a long process of development before it was

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clearly defined. The excerpt from the constitution of Islamic Republic of Iran (see Appendix 1) may shine some light on the ideology.

[10] NCE was approved in 11 different sessions by the MoE starting from 28 February 2012 to 18 September 2012. The final version was published on March 18, 2013. Some of the initiatives, such as the changes of textbooks and education years, had already started before the publication of the final version.

[11] The ministry of education was initially seeking to reform the education system. After the *Fundamental Reform of Education* was approved by the Supreme Council of the Cultural Revolution, appropriate modifications were made before the final publication of NCE.

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finalized in 2013. The two fundamental reasons that paved the way to the

introduction of the NCE initiative were the historical overreliance on the Western

education systems posing clashes with the Islamic-Iranian culture and the necessity

to create sustainable and long-term reforms representing the Islamic-Iranian values.

Created within the broader framework of the constitution of the Islamic Republic of

Iran (IRI)[12], and in consideration with the 4th economic and social document of

IRI[13], the *20-Year Vision Plan*, and the *Fundamental Reform of Education* document,

NCE brings about fundamental and long-term changes in all aspects of the education

system. Examples of these changes range from the changes to the years of education

(e.g. students graduate with a high school diploma after 12 years instead of 11), to

the scope of educational materials (e.g., textbooks) used in the K-12 education

system. The fundamental aim of the NCE document is to stipulate the learning aims

and outcomes for students at any level of K-12 schools across the nation. One of the

main changes to the education system is the presentation of a new structure for the

K-12 education system. To be more specific, changes in the education system from a

5-3-3-1 system (5 years of primary school, 3 years of middle school, 3 years of high

school and a 1-year university preparatory education), to a 6-6 system (6 years of

primary and 6 years of high school education, made up of 3 years of junior and 3

years of senior high school). These gradual changes, as summarized in Table 1

below, started in the 2012-2013 school year, and will have been fully implemented

by the 2018-2019 school year. In the previous education system, pre-university

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[12] Islamic Republic of Iran is the official designation of the country after the 1979 revolution. Although the country is most widely known as *Iran*, it is presented as the *Islamic Republic of Iran* in the official document of the country.

[13] short term plans that the government in power introduces which calls for educational reforms (Islamic Consultative Assembly of Iran, 2004)

education was not mandatory, and students would receive their high school diploma after 11 school years. In the new system, however, 12 years of education is mandatory for all citizens of the IRI.

Table 1. Implementation years of the changes in the education system (2011-2019)

	2011 – 12	2012 – 13	2013 – 14	2014 – 15	2015 - 16	2016 - 17	2017 - 18	2018 – 19
Primary school	1st grade	*New 1st grade*	*New 1st grade*	*New 1st grade*	*New 1st grade*	*New 1st grade*	*New 1st grade*	*New 1st grade*
	2nd grade	2nd grade	*New 2nd grade*	*New 2nd grade*	*New 2nd grade*	*New 2nd grade*	*New 2nd grade*	*New 2nd grade*
	3rd grade	3rd grade	3rd grade	*New 3rd grade*	*New 3rd grade*	*New 3rd grade*	*New 3rd grade*	*New 3rd grade*
	4th grade	4th grade	4th grade	4th grade	**New 4th grade**	**New 4th grade**	**New 4th grade**	**New 4th grade**
	5th grade	5th grade	5th grade	5th grade	5th grade	*New 5th grade*	*New 5th grade*	*New 5th grade*
	NA	*New 6th grade*	*New 6th grade*	*New 6th grade*	*New 6th grade*	*New 6th grade*	*New 6th grade*	*New 6th grade*
Junior high school	6th grade	NA	*New 7th grade*	*New 7th grade*	*New 7th grade*	*New 7th grade*	*New 7th grade*	*New 7th grade*
	7th grade	7th grade	NA	*New 8th grade*	*New 8th grade*	*New 8th grade*	*New 8th grade*	*New 8th grade*
	8th grade	8th grade	8th grade	NA	*New 9th grade*	*New 9th grade*	*New 9th grade*	*New 9th grade*

Senior high school	9th grade	9th grade	9th grade	9th grade	NA	*New 10th grade*	*New 10th grade*	*New 10th grade*
	10th grade	10th grade	10th grade	10th grade	10th grade	NA	*New 11th grade*	*New 11th grade*
	11th grade	11th grade	11th grade	11th grade	11th grade	11th grade	NA	*New 12th grade*
Pre-university	Pre-university education	Pre-university education	Pre-university education	Pre-university education	Pre-university education	Pre-university education	Pre-university education	*University education*

Another implication of NCE is that it presents all the compulsory courses that students have to take, and a comprehensive list of elective courses that students with varying interests, talents and capabilities can take as part of their K-12 education. Due to the creation of NCE, publishers were required to follow the NCE guidelines in the process of developing their textbooks. The document served as the basis for the change in the existing textbooks, and was seen as a chance to put an emphasis on Islamic and Iranian values. It is pointed in the document that it is believed that without attention to local culture and national identity a reform in the educational curriculum is not possible. These are the core principles that encourage textbook creators to move towards more localization defined by nationalism and national values. This is also the argument for a more local approach to foreign language education (FLE) that is far away from the Western influences.

FLE is discussed in greater detail in the NCE. It is regarded as the basis for understanding, receiving and sharing cultures and scientific advances (understanding

the international scientific publications). These cultural and scientific exchanges happen in different ways, such as through writing and conversing. These language courses, as explained in NCE, are meant to fulfill the mentioned goals in the framework of Islamic principles. In public education, FLE starts at the 7th grade (no prior introduction to foreign languages) and the students are introduced to all four skills of speaking, listening, reading and writing. NCE specifies that students are expected to read simple scientific texts, write articles and be able to communicate in the foreign language by the time that they finish their language courses when they graduate high school. English, French and German are mentioned as foreign languages in NCE, but almost all the students take English classes, mainly because the infrastructure is not available in the schools to offer other foreign languages (Farhady et al., 2010).

2.2. Women and Education

In the past two centuries, the Iranian education system (as summarized in Figure 2) was not the only thing that has been redefined in Iran. The role of women in the society was also being redefined during these times and education was one of the main contributors in making these changes happen (Afshar, 2001). The women's role in the Iranian society was changing due to internal movements (e.g. Iranian women's involvement in country's constitutional revolution[14] (Afary, 1996)) and impact of external feminist movements around the world (e.g. women getting the right to vote in Iran during the attempts to make the country more westernized

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[14] According to Afary (1996), the Iranian constitutional revolution (1905-1911) was the move that resulted in the establishment of parliament in Iran. The revolution changed the country from an absolute monarchy to a constitutional one.

Education in Iran (Pre-Islamic Era)

•6th century BC

•Teachings of Zoroastrianism

Education in Iran (Islamic Era)

•7th to 19th century AD

•Teachings of Islam

•Religious institutions as the centers of
 education

Education in Iran (Qajar Dynasty Era 1794-
1925)

•Establishment of Western education system

•Establishment of *Dar al-Fonun*

•Starting point of FLE

Education in Iran (Pahlavi Dynasty 1925 -
1979)

•Centralizing the education system

•Mandatory education for all children

Education in Iran (Islamic Republic Era 1979-
present)

•Departing from Western influences (e.g.,
 segregated classrooms, veiling of female
 characters)

•Reconstructing the education system and
 educational materials in accordance with the
 "Islamic and Revolutionary ideals"

Figure 2. A summary of the main events with regards to the education system in Iran

(usually referred to as modernization) in the series of reforms famously known as the "*White Revolution*") (Hoodfar, 1999).

Not only in Iran but all around the world, the women's rights have changed drastically all around the world in the past two centuries. Women's rights in the early 19th century cannot be compared to what can be seen in the early 21st century. In the 1800s women had control over virtually no aspect of their lives, as in they did not have much of a say in what would happen in their communities, let alone their countries (Morantz, 1977). As Keyssar, (2000) puts it, they could not vote, they could not attend university and in some cases even schools, and they were living in a world governed and controlled by men. Like many other countries the Iranian women were always faced with bias and had to deal with living in a country that was ruled and dominated by men (Mohammadi, 2007). One of the rights that was given mostly to men (and in some cases higher class women) prior the 19th century was the right to get a formal education. In the 1970s, the feminist theories changed the way that gender is defined in society (Amancio, 2005). In the 1960s and 70s male-centered theories that neglected genders were challenged and the importance of women's role in society was greatly emphasized (Kardan Halvaii, et al. 2016). As Amancio (2005) puts it, the previous way that women were seen in the society, meaning that they are not whole like men are, resulted in women not getting the chance to easily study science and the societies lack of regard for women's health and careers. Women were seen as inferior and by the society and were faced with negative views towards them which resulted in implemented policies by men that impacted all aspects of the women's lives (Mahdi, 2004). Mahdi also points out that the Constitutional Revolution that took place from 1905 to 1911 were one of the first

recorded events with significant women's participation and that became the
foundation for the women's rights movements, that started in the early 20th century,
as the intellectual women realized the power that women held, which has continued
ever since. The Iranian women achieved many milestones in their quest to achieve
equality, such as the right to education 1915 (Rashidi Mehrabadi, 2013) and vote in
1962 (Mousavi Tabrizi, 2008). There is no doubt that the Iranian women were an
important part in the country's 1979 revolution but may have been faced with more
obstacles after the success of the revolution. As Mohammadi puts it:

 "Despite women's massive political participation, women's lot became much worse
since the establishment of the Islamic Republic in 1979. The changes in state
politics, ideology of the state, party politics, socio-economic status of social groups,
value systems, and asset distribution did not work for women. By resort to Islamic
shari`ah and the Iranian traditions, the government of the Islamic Republic of Iran
successfully implemented a policy of unequal treatment of Iranian women under the
law. From 1976 to 1986, women's employment decreased from 11.1 percent to 6.8
percent. Most of the women in public service sector were fired because of their
appearance and femaleness. The legal age of marriage for women dropped from
sixteen to nine (puberty age according to Islamic law) and the rate of female
representation in parliament dropped from seven to 1.5 percent. The period did
witness one somewhat positive trend: female primary school enrollment went up to
about 50 percent of the enrollees, but the quality of the education dropped under the
new educational system. Women's representation in books went down dramatically
and when women were portrayed in textbooks, it was only in roles of a homemaker
or a teacher. At the university level, women's enrollment also increased, but women
were limited in fields they were allowed to study; women were excluded from 69
different fields of studies, mostly in agricultural and engineering majors. Education

of Iranian women overseas was conditioned to their marriages while women could and still can get the passport with the permission of their fathers, if not married, and husbands." (2007, p. 2)

Even though women have been participating in many important events in Iran's history (e.g. constitutional revolution and the 1979 revolution), they still face many issues with regards to equality. Although it has become more difficult for women to express themselves freely in many aspects in the Iranian context (e.g. by choosing what they want to wear), they became more able to take part in some of the social activities such as education (Mohammadi, 2007). They still strive for a equal treatment and more opportunities. As a result the Iranian feminist movement aims to achieve equal treatment for women. An accurate definition of feminism in the Iranian context, which also matches the frames of this study, is Paidar's (2001) that explains

"the term "feminism" does not have a Farsi (Persian) equivalent and is widely used as a Western import into Farsi. In the context of Iran, the definition conveyed by feminism depends on the sympathy of the user, and there is even substantial diversity in the meaning given to the term by its sympathizers. But the most common messages conveyed are those of support for "women's equal rights" and opposition to "patriarchy" (p. 2).

The Iranian community has been experiencing a paradox ever since women started to participate in social activities and especially when they got the opportunity to get an education. One of the key factors was mandatory education in a conservative society like Iran disturbed the social balance that existed for centuries in the country. The fascination with the Western culture and modernity created a paradox between the traditional viewpoints and the modern Iran (Mehran, 2003a). As

Mehran (2003a) puts it the "paradox of tradition and modernity" (p. 269) still exists in the post-revolution educational system. This paradox can be viewed in the *First Economic, Social, and Cultural Development Plan* of the IRI when stated that "bringing about a higher level of participation among women in social, cultural, educational, and economic affairs while maintaining the values of the family and the character of the Muslim women." (First Economic, Social, and Cultural Development Plan of the Islamic Republic of Iran 1989–1993, as cited in Mehran, 2003a, p. 275). The sentence in itself is a paradox since the traditional role of women in Iran (and in the view of the Iranian government) is defined as mothers who stay at home and raise the children (Mahdi, 2004) while at the same time there is a call for higher participation in social activities.

The education experience for women in Iran can be described as a unique one since there are so many contrasting findings when the literature is looked at. As an example, female students' enrollment has substantially gone up in the past decades and the gender gap in enrollment is really low among the boys and girls that attend primary, middle and high schools, and even universities, to the extent that even in some majors women outnumber the male students (Mehran, 2003a). On the other hand, "post-revolutionary educational policy is characterized by the banning of co-education, the compulsory veiling of female students beginning at age 6, explicit gender stereotyping in school textbooks, and guiding female students toward feminine specializations deemed appropriate for women" (Mehran, 2003a, p. 270).

The education system of a country and its schools are among the most important factors that have the potential to shape individuals' beliefs, behaviors and worldviews (Brint, Contreras & Matthews, 2001). One of the main contributors to

education and shaping the worldview of the youth are instructional materials, especially textbooks (Seyfollahi & Ebrahimi, 2009) and stereotypical representation of female characters that do not match the realities of the society can be responsible for creating a view point that is not accurate and fair.

2.3. Textbooks

Textbooks are defined as tools that help support and enhance the education experience for both the teachers and learners (O'Keefe, 2013). Textbooks offer some advantages including providing a framework, giving students a sense of purpose, making the learning process seem more formal and serious, helping the syllabus design or even being considered as one, providing the classroom with tasks and leaning materials that are already prepared, being a cost effective way to give students and teachers access to learning materials, giving students some autonomy, and helping the teachers, especially the novice ones, feel safe and supporting them in the teaching process (Ansari & Babaii, 2003). Based on O'Neill (1982) & Richards & Renandya (2002), there are many reasons to use textbooks in the classroom. They believe that using textbooks allows students to know the education plan, meaning to know what has been taught and what will be taught, provides them with finite learning materials when the available options are almost infinite, provides useful learning materials in a cost-effective way which also saves a lot of time and energy of the instructor, and allow instructors to use the existing materials creatively and tailoring them to their class's needs (Richards & Renandya, 2002).

All the possible advantages that textbooks offer has made them an inseparable part of the FLE around the world (Litz, 2005) to the extent that

Hutchinson and Torres (1994) describe them as the "universal element" of teaching. This notion of 'universality' has made textbooks not only an issue that has been discussed for long time, but also a very popular topic among language teaching scholars, especially when it comes to answering the question—what are the characteristics and features of a good textbook? (Dahmardeh, 2009). According to Ansari and Babaii (2002) these are some of the universal characteristics of a good textbook:

- Presenting a clear vision of the what the nature language and language teaching are, alongside how the theory is applied

- Presenting the objectives and purposes of the content, which covers sequencing of the content, coverage and organization

- Acting as a guide for teachers and presenting students with content, exercises and activities that they need in order to reach the objectives of the course

- Having appropriate size, layout, durability

- Addressing administrative concerns such as policies of the state, appropriate representation of culture, religion and gender, and affordability

Based on Rubdy (2003) the mentioned characteristics are essential for a good textbook, but those textbooks need to also take the students' needs into consideration. His framework for analysis includes:

"1. the learners' needs, goals and pedagogical requirements;

2. the teacher's skills, abilities, theories and beliefs; and

3. the thinking underlying the materials writer's presentation of the content

and approach to teaching and learning respectively." (p. 45)

This characteristic of textbooks is usually missed in the Iranian context, meaning that the students' needs are not taken into consideration and the textbooks do not address the students' needs (Amiryousefi & Ketabi, 2011). What is important is usually what the developers believe is the need that should be addressed rather than what the students want addressed.

2.3.1. A Brief Description of the English Textbooks in Iran

Considering the fact that Iran has a centralized educational curriculum, it would be fair to argue that all the students have somewhat similar courses with similar textbooks throughout their K-12 education, and English is no exception in this picture. Although there had been major changes in the education system after the 1979 revolution, English textbooks remained almost the same and followed the same teaching methodology until the 2010s, when the MoE decided to update the textbooks and move from GTM to CLT method (Kheirabadi & Alavi Moghaddam, 2014). It is important to remind that all textbooks (including the ones used in English courses) are designed, developed, published, distributed and used by the MoE, in all schools across the country, whether public or private. More importantly, they are the only source that the teachers are allowed to use. This means that no alternative textbook (or supplementary textbook) is allowed to be used in Iranian schools (Dahmardeh, 2009). Dahmardeh also mentions that there is a separate textbook for each school year, starting the 7th grade, which is divided into two halves, each half is covered during one of the two terms of each school year.

One of the major conclusions of the previous studies examining textbooks used in Iran is that they all point out to the previously used textbooks as a major source for the students' shortcomings in the subject (e.g., Dahmardeh (2009), Riazi & Mosalanejad (2010), Ghorbani (2011), Ahour, Towhidiyan & Saeidi (2014), and Ghorbanchian, Youhanaee & Barati (2014)). It is also pointed out that even though the students in Iran used to study English for 7 years (now 6) as part of their K-12 education, they were neither successful nor had the confidence to communicate in the English language (Dahmardeh, 2009). The teachers' and students' malcontent with the FLE system in Iran, the *20-Year Vision Plan* and the following documents such as NCE resulted in a major paradigm shift in the methods of teaching (Kheirabadi & Alavi Moghaddam, 2016). Consequently, these trends have collectively paved the way to the production of new English textbooks by the Iranian MoE.

The *LSRW* series that were in use in Iranian high schools, were replaced by the *EfS* series, starting from 2012-2013 school year. This was a major change, as it is the first ever attempt to producing a textbook based CLT methodology, although the CLT methodology has been around for so many decades. The two series are almost entirely different inside and out. The LSRW series is black and white, while the EfS series is colorful, the old books do not have any additional materials that can be used by the teachers or students, such as teachers book, workbook or any audio-visual supplements, while the new series offers all of the mentioned materials, the books methodologies are completely different and yet the two series seem to have one feature in common, receiving mostly negative feedback from the critiques and scholars (Afshar, 2015; Ahour, et al., 2014; Bahman & Rahimi, 2010; Riazi & Mosalanejad, 2010; Riazi & Aryashokouh, 2007).

2.3.2. Evaluation of Textbooks and Criteria of Evaluation

Analysis of textbooks can be beneficial for both the teachers and the officials, as it shows if the book can match the needs of the students that they are supposed to meet (Sheldon, 1998). There are different reasons for evaluating textbooks whether pre-use or while they are being used in a class or education system. As an example, textbook evaluation would allow the administration or the teachers to choose the best available textbook in the market, and to find the strength and weaknesses that existing in-use books have (Litz, 2005). As O'Keeffe (2013) puts it, textbooks should give students the urge to learn, and in a good textbook not only what the book teaches is important, it is also important to see what the book shows the students, how it motivates them, and whether it is accessible and affordable. Textbooks can also act as agents of change (Tomlinson, 2008) and impact students understanding of the world (Afshar, 2015). Textbooks also provide a framework for teachers, especially novice ones, and student to follow (Rubdy, 2003).

Researchers like Williams (1983) and Sheldon (1998) suggest developing criteria for checklists that teachers can go through, or even modify to evaluate a textbook and decide on whether a textbook can meet their needs. There are different perspectives from which a textbook can be analyzed. As an example, William (1983) suggests general, linguistic (grammar, vocabulary, reading, etc.), and technical items to be used on a checklist. Sheldon (1998) goes even further and offers a greater variety of items on the checklist, including "rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus / practice / revision, flexibility, guidance, overall value for money" (p. 243-245).

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These criteria are also adopted by many researchers such as Brown (2002), Litz (2005), and Jahangard (2007) in their publications on textbook analysis.

One essential part of the checklists is cultural bias, such as bias against women and minorities (Brown, 2002), and as part of that question like this emerge; "Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality?" (Sheldon, 1998, p. 244). The way that different races and genders are presented in books is an essential element of the evaluation of textbooks and it is the lens that this study looks at the textbooks from.

2.4. Gender Representation in Textbooks

One of the contributions of feminist movements over the past couple of decades was to introduce and explore the concept of gender as a subject of inquiry (Annandale & Clark, 1996). For a long time, terms "sex" and "gender" have been used synonymously in many areas. However, in reality, while the term "gender" has to do with the social roles that are assigned to sexes by the society, the term "sex" just actually defines biological differences between males and females (Mary Anne, 1995)[15]. The notion of sex roles entered the literature of feminist studies, not with the purpose of defining those roles, but to show that they are just arbitrary cultural

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[15] Recent scholarship views gender more as a continuum rather than the binary definition of it (male vs. female) and recognizes other forms of gender identity (e.g., lesbian, gay, bisexual and transgender and queer, commonly known as LGBTQ+) (Paiz, 2017). Since homosexuality is punishable by the death penalty in the IRI and not accepted in the Islamic society (Long, 2009), it is not realistic to expect the Iranian government funded textbooks to adopt any other definition of gender other than that of representing male and female. For this reason, the notion of gender identity is conceptualized in traditional sense within the scope of the current study.

phenomenon rather than natural ones (Delphy, 1993). It is the culture of a society

that actually defines the roles that men and women are expected to have, which are

referred to as *gender stereotypes*, and, in that regard, gender stereotypes are rooted in

the culture of a society (Eagly & Steffen, 1984). As Eagly and Steffen point out, the

society expects men to be in a higher position in a power hierarchy. Women, on the

other hand, are expected to be cooperative, likable, choosy and moody, while men

are expected to be controlling and self-serving (Prentice & Carranza, 2002).

Gender stereotypes are present in different aspects of life (Bloomfield, 2015),

including foreign language education (Baker & MacIntyre, 2000). Since textbooks

are an important part of the education system, they have powerful a role in the way

that students grow up to see themselves and the world around them (Sumalatha &

Ramakrishnaiah, 2004).One main reason for studying gender role stereotype in

textbooks is that textbooks have major influence in students' understanding of gender

(Parke & Stewart, 2013, Frawley, 2008). These gender stereotypes are almost always

seen in the textbooks (Esen, 2007) and that usually happens due to the lack of

awareness among the writers of the educational textbooks (Kardan Halvaii et al.

2016). Textbooks used in national curricula are the first official and institutionalized

sources to familiarize the students with the society that they live in, and has a great

impact on how individuals see gender and gender roles (Lee & Collins, 2008). That

is why it is crucial to scrutinize what the textbooks are teaching children about

gender roles, especially in countries such as Iran with a centralized educational

system in which all students share the same textbooks (Foroutan, 2010).

"Gender stereotypes limit and trivialize both females and males, presenting

an inaccurate view of the world and its possibilities. Such misrepresentations

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constrain communication" (NCTE, as cited in Amare, 2007). Representation here refers to the processes in which language and images are used to portray this world (Gray, 2013, p. 6). Gender representation in this study is defined as male and female characters are portrayed. These gender representations manifest as quantitative representation of genders in ways such as the male to female ratio of representation and qualitative representation of genders such as misrepresentation of genders or stereotypical gender representation (Selvi & Kocaman, in press). Stereotypical gender representation includes jobs and roles that are deemed specified to one gender (e.g. woman as nurses or men as doctors) or characteristics and attributes that are assigned to those genders (e.g. men are characterized as firm but in similar instances women are defined as bossy) (Amare, 2007).

Many locally published textbooks suffer from mis-/under- representation of genders, examples of which can be seen all around the world (Blumberg, 2009). In her study, Blumberg refers to Syria, India, Romania, China and the US as examples of countries that their textbooks were analyzed and showed male biased or higher male character representation. There are many other examples that have shown imbalances of gender representation and stereotypical representation of genders in Japan (Otlowski, 2003), Indonesia (Azisah, & Vale, 2008), Singapore (Gupta & Yin, 2009), Turkey and Iran (Skliar, 2007).

2.4.1. Studies on Gender Representation and Gender Bias: A Focus on Iranian Textbooks

Over the past couple of decades, there has been a steady increase in the scholarship focusing on genders representation in textbooks used in K-12 education

system in Iran (see Afshani et al., 2009; Hazeri & Khorami, 2012; Kardan Halvaii, et al., 2016; Taj Mazinani, et al., 2014). A common denominator of these studies is a lack of fair balance in the way that men and women are represented in the old generation textbooks (i.e. LSRW series) used in Iranian K-12 schools. Quantitatively, men are mentioned consistently more frequently both in the middle and high school textbooks compared to women. Qualitatively, women are portrayed as dependent, weak, and emotional individuals who are generally present at home, while men are usually present in the society (e.g., working or participate in social interactions) and are shown to be characterized by such traits as powerful, intelligent, hardworking and brave (Hazeri & Khorami, 2012). The newly published Persian textbooks, the ones that are being introduced into the new system of education, also show the same unfair representation of genders (Hazeri & Khorami, 2012). Taj Mazinani and Hamed's (2014) evaluated 3 different revisions of Persian language textbooks written in 1978, 1983, and 2003, which show that gender representation in Persian textbooks have moved "very slightly" towards a balanced representation but the gap between the ratio of male to female representation is very wide.

Hoseini Fatemi and Heidarian's (2010) examined the LSRW series (the previously used high school and pre-university English textbooks) and the pre-university English books in terms of representation of gender and found out that the representation of women to men is 19% to 81%. Along the same lines, Skliar (2007) worked on the issue of representation of gender in texts and illustrations used in the *LSRW* series and found out a total of 70% men and 30% women representation (men are mentioned 765 times in the texts and 299 times in the illustrations whereas, women are 340 in the texts and 111 times in the illustrations).

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The gender representation in first book of the *EfS* series, *Prospect 1*, has been analyzed by Afshar (2015), and the findings show that the percentage of male and female mentions in texts and illustrations are 62% and 38% respectively. The teachers that took part in the study by answering a textbook analysis questionnaire, mostly believe that the representation of genders is not fair. A great example from this book would be the photos used for teaching jobs and the only representation of women is a woman who works as a nurse and all the other occupations such as doctor, teacher and pilot are portrayed by men (Figure 3).

Figure 3. A sample set of visuals showcasing occupations in Prospect 1 (Khadir Sharabian et al, 2013, p. 23)

2.5. Summary of the Literature

The Iranian society has changed considerably over the past two centuries. Two domains that have faced significant transformation are education and women's roles in the society. The contradictory changes that have happened in the country have created a paradox between traditional values and modern visions. Adaptation of Western educational system and granting women the right to education on one hand and segregating schools and refusing to visibly acknowledge the place of women in the society on the other hand, have created somewhat an enigmatic society in Iran.

This enigma is visible even in governmental documents that define the role of women and their purpose for getting an education (Mehran, 2003a). The Iranian government definition of the purpose of educating female students is simultaneously training them for their traditional roles (e.g. being full-time mothers) and modern roles (e.g. receiving higher education and entering the workforce). These mixed signals are present in all stages of education for women and, as a result, women feel like that the system is biased against them and that they are not being represented fairly, especially in areas such as career and politics, as seen in Figure 3 in the previous section (Kardan Halvaii et al., 2016).

These unfair representation and lack of visibility is observed through many aspects of female students' educational life. One of the clear examples of such bias and lack of representation that female students face is with respect to educational materials. Textbooks, as the most prominent educational material used in the classroom, clearly exemplify these realities. Even though a little under half of the population of the country is made up of women (Statical Center for Iran, 2017), the same does not hold true in the textbooks published by Iran's centralized MoE. There have been considerable publications (e.g. Skliar 2009, Bahman & Rahimi, 2010, Foroutan, 2012) that emphasize the lack of representation of women in Iranian school textbooks through their synchronous analysis of those textbooks. The Table 2 below provides a summary of the prominent publications of textbook evaluation in Iranian schools with a focus on gender representation in a chronological order.

Table 2.

Published articles with regards to gender representation in Iranian context

Study	Focus	Context	Methodology
Skliar (2009)	Gender representations and gender discriminatory meanings in ELT textbooks	English textbooks used in Iranian and Turkish high schools	Critical discourse analysis
Bahman & Rahimi (2010)	Synchronous analysis of gender representation	Iranian high school English textbooks	Chi-squares to determine frequency of use
Hoseini Fatemi & Heidarian, (2010)	Synchronous analysis of textual gender representation	LSRW series used in Iranian high schools and the *Pre-University* English textbook, years 9 to 12	Qualitative and quantitative analysis
Riazi & Mosalanejad (2010)	Learning objectives	Iranian high school and *Pre-University* English textbooks	Bloom's Taxonomy
Foroutan (2012)	Synchronous analysis of textual gender representation	Persian textbooks used in primary, middle and high schools and, Arabic and English textbooks used in middle and high schools in Iran	Content analysis based on socialization theory
Hazeri & Ahmadpour Khorami (2012)	Synchronous analysis of gender representation	Persian textbooks used in middle and high schools in Iran	Quantitative analysis
Hall (2014)	Synchronous of gender representation	English textbooks used in 7th and 8th grade in Iran	Systematic quantitative analysis + qualitative analysis
Ahour, Towhidiyan & Saeid (2014)	Teachers' perspectives	English textbook 2 used in Iranian high schools	Teachers filled in a checklist based on one developed by Litz (2005)
Taj Mazinani, & Hamed (2014).	Diachronous analysis of gender representation	Persian books used in Iranian primary schools	Analysis of Communication Content

Afshar (2015)	Synchronous general analysis of the textbook with an emphasis on gender representation	First published book of the new series (*Propect* 1) used for 1st grade of Iranian junior high schools	Critical discourse analysis
Kardan Halvaii, Fathi Azar & Adib (2016)	Female students' experience with gender representation in school textbooks and their perspectives	First and second year female university students in Iran	Qualitative analysis of semi-constructed interviews

It can be inferred from the Table 2 that the existing publications with regards to gender representation in textbooks used in Iranian schools are mostly concerned with synchronous analysis of gender representation. In other words, there are few studies that present a diachronic analysis of textbooks in Iran (e.g. Taj Mazinani, & Hamed (2014), and the researcher was able to find none with regards to English textbooks used in Iranian schools. Furthermore, these studies were primarily concerned with English language textbooks presented here mostly have conducted an analysis of gender representation in the previously used textbooks (i.e. the *LSRW* series). The researcher was not able to find any publications with regards to gender representation in the *EfS* series, with the exception of Afshar (2015), which analyzed only *Prospect* 1, of the new series. Therefore, there is a clear and immediate need for investigation of the rest of the series, namely *Prospect* 3, *Vision* 1 and *Vision* 2, with respect to gender representation. In addition, the gender representation in textbook literature in Iran also lacked diachronic efforts. In other words, there is a clear paucity of research comparing previously used English textbooks with the current ones. That is why *Prospect* 3, *Vision* 1 and 2 were chosen from the *EfS* series so that

they could be compared with corresponding counterparts in the previous education system, *LSRW* 1, 2 & 3 used for in high schools. The aim of the current study is to offer a quantitative and qualitative synchronous analysis of gender representation in *EfS* series and a quantitative diachronous comparison of *EfS* and *LSRW* series.

CHAPTER III

METHODOLOGY

3.0. Presentation of the Chapter

This chapter presents the methodology of the study. More specifically, it includes information about the textbooks under investigation, data analysis methods and the data collection and analysis procedures undergirding the study.

3.1. Materials

A total of six English textbooks were used in this study, 3 from the new series used in Iranian high schools, EfS, namely *Prospect 3, Vision 1* and *Vision 2*, and three books from the ones used previously, *LSRW* series, which includes English 1, 2 and 3 for high school. Since the new book for 12th grade, *Vision 3*, is not published yet, the ones for 9th, 10th and, 11th grade were chosen for this study, also known as the 3 years of high school in the previous education system before pre-university education was omitted. These six books will constitute the corpus for this thesis.

All of the textbooks in these series were published by the Iran's MoE and are an integral part of the national curriculum. This means that, without any exception, all students in 9th, 10th and 11th grades have to study them. They are also listed in the recommended readings by the Ministry of Higher Education for the national university entrance exam. Those students who are interested in pursuing advance studies in institutions of higher education need to master these books (Sazmane Sanjesh, 2017).

From an ideological standpoint, both of these sets of books were designed in such a way that they could provide the English education that was deemed necessary and was even recommended by Ayatollah Khomeini, the first Supreme Leader of Iran. Every single book of these series includes the same quote from him before the introduction;

> "There was no need for (foreign) languages in the past, but today this need exists. The languages used in the world should be a part of the schools' curriculum … Today is not like yesterday that our voices would not leave Iran. Today we can be in Iran and advertise all over the world in another language." (Translation by the author)

Iran's MoE and many religious publications (e.g. Hedayatkhah, 1995, Mesbah Yazdi, 2000) view commercial English textbooks produced in the Western world as a tool that Western countries are using in order to influence the youth in other countries and teach them their "Western values" (Haji Rostamlu, 2006). That is why they insist on publishing 'local' textbooks, that are designed to reflect Iran's cultural and religious values. Afhshar (2015) claims that the first book of the new series that he has analyzed, *Prospect 1*, has managed to ignore the target culture completely and was written solely based on the local culture, defined at the intersections of national (Iranian) and religious (Islamic) values. For example, the use of hijab by all the female characters in the illustrations support this view.

Due to the change in the education system in the aftermath of the *20-Year Vision* and the decision to revise the existing English textbooks, there was a common consensus among the scholars that there should be a paradigm shift and the English textbooks should finally give up on using Grammar Translation Method which was

in use since the 1930s and move on to a communicative approach (Kheirabadi & Alavi Moghaddam, 2016). The writers of English for School books claim that they have been written based on Communicative Language Teaching guidelines (Alavi Moghaddam, et al., 2014).

3.1.1. *Listening-Speaking-Reading-Writing* (LSRW) Series

The *LSRW* series (Birjandi, 2004 & Birjandi, 2005[16]) are the books that were used in Iranian high schools before the structural changes in the national education system in 2012. These books were not given any proper name and were just known by the grade of middle school and high school that were thought in. To be more specific, as both middle and school in the previous education system had 3 grades, English (1) was not only the title of the book used in the first year of high school, it was also the name of the one used in the first year of middle school. They are mostly known as the "*LSRW series*" or "*English series*"[17]. The author was not able to obtain the original date of these books, but based on the available data these books were last revised in 1997 and were in use until the 2016–2017 school year.

They mostly follow the reading-based approaches while borrowing some techniques from the ALM like different drills, such as repetition and replacement drills (Figure 4). It is worth pointing out that even though the book encourages the teachers to avoid using the students' mother tongue to the extent possible, in reality

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[16] Textbooks used in schools in Iran are published every year for the new group of students without going through any major changes (unless indicated). In this thesis, the researcher used the latest publication of the *LSRW* series in 2017, even though, the last time this series was revised was in 1997.

[17] The term "*LSRW* series" is used throughout this thesis in order to minimize confusion.

the mother tongue is used excessively in the classroom (Mahmoudi & Amirkhiz, 2011). This could be due to the established foundation of GTM in the Iranian education system (Eslami-Rasekh & Valizadeh, 2004).

Speaking 5
Substitute the words in the pattern sentence.

We had to do the exercises again.

1. I / clean the table
2. She / close the door
3. The teacher / ask the questions
4. The student / answer the question
5. My sister / turn on the radio
6. His father / answer the telephone

Figure 4. Use of replacement drills in a speaking activity in the first unit of *LSRW* 1 (Birjandi et al, 2005, p. 15)

The books have between 7 to 9 units, each of which has 9 different sections (see Table 3). Each unit in the book starts with section A, *Introduction of New Words*. Those words then are used in Section B, *Reading*, which offers a 1 or 2-page text containing all the new words which were introduced in the previous section. Section C then offers some *Comprehension Questions* regarding the reading passage. Section D and E, *Speak Out* and *Write It Down*, respectively, "present" (as claimed by the authors) a grammar point through written and spoken drills such as repetition, substitution, transformation and production. There is a very limited instruction in the units regarding the grammar points which the book explains is meant for the teachers and not the students (as shown in the Figure 5 below), these guidelines have been put in the student's books as there is no separate teachers book for this series.

To the Teacher

Structure: Past Perfect

Ali <u>had eaten</u> a sandwich before he <u>went</u> to bed.
A   B
Ali <u>was tired</u> because he <u>had walked</u> for 5 hours.
B   A

Both A and B are about the past. But the use of "had + past participle" indicates that the action described in A happened before the action or state described in B.

Affirmative	Question	Negative
I had worked.	Had I worked?	I had not worked.
You had worked.	Had you worked?	You had not worked.
He had worked.	Had he worked?	He had not worked.

Figure 5. A sample of a guideline given to teachers in the LSRW series (Birjandi et al, 2005, p. 9)

Table 3.

Section titles of all unit of LSRW

Sequence of Sections	Section Titles
Section A	Introduction of New Words
Section B	Reading
Section C	Reading Comprehension Questions
Section D	Speak Out
Section E	Write It Down
Section F	Language Functions
Section G	Pronunciation Practices
Section H	Vocabulary Review
Section I	Vocabulary

Section F, *Language Functions*, introduces a single language function like requesting politely or talking about free time by providing some conversation samples. Section G, *Pronunciation Practice*, offers some repetition practice to help improve students' pronunciation. And finally, sections H and I, *Vocabulary Review* and *Vocabulary*, respectively, provide the students with some fill-in-the-blanks exercise related to the newly learned vocabulary items and the list of the new words in alphabetical order (see Figure 6).

I. Vocabulary

a short while	go hic*	mind* (v)	second* (n)
advice*	go on a picnic	miss	secretary
all of a sudden*	herself*	most of the time*	stop*
bother* (n)	hic* (v)	mouth	successful
breath	hiccup* (n,v)	muscle*	suddenly*
breathe*	himself*	myself	take a breath
business*	hold one's breath	obey	themselves
coin	humid	order (n,v)	try
cover (v)	illness*	ourselves	unwelcome*
cure* (n,v)	itself	paper bag	wet
disease	jerk* (v)	pay attention	while (n)
extra*	last* (v)	picnic	yourself
for no good reason	lend	rainy	yourselves
giggle* (v)	lucky*	record* (n)	
	medicine*	scare*	

Figure 6. A sample of vocabulary list of the LSRW unit (Birjandi et al, 2005, p. 82)

3.1.2. *English for Schools* (EfS) Series

The *English for School* (EfS) is the new English textbook series that are being gradually introduced in the Iran's K-12 education system. They are divided into two groups: *Prospect* 1, 2 and, 3 (for junior high school) and *Vision* 1, 2 and, 3 (for senior

high school). In the new education system that is currently in use, students study English for 6 years, starting from the 7th grade to 12th grade. The first book of the series, *Prospect* 1, was published and introduced to the high schools in the 2012-2013 school year and the last book, *Vision* 3, will make its debut in the 2018-2019 academic year[18]. That means that a new book is introduced to the K-12 education system every year for a total of 6 years until the entire *LSRW* series is replaced by the *EfS* series (including Prospect and Vision).

3.1.2.1. *Prospect* Series

Although only Prospect 3 is used in this study, it is important to understand what the set represents as a whole. As explained in the introduction of the books the overarching aim of the books are as follow; *Prospect 1* was designed to teach "alphabet" and *Prospect 2* is meant to introduce "diagraphs" and "bends". *Prospect 3* however, was designed to focus on "intonation", meaning "language melody" is paid attention to and presented in this book based on the introduction of the book[19]. Also *Prospect 1* reading and writing goal is at "word" level, *Prospect 2* at "phrase" level and *Prospect 3* at "sentence" level. By the end of the 9th grade, learners will be expected to read accurately, pronounce and write sentences in English. *Prospect 3* has 6 lessons that are each organized around a theme (e.g. travel or media) and one or more functions of the language (e.g. talking about services such as hire, recharge

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[18] Vision 3 was not published at the time of data collection for this study.

[19] Although these separate characteristics (e.g. focusing on alphabet, bends, intontation) for *Prospect* 1, 2 & 3 are identified by the authors, the textbooks seem similar in reality. The sections are the same throughout the books and even though these characteristics are claimed to exist in these books, the researcher was not able to identify them. For example, all of these books are offering conversations between the interlocutors using full sentence structures. Or the only reference to alphabet in *Prospect* 1 is the full alphabet list on p 3 (See Appendix 2).

and emergency). Table 4 below provides the list of all sections that are included in each unit and the sequence in which they are presented.

Table 4. Section titles of all *Prospect* series

Sequence of Sections	Section Titles
1st Section	Conversation
2nd Section	Conversation Practice
3rd Section	New Vocabulary
4th Section	Language Melody
5th Section	Grammar
6th Section	Listening, Reading and Writing
7th Section	Reading, Speaking, Listening and Writing
8th Section	Role Play

Every unit includes a main grammar lesson and "see also" section which introduces some additional grammar points. In the Introduction of *Prospect* 3, it is claimed that throughout the series the most frequently used grammatical rules have been selected for these books (Alavi Moghaddam, 2015). It does not explain, however, what is meant by this designation and what their criteria used for choosing these grammatical rules.

The books in this series are interconnected, and serve as a foundation for the *Vision* series to be used in senior high school. The *EfS* series' writers emphasize that the set is complete and (unlike *LSRW*) includes teacher's books, workbooks, audios and flashcards. Furthermore, they strongly advise teachers to avoid using any extra

tools or resources as they "are not approved by the Ministry of Education and are not compatible with the series" (Khadir Sharabian et al., 2103, p. 6).

Unlike the previous *LSRW* series, the books in the *Prospect* series are colorful and include more images (e.g., Figure 7), although these image are often criticized for lacking quality and being inauthentic and inconsistent with context in which they are used (Naser Abadi, 2014). Although there are some images taken out of Iran (e.g., the gentleman representing the word nervous in Figure 14), most of them are local (e.g., visiting the graves of the martyrs in Figure 7). It can be seen in Figure 7 (which comes after the introduction of *Prospect* 3 before the units start) that these are just random photos that do not have a common theme or purpose and also the voices that are used in the audios are from local Persian speakers and contain some errors in pronunciation (Afshar, 2015).

Figure 7. Image sample of the *Prospect* series (Alavi Moghaddam et al, 2015, p. 12)

3.1.2.2. *Vision* Series

The *Vision* series includes *Vision 1, 2 and 3*, which are designed for senior high school (10th, 11th and, 12th grades, respectively). At the time of writing this thesis, *Vision 3* has not been published yet. *Vision 1* and *2* student books include a total of 7 units, four in *Vision 1* and three in *Vision 2*.

In the introduction of the books, it is explained that "there has been a fundamental change in English language teaching systems in Iranian schools because of the overhaul of the education system of the country based on the national vision" (Alavi Moghaddam, 2016, p. 6, translated by the author). This change has started in the 2012–2013 school year with the *Prospect* series and will now continue with this set. It is reemphasized in the introduction of the book that the *Vision* series has been written for the purpose of enabling students to communicate with the world while respecting the Iranian and Islamic values in the process.

In these books, each lesson contains different sections, namely *Get Ready,* which acts as a warm up activity for the lesson, *Conversation, New Words and Expressions, Reading, Grammar, Listening and Speaking, Pronunciation, Writing,* and *What you learned* that provides an extra activity related to what students have learned in that lesson (see Table 5).

Table 5.

Section titles of all units in *Vision* Series

Sequence of Sections	Section Titles
1st Section	Get Ready
2nd Section	Conversation
3rd Section	New Words and Expressions
4th Section	Reading
5th Section	Reading Comprehension
6th Section	Grammar
7th Section	See Also
8th Section	Listening and Speaking
9th Section	Pronunciation
10th Section	Writing
11th Section	What You Learned

The main features of the books in this series, according to the writers, are simultaneous attention to all four skills, use of creative and different tasks and exercises, emphasis on language learning through experience, use of rich and meaningful materials and resources in the writing process, increase of the students' learning interest through collaboration and team work, supply of proper corrective feedback and, attention to students' emotional needs and its importance in the learning process (Alavi Moghaddam et al., 2015). Similar to the *Prospect* series, these books also advise teachers against the use of any material other than those provided and approved by the MoE. The only acceptable additional educational

materials to be used alongside the main book are the materials such as teacher's books and workbooks provided by MoE.

3.2. Research Questions

The purpose of the current study is to answer the following questions:

1. How is gender represented in the *EfS* textbook series used in Iranian high schools (9th, 10th and 11th grades)?

2. How does the newly written textbooks (*EfS* series - Prospect 3, Vision 1, and Vision 2) compare to their old counterparts (*LSRW* series - English-1, English-2, and English-3) in terms of gender representation?

3.3. Data Analysis

This study is concerned with the grammatical gender representation in the *LSRW* and *EfS* series, as well as other aspects of gender representation, like gender bias in the illustrations used in these books and conversation patterns. There is a direct connection between discourse and social inequality, meaning that not only discourse is influenced by the group in power but also conveys that message of power back to the society, namely the dominance of a class or group over the other(s), which can include "political, cultural, class, ethnic, racial and gender inequality" (Van Dijk, 1993). As Van Dijk (2003) defines it;

> "Critical discourse analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. … critical discourse analysts … want to understand, expose, and ultimately resist social inequality". (p. 352)

Rogers et al. (2005) define the purpose of CDA in education as an analysis "that is conducted in educational settings is moving toward overcoming written language bias" (p. 384). There is a great variation across defined ways of doing CDA as the angle from which studies looks at the discourse differ, but what they have in common is the objective of analyzing manifestation of inequalities, such as social or gender inequality, in discourse (Wooffitt, 2005). Discourse analysis includes the analysis of all sorts of texts, whether written or spoken (Wooffitt, 2005).

> "If there is no social space, domain of practice, or life world outside of discourse, then the focus of much educational research and, quite possibly, curriculum and instruction can begin to move from a concern with behavior, skill, and mind to discourse as a constitutive pedagogical category. Recent interest in discourse among educational researchers has been strongly influenced by this third turn in discourse studies, particularly as it has been developed in feminist theory, literary and cultural studies, and pragmatic philosophy. Generally speaking, Foucault's work has been applied to show how pedagogic discourse is implicated in systems of "governmentality," surveillance, and moral regulation." (Luke, 1995, P. 9)

Discourse analysis has become a widely used method when it comes to women's education, as analysis of the textbooks prove that mainly men are shown as the ones who are responsible for providing for the family and women are responsible for raising the children, as an example mothers role in the books are just mothers and it seems as though they do not work (Luke, 1995). One way in which CDA can be helpful is tracking the changes that happen in the educational context and the changes of discourse in education over time (Rogers, et al., 2005). CDA is the adopted framework for the current study to evaluate synchronous and diachronous qualitative and quantitative representations of genders in the textual and visual contexts.

As stated the main objective is the grammatical gender representation and it is looked at through Critical Discourse Analysis (CDA) principles. These principles state that CDA is motivated by pressing social issues and that CDA's goal is the analysis of relationship of discourse and dominance (Van Dijk, 1993). Van Dijk also points out that for CDA the analysist should have a perspective and a stance [e.g. advocating for gender equality in this study] since their work has a political nature and that they hope to advocate for change through critical understanding of social issues [such as sexism] by examining the role of discourse on reproduction of dominance from the perspective of those who are suffering from inequality. CDA is a useful method for investigating gender issues (Fairclough, 2001) as it looks analytically at the discourse to underscore the social inequalities and to address the social bias in education (Rogers, Malancharuvil-Berkes, Mosley, Hui & Joseph, 2005). As Wooffitt (2005) puts it, there are many ways to implement CDA in research but the main goal of using CDA stays the same, to point to the inequalities in written or spoken discourse. By the introduction of gender as a concept to be studied due to the feminist movements (Annandale & Clark, 1996), it became a topic of research in the analysis of textbooks, as the way that genders are shown in textbooks creates the students' expectations of the roles that each gender has in the society (Frawley, 2008).

Rifkin (1998) proposes a comprehensive set of criteria for gender presentation analysis in textbooks, which include different aspects of pictorial (e.g., illustration, pictures and, drawings) and verbal texts (any other written format that male and female characters are presented in). In this study, the researcher looks at the gender representation in both pictorial, e.g. how many male characters versus female

characters are portrayed in the illustrations, and verbal texts, the number of used pronouns and proper nouns associated with each gender.

This study will follow a mix of qualitative and quantitative data collection methods to answer the proposed questions. As explained by Mayring (2014) mixed methods "has not led to a new methodology; it puts together different steps of analysis with their different logics, mainly following a pragmatic theory of science" (p. 8). Repoussi and Tutiaux-Guillon (2010) explain that "crossed methodologies and comparative methods thus question the traditional methodological framework of textbook research" (p. 155). The data includes the number of times male and female characters are introduced and used in the books, looks at the number of pronouns, proper names and every other mention of male and female characters, and will also look at the patterns that each gender is presented in, meaning how genders interact and in which order they are presented. The texts and conversations were further analyzed to determine the quality of character presentation, as an example how many words male and female characters are assigned in each text or dialogue. Furthermore, how each character is portrayed in texts and images is analyzed.

3.4. Data Analysis Procedures

In this study, the researcher looks at *EfS* series and in order to answer the first research question examines the following questions:

- How many times male and female characters are used or mentioned in the books texts and illustrations
- How many times the pronouns, nouns and proper names are used
- How the genders interact in conversations

- What the cultural ideas behind these presentations are

- What topic each gender presents in the texts

- What activities, jobs, and roles are assigned to each gender

- What is the gender of the authors of each book

In the attempt to provide a qualitative data of the number of times that female characters are mentioned in the text and illustrations of the book, all instances that reference to men and women were counted. With regards to the text of the books, every instance that names (e.g. Samira, Ali, Zahra), titles (e.g. Sir, Madam), pronouns representing a gender (e.g. he, she, her) and nouns that refer to a specific gender (e.g. mother, police officer) are mentioned were counted. These includes the introduction of characters in discussions, when they are addressed, when they are used in follow up questions, when they are used as an example in the grammar section of the book and the reading sections and in any other time that the above-mentioned instances are referred to and referenced.

All the visible male and female characters in the illustrations of these textbooks were counted and reported. There were some illustrations in which the number of characters was not possible to count due to the lack of quality or visibility of those characters. In those instances, the clearly visible and identifiable characters were counted. As an example, in Figure 8, there seems to be 12 people seating as the members of the audience in quiz show but only 9 of these characters are distinguishable. As a result, the final tally if these is illustration is 5 male and 4 female characters.
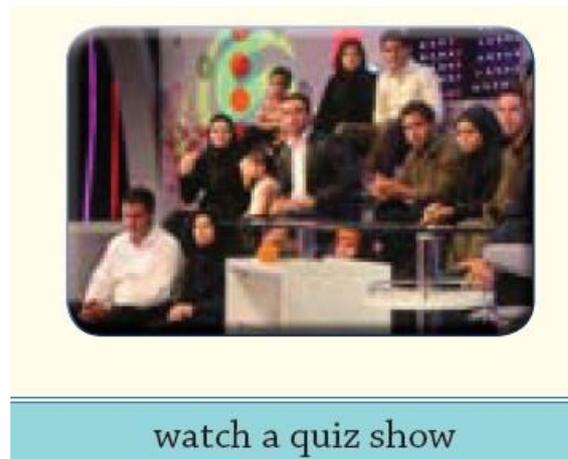
Figure 8. A picture of a group of audience of a quiz show (Khadir Sharabian et al, 2013, p. 150)

In order to analyze the gender patterns in conversations, all the conversation sections in these textbooks were examined, and it was determined what the gender of the interlocutors in those conversations are. For example, a **Female-Male** conversation pattern indicates that the conversation took place between a female and a male character and the female character is the one who initiated the conversation. The number of words and phrases that each character is using was also counted to provide a quantitative statistic of which gender dominates the conversations more.

For a qualitative analysis of the calibre of the topics of the conversations that take place in the different conversation patterns the conversation topics were coded. An example of a conversation is presented in Figure 9. The topic of this conversation, as an example, was coded as *holiday*. Coding is done to facilitate the analysis of the qualitative data (Bardin, 1977, as cited in Taj Mazinani & Hamed, 2014) collected from these textbooks. Mayring's (2014) steps for coding and discourse analysis were used in this study to answer these questions. The steps include data collection, initial coding, creating the category and final analysis.

> **Conversation**
>
> ✦ Listen to the conversation between two friends.
>
> Elham: I just love New Year holidays!
> Nasrin: Oh, yes, me too. It's really great.
> Elham: We normally visit our relatives in Norooz. It's fun!
> Nasrin: Do you get New Year gifts too?
> Elham: Sure! We usually get money. I really like it.
> Nasrin: Well..., We always go to my grandparents' houses.
> Elham: That's nice! Does your grandmother cook the New Year meal?
> Nasrin: Actually, she doesn't. My mother makes it.

Figure 9. Sample of a conversation in *EfS* series (Khadir Sharabian et al, 2013, p. 50)

The data collected from the conversation patterns and conversation topics were analyzed to determine if there maybe any stereotypical representation of men and women and if there maybe any underlying cultural reasons for these stereotypical representations. As an example, if there is a relation between the topics and the genders or conversation patterns and gender of the interlocuters.

A similar analysis was done with regards to the roles of men and women in the texts, the jobs that they are portrayed to represent and the activities that they are involved in. For example, if there is any gender representation bias in the representation of the jobs that were portrayed in illustrations or mentioned in the conversations and the gender of characters that corresponded to those jobs.

Finally, the number of male and female authors and editor were counted to see if there may be a relation between the way that genders are presented and the

genders of authors. The above-mentioned steps were taken to provide a synchronous quantitative and qualitative analysis of *EfS* series and to determine the answer to the first research question of this study. The following table summarizes the coding scheme in the present study:

Table 6.
Gender representation analysis of the study

Categories	Criteria	Code
Ratio of male and female representation in-text	Frequency of instances that represent genders: • pronouns (e.g. she) • names (e.g. Ali) • Titles (e.g. Sir) • Gendered nouns (e.g. mother)	* Male * Female
Ratio of male and female representation in illustrations	Frequency of instances that represent gender in the visuals such as photographs and cartoons	* Male * Female
Conversation patterns	The gender of the interlocuters in the conversations and the order in which the conversation was initiated (e.g. Female-Male indicates that a conversation took place between a female and a male character and the female character initiated the conversation.)	* Male-Male * Female-Female * Male-Female * Female-Male
Stereotypical representation	Stereotypical representation of genders • Jobs (e.g. men as doctors) • Social settings (e.g. women represented at home) • Attributed adjective (e.g. women as talkative)	* Male-marked * Female-marked
Ratio of male and female representation of authors	Frequency of male and female appearance in the group of authors	* Male * Female
Ratio of words spoken by male and female characters	Frequency of word use by male and female characters	* Male * Female

All the above-mentioned analysis categories were checked twice by the researchers and in case of discrepancy between the findings the data was checked for a third time.

As a synchronic approach provides data of similarities and differences at a given point, a diachronic approach can provide data of the development throughout time (Hämäläinen, 2014). The second research question of this study was designed to analyze if there have been any developments over time with regards to gender representation in Iranian textbooks used in K-12 levels/high schools. In order to answer the second research question, the findings of the first research question with regards to *EfS* series were compared with the similar findings of *LSRW* series using comparative analysis by analyzing the percentage changes. This comparative analysis provides understanding of social changes over time (Repoussi & Tutiaux-Guillon, 2010) and can show if the movements towards a fairer balance of genders in textbooks have been successful.

CHAPTER IV

RESULTS

4.0. Presentation of the Chapter

The following chapter presents the quantitative and qualitative findings of this study. These findings include the synchronic analysis of gender representation of the *EfS* series and the diachronic analysis of that series of textbooks with the preceding *LSRW* series.

4.1. Synchronic Analysis: Gender Representation in the EfS Series

4.1.1. Quantitative Perspective

4.1.1.1. Male and Female Representation in *EfS* Series: A Global Look

A global look at the synchronic quantitative differences in terms of representation of male and female characters in the *EfS* series (textual and visual modes of representation combined) shows that there is a quantitative difference among these books in the representation of genders in favor of male characters. To be more specific, the books in this series have a gender representation difference ranging from 13% to 44% with higher male presence. Meanwhile, the quantitative representation of both genders in the visuals included these textbooks are very similar across the three books at about 40% difference showing an extremely male-dominated representation across the board (see Table 7).

Table 7.

Representation of male and female characters in *Prospect 3*, *Vision 1* and *Vision 2*

			Illustrations	Text	TOTAL
English for School series	**Prospect 3**	**Male**	229 (72.01%)	209 (56.48%)	438 (63.66%)
		Female	89 (27.98%)	161 (43.51%)	250 (36.33%)
		TOTAL	318 (100%)	370 (100%)	688 (100%)
		Difference[20]	140 (44.03%)	48 (12.97%)	188 (27.33)
	Vision 1	**Male**	59 (73%)	209 (63.14%)	268 (65.20%)
		Female	21 (27%)	122 (36.85%)	143 (34.79%)
		TOTAL	80 (100%)	331 (100%)	411 (100%)
		Difference	38 (46%)	168 (26.29)	125 (30.41)
	Vision 2	**Male**	76 (67%)	142 (72.08%)	218 (71%)
		Female	34 (33%)	55 (27.91%)	89 (28.99%)
		TOTAL	114 (100%)	197 (100%)	307 (100%)
		Difference	42 (34%)	87 (44.17%)	129 (42.01%)
	TOTAL	**Male**	368 (71.87%)	563 (62.69%)	931 (65.88%)
		Female	144 (28.12%)	338 (37.63%)	482 (34.11%)
		TOTAL	512 (100%)	898 (100%)	1413 (100%)
		Difference	224 (43.75%)	225 (25.06%)	449 (31.77%)

---

[20] Positive percentage in the table signals a difference of representation in favor of male character representation and a negative one implies one in favor of female ones. There is no negative percentage in this table however.

Prospect 3 is the closest in the series to a balanced quantitative textual representation of genders, as male characters (e.g., male pronouns and proper names attributed to male characters) are mentioned 209 times (56.48%) and female characters (e.g., female pronouns and proper names attributed to female characters) 161 times (43.51%), even though there is still a difference of almost 13% in favor of male character representation. The gap in terms of gender representation widens in Vision 1, in which male characters are referred to 209 times (63.14%) and female characters 122 times (36.85%), increasing the gap in gender representation within the text to more than 26%. In Vision 2, this gap grows to more than 44%, with male characters being mentioned 142 times (72.08%) to the 55 times (27.91%) of female character mentions. The in-text gender gap widens as students move to new books (and thus get older) and the gender representation in these textbooks become more male dominated.

Visual representation of genders (e.g., male and female characters portrayed in the illustrations) are around 70% for men and 30% for women in illustrations of all the three books. Interestingly, Vision 2, which has the widest gap in the textual representation of genders at 44.17% in favor of male characters, has the narrowest gap in visual representations with 67% male and 33% female characters (34% difference), followed by Prospect 3 with 72.01% male and 27.98% female characters (44.03% difference), and Vision 1 with 73% male and 27% female characters (46% difference).

As can be seen in Table 7, when grouped together, there is a considerable quantitative difference in how this series represent the genders. The illustrations and texts together illustrate or mention male characters 931 times (65.88%) throughout

the three books out of the 1,413 mentions of female and male characters in total, that is almost twice the number of female characters, who are mentioned or illustrated 482 times (34.11%). This would mean that for every one female character or mention, there are two male characters or mentions. The quantitative textual gender representation gap within the text of the book is narrower than the total comparison, roughly 25% compared to the almost 32% of total, but is wider in the illustrations of the series at 43.75%. These findings show that there is a difference between the genders being represented in these books corroborating Afshar's (2015) analysis of *Prospect 1*, that predominantly favors male characters.

4.1.1.2. Pronouns, Names, Titles and Gendered Nouns in the *EfS* Series

For more in-depth look at the in-text representation of genders, different instances of gender pronouns, names, titles, and gendered nouns were examined within the books. Gender pronouns (e.g. he, she, himself, herself), within all the investigated books of the *EfS* series, 58.33% male to 41.66% female, have the lowest difference of representation by 16.67% difference, followed by gendered nouns (e.g. man, woman, policeman), 59.45% male to 40.54% female, with 18.91% difference, names (e.g. Sara, Alireza, Neda), 65.86% male to 34.32% female, with 31.54% difference and titles (e.g. Mr., Mrs., Sir, Madam), 80.64% male to 19.35% female, with 61.29% difference. As indicated in Table 8, that results in a total difference of 25.06% in favor of male character representation, meaning that out of the 898 mentions of pronouns, names, titles and gendered nouns, 563 of them (62.69%) were referring to male characters and 338 to female ones (37.63%).

Table 8.
Pronouns, names, titles and gendered nouns in the *EfS* Series (Prospect 3, Vision 1 and Vision 2)

			Pronouns (e.g. he, she, him, her, himself, herself)	Names (e.g. Sara, Parham, Ehsan)	Titles (e.g. Sir, Madam, Mr., Mrs.)	Gendered nouns (e.g. policeman, postman, man, woman)	TOTAL
English for School series	Prospect 3	**Male**	113 (55.39%)	81 (60.9%)	3 (100%)	12 (40%)	209 (56.48%)
		Female	91 (44.60%)	52 (39.09%)	0 (0%)	18 (60%)	161 (43.51%)
		TOTAL	204 (100%)	133 (100%)	3 (100%)	30 (100%)	370 (100%)
		Difference[21]	22 (10.78%)	29 (21.80%)	3 (100%)	6 (- 20%)	48 (12.97%)
	Vision 1	**Male**	88 (65.18%)	82 (59.42%)	9 (60%)	30 (69.76%)	209 (63.14%)
		Female	47 (34.81%)	56 (40.57%)	6 (40%)	13 (30.23%)	122 (36.85%)
		TOTAL	135 (100%)	138 (100%)	15 (100%)	43 (100%)	331 (100%)
		Difference	41 (30.37%)	26 (18.84)	3 (20%)	17 (39.53%)	87 (26.28%)
	Vision 2	**Male**	23 (51.11%)	82 (81.18%)	13 (100%)	24 (63.15%)	142 (72.08%)
		Female	22 (48.88)	19 (18.81%)	0 (0%)	14 (36.84)	55 (27.91%)
		TOTAL	45 (100%)	101 (100%)	13 (100%)	38 (100%)	197 (100%)
		Difference	1 (2.22%)	63 (62.37%)	13 (100%)	10 (26.31%)	87 (44.16%)
	TOTAL	**Male**	224 (58.33%)	245 (65.86%)	25 (80.64%)	66 (59.45%)	563 (62.69%)
		Female	160 (41.66%)	127 (34.32%)	6 (19.35%)	45 (40.54%)	338 (37.63%)
		TOTAL	384 (100%)	372 (100%)	31 (100%)	111 (100%)	898 (100%)
		Difference	64 (16.66%)	118 (31.72%)	19 (61.29%)	21 (18.91%)	225 (25.05%)

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[21] Positive percentage in the table signals a difference of representation in favor of male character representation and a negative one implies one in favor of female ones.

Looking at these instances in each book, only in *Prospect 3*, there are more female mentions of gendered nouns than male ones. More specifically, when women are referred to 18 times (60%) in the total of 30 reference to gendered nouns.

In all the other instances of in-text gender representation, male representation is higher. Even though *Vision 2* has the highest total gender gap across the three books (44.17%), the lowest gap among all the in-text representations is in the pronoun representation of this book, only 2.23%. In *Prospect 3* and *Vision 2*, there are no mentions of the titles that represent a female character (e.g., Madam), creating the widest gap of gender representation at 100% in this category (see Table 8).

4.1.2. Qualitative analysis of Representation of Genders in the *EfS* Series

Quantitative changes aside, a qualitative look shows that these textbooks are extremely supportive of male characters and limits the female characters to stereotypical activities that are assumed to belong to women. As an example, female occupational visibility, professions that are portrayed by female characters, are mostly limited to being students and or having professions such as being receptionist or nurse that is considered female occupations. Other professions are mostly portrayed by men, for example, shopkeeper, translator, scientist, doctors (see Figure 3 and 10). This is however not an accurate representation of the Iranian society. As an example, there are many female doctors currently working in Iran, and the government even plans to expand the number of female doctors to reach a balance between the number of male and female physicians (Azarmina, 2002). This reality is not represented in these textbooks, however.
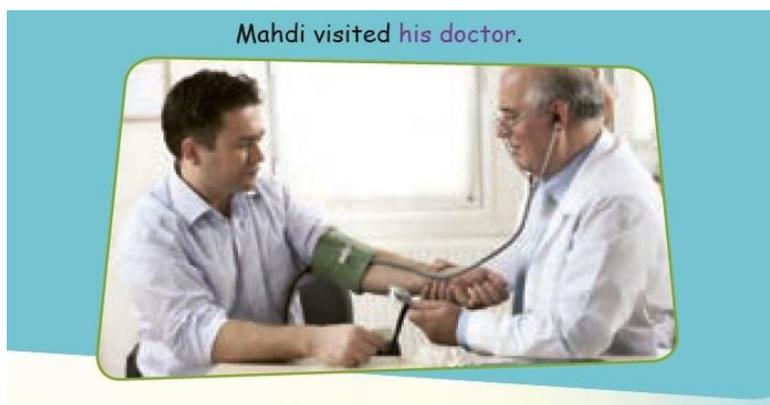
Figure 10. A gentleman visiting his doctor (Alavi Moghaddam et al, 2017, p. 42)

Some subtle hints of gender bias can be observed in the books as well, for example, as can be seen in Figure 11, only male characters (both in photos and cliparts) are used for teaching different adjectives. Furthermore, there are instances of examples in the books' grammar sections or in pronunciation activities that sometimes the female pronoun is missing, but there are no similar instances that the male pronoun is missing (Figures 12 and 13). These findings are in line with similar findings in Iranian textbooks that men are prioritized and mostly are the go-to character for representation of different topics (Afshar, 2015; Foroutan, 2010).

In the six units of *Prospect 3* alone, there are seven instances that such omission can be observed, which gives the impression that whenever an omission was made, female representation was omitted. In many, or perhaps all, of these instances these omissions seem unnecessary, and may have been caused due to lack of attention to the issue, as there is enough available space in all of these instances to provide some examples that represent female nouns or pronouns.

Figure 11. Illustrations used to teach adjectives in *Prospect 3* (Alavi Moghaddam et al., 2015, p. 19)

Figure 12. See also section of the grammar section (Alavi Moghaddam et al., 2015, p.22)

♦ Listen to these sentences and then practice.

Rising ↗

Is he clever?
Are they playing football?
Does he like summer?
Do they have their lunch at school?
It is fantastic!
What a beautiful flower!

Falling ↘

There is a cat in the yard.
We had an accident.
We live in Isfahan.
Where is my coat?
What do you study?
When did they go to school?

Figure 13. Pronunciation practice in *Prospect 3* (Alavi Moghaddam et al., 2015, p. 100)

Another example of foregrounding men in these textbooks can be seen in figure 14 and 15. In instances in which male and female characters are present in the same frame, the male character normally overshadows the female character. As it can be seen in figure 14[22], the male character is in the front and clearly more visible than the female one. The female character even seems as if she is blurred out. In figure 15, which shows a family playing boardgames, the father is clearly visible while only a fraction of the mother face can be seen in the photos.

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[22] This is the original quality of the photo used in the textbook.

Figure 14. A conversation between a guest and the receptionist at the hotel in *Prospect* 3 (Alavi Moghaddam et al, 2015, p. 30)

Figure 15. An image of family game night in Prospect 3 (Alavi Moghaddam et al, 2015, p. 89)

An interesting finding in this study was that the characters that were present in the illustrations mostly observed the dress code that is deemed appropriate by the Iranian government (e.g. Islamic covers such as veil for women and long sleeve shirts and long pants for men) (Skliar, 2007). These dress code policies apply to both genders but it seems that the books are more restrict with regards to female characters. There are some instances that male characters are wearing T-shirts or short sleeve shirts (e.g. Figure 11 and 16). Female characters, however, are always

presented with veil or Islamic attire like Chador (a long, usually dark, piece that covers the entire body) (e.g. Figure 8 and 9) even when they are at home (e.g. Figure 16 and 17). This also applies to really young female characters (e.g. Figure 16 and 18)[23].

Figure 16. Picture used in Prospect 3 to teach making dinner and baking (Alavi Moghaddam et al, 2015, p. 52)

Figure 17. A little girl talking to a police officer in Prospect 3 (Alavi Moghaddam et al, 2015, p. 68)

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[23] Mandatory Islamic hijab applies to all females residing or visiting IRI after the age of 9. Young children are exempted from this policy. There are some instances (e.g. attending school) that female students below the age of 9 are mandated to wear hijab but in general there is no need for this.

As discussed in the quantitative analysis of the textbooks, these textbooks seem to be getting more conservative as the students age. These findings also hold true with regards to the qualitative analysis of these textbooks. As an example, even though images like figure 15, 16 and 17 presented clear and visible interaction between male and female characters in Prospect 3, figures 18 and 19 are the only examples that present a male and female character in the same illustration. In both of these figures the characters are entirely black. In figure 19 the female character is barely noticeable.

Figure 18. An illustration of an accident in *Vision* 1 (Alavi Moghaddam et al, 2016, p.88)

Figure 19. Figures representing a family going on holiday in *Vision* 1 (Alavi Moghaddam et al, 2016, p.117)

Finally, the quantitative analysis revealed gendered nouns in *Prospect* 3 were the only instance that gender representation was higher for female characters

compared to male characters. However, a closer analysis revealed that most of these mentions (10 out of 18) are the word "(grand)mother". This could be due the traditional stereotypical view that women are primarily mothers and that their main role in society is motherhood, so they are addressed in this way more often in the book (Taj Mazinani & Hamed, 2014). Of course, men are presented as fathers in some instances as well, but they have a wider variety of roles in the society as represented in these books, such as representing the majority of the occupations.

4.1.3. Conversations in the *EfS* Series

In the *EfS* series, each unit includes a *Conversation* section (see Figure 20 as an example). A closer look at these conversations shows that there is a clear imbalance in terms of the presentation of male and female characters. Out of the 26 characters that take part in the conversations, 17 (65.38%) are male and 9 (34.61%) are female. There are a total of 13 conversations in the three books—10 (76.92%) of which are among people with the same gender (male-male or female-female) and only three of them (23.07%) are between male and female characters, all of which are initiated by the female character (see Table 9 for unit 2, Table 10 for unit 1 and 2). This could be attributed to the dominant culture in the country which prefers women to initiate a conversation, and the same move can be considered rude for men to do so (IES, 2018). This seems, however, strange in some cases, as in the first unit of *Vision 1* <u>in which</u> a visitor (a female interlocutor) starts asking questions to the curator (a male interlocutor) about the museum (see Figure20), which is usually the norm in this setting, but in the second unit, the curator (female interlocutor) initiates the conversation with the visitor (see Figure 21).

Maryam:	Excuse me, what is it? Is it a leopard?
Mr. Razavi:	No, it is a cheetah.
Maryam:	Oh, a cheetah?
Mr. Razavi:	Yeah, an Iranian cheetah. It is an endangered animal.

Figure 20. Conversation between a visitor (female) and a curator (male) in *Vision* 1

Ms.Tabesh:	Are you interested in the planets?
Alireza:	Yes! They are really interesting for me, but I don't know much about them.
Ms.Tabesh:	Planets are really amazing but not so much alike. Do you know how they are different?
Alireza:	Umm... I know they go around the Sun in different orbits.

Figure 21. Conversation between a visitor (male) and a curator (female) in *Vision* 1

Another aspect of the Islamic-Iranian culture that can be observed in these conversations is the relation among the male and female characters which is only in a professional work setting (e.g., a conversation between a receptionist and a hotel guest, and curators with the visitors of the museum). The relationship that can be seen the most among the interlocutors is the relation of being friends or classmates, 6 times (46.15%), which happens only among people with the same genders.

There is a deeper level of stereotypical representation of genders, especially among friends. Male characters usually talk about more practical topics, such as asking for address and giving first aid, while female characters talk about leisure activities such as holidays and going out. This finding was echoed in other studies analyzing gender representation in textbooks used in the local educational context (e.g., Halvaii et al., 2016, Taj Mazinani & Hamed, 2014). Their findings also show

that men in these textbooks typically discuss more "meaningful" issues rather than

just making small talks as usually performed by women.

Table 9.
Gender representation in conversation patterns in *Prospect 3*

Prospect 3	Conversation pattern	Topic	Relationship	Words spoken by male characters in the conversation section	Words spoken by female characters in the conversation section
Unit 1	M-M	Best friends	Classmates	39	-
Unit 2	F-M	Hotel check-in	Receptionist – tourist	36	44
Unit 3	F-F	holiday	Classmates	-	63
Unit 4	M-M	Asking for address	Tourist – passerby	61	-
Unit 5	F-F	Going out	Friends	-	83
Unit 6	M-M	School trip / First aid	Classmates	80	-
TOTAL	-	-	-	216	190

M: Male, F: Female

Table 10.
Gender representation in conversation patterns in *Vision 1*

Vision 1	Conversation pattern	Topic	Relation	Words spoken by male characters in the conversation section	Words spoken by female characters in the conversation section
Unit 1	F-M	Endangered animals!	Visitor – museum curator	51	24
Unit 2	F-M	Planets	observatory curator - visitor	45	97
Unit 3	F-F	A book about Iranian scientists	classmates	-	95
Unit 4	M-M	Travel	Tourist – travel agent	146	-
TOTAL	-	-	-	242	216

Table 11.
Gender representation in conversation patterns in *Vision 2*

Vision 2	Conversation pattern	Topic	Relation	Words spoken by male characters in the conversation section	Words spoken by female characters in the conversation section
Unit 1	M-M	Interview	Student - translator	192	-
Unit 2	M-M	Hobbies	Friends	187	-
Unit 3	M-M	Shopping	Shopkeeper - tourist	188	-
TOTAL				565	-

Another example of stereotypical representation of genders can be seen in the Unit 3 of *Vision 1* (see Figure 22). As it can be seen in the figure below, Roya and Mahsa, two female classmates, are having a conversation about a book on Iranian scientists while leaving the library. Mahsa mentions Razi and Toosi, two accomplished and male Iranian scientists. In the same chapter, titled "The Values of Knowledge", the reading passage presents the life story of Thomas Edison, the famous American inventor. This is followed by a short text in the grammar section discussing Alexander Fleming's contributions to science, mainly regarding the discovery of penicillin, and introduction of Ghiyath al-Din Jamshid Kashani, a male Persian inventor, astronomer and mathematician. The only Iranian female introduced in this chapter is Tahereh Saffarzadeh, a female writer who translated the Quran. In the example sentences Isaac Newton, Graham Bell and Marie Curie were referenced very briefly in sentences like; "Newton was sitting under a tree when an apple hit his head" (Alavi Moghaddam et al, 2016, p. 83). Marie Curie is the only other female referenced in this chapter.

Roya and Mahsa are leaving the library.

Roya: When I came in, you were reading a book. What was it?

Mahsa: I was reading a book about famous Iranian scientists.

Roya: But such books are not very interesting.

Mahsa: At first I had the same idea, believe me!

Roya: Did you find it useful?

Mahsa: Oh yes. Actually I learned many interesting things about our scientists' lives.

Roya: Like what?

Mahsa: For example Razi[1] taught medicine to many young people while he was working in Ray Hospital. Or Nasireddin Toosi built Maragheh Observatory when he was studying the planets.

Roya: Cool! What was the name of the book?

Mahsa: Famous Iranian Scientists.

Figure 22. Two female classmates talk about famous scientists (Alavi Moghaddam et al., 2016, p. 76)

There seems to be a deliberate attempt to avoid having conversations in which the male and female characters are in the same age range, especially if the interlocutors are young. There are no instances in which teenagers of different sexes are communicating with one another in these books. The only instance of a conversation between a male and a female character of the same age group is a conversation between a hotel receptionist and a tourist in the second unit of *Prospect 3*.

An average of 60.17 words are spoken by each male character, while that number is 45.11 for female characters (see Table 12). That means that not only males

dominate the conversation by their physical presence but also by their language use, the male characters speak a total of 1,023 words, while female characters speak 406 words in the conversation sections. In *Prospect 3* and *Vision 1*, there is a difference of 26 words in each book when male and female characters are compared but as there are no female characters in *Vision 2* that results in a 565 words difference. This lack of representation has negative effect on female students. As Sunderland (1992) says:

> "female learners are conscious of the female characters in their course book as relatively few, with limited roles, and are offended, alienated, or made to feel marginalized by this and subsequently demotivated, this is more likely to hinder than facilitate their learning." (p. 86)

Table 12.
Words spoken by male and female characters in the *EfS* series

Books	Words spoken by male characters in the conversation section	Words spoken by female characters in the conversation section
Prospect 3	216 (53.20%)	190 (46.79%)
Vision 1	242 (52.83%)	216 (47.16%)
Vision 2	565 (100%)	- (0%)
TOTAL	1023 (71.58%)	406 (28.41%)

4.2. Diachronic Analysis: Gender Representation in the EfS and LSRW Series

4.2.1. Quantitative Analysis

A synchronic analysis of gender representations in the *EfS* series showed that there is a considerable gap in the *EfS*. However, a diachronic analysis of the series

with the previously used ones, the *LSRW* series, shows that there has been some improvement in this regard. The grammatical textual male representation has decreased by more than 6%, while the female representation has increased by 6.61%, meaning that a rate of difference in terms of representation (37.95%) in the *LSRW* series has come down to 25.06% in the newly developed *EfS* series. That shows an improvement of 12.95% in the gender representation gap with regards to the grammatical gender representation in the text of these books. The gap in gender representation in the illustrations of the books has showed a similar yet a very limited trend. More specifically, it has come down from the 45.85% in the *LSRW* series to 43.75% in the *EfS* series, with only 2.10%.

Table 13.
Gender representation in the *EfS* and LSRW series

		LSRW[24]	EfS	Difference[25]
Text	Male	756 (68.97%)	563 (62.69%)	- 6.28 %
	Female	340 (31.02%)	338 (37.63%)	+ 6.61 %
	Total	1,096 (100%)	898 (100%)	12.98 %
Illustrations	Male	299 (72.92%)	368 (71.87%)	- 1.05 %
	Female	111 (27.07%)	144 (28.12%)	+ 1.05 %
	Total	410 (100%)	512 (100%)	2.10 %
Total	Male	1,064 (70.23%)	931 (65.88%)	- 4.35 %
	Female	451 (29.76%)	482 (34.11%)	+ 4.35 %
	Total	1515 (100%)	1413 (100%)	8.70 %

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[24] Data from Skliar (2007).

[25] A positive percentage indicates increase and a negative one indicates decrease compared to the previous series.

4.2.2. Qualitative Analysis

A quantitative look at the two series' illustrations reveals that the *LSRW* books lacked colors or interesting visuals, they only include some hand-drawn illustrations that usually have low quality (see Figure 23, as an example). A common consensus of reviews on these books indicate that they are mostly negative, they are called outdated and the common consensus is that they are boring (Ahour, et al., 2014; Bahman & Rahimi, 2010; Riazi & Mosalanejad, 2010). Unlike the *LSRW* series, the books in the *Prospect* series are colorful and include more images (see, Figure 7, as an example), yet still criticized for lacking quality, being inauthentic, lacking a coming theme or purpose, and inconsistent with in which they are used (Afshar, 2015; Naser Abadi, 2014). Although there are some images taken out of Iran (see, Figure 24[26], as an example), most of them are local (see Figure 15 as an example).
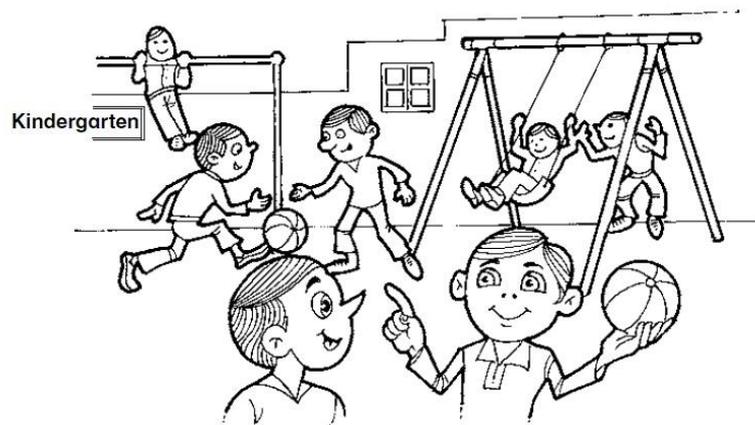
Figure 23. Sample image from the *LSRW* series (Birjandi et al, 2005, p. 11)

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[26] This is a stock image titled "Multi-ethnic men talking" taken from https://www.ncoa.org/multi-ethnic-men-talking/, a website based in Virginia, US.

Figure 24. Some gentlemen having a discussion (Alavi Moghaddam et al., 2017, p. 24)

Although the quantitative analysis revealed that gender representation in the

EfS series has improved slightly in comparison to the *LSRW* series. The qualitative

analysis reveals that the new textbooks have become more conservative in the way

that they portray women and have focused more on traditional roles of women or

represent female characters in careers that are deemed belonging to women. As an

example, there is an illustration of a female doctor in the *LSRW* series (Figure 25),

while all the doctors in the *EfS* series are male. Women in the workplace are

typically teachers, nurses and secretaries in the *EfS* series. Also, the more

conservative Islamic attires like chador (Figure 26) can be seen more frequently in

the EfS series while it was almost non-existent in the *LSRW* series (only in 2

illustrations) (Skliar, 2007).

Figure 25. A female patient visiting a female doctor (Birjandi et al, 2005, p. 26)

commemorate NE * martyrs

Figure 26. An illustration in the *Prospect* 3 (Alavi Moghaddam et al., 2015, p. 121)

Another example would be the apparent more restrict dress code in the *EfS* series. In some instances of working (e.g. Figure 27) women were shown with rolled up with sleeves in the LSRW series. In the EfS series there are no similar instances.

In all the photos in the EfS series, women are completely covered and are wearing

the Islamic veil or chador.

Figure 27. A female character washing the dishes in LSRW 3 (Birjandi et al, 2005, p. iv)

4.3. Gender Representation in the Team of Authors of the *LSRW* and *EfS* Series

In the *LSRW* series, there were no female writers or editors involved in the

creation of the books. This has changed in the *EfS* series, however. The total?

number of writers for each grade has increased, and in most cases, this increase was

due to an addition of female writers (see Table 14). As an example, in the *LSRW 1*,

there were only 4 male writes, while *Prospect 3*, had four male and three female

writers and editors. In *Vision 1* and *Vision 2*, there was a female among the writers as

well.

Table 14.
Writers of the *LSRW* and *EfS* series for Grades 9, 10 and 11

Writers and editors	Male	Female	TOTAL	Writers and editors	Male	Female	TOTAL
LSRW 1	4	0	4	Prospect 3	4 (0[27])	3 (+3)	7 (+3)
LSRW 2	3	0	3	Vision 1	3 (0)	1 (+1)	4 (+1)
LSRW 3	3	0	3	Vision 2	5 (+2)	1 (+1)	6 (+3)

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[27] Positive numbers indicate addition of authors compared to the previous series. Negative numbers entail the opposite but there are no instances in this table.

4.4. Summary of the Findings

A general look at the findings of this study shows that the diachronic analysis exhibit there have been improvements in representation of genders in quantitative terms in the *EfS* series compared to the preceding the *LSRW* series. The gender representation gap has shrunken by 8.70%, and has moved toward a more equal representation of male and female characters. The synchronous analysis of the *EfS* series indicates that this slight improvement is still insignificant since there is still a noticeable gap in gender representations (32% in favor of male representation) and that these textbooks remain notably male-dominated. These findings corroborate and extend the earlier findings focusing on *Prospect 1* (Afshar, 2015) and indicate that show the English textbooks produced, disseminated and implemented in the K-12 education system exhibit similar trends of male dominance similar to the other language books, such as Farsi (Foroutan, 2012).

These quantitative imbalances were the most notable when the visuals of these textbooks were analyzed by showing that there are almost 3 male characters in the visuals of these books for every female character that was portrayed. This ratio for the grammatical gender representation of these textbooks was 2:1. Meaning that in the grammatical gender representation instances, such as nouns and pronouns, there were twice mention of a male character than female ones.

The findings showcase qualitative imbalances between the genders as well. Female characters are portrayed more as confining to the stereotypical roles that are traditionally associated to women in the Iranian context. They are mostly presented

as mothers that do house chores or are portrayed in careers that are viewed as female careers (e.g. nurse and receptionist).

Next, the analysis of the Conversation section of these textbooks revealed that these conversations are dominated by men, both in terms of physical appearance in those conversations and in term of language use. Meaning that not only there are more male characters in these conversations, but they also speak an average of 15 more words per character compared to the female ones in these discussions.

Finally, the number of male and female authors and editors in *EfS* series were counted and compared to that of the *LSRW* series. Unlike the *LSRW* series which had no female representation in their team of authors, there is at least one female writer in each *EfS* textbook.

To summarize, the current diachronic analysis of the *EfS* and *LSRW* series shows that quantitative representation of genders has improved slightly in the *EfS* series compared to their predecessors. However, the synchronous analysis of the *EfS* series reveals that the gap between the representation of genders still exists both in quantitative and qualitative terms.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0. Presentation of the Chapter

This chapter outlines the overview of the study and provides the reasoning for which this study was conducted. It provides the readers with a brief summary of the findings and will discuss the educational implications based on these findings. The chapter comes to an end with a discussion of possible directions for future research.

5.1. An Overview of the Study

Textbooks are the most widely used tool for education and they are an inseparable part of the student experience (Mohammadi & Abdi, 2014). Since students spend a considerable amount of time with textbooks in and out of classrooms, these textbooks are a determining factor in shaping their worldview (Frawley, 2008). Textbooks are a source for students to learn about genders and develop an understanding of the gender's role in society (Afshar, 2015) That is why representation of genders in textbooks has a direct impact on how students perceive genders and gender roles in the society (Parke & Stewart, 2013). As the effect of discourse on social inequalities is undeniable, it is imperative for educational researchers to scrutinize and analyze textbooks to examine the extent to which a fair balance between the genders is achieved and the way they are being represented (Litz, 2005). This necessity is even more relevant in the Iranian educational context since, in the light of the *20-Year Vision Plan*, the country's proposed economic and technological goals to be reached by 2025, there have recently been a set of

educational reforms transforming the local educational materials and practices therein. One aspect of textbook analysis is analyzing the textbooks to see if they have biases and one method of doing this is CDA, which can be used in the educational settings to help identify the existing bias in the textbooks and overcome it and one way to do this is keeping track of changes over time (Rogers, et al., 2005). Since there has been a change in the textbooks used in Iranian schools to teach English, these books should be analyzed to see how the genders are represented in the newly published English textbooks. Since there is a lack of published studies concerning a diachronic analysis of gender representation in English textbooks used in the Iranian educational system, it is also crucial to scrutinize this niche in the literature. A diachronic analysis can show if there have been any changes in terms of gender representation from the previous series which were extremely male dominated.

The overarching purpose of this study was to investigate representation of genders and gender roles in the *EfS* series, currently being used as primary textbooks in English classes for Grades 9 to 11 in local high schools in Iran, and compare them with their predecessors, the *LSRW* series. In order to achieve this goal, instances of visual and textual representation of genders were studied. As for the visual representation, the quantitative presence of male and female characters was counted in the illustrations of the *EfS* textbooks and were compared with that of in the *LSRW* series. As for the textual representation, the instances of gender representation (e.g., the use of pronouns, names, gendered nouns and titles), were also examined and again compared with the previous series. This *within* (EfS) and *across* (Efs-LSRW) comparisons afforded a both synchronic and diachronic view of qualitative and quantitative representation of genders. Another aspect that these books were

compared in was the authors of these books[28]. Finally, the conversation section of the units in the *EfS* series were analyzed with respect to the words spoken by male and female characters, their conversation patterns and the topics that were covered in their conversations.

5.2. Discussion

The findings of this study show that diachronically there have been some changes, albeit slight, in the way that genders are represented in the *EfS* series compared to the *LSRW* series, and these textbooks have taken some yet limited steps to reach a fairer representation of genders in terms of quantitative representation. Synchronically, however, they may still be placed towards the bias end of the spectrum as the male-dominance and stereotypical representations are still norm in these books. More specifically, female characters continue to be portrayed as doing jobs that are considered to belong to women (e.g., nurse and housewife), and converse about topics stereotypically attributed to women (e.g., going out, talking about holidays and friends). On the other hand, although the male characters also discuss similar topics such as friendship but they also discuss more serious topics and practical issues (e.g., first aid, giving address and having interviews) and hold most of the jobs that are portrayed in the book (e.g., doctor, pilot and police). A closer

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[28] The researcher personally tried to reach out to some of the authors of these books (especially female authors) and the MoE, the official body commissioned these authors, with regards to the findings of this study. The correspondence included such questions: *What principles and/or policies, if any, did you use to inform a balanced gender representation in the textbook design and development processes? Does the decision to include female authors in the textbook design and development processes actually contributed to a fairer representation of women in these textbooks?* Unfortunately, the contact attempts did not succeed.

look at these conversations, also shows that male characters consistently speak an average of 15 more words than the female characters do. This means that male characters dominate the conversations not only by their presence, roles but also by their use of language.

According to the findings of this study, although the MoE (as the only source of textbook and any other educational materials used schools) in Iran has taken some steps to improve the balance of gender representations in the *EfS* series. For example, in order to achieve a fair, balanced and accurate representation of gender identity, creators of the English textbooks in Iran should consider the effects of these male dominated textbooks, which lack a fair and authentic representation of genders, on the students, and as a result be more cautious the way that they are representing the genders in. As Kardan Halvaii et al. (2016) point out, many of these misrepresentations happen due to the authors simply being unaware of the issue. That is why policy or a checklist to assure that this issue is addressed by authors could be helpful. The quantity of the textual and visual representation of male and female characters, as well as the authenticity of how they are presented should be taken into consideration when revising these books. For example, in lessons of the book that actual characters are introduced, like lesson 3 of *Vision 1*, when different scientific figures are introduced, the book could have introduced many of the historic figures like Maryam Mirzakhani, the first female mathematician to ever receive the Fields Medal, Anousheh Ansari, the first Iranian in space, Parvaneh Vossough, a renowned physician who is famous for her work with children with cancer, Azar Andami, whose work on Cholera vaccine resulted in one of craters of Venus to be named after her.

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A similar attention should be paid to the *Conversation Sections* of these books. The average of words that male and female characters speak, topics that they discuss, and the conversation patterns should be taken into consideration when these books are being revised. It seems as if a conversation between the sexes are avoided as much as possible, especially if they are in the same age range which is not an authentic representation of the realities of the country. The only instance of an adult male and female character discourse is between a tourist and a hotel receptionist. In all the other instances of cross-gender communication, young characters converse with older characters. Even if the writers believe that it is a taboo for male and female students to talk with one another, they can still use more acceptable social relations such as family relations. As an example, instead of a conversation between peers, there could be a similar conversation between a brother and a sister, in this way a fairer representation can occur, while at the same time the cultural boundaries are respected. Because in the current form, these inaccurate representations of the society can have students misunderstand the society that they are living in. Since textbooks have a major influence on students' understanding of gender roles in the society (Parke & Stewart, 2013), inaccurate representation of the society may potentially lead to development of stereotypes. Consequently, students may have difficulty fitting in the 'real' world outside of their family and school circle once they leave those circles, especially in a context like Iran where the schools are segregated, and boys and girls attend different schools. They have limited knowledge of the realities of society and how they should function in it. Therefore, when they have a need to leave those familiar circles, especially once they leave schools and attend

university or join the workforce, where there is a need for male and female interaction, they seem lost and require a massive effort to adjust.

A personal example may shine some light on this issue. The English institute that I used to work for in Tehran offered English classes for teenagers which included a mixture of male and female students and teachers. Therefore, it always required a few sessions, especially for those students experiencing this for the first time, to be able to adapt to the new environment, and learn how to interact with the others around them. The boys and girls almost always would seat in different sides of the classroom instinctively and would barely communicate with each other without the teachers' direct involvement. That is, however, not how the society actually works, there are direct interactions between men and women (e.g. they interact in the work place or in non-governmental institutions that offer extra-curricular activities and classes such as the institute that I used to work for). In order to avoid misunderstandings, it can be argued that people need to learn from early ages how to communicate properly with the opposite sex. The experiences of interviewed students in Halvaii et al. (2016) showcases similar claims that the textbooks in Iran's education system did not represent an accurate image of the society which the students could have relied on in the real world. Meaning that what they learned about the society from those textbooks did not have a real world application.

Finally, the most notable change in the new series is the addition of female writers and editors. This might have had an effect on the changes that we can see in the new series in terms of representation of females. In *Prospect 3,* the highest ratio of female to male writers, 2 (females) to 4 (males), the textual gender representation gap is the lowest at 12.97%. On the other hand, in *Vision 2,* where the ratio of female

to male writers is the lowest among the studied EfS series, 1 (female) to 5 (males) writers, the gap in the textual representation of genders is the highest at 44.17%. Same holds true regarding the characters that participate in the conversations of the textbooks, In *Prospect 3*, there are 5 female characters in the conversations, whereas, in *Vision 2*, there are no female characters participating in any of the conversations.

Overall, it can be said that there have been slight improvements in the quantitative representation of gender in the *EfS* series compared to the *LSRW* series, but the English textbooks of Iran are still dominated by male characters. The addition of female writers, which was non-existent in the previous the previous textbooks (Skliar, 2007), seems to be the biggest change in the new series. The current average female writers and editors stands at approximately 40% at this moment. So maybe a balance of gender in the number of the writers and editors of these books, can help achieve a balance in the representation of genders in these books and help create a more authentic representation of the genders. Since the group of authors is determined by the MoE, the Ministry can revise their policy for the selection of authors.

The following table provides the suggestions and implications based on the findings of this study:

Table 15.

Implications and suggestions

Target group	Implications and suggestions
Authors and editors	1. Since gender representation in textbooks directly impacts students understanding of gender roles in society, authors and editors of these textbooks should have a focus on gender representation in these books and make sure that this aspect of these textbooks is not neglected. 2. With regards to the examples used in these textbooks the development team can develop a criterion that assures fair representation of female examples in these books. (e.g. introducing more influential women.) 3. With regards to visuals used in these books the developers can produce similar guidelines to assure fair representation of women. (e.g. showing women as doctors, or presenting them in positions of power) 4. Using culturally appropriate relations (such as family relations) to present authentic interaction between genders 5. Most probably an outsider (a native speaker expert or a non-Iranian expert) would have given the gender problems found in this study as feedback.
Ministry of Education	1. The MoE is in charge of assigning the team of authors and editors of textbooks, they should select a team that represents a fair balance of male and female authors 2. The MoE should emphasize on the importance of gender representation in guidelines such as the NCE that they publish for textbook developers 3. The MoE should call for a revision on these textbooks so the gender imbalances that exist in the current version can be addressed 4. MoE can provide workshops for the instructors to teach them the importance of gender representation and how to deal with the lack of representation 5. Any country may design their FLE books but it is a good idea that an outsider perspective to revise the material before it is used
Teachers	1. Teachers should be aware of the existing gender bias and stereotypical representation of genders in textbooks. 2. They should create awareness and teach their students about the realities of society and help them move away from stereotypes 3. They can adapt the materials in the best way to encourage gender equality

	4. The teachers can also contact the MoE and alert them of these unfair representations (the textbooks published by ministry of education provides the ways that the people responsible can be contacted and encourages the teachers to share their views and experiences with regards to these textbooks.) 5. If the MoE is not willing to offer workshops with this regard to the teachers they can inform their colleagues about these issues and create awareness
Researchers	The possible future research directions are mentioned in the section 5.4. below.

5.3. Conclusion

The overarching purpose of this study was to investigate the gender representation (both in quantitative and qualitative terms) within the newly published Iranian textbooks currently being used in the Iranian high schools, EfS series, and comparing it with the previously used textbooks, the LSRW series. It took into consideration the visual and written text of these books, and investigated the gender representation of the illustrations of these textbooks, as well textual representation of genders, such as use of pronouns, names and titles. The study also looked at the authors and editors of these books. Another aspect of gender representation that was explored was the examination of the conversations in the EfS series. These conversations were analyzed based on the number of the words that male and female characters used, as well as the patterns of conversations and the topics that were discussed in these conversations by male and female characters.

The result of this study showed that in the selected books from *EfS* series (i.e. *Prospect* 3, *Vision* 1 and *Vision* 2), there is a considerable gap in terms of male and

female representation in textual and visual elements. All the instances of textual gender representation that were examined in this study revealed that they heavily gravitate towards the direction in favor of male representation to the extent that the ratio of male to female representation is approximately two to one in these textbooks.

The analysis of the conversations in the *EfS* series revealed that these conversations are dominated both by presence of male characters and their use of language. This means that not only there are more male characters in these conversations than female ones, but also, they speak more words on average in comparison. More practical conversations were usually presented when a male character was involved in the conversation. In the only female conversation patterns the conversation topics were mostly gossip like and were around topics such as holidays.

Finally, the comparison between the *EfS* series and the *LSRW* series shows that there has been improvement with regards to gender representation in the newly published textbooks. This is especially accurate with regards to the inclusion of female writers in the team of authors which was non-existent in the previous series. There has been improvement in terms of grammatical representation of genders in the text of these books but the representation of genders in the visuals of these books has not improved much, however. Even though there has been improvement with regards to gender representation, still the English textbooks in the Iranian education system are extremely male dominated.

5.4. Implications for future research

The possible implications for future research are as follow:

First, a similar study can be done to investigate similar characteristics of gender representation in the soon to be published *Vision 3*, the last book of the *EfS* series. This study could have a multilayered focus on, gender representation in *Vision 3*, the *EfS* series as a whole and a diachronic analysis with the predecessors. This study can show if the previously published criticism on these series have been taken into account in the publication of the new books. Same idea holds true with the future editions of the named books.

Additionally, a similar study can be done for the books used in lower grades and investigate the gender representation in those textbooks and compare them with their previous counterparts.

Third, a study can compare gender representation in the *EfS* series with similar projects of local English textbooks in other countries. Especially the countries in the Middle East region, as there are many countries that believe there should be English language education in the schools but are against the influence of the Western countries in their education systems and want to incorporate their own culture in the textbooks used in their own countries (Al-Obaidi, 2015). These comparisons can determine successful applications of these policies and these successful projects can be role models which can be adopted by others. This can pave the way for local projects that do not sacrifice one gain (e.g. locally produced textbooks) for another (e.g. fair gender representation).

Fourth, a comparison of gender representation in the *EfS* textbooks and more recognized international ones, such as *Headway* or *New Interchange* can be done. These books have been through extensive scrutiny with regards to gender representation (Sahragard & Davatgarzadeh, 2012) and follow the gender representation guidelines such as National Council of Teachers of English (2002). This comparison can underscore possible strategies to bring these locally produced textbooks to international standards.

Finally, similar studies can be done with respect to the other foreign language textbooks (French, German, etc.) in particular and other content areas in general that ae developed and published by the MoE in Iran.

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APPENDICES

Appendix 1. Excerpt from the constitution of Islamic Republic of Iran

"The constitution of the Islamic Republic of Iran is a declaration of the social, cultural, political, and economic foundations of the Iranian society based on Islamic principles and norms that reflect the heartfelt desire of the Islamic community. These fundamental desires are elaborated in the qualities of the great Islamic revolution of Iran, and the revolutionary process of the Muslim people, from the beginning to the victory; principles which were crystallized through the decisive and strong slogans of all segments of society. Now at the dawn of this great victory our nation longs wholeheartedly to realize this demand.

The definitive characteristic of this revolution, apropos other uprisings of Iran during this century, is its ideological and Islamic nature. After experiencing the anti-despotic constitutional uprising and the anti-colonial uprising for the nationalization of oil, the Muslim nation of Iran learned the invaluable lesson that the specific and essential reason for the failure of these uprisings was the non-doctrinal quality of the struggles. Although the Islamic line of thinking and the leadership of the clerics have played an essential and fundamental role in these recent uprisings, the latter declined quickly because they departed from the authentic positions of Islam. As a result, the alert conscience of the nation, under the invaluable leadership of the source of religious emulation (marja'-e taqlīd) the exalted Grand Ayatollah Imam Khomeini, perceived the necessity for following the path of an authentic, doctrinal, and Islamic uprising. This time, his leadership provided a new momentum for the committed authors and intellectuals and the country's defiant clerics who had always been in the forefront of massive uprisings." (Papan-Matin, 2014, P 1).

Appendix 2. Example of mentioned characteristics Vs. realities of *EfS* series

As mentioned in the footnote 19, the *EfS* series writers have some claims regarding the characteristics of their textbooks. As an example, it is claimed that the focus of *Prospect* 1 is on the English alphabet (Alavi Moghaddam, 2015). The list of the English alphabet is presented as whole on page 3 and then each unit includes a "Sounds and Letters" section but the focus of a section is more on the conversation than the alphabet. This happens while just the "preferred focused letters" for each session are colored in while there is no specific attention giving to them.

Figure 28. Example of Sounds and Letters section of *Prospect* 1

Lesson 1
Personality

✳ Lesson 1: Personality

Conversation

Listen to the conversation between two cousins.

Ehsan:	Who is your best friend at school?
Parham:	Reza.
Ehsan:	What's he like?
Parham:	Oh, he is really great! He's clever and kind.
Ehsan:	Is he hard-working too?
Parham:	Yes! And he's always very helpful.
Ehsan:	How?
Parham:	He always helps me with my lessons.

Practice 1 ⮞ Talking about personality (1)

✧ Listen to the examples. Then ask and answer with a friend.

- Are you hard-working?
- Is he clever?
- Is Zahra talkative?
- Are they neat?
- Are they upset?

Yes, I am.

Yes, he is.

No, she isn't.

Yes, they are.

No, they're not.

Practice 2 ⮞ Talking about personality (2)

✧ Listen to the examples. Then ask and answer with a friend.

- What's your friend like?
- What's your mother like?
- What's he like?
- What's she like?
- What are you like?
- What are they like?

He's very funny.

She's very kind and patient.

He is quiet.

She is clever.

I'm a bit serious.

They are very kind.

Lesson 1

17

121

angry

brave

careless

cruel

rude

122

nervous

quiet

funny

selfish

neat
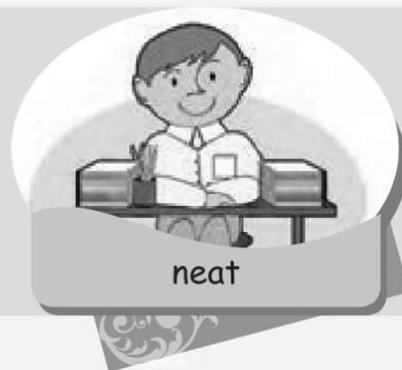
Listen to the conversation and pay attention to the intonations of "affirmative" sentences.

Teacher:	Farzaneh is a clever student. Everybody likes her.
Samira:	Yes. I know. She is also very helpful.
Teacher:	Well, you can ask her for help.
Samira:	Ok, I'll ask her to help me with my English.

Listen to the sentences below and then practice.
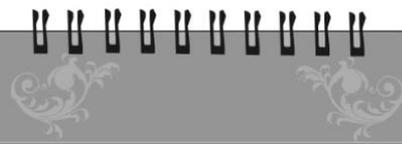
1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.

Talk to Your Teacher

Let me check it in the dictionary.

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Grammar

Affirmative		
I	am	
He She	is	happy.
We You They	are	

Ali is clever.
It is red.
Zahra and Nadia are generous.

Question		
Am	I	
Is	he she	careful?
Are	we you they	

I am not talkative.
He is not shy.
They are not rude.

There	is	an	eraser	in the classroom.
		a one	computer	
	are	two three many some	students	

Is there an apple on the table? Yes there is.

There aren't/are not many tourists in this city.

See also

I am a teacher. = I'm a teacher.

He is polite. = He's polite.

It is cold. = It's cold.

We are Iranian. = We're Iranian.

You are students. = You're students.

They are hard-working. = They're hard-working.

I'm not talkative.

He's not shy. = He isn't shy.

They're not rude. = They aren't rude.

Find and underline "to be" verbs in the passage below.

I'm Mohsen. This is my classroom. There are 25 students in my class. I have a lot of friends. My best friend is Vahid. He's a good student. He is helpful and hard-working, but he is not very careful. He usually forgets important things. It's a big problem.
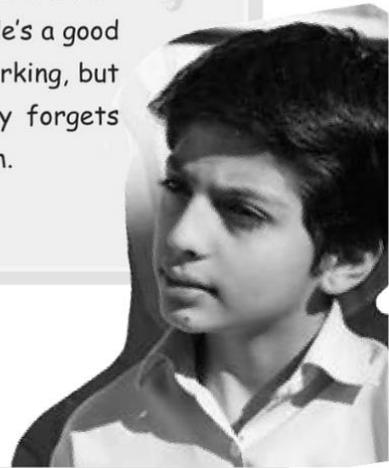
Tell Your Classmates

Tell your classmates five things about you and your family members.

Example: My sister is really kind.

1.
2.
3.
4.
5.

Listening, Reading and Writing

A Listen to the conversation and fill out the table below.

Name	Personality
....	....

128

Listen to the audio and answer the questions below.

1. What's Iran like?

Iran is a .... country.

2. What are Iranian people like?

Iranian people are..............., ..., ... and ....

Persian Gulf
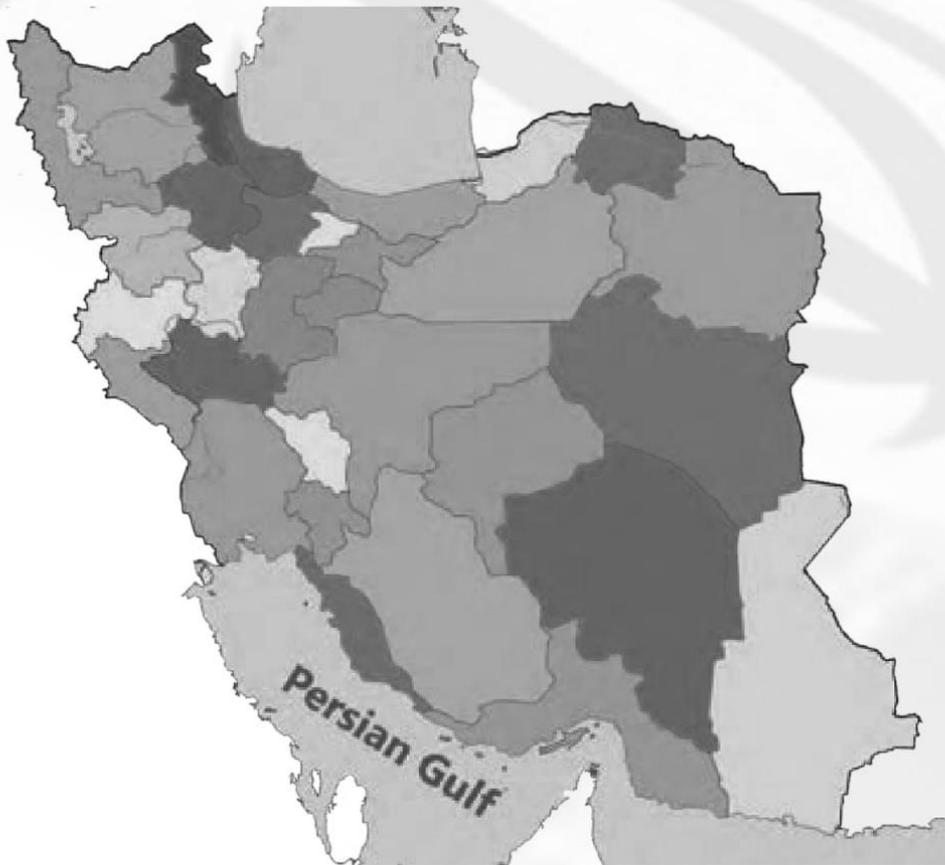
Reading, Speaking, Listening and Writing

Read the following questions on card (A). Then ask your classmates and write their answers on card (B).

Card A

Question

Are you brave?

Is your brother talkative?

Are your family members neat?

Who is brave?

Who is friendly?

What's your father like?

Card B

Answer

....

....

....

....

....

....

Talk with your classmates about the personality of your friends/ classmates/ teachers/ relatives.

Lesson 1

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Appendix 4. Chapter sample of *Vision* 1

LESSON 1

Saving Nature

We made from water every living thing

Al-Anbia 30

A. Match the pictures with the phrases.

a

b

c

d

○ putting out the fire   ○ hurting the animal

○ cutting down the trees   ○ helping the injured animal

B. Which is good for nature? Which is bad?

✓   ✗

LESSON ❶

17
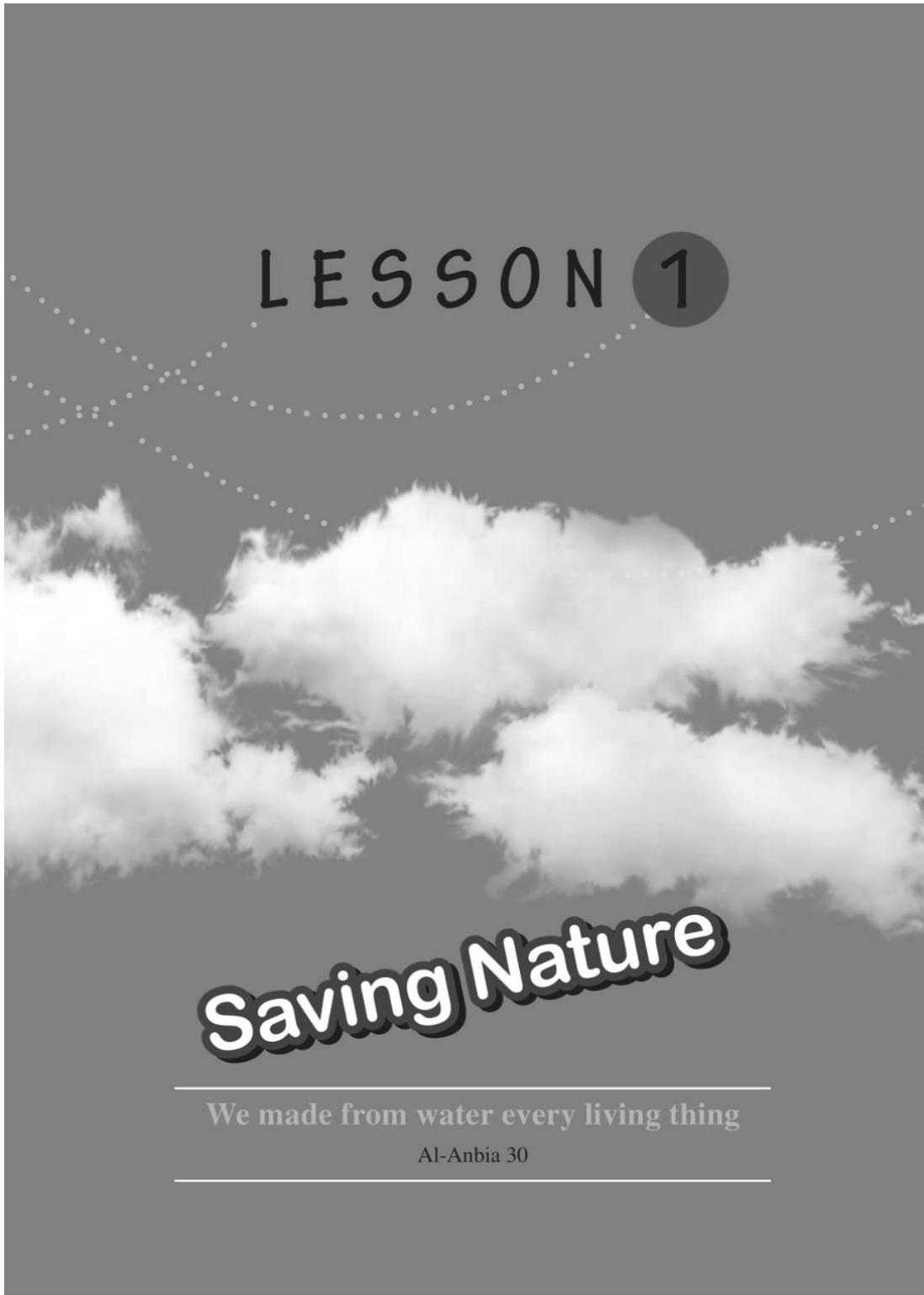
A. Match the pictures with the words.

a goat   a wolf   a panda   an elephant
a whale   a cat   a leopard   a duck

B. Can you divide the above animals into two groups? How?

Group 1

Group 2

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Conversation

Maryam is visiting the Museum of Nature and Wildlife. She's talking to Mr. Razavi, who works in the museum.

Maryam:	Excuse me, what is it? Is it a leopard?
Mr. Razavi:	No, it is a cheetah.
Maryam:	Oh, a cheetah?
Mr. Razavi:	Yeah, an Iranian cheetah. It is an endangered animal.
Maryam:	I know. I heard around 70 of them are alive. Yes?
Mr. Razavi:	Right, but the number will increase.
Maryam:	Really?! How?
Mr. Razavi:	Well, we have some plans. For example, we are going to protect their homes, to make movies about their life, and to teach people how to take more care of them.

Questions

Answer the following questions orally.

1. Where are they talking?
2. Are there many cheetahs alive?
3. Do you take care of animals?

LESSON 1

19

New Words and Expressions

A. Look, Read and Practice.

We live on **Earth**.

A **tiger** is a wild animal.

I went to Golestan **Forest** last year.

They are **destroying** the jungle.

The Persian lion **died out** about 75 years ago.

Pay attention!
Don't swim here.

Tooran is the **natural** home
of the Persian zebra.

Moghan **Plain** is a nice place in
the north-west of Iran.

They **hope** to save the
injured animal.

B. Read and Practice.

a few: not many; a small number of things or people
There are a few Iranian cheetahs.

human: a person
All humans must take care of nature.

instead: in place of someone or something else
There's no coffee. Would you like a cup of tea instead?

future: the time after now
Everyone needs to plan for the future.

C. Go to Part III of your Workbook and do A and B.

Reading

Endangered Animals

Today, there are some endangered animals on Earth. It means that we can find only a few of them around us. Some examples are whales, pandas, tigers and Asian elephants.

Humans destroy the natural homes of the animals in the forests, lakes, and plains. When the number of people on Earth increases, they need more places for living. They cut down trees and destroy lakes. They make homes and roads instead. Then the animals won't have a place to live. They will die out.

The Iranian cheetah is among these animals. This wild animal lives only in the plains of Iran. Now there are only a few Iranian cheetahs alive. If people take care of them, there is hope for this beautiful animal to live.

Recently, families pay more attention to nature, students learn about saving wildlife, and some hunters don't go hunting anymore. In this way, the number of cheetahs is going to increase in the future.

Reading Comprehension

A. Choose the best answer.

1-Which of the followings is not an endangered animal?

   a) panda   b) cheetah   c) horse

2-Where is the natural home of the Iranian cheetah?

   a) forest   b) plain   c) mountain

3- Which place is not a natural home of wild animals?

   a) park   b) lake   c) jungle

B. True/False

1. In the past, many hunters paid attention to wildlife.   T◯ F◯

2. Families are interested in protecting nature.   T◯ F◯

3. When people take care of cheetahs, the number of these
   animals will increase.   T◯ F◯

C. Match two halves.

1. When only a few numbers of an animal live on Earth, ...
2. If we take care of Iranian cheetahs, ...
3. People need more places for living, ...

   a. when their number increases.
   b. it means that it is an endangered animal.
   c. some hunters go hunting.
   d. they will live in the future.

Grammar

A. Read the following texts.

Tomorrow I **will travel** to Africa. I **will go** to a hot and dry country. I **will stay** in a hotel near a lake. I **will travel** to many places and visit people and animals. I **will learn** many things there.

Nowadays, many people are taking care of nature. They pay more attention to our world. Hopefully, we **won't lose** any plants and animals and we **will have** enough food in the future. The animals **won't lose** their natural homes and they **will live** longer. In this way, we **will have** a happy life.

LESSON 1

B. Read the following examples.

Affirmative

I You He She We They	will	save nature.

- Alice and Kate will go to the library tomorrow.
- Ted will fly to Australia next Monday.

Negative

I You He She We They	will not (won't)	destroy nature.

- The children will not play in the yard.
- I won't be here tomorrow.

Question

Will	you he she it they	go to the mountain?

- Will our family buy a new car next year?
- Will Reza have an exam on Monday?

C. Tell your teacher how 'simple future' is made.

D. Read the 'Reading' and underline all 'future verbs'.

E. Read the following paragraph and choose the best verb forms.

Alfredo is an Italian tourist. He **lives/will live** in Rome. He **likes/ will like** to travel and see different places of the world. He **takes/will take** photos especially of animals. Next month, he and his wife **travel/will travel** to Iran. They **go/will go** to Tooran Plain to see animals. They are hopeful to see Persian zebra, Iranian cheetah, Persian leopard and gazelle. After two weeks, they **visit/will visit** some beautiful cities in Iran.

F. Read the following wh-questions.

The tourists will visit Shiraz next summer.

Who	*Who* will visit Shiraz next summer?
When	*When* will the tourists visit Shiraz?
Where	*Where* will the tourists visit next summer?
What	*What* will the tourists do next summer?

G. Work with a friend.

a. Make sentences with these beginnings using the 'future tense'.

1. On Friday morning, I . . . .

2. Next week, my brother . . . .

3. Tomorrow afternoon, ...

b. Now ask your friend 'future tense' questions with the following words.

1. When . . . .

2. Where . . . .

3. Who . . . .

H. Go to Part II of your Workbook and do A, B and C.

See Also

A. Read the following examples with 'to be going to'.

They are going to buy a house soon. They have enough money.

Look at the sky! It's going to rain.

Alice is free tonight. She's going to read some poems.

Reza is not going to watch TV tonight. The program is very boring.

We are not going to destroy nature. We take care of wildlife.

I	am		
You We They	are	going to play	tomorrow.
He She	is		

B. Go to Part II of your Workbook and do D.

Listening and Speaking

A. You may use 'future tense' to ask someone about their plans or talk about your own plans.

■ What are you going to do this weekend?
● I am going to go to Golestan Forest.
■ Are you going to visit a museum?
● No, I am going to go out and enjoy wildlife.

You may use the following patterns to ask and answer about the future plans.

> What will you do? / What are you going to do?
> I will ... . / I am going to ... .
> Where will you go? / Where are you going to go?
> I will go ... . / I'm going to go ... .

LESSON ❶

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B. Listen to the following conversations and complete the sentences.

Conversation 1

1. Alice is going to ....
2. Alice will ....

Pair up and ask your friends about the things they are going to do this weekend. You may use the verbs in the box.

stay home, read a book, go to the museum, visit our relatives, go shopping, study English

Conversation 2

1. Shahab is going to ....
2. His family will ....

Pair up and ask your friends about the things they will or won't do to save nature. You may use the verbs in the box.

take care of endangered animals, protect forests, hunt, hurt animals

Pronunciation

A. Listen to the following sentences. They have falling intonation.

1. Where are you going to go? ↘ I am going to go to Bam. ↘
2. What does your brother do? ↘ He works in a zoo. He loves animals. ↘
3. Dr. James will buy a new laptop. ↘ His old laptop doesn't work. ↘
4. We will go on a school trip tomorrow. ↘ The students will visit a museum. ↘

When you ask for or give new information, use falling intonation.

B. Listen and find where the sentences end. Do this by putting a period (.) and/or capitalizing words.

My name is Jim I am a zookeeper there are many animals in our zoo we have big and small animals like birds and giraffes we have wild and farm animals I like wild animals we have two lions and a leopard here we don't have any sea animals now we will have some next year we are making new buildings for them I think the visitors are going to love them

C. Go to Part IV of your Workbook and do it.

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Writing

> **A noun names something.**
> **A noun is a person, an animal, a place, a thing or an idea.**

1) A Person or an Animal

farmer, my brother, Maryam

a cow

2) A Place

school, cinema, sea

a park

3) A Thing
  computer, apple, car

a book

4) An Idea
  pain, attention, danger

love of country

A. Read the second paragraph of the 'Reading'. Find the nouns and write them in the correct circles of the word web. You can add more circles.

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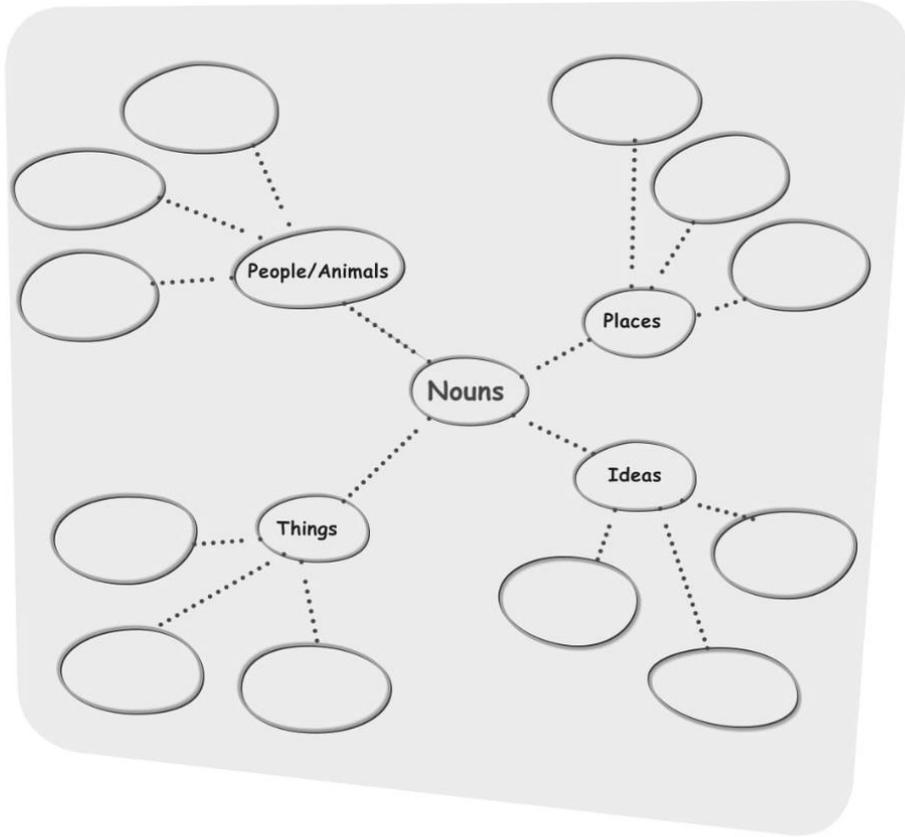
Singular and Plural

Most nouns can be made plural by adding 's' or 'es' to the end of the word. However, some are irregular and they don't follow the same rule.

1) Regular:

book	→	books	lake	→	lakes
girl	→	girls	hen	→	hens
box	→	boxes	bus	→	buses

2) Irregular:

man	→	men	foot	→	feet
woman	→	women	life	→	lives
child	→	children	wolf	→	wolves

B. Write the appropriate form of each noun.

1. Ali's (brother) .... is a hard-working (postman) ....

2. She sat down at her (desk) .... and worked for two (hour)

   ....

3. There are two (bus stop) .... near your (school) ....

4. I saw an old (man) .... and two young (woman) ....

   sitting near the lake of the (park) ....

5. Frank is a (farmer) .... He has four (child) ....

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Types of Nouns
Common nouns / Proper nouns

1) Common nouns

boy

tree

bear

2) Proper nouns

Avicenna

Damavand

Milad Tower

C . Circle the correct answer.

1. Today, (Iran / iran)'s mountains and plains are the natural (Home / home) of many animals. One of them is the black (Bear / bear) which lives in a few (Parts / parts) of the country.

2. Amin (Askari / askari) is a pilot. He is 40 (Years / years) old. He lives with his (Wife / wife) and his son and daughter in (Mashhad / mashhad). He loves his job.

3. The (Persian / persian) Gulf is a very important sea between Iran and some (Arab / arab) countries. Its (Wildlife / wildlife) is amazing. You can see some beautiful (Sea / sea) animals such as (Dolphins / dolphins) there.

Noun Markers

Here are some words that often come before a noun

a / an	a hunter / a leopard	an elephant / an ear
the	the child / the boy	the women / the cars
this / that	this bird / this door	that tiger / that chair
these / those	these chairs / these children	those men / those mice
my / your / our / his / her / its / our / their	his goat / our car / my friends / their towns	

D. Read the following sentences and circle the nouns.

1. The weather is beautiful in the spring.

2. This is a low mountain, but those mountains are high.

3. Nasim read a book on the bus last week.

4. Some people do not take care of animals.

5. I saw two wolves in the zoo.

What
you
learned

A. Listen to the first part of a report about Earth.

1. Fill in the blanks based on what you just heard.

Earth is our ………………..
Humans ……………………. nature.

2. Listen again and list all nouns.

B. Now read the second part of the report.

We need to save animals and plants and take care of them. All humans are going to work together to have a beautiful home. If we work hard, we will have clean air and water in the future. We will have a safe place to live. In this way we will save Earth for our children.

3. Underline all nouns. Identify singular/plural and proper/common nouns.

4. Circle all future verbs.

C. Work in pairs. Ask and answer. Use appropriate intonation.

What is Earth?

Who is destroying nature?

Do you need a safe place to live?

Appendix 5. Chapter sample of *Vision* 2
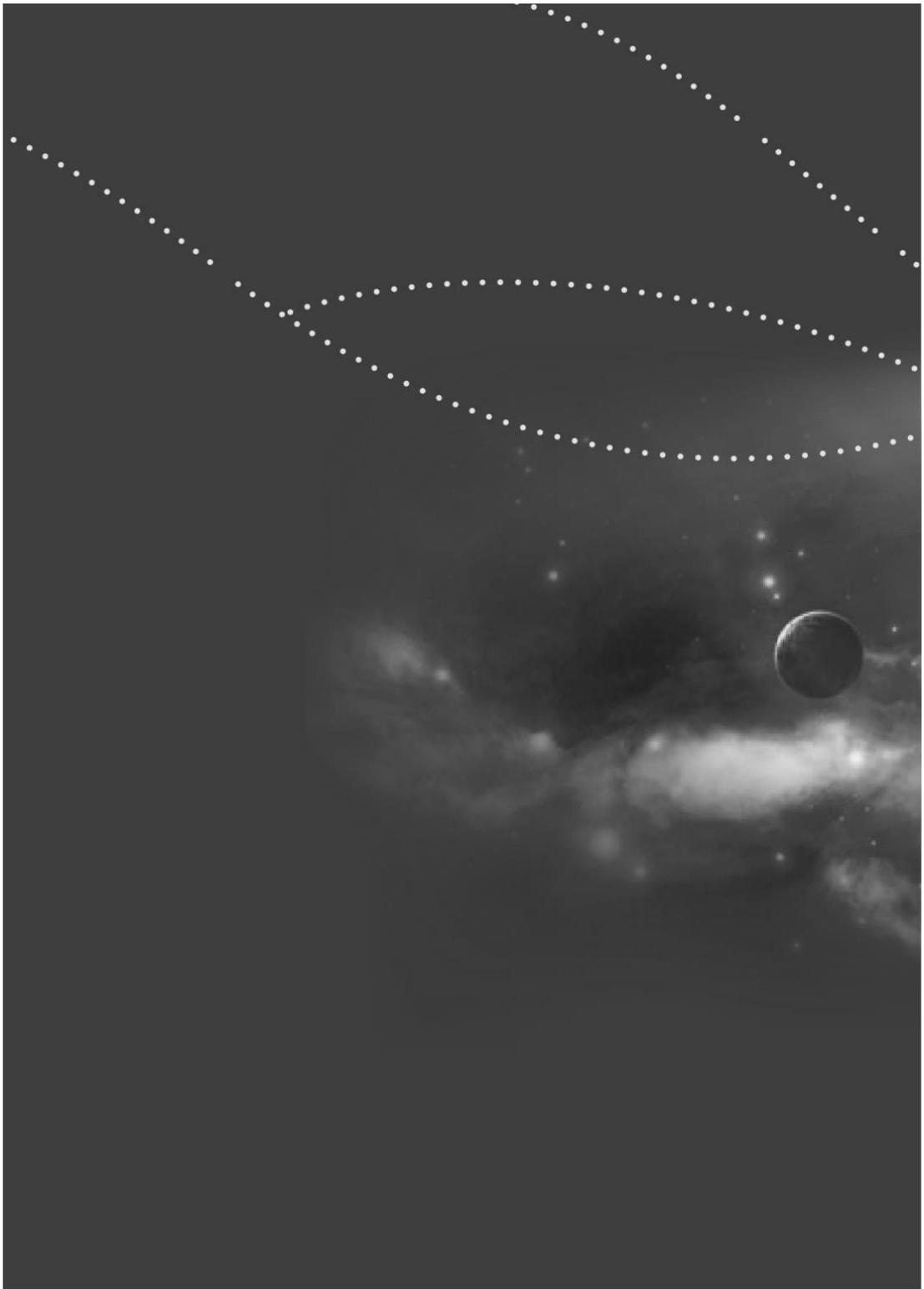
LESSON 1

Understanding People

Interesting Facts:

- There are about 7000 languages in the world.

- Most Languages of the world have no written form.

- The Holy Quran is available in more than 100 languages.

- One language dies about every fourteen days.

- Deaf people use sign language to communicate.

Get Ready

A. Look at the map. Choose six countries and write their languages.

1. . . . .   2. . . . .   3. . . . .

4. . . . .   5. . . . .   6. . . . .

Are you familiar with any of the above languages? If yes, circle them.

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B. Match the signs with their meanings. There is one extra sentence.

1. ....

2. ....

3. ....

4. ....

5. ....

(a) There is a parking lot around.
(b) Turn off your mobile phone.
(c) Please be quiet.
(d) Keep off the grass.
(e) You are near a restaurant.
(f) Do not swim here.

C. Number the following activities from 1 to 6 according to how frequently you do them when you learn a foreign language.

☐ Reading storybooks   ☐ Watching movies

☐ Listening to the news   ☐ Surfing the net

☐ Talking to foreigners   ☐ Writing letters or emails

Conversation

Babak Saberian is a translator who works for IRIB[1]. Today, he is hosting Meysam in his office. Meysam is a high school student. He is interviewing Mr. Saberian for his school project.

Meysam:	Thank you Mr. Saberian for inviting me to your office.
Mr. Saberian:	You're welcome!
Meysam:	I heard you know three languages. Is that right?
Mr. Saberian:	Well, actually four languages.
Meysam:	Four! Really?! What languages do you know?
Mr. Saberian:	Besides my mother tongue, Persian, I know English, French and Russian well.
Meysam:	Interesting! And when did you learn them?
Mr. Saberian:	I began learning English at school when I was thirteen. Then I began learning French in a language institute when I was fifteen. And I learned Russian when I was a university student in Moscow.

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1. Islamic Republic of Iran Broadcasting

LESSON **1**

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Meysam:	Can you use all of them fluently?
Mr. Saberian:	I know all of them well, but I use English more.
Meysam:	OK. Do you think language learning should start as early as possible?
Mr. Saberian:	My experience says interest and hard work are really more important than age.
Meysam:	Hmm… that's an important point. May I know what your favorite language is? English, French, or Russian?
Mr. Saberian:	To be honest, I enjoy using them all, but my favorite language is absolutely my mother tongue!
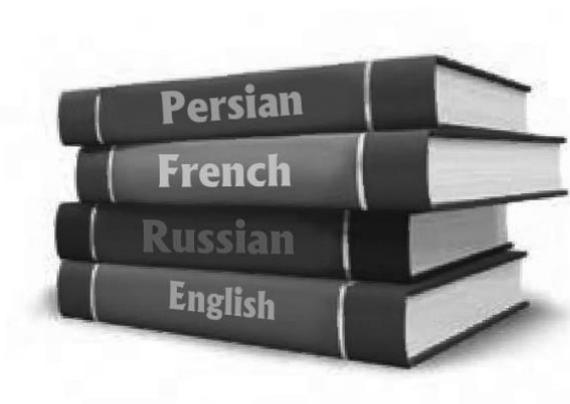
Questions

Answer the following questions orally.

1. Where does Mr. Saberian work?
2. Was Mr. Saberian living in a foreign country when he was 13?
3. How many languages do you know?

LESSON ❶

A. Look, Read and Practice.

Mazandaran is one of the best
farming regions of Iran.

Asia is the largest continent of
the world.

Does water really exist on
Mars?

Spanish is Diego's native
language.
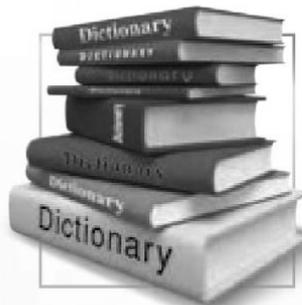
Dictionary prices range from $5 to $15.
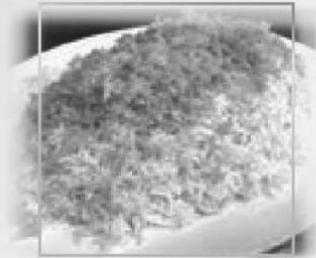
Rice is the most popular food in Iran.

Today, less than 40 percent of people live in villages.

Imagine you are traveling in space.

Scientists say that by 2050, wind power can meet the needs of the world.

We are living in the twenty-first century.

Our teacher tried to explain the new word by means of sign language.

society: a large group of people who live together
We live in an Islamic society.

ability: the physical or mental power or skill to do something
Human's ability to talk makes him different from animals.

vary: to be different from each other
In some cities, prices vary from shop to shop.

make up: to form a thing, amount or number
China makes up 18% of the world's population.

despite: without taking any notice of
I enjoy the weekend, despite the bad weather.
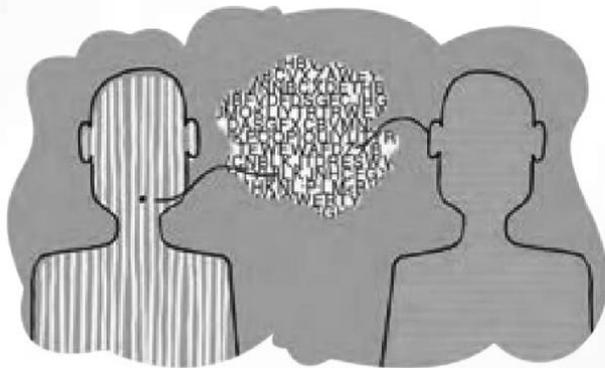
C. Go to Part II of your Workbook and do A and B.

Reading

Languages of the World

Language is a system of communication. It uses written and spoken forms. People use language to communicate with each other in a society. They exchange knowledge, beliefs, wishes, and feelings through it.

Languages vary greatly from region to region. They are so different that a person may not understand the language of someone from another region, country or continent. It is not surprising to hear that today about 7000 languages exist in the world. There are more than 2000 languages in Africa, 1000 in the Americas, more than 2250 in Asia, about 230 in Europe, and more than 1300 in Oceania.

Native speakers of these languages range in number from very large, with hundreds of millions of speakers, to very small, with fewer than 10 speakers. The most popular language in the world is Chinese. More than one billion people in the world speak Chinese.

LESSON ❶

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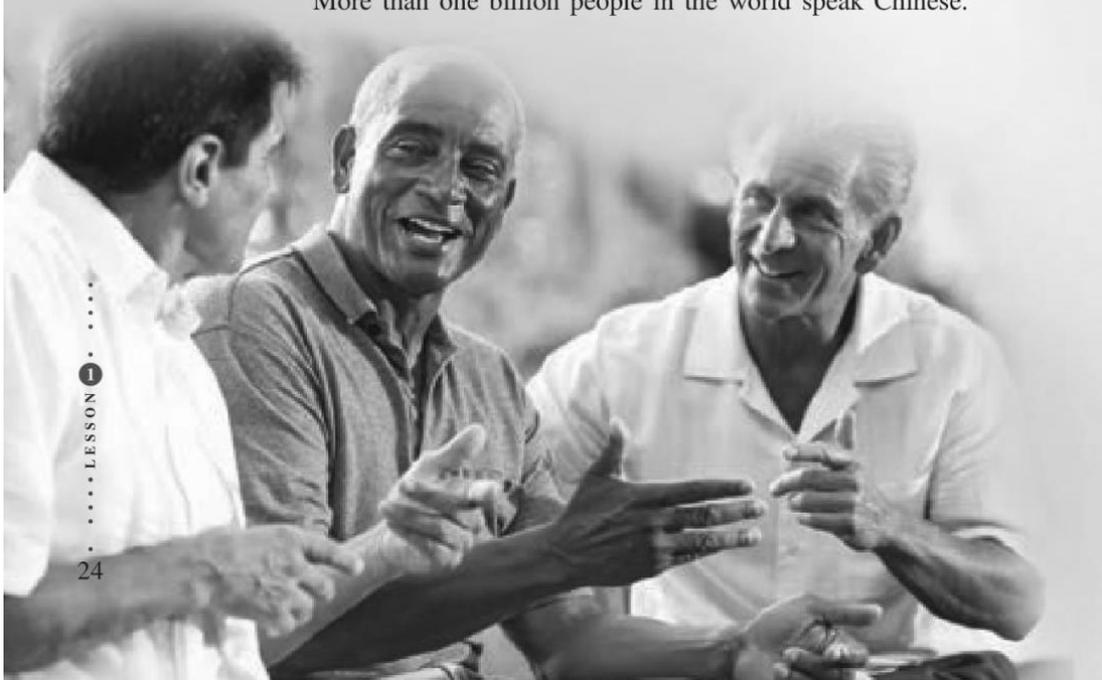
Interestingly, English has fewer native speakers than Chinese, but there are about one billion learners of English all around the world. They learn English as an international language.

About fifty percent of the world's languages have fewer than 5000 speakers. In the beginning of the twenty-first century, 204 languages had fewer than 10 speakers and 344 languages had between 10 and 99 speakers. The 548 languages with fewer than 99 speakers make up nearly 8 percent of the world's languages. We call them 'endangered languages'. As the speakers of such languages grow old and die, their languages will die, too.

All languages are really valuable, despite their differences. Every language is an amazing means of communication that meets the needs of its own speakers. It is impossible to imagine the world without language. Therefore, we should respect all languages, no matter how different they are and how many speakers they have.

Reading Strategy

Scanning

You can scan a reading passage to look for and find specific information quickly such as a number, a name, a word, or a phrase. Follow these steps to scan:

■ Make a clear picture in your mind of the information you are looking for.

■ Look for that information.

■ Move your eyes quickly across the text. Don't read every word. When you find the information, stop, read the sentence and mark the information.

Reading Comprehension

A. Scan the passage for the following numbers. Match them with the information. There is one extra number.

a. 548   b. 2250   c. 8   d. 1300   e. 204

..... 1. The number of languages with speakers fewer than 10

..... 2. The percent of endangered languages

..... 3. The number of languages with speakers fewer than 99

..... 4. The number of languages in Oceania

B. Scan the passage for the proper nouns.

a) The language with more than one billion learners: ....

b) The continent with one thousand languages: ....

c) The language with the largest number of native speakers: ....

C. Scan the passage and answer the following questions.

a) How many languages are there in the world? ....

b) What is the number of endangered languages? ....

c) Which continent has the largest number of languages in the world? .....

D. Read the sentences; put T for true and F for false. If a sentence is false, correct it.

a) Through languages, people can exchange only knowledge. T ◯ F ◯

b) When a language has no speaker, it dies out.   T ◯ F ◯

c) Only a few languages can meet the needs of their own speakers.

                                                                   T ◯ F ◯

Vocabulary Development

Synonyms are words with similar meanings, for example, 'hard' and 'difficult'; or 'begin' and 'start' are synonyms. Learning synonyms is a good way to develop our vocabulary.

A. Write the words that mean the same under the picture where they belong.

small	powerful	quick	strong
fast	tiny	simple	easy

....

....

B. Two of the words in each group are synonyms. Find them.

a) amazing/ probable/ wonderful

b) seek/ search for/ exercise

c) quit/ live/ give up

d) fortunately/ luckily/ really

C. Look back at the *Reading* to find synonyms for the words.

a) In paragraph 2, find a synonym for 'largely':   ....

b) In paragraph 4, find a synonym for 'nearly':   ....

c) In paragraph 5, find a synonym for 'to form':   ....

d) In paragraph 6, find a synonym for 'to think of':   ....

LESSON ❶

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Grammar

A. Read the following texts.

An endangered language is **a language** that has very **few speakers**. Nowadays, **many languages** are losing their native speakers. When a language dies, the knowledge and culture disappear with it. **A lot of endangered languages** are in Australia and South America. Some of them are in Asia and Africa. The number of live languages of the world is around 7000, and many of them may not exist in the future. **Many researchers** are now trying to protect endangered languages. This can save **lots of information** and cultural values of people all around the world.

There are many uncountable words for food in English. Native speakers often use words such as 'a bag of', 'two slices of', or 'a piece of' with uncountable nouns. This usually happens when they go shopping. They may ask for **two bottles of** water, **a bag of** sugar, **a loaf of** bread, or **two kilos of** meat. In a coffee shop, they may order **a cup of** tea, **a piece of** cake, or **a glass** of juice. If a foreign learner uses uncountable words wrongly, English speakers may not understand them well. So when you learn English, be very careful about this important point.

B. Read the following examples. Compare the columns.

Singular countable	Plural countable	Uncountable
a car	two/ three/ four cars	_ traffic

Singular countable	Plural countable	Uncountable
a book	some / many books	some/ much information
a bird	lots of/ a lot of birds	lots of/ a lot of chicken soup
a man	few/ a few men	little/ a little bread

Questions	Answers		
How many cars are there in the street?	There are	two three four some many	cars.
How many books do you need?	I need	lots of a lot of a few few	books.
How much information does your teacher need?	She needs	some much lots of a lot of	information.
How much bread is there in the kitchen?	There is	a little little	bread.

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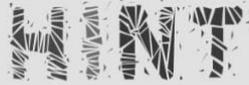
Measure words with uncountable nouns

a bottle of		two, three, ... bottles of	water
a cup of		two, three, ... cups of	tea, coffee
a glass of		two, three, ... glasses of	water, juice
a bag of		two, three, ... bags of	rice, sugar
a piece of		two, three, ... pieces of	cake, paper
a slice of		two, three, ... slices of	melon, banana
a kilo of		two, three, ... kilos of	meat, rice
a loaf of		two, three, ... loaves of	bread

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C. Tell your teacher how different 'countable' and 'uncountable nouns' are.

D. Underline all 'countable and uncountable nouns' in *Reading*.

E. Choose appropriate words to complete the following sentences.

1. The students need to read (many/much) books about history.

2. Please buy (a loaf of/a bottle of) bread for breakfast.

3. Children should drink (a lot of/a few) milk.

4. We did not have (much/many) visitors this week.

5. Could you please bring me (a glass of/a piece of) water?

F. Pair up and ask and answer the following questions.

1. How many books did you read in summer?

2. How much milk do you drink each day?

3. How much money do you save each month?

4. How many pencils do you have in your bag?

G. Go to Part III of your Workbook and do A and B.

A. Read the examples and see how numbers are used before nouns.

Numbers	Nouns
a/one	car
an/one	apple
two, three, four, five, six, seven, eight, nine, ten	tables
eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen	chairs
twenty, twenty-one, twenty-two, ………, twenty-nine	students
thirty, thirty-one, thirty-two, ………, thirty-nine	trees
forty, forty-one, forty-two, …………, forty-nine	horses
fifty, fifty-one, fifty-two, …………, fifty-nine	books
sixty, sixty-one, sixty-two, ………., sixty-nine	boxes
seventy, seventy-one, seventy-two, …………, seventy-nine	children
eighty, eighty-one, eighty-two, ………., eighty-nine	bags
ninety, ninety-one, ninety-two, ………, ninety-nine	men

Numbers	Nouns
one hundred, two hundred, three hundred, ...	languages
one thousand, two thousand, three thousand, four thousand, ...	birds
one million, two million, three million, ...	cells
one billion, two billion, three billion, ...	dollars

B. Read the examples and see how numbers are used before adjectives + nouns.

Numbers	Adjectives	Nouns
a /one	small	car
a /one	red	apple
an /one	interesting	movie
two, ..., ninety-nine	beautiful	trees
two hundred, ..., ten billion	Canadian	dollars

Listening and Speaking

Shopping, asking and answering about prices and numbers

A. You may use 'how much' to ask about prices. You may use 'how many' to ask about numbers.

- ■ May I help you?
- ● Yes, please. I'm looking for some birthday candles.
- ■ How many candles do you need?
- ● I need 12 birthday candles.
- ■ You can find different types of candles over there.
- ● Um... How much are those?
- ■ 20 000 Tomans.
- ● What about these?
- ■ 10 000 Tomans.
- ● I think I'll take these. Here you are.
- ■ Thank you.

You may use the following patterns to ask about prices and numbers.

How much do/does ..... cost?
How much is it?
How much are they?
How many ..... are there?

LESSON ❶

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B. Listen to the following conversations and answer the questions.

Conversation 1
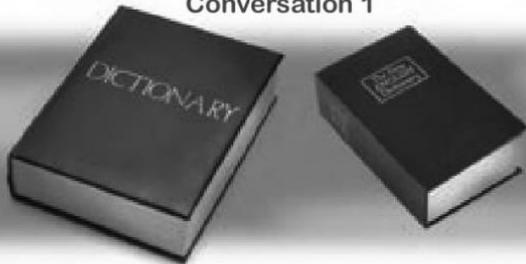
1. The boy wants . . . .
2. How many words does the first dictionary have?

Pair up and ask at least two questions about the prices of things you or your friends have in your/their bags. You may use the words in the box.

pen, pencil, eraser, pencil-sharpener, ruler, notebook

Conversation 2
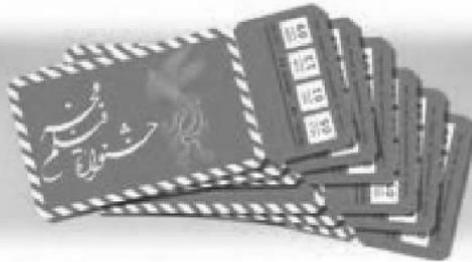
1. How much is a ticket?
2. How many tickets does she want?

Pair up and ask about the numbers of things you or your friends have. You may use the words in the box.

sisters, brothers, uncles, aunts, books, pens, pencils

A. 'Ten numbers' (ten, twenty, thirty, ...) have strong stress on their first part. Listen and repeat.

● ·

twenty   sixty

thrity   seventy

forty   eighty

fifty   ninety

B. 'teen numbers' have strong stress on 'teen'.

■ She is almost thirteen.

■ Did you say eighty or eighteen?

Writing

In English, every simple sentence must have at least a subject and a verb. Such a sentence is called a 'simple sentence'. <u>Who</u> or <u>what</u> the sentence speaks about is called the **subject**. <u>What</u> the sentence says about the subject is called the **verb**. In the following sentences, the subject is underlined once and the verb twice.

<u>Mahan</u> <u>is sleeping</u>.

LESSON ❶

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The bird does not sing.

The apple fell down.

The teacher is hard-working.
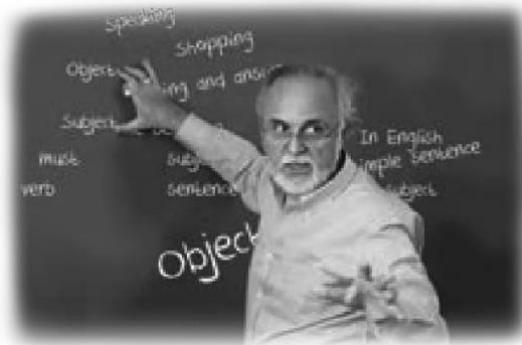
1) To find a subject, ask who or what the sentence is about. Your answer is the subject.

- Who is the first sentence about? Mahan

- What is the second sentence about? The bird

- What is the third sentence about? The apple

- Who is the fourth sentence about? The teacher

HINT

Remember that the 'subject' of a sentence is a 'noun' (any person, place, or thing) or a pronoun. A pronoun is simply a word like I, we, he, she, it, you, or they used in place of a noun.

2) To find a verb, ask what the sentence says about the subject.

- What does the first sentence say about Mahan? Mahan <u>is sleeping</u>.

- What does the second sentence say about the bird? The bird <u>does not sing.</u>

- What does the third sentence say about the apple? The apple <u>fell down</u>.

- What does the fourth sentence say about the teacher? The teacher <u>is</u> hard-working.

HINT

As you see, a sentence begins with a capital letter and ends with a period.

A. Read each group of words. Do these words make a sentence? If yes, write them again with a capital letter and a period.

- studying in the library ....
- she laughed ....
- suitable for both boys and girls ....
- the lion died ....
- the tree will fall down ....
- the baby with her small hands ....
- it is very good for children ....
- a beautiful lake in the forest ....

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B. Write an appropriate word in the following blanks. The answer will be the subject of the sentence.

- ■ .... is one of my best teachers.

- ■ A .... runs faster than a mouse.

- ■ Every night, ... exercise for 30 minutes.

- ■ Many .... live in this forest.

C. Write an appropriate word in the following blanks. Each answer will be the verb of the sentence.

- ■ The child .... loudly.

- ■ Shayan .... always kind to his sister.

- ■ We .... for hours.

- ■ The museum .... at 8 a.m.

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A simple sentence can also have an **object**.
An object is a noun that receives an action.

The students are drinking milk.

The students learn English.

Mahdi visited his doctor.

LESSON ❶

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You can find an object by asking yourself 'who' or 'what' is receiving the action in a sentence.

D . Read the following sentences. Circle the objects.

1. The boy runs fast.

2. Mina speaks English.

3. We must respect our neighbors.

4. Shadi is working at home.

5. Ali is a smart student.

E. Write an appropriate word in the following blanks. Each answer will be an object.

1. They will meet ....

2. Ali and I bought ....

3. We are going to learn ....

4. Children should not eat ....

F. Rearrange the words to create correct sentences.

1. borrowed / I / that book ....

2. is going / she / the TV / to turn on ....

3. can / learn / we / a new language ....

4. sang / a song / my grandfather ....

● A simple sentence can also have additional information mostly in the forms of 'adverbs of place, time and manner'.

- Ali will have an exam next week.

- Zahra studies English at school.

- Yesterday, I saw my teacher in the street.

- We usually visit our grandmother on Fridays.

- My brother can speak French fluently.

simple sentence

G. Read the following sentences. Find the subject(S), verb(V), object(O) and additional information(AI).

Example: <u>She</u> <u>studies</u> <u>English</u> <u>at school</u> <u>every week.</u>
       S   V   O   AI (Place) AI (Time)

1. On weekends, I read storybooks.

2. I usually get good grades.

3. Last night, my mother made cookies.

4. My friends take photographs of animals.

5. I have a math class on Wednesdays.

H. Using past, present and future tenses, write five simple sentences about yourself.

1. . . . .

2. . . . .

3. . . . .

4. . . . .

5. . . . .

What
you
learned

LESSON ONE

A. Listen to the first part of a story.

1. Fill in the blanks based on what you've just heard.

I went to a . . . .

I needed some cheese . . . .

2. Listen again and list all uncountable nouns.

B. Now read the second part of the report.

The only thing I was still looking for was a bag of sugar. There were four types of sugar. I picked the bags and read the explanations. Honestly, I didn't understand their differences. A young man came to me and asked what I wanted. I told him I needed some sugar for breakfast. He gave me some information. Again, I didn't understand the differences. I took pictures of the explanations, sat somewhere, and checked the explanations in my mobile dictionary. At last, I understood what type of sugar I needed to buy!

3. Scan the text for the nouns.

C. Work in pairs. Ask and answer.

How many bags of sugar did the man want?

Did the man buy any tea?

How did he understand the explanations?
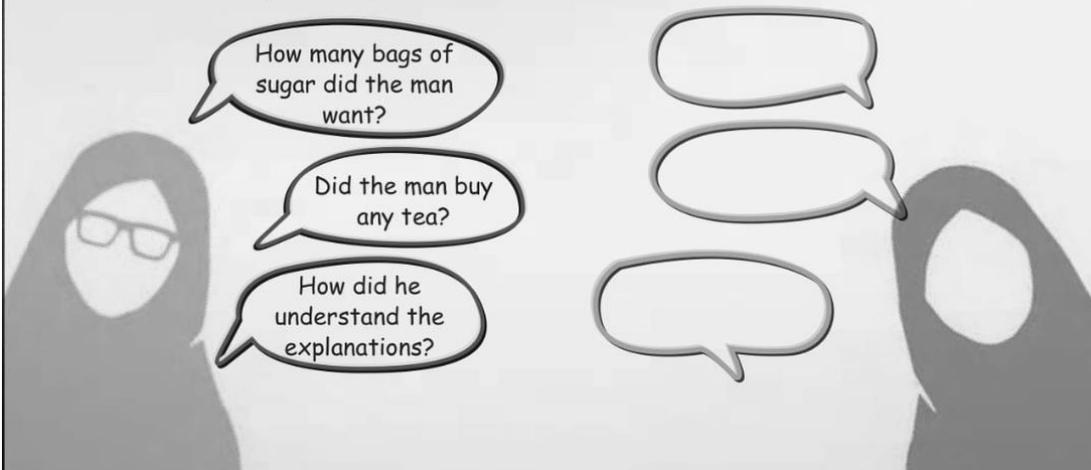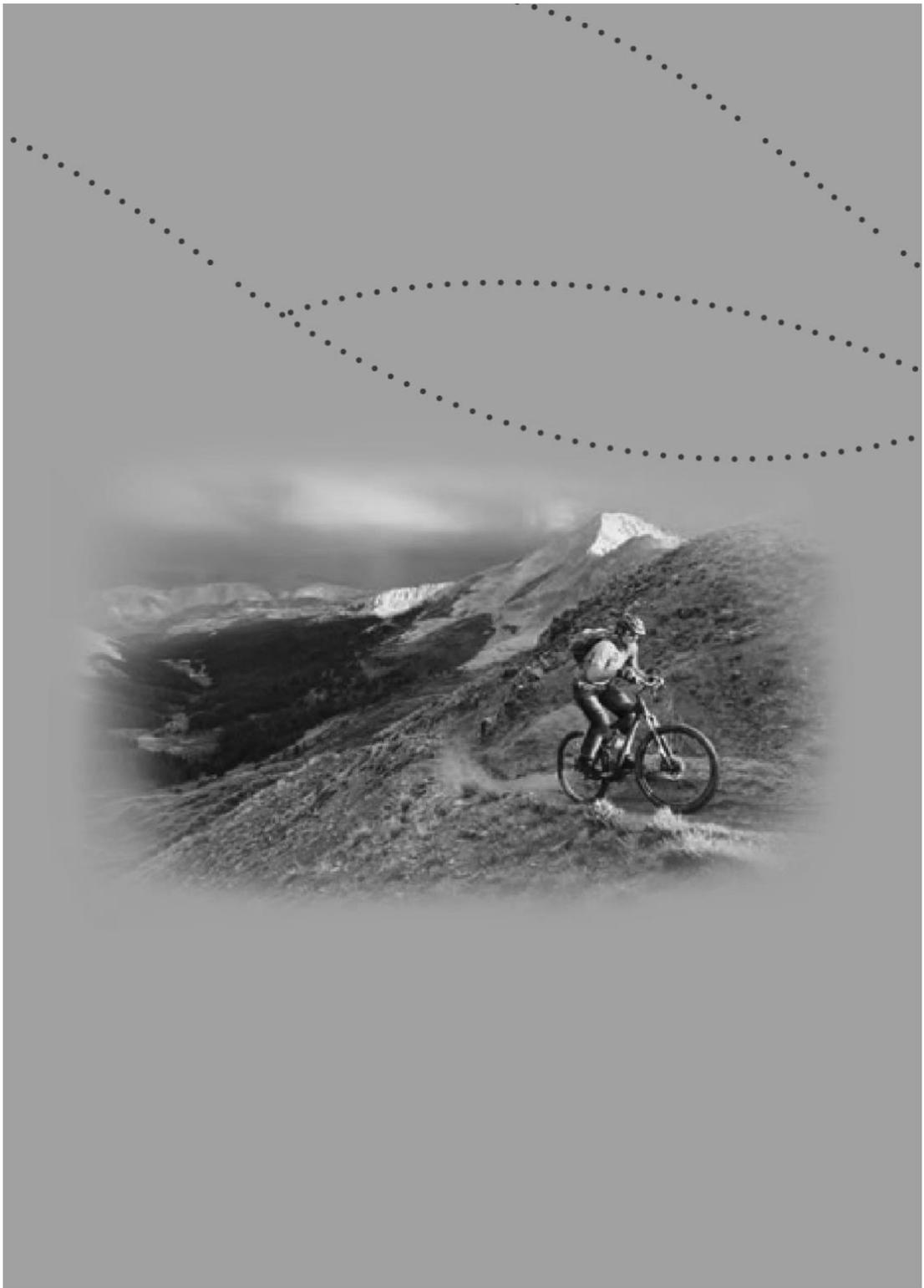
IN THE NAME OF ALLAH

LESSON ONE

A. New Words

1. This is a picture of a garden.
   There are many flowers, **plants** and trees in this garden. This is a
   pretty garden.

   What do you see in this garden?
   How many trees do you see in this picture?
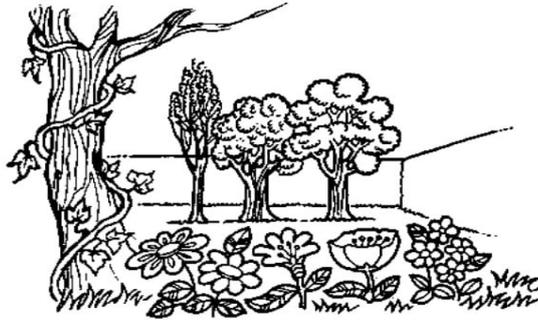
2. This is a map of the **world**. You see Iran and **Germany** on this map.
   There are many countries **all over** the world.

   Do you see Iran on this map?
   Is Germany a country or a city?

Lesson One 7

3. This **little** girl doesn't have any friends. She is playing **alone**.
   Is the girl playing with her friends?

4. Children **love** their mothers and fathers.
   Do children love their mothers?
   Do you love your fathers*?

5. Children go to **kindergarten** when they are three or four years old.
   Do little children go to kindergarten?
   When do children go to kindergarten?

Kindergarten

---

* also your father in singular form

6. I want to buy a book, but I don't have any money to **pay for it**.
           What do you want to buy?
           Do you have any money to pay for the book?

7. My plants are **growing** fast. They were small last week. Now they
  are big*.
           Are your plants big or small?
           Are they growing fast?
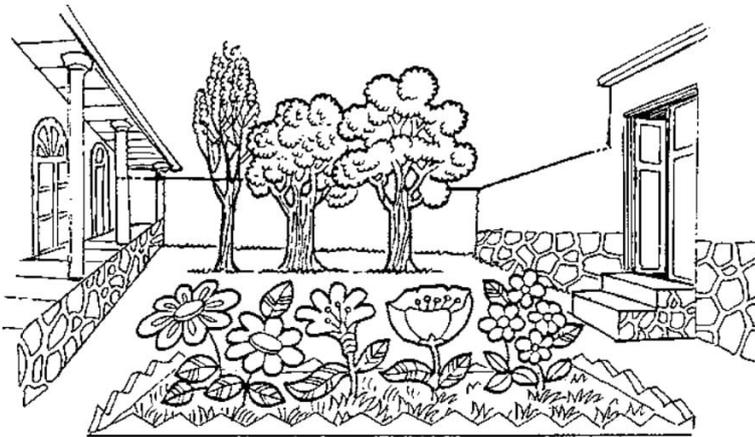
*also: Now they are large.

8. When I **grow up**, I will buy a garden. I will grow flowers in my garden.

What will you do when you grow up?
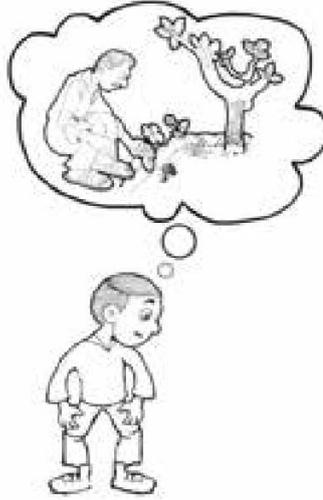
Practice Your New Words.

Find the meaning of the underlined words.

1. She **loves** flowers and plants.   a. grow up
2. My mother works in a **school for little children**. b. likes
3. When I **become older** I will buy a garden.   c. gave
4. My **little** brother loves his kindergarten. d. small
5. I **paid** 500 rials for that book.   e. kindergarten

THE KINDERGARTEN MAN

1   Friedrich Froebel[1] lived in Germany many years ago. His mother died when he was a small boy. People didn't pay much attention to him. So Friedrich played alone in a garden. He loved the flowers and the plants. He was happy there.

2   Soon it was time for Friedrich to go to school. In school he sat on a hard chair. All day long he looked at books. The books didn't have any pictures. Friedrich couldn't play. He couldn't do things with his hands. He had to sit on that hard chair and look at books. It was no fun.

3   Friedrich grew up. He remembered his school and his garden.

4   " School should be a happy place. It should be like a garden," said Friedrich. "Children should play. They should do things with their hands. They should have books with pretty pictures".

5   So Friedrich started a school like this. He called it a kindergarten. Kindergarten is a German word. It means children's garden.

6   People learned about Friedrich's new school. Soon there were kindergartens all over the world. Friedrich Froebel made school a happier place for little children.

---

1. Friedrich Froebel /ˈfriː drɪk ˈfreibəl or ˈfriːbəl/

C. Comprehension

I. Answer the questions orally.

1. Was there a garden in Froebel's school?
2. Did people pay much attention to him?
3. Did he like to play in a garden?
4. Could he play in school?
5. Should there be pretty pictures in children's books?
6. Did people like Froebel's new school?

II. True or False?

—— 1. Everybody loved Froebel when he was a small boy.

—— 2. He played with his friends.

—— 3. His books had many pictures.

—— 4. His school was a happy place.

—— 5. He always remembered his school days.

III. Complete the sentences. Use a, b, c or d.

1. Friedrich played alone because ----------.
   a. he was a very small boy
   b. he lived in a garden
   c. he loved flowers very much
   d. people didn't pay attention to him
2. Friedrich thought that ----------.
   a. there should be many students in a school
   b. little children should study their books in gardens
   c. schools should be happy places for children
   d. people should love flowers and plants
3. Friedrich remembered his school and garden when ----------.
   a. he was a man
   b. he was in school
   c. he was alone
   d. he had books with pictures
4. Soon there were kindergartens in every country because ---------.
   a. people liked Friedrich Froebel's beautiful books
   b. people learned about Froebel's new school
   c. little children all over the world were not happy
   d. children didn't like to sit on hard chairs

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5. "They should have books with pretty pictures." 'Pretty' means
    ------------.
    a. good
    b. beautiful
    c. bad
    d. large

IV. Write complete answers.

1. Where did Friedrich Froebel live?
    ----
2. When did his mother die?
    ----
3. What did he do at school?
    ----
4. Why didn't Froebel like his books?
    ----
5. Why is a kindergarten a happy place for children?
    ----
6. What did Froebel do?

D.Speak Out

Presentation 1

Structure: couldn't and had to

Friedrich couldn't play. He couldn't do things with his hands.	Meaning Negative of past ability

Speaking 1

Substitute the words in the pattern sentence.

> I couldn't speak English 3 years ago.

1. We
2. He

3. write
4. ride a bicycle
5. drive a car
6. play ping - pong

Speaking 2

Make new sentences. Follow the model.

Example: Reza **can speak** English this year.
He **couldn't speak** English before.

1. The students can swim very well.
2. We can finish the book this year.
3. He can do things with his hands now.
4. Ali can play football now.
5. The children can read this book very well.

Speaking 3

Answer these questions using **couldn't**.

Example: Could you speak English 3 years ago? No, I couldn't.

1. Could Friedrich do things with his hands?
2. Could he play?
3. Could all the students answer the questions?
4. Could you get up early this morning?
5. Could they come to school on time?
6. Could the policeman help the boy?
7. Could the student help the woman?
8. Could you write English 4 years ago?

Speaking 4

Make new sentences using the words in brackets.

Example: Bill could ride a bicycle last year. (motor bicycle)
Bill couldn't ride a motor bicycle last year.

1. Friedrich could play in the garden. (at school)
2. The children could read the alphabet. (their books)
3. The students could speak English.(write English)
4. We could clean the room. (the garden)

5. They could write Arabic. (German)

Presentation 2

Structure: had to + simple form of the verb

He had to sit in that chair.* They had to learn the new words.	Meaning: Past necessity

Speaking 5

Substitute the words in the pattern sentence.

> We had to do the exercises again.

1. I / clean the table
2. She / close the door
3. The teacher / ask the questions
4. The student / answer the question
5. My sister / turn on the radio
6. His father / answer the telephone

Speaking 6

Change to past tense. Use **had to**.

Example: They must write this exercise.
They had to write this exercise.

1. He must sit on that chair.
2. The teacher must teach it again.
3. The children must wait for the school bell.
4. I must pay for the dinner.
5. The man must see the doctor.
6. We must finish the book.

Speaking 7

Make new sentences like the example using the words in brackets.

Example: He didn't have a bicycle. (walk to school)
He had to walk to school.

∗also sit on

1. He couldn't do things with his hands. (sit on that hard chair)
2. Friedrich didn't have any friends. (look at books)
3. Reza was late for class. (see the teacher)
4. The old man was sick. (see the doctor)
5. They didn't know the address. (ask a policeman)

E. Write It Down

Writing 1

Write five sentences saying what you couldn't do in the past.

Example: I couldn't speak English 3 years ago.

1. --- .
2. --- .
3. --- .
4. --- .
5. --- .

Writing 2

Write five sentences about what you had to do in the past.

Example: I had to get up at 5 o'clock yesterday.

1. --- .
2. --- .
3. --- .
4. --- .
5. --- .

F. Language Functions

Asking Someone's Name

1.
   A: Excuse me. Are you Henry?
   B: Yes. And what's your name?
   A: I'm John.

2.
A: What's your first name?
B: My first name is Ali.
A: And what's your last name?
B: My last name is Kabiri.

On the Phone

1.
A: May I speak to Mr Amini?
B: Yes, just a moment, please.

2.
A: Could I speak to the teacher?
B: Who's speaking, please?
A: This is Reza.

Introducing a Friend
A: I'd like you to meet my friend, Henry.
B: Glad to meet you, Henry.
C: Nice to meet you, too.

Now practice with a friend.

G. Pronunciation Practice

I. These words have the / aɪ / sound. Listen to your teacher and repeat each word after him / her.

I	why	like
Hi	high	bike
by	tie	fry
my	try	cry

II. Raise your hand when you hear the / aɪ / sound.

mine	fine	Mike
win	sit	with

wide   sign   drive
sing   live   bright

H. Vocabulary Review

Fill in the blanks with these words.

> pay attention, ride, get up, swim, remember, fruits, tomatoes, milk.

1. My sister couldn't ------------ her teacher's name.
2. I need some ---------------- for the baby.
3. We have to ---------------- early in the morning.
4. Why don't you ----------------- to the teacher?
5. We have guests today. You must buy some more ----------------.
6. He can't ------------------ that big bicycle. We must get a smaller one for him.
7. You shouldn't let your children ------------- in this part of the river.
8. We need some ------------ for the salad.

I. Vocabulary

address
again
all day long*[1]
all over*
alone*
alphabet
become*
call* (v)
could*
Could I ...?
die*
early
everybody*
exercise (n)
first name
fun*

Germany*
Glad to meet you.
grow*
grow up*
had to*
hard* (adj)
have to
I'd like... .
Just a moment.
kindergarten*
last name
learn about sth*
little*
love*
mean*
more

motor - bicycle
much*
must
Nice to meet you.
on time
pay attention to*
pay for*
plant* (n)
pretty*
remember*
rial
salad
so*
world*
start*
like*
soon*

1. The asterisks mark the words used in the reading texts.

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