

Table of Contents

Introduction	9
Chapter 1: Review related entries	11
1.1. Intruduction	11
1.2. The Definitions of Key Terms.....	11
1.3. Sadker and Sadker’s Categories of Bias.....	13
1.4. Gender	15
1.5. Gender and Language.....	17
1.6. Feminism.....	21
1.6.1. Definition.....	21
1.6.2. The Impetus of Feminism.....	21
1.6.3. Main Types of Feminism.....	22
1.6.3.1. Socialist Feminism	22
1.6.3.3. Liberal Feminism	22
1.6.3.3.1. Liberal Feminism and Education.....	23
1.6.3.3.2. Liberal Feminism and Textbook	23
1.7. The Social Learning Theory and Gender Identity	24
1.8. Literature Review on the Portrayal of Gender in Textbooks.....	25
1.9. The Traditional Division of Labor	27
1.10. Sadker and Sadker’s Categories of Bias concerning Gender	28
1.10.1. Invisibility	28
1.10.2. Linguistic Bias.....	31
1.10.2.1. Language and Sexism.....	31
1.10.2.2. Overt Sexism and Indirect Sexism	33
1.10.2.1.1. Types of Overt sexism.....	33
1.11. Processing.....	34
1.11.1. Masculine Generic Constructions.....	34
1.11.2. Naming	35
1.11.3. Women as the Marked Form	36
1.11.4. Semantic Derogation	37
1.11.5. Endearments and Diminutives.....	38
1.11.6. First names, Surnames and Titles	38
1.12. Processing.....	39
1.12.1. Transitivity	39
1.12.2. Reported Speech.....	40
1.12.2.1. Indirect Sexism.....	40
1.13. Analysis at the Sentence Level.....	41
1.13.1. Ready -Made Phrases	41

Study of Gender Bias and role of it in Textbooks of Iranian Guidance School

1.13.2. Presuppositions and Inferences	42
1.13.3. Humor and Jokes	42
1.13.4. Collocations and Connotations.....	43
1.14. Analysis at the Discourse Level	44
1.14.1. Discourse	45
1.14.2. Characters / Roles.....	46
1.14.3. Firstness	47
1.14.4. Stereotypes	48
1.14.4.1. Portrayal of Occupational Roles.....	48
1.14.4.2. The Portrayal of Personality Traits of Textbooks Characters .	49
1.14.4.2.1. Strategies for Reform	52
1.15. Concluding Remarks	53
Chapter 2: Analysis of textbooks of Iranian guidance school .(Prospect 1 and 2)	55
2.1. Quantitative Data Analysis.....	56
2.1.1. Invisibility	56
2.1.1.1. Cover of Page and the Portrayal of Gender Images	56
2.1.1.2. The Frequency of Illustrated Characters in Textbooks of Iranian guidance school.	56
2.1.1.3. Frequency of Occurrence of Female and Male Characters in the Text.....	57
2.1.1.4. Protagonists	58
2.1.2. Stereotypes	58
2.1.2.1. Occupational Rules.....	58
2.2. Qualitative Analysis	60
2.2.1. Cosmetic Bias: Shiny Covers	60
2.2.2. Fragmentation.....	60
2.2.3. Unreality.....	61
2.2.4. Linguistic Bias.....	61
2.2.4.1. Analysis at the Word Level	61
2.2.4.1.1. Generic Terms	61
2.2.4.1.2. Naming	62
2.2.4.1.3. Markedness.....	62
2.2.4.1.4. Endearments and Diminutives.....	62
2.2.4.1.5. Derogatory Vocabulary for Females	63
2.2.4.1.6. Females 'Marital Status	63
2.2.4.1.7. Female and Male Presence in Dialogues.....	63
2.2.4.2. Analysis at the Discourse Level	64
2.2.4.2.1. Firstness.....	64
Chapter 3: Summary and Conclusion	65
References	69