

## **Gender Discrepancies in Current Pedagogical and Curricular Practices in EFL Higher Education Settings**

**Authors :** Hamad Aldosari

**Abstract :** The purpose of this study is to investigate the status of sexism, or gender discrepancies, in current pedagogical and curricular practices in EFL learning higher education settings. Qualitative and quantitative analyses of both course contents and pedagogies in Saudi higher education institutions are to be discussed with reference to female/male topic presentation in dialogs and reading passages, sex-based activity types, stereotyped sex roles and the masculine generic conceptions of male superiority subliminally related in EFL curriculum and pedagogical practices, as well as the causes and effects of segregated language education practices in Saudi Arabia from a holistic vantage point of analysis. Analysis findings show that language educational practices including educational settings and segregation are gender-biased in attitude, but with regard to curriculum, sexism has not been traced. Findings also show that sexism is rampant due to socio-cultural aspects of language education rather than to religious reasons: a finding that seems to mirror the institutionalized unfair sex discrimination to the disadvantage of women in the Arabian societies at large.

**Keywords :** genderism, sex segregation, Saudi Arabia, EFL

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