

GENDER REPRESENTATIONS IN ELT COURSEBOOKS:
A COMPARATIVE STUDY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

SEPTEMBER 2012

Approval of the Graduate School of Social Sciences

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ABSTRACT

GENDER REPRESENTATIONS IN ELT COURSEBOOKS: A COMPARATIVE STUDY

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September 2012, 135 pages

In all educational institutions ELT coursebooks are used as a guide to teach the language. However, the role of a coursebook as an agent of socialization and its effect on the development of gender roles is usually underestimated. Gender biased coursebooks might affect the learners in a negative way in the process of gender socialization. Most coursebook writers revise the first editions of the coursebooks in order to modernize them and to meet the needs of the learners in a changing world.

The aim of this thesis is to investigate whether writers and publishers take the gender issue into consideration while they are revising the coursebooks. In order to address this issue, three recently revised English language coursebooks were compared with their first editions. To be able to compare the coursebooks, their contents were analyzed. Six operating areas of gender stereotypes were set as the categories of the content analysis; presence of female and male characters in the coursebooks, the number of characters represented as family members, distribution of occupational activities, division of household activities, variety of leisure activities and the adjectives used to describe each gender.

Throughout the whole study it was observed that the representations of female and male characters in the first editions were closer to the stereotypical representations. By contrast, in the last editions the representations of the genders have ideally become more balanced in all investigated categories of gender stereotypes.

Keywords: ELT coursebooks, gender, gender representations, gender-based stereotypes, comparative study

ÖZ

İNGİLİZCE DERS KİTAPLARINDA CİNSİYET TEMSİLİ: KARŞILAŞTIRMALI BİR ÇALIŞMA

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Eylül 2012, 135 sayfa

Bütün eğitim kurumlarında İngilizce ders kitapları dili öğretmek için bir rehber olarak kullanılır. Fakat, ders kitaplarının sosyalleşme ve kültürleşme sürecindeki rolü ve öğrencilerin toplumsal cinsiyet rolleri gelişimi üzerindeki etkileri genellikle azımsanmaktadır. Cinsiyet önyargıları içeren kitaplar öğrencilerin cinsiyet rolleri gelişimi sürecini olumsuz etkileyebilir. Birçok ders kitabı yazarı modernleştirme amacıyla, değişen dünyada öğrencilerin ihtiyaçlarına cevap vermek için İngilizce ders kitaplarının ilk basımlarını yenilemektedirler.

Bu tezin amacı İngilizce ders kitapları yazar ve yayıncılarının kitapları yenilerken toplumsal cinsiyet temsili konusunu dikkate alıp almadıklarını araştırmaktır. Bu sorunun cevabını bulabilmek için yakın zamanda yenilenmiş üç İngilizce ders kitabı ilk basımlarıyla karşılaştırılmıştır. Karşılaştırma yapabilmek için kitapların içeriği analiz edilmiştir. Altı tane cinsiyet temelli kalıplaşmış yargı, içerik analizinin kategorileri olarak belirlenmiştir. Bu kategoriler şunlardır; kadın ve erkeklerin ders kitaplarındaki mevcudiyetinin oranları, aile bireyi olarak gösterilen karakter sayısı, ev işlerinin dağılımı, meslek dağılımı, boş zamanlarda yapılan aktivitelerin çeşitliliği, kadın ve erkekleri tarif etmek için kullanılan sıfatların niceliği ve niteliği.

Tüm araştırma kapsamında, incelenen İngilizce ders kitaplarının ilk basımlarındaki kadın ve erkek temsillerinin cinsiyet temelli kalıplaşmış yargılara daha yakın olduğu gözlemlenmiştir. Buna karşın son basımlarda kadın ve erkek toplumsal cinsiyet temsillerinin araştırılan bütün kategorilerde daha dengeli olduğu görülmüştür.

Anahtar kelimeler: İngilizce ders kitapları, toplumsal cinsiyet, cinsiyet temsili, cinsiyet temelli önyargılar, karşılaştırma üzerine çalışma

To my dear parents

In loving memory of Nazım Yılmaz (1954-2004), my father and mentor.

I will miss you every single day until we meet again.

Your enchantress, Elvan

ACKNOWLEDGEMENTS

I am deeply grateful to my thesis supervisor, Prof. Dr. Hüsnu Enginarlar, for his genuine guidance, support, and instant feedback throughout my thesis work.

I would like to thank my jury members, Assist. Prof. Dr. Nurdan Gürbüz and Dr. Vildan Şahin, for their helpful suggestions and constructive criticism.

I would like to express my deepest gratitude to my mother for her support. Without your existence in my life this thesis would have never been possible.

My greatest thanks to my dear friend Ayşe Uğur Arıkdal for her assistance in analyzing the coursebooks and for her support.

I would also like to thank my friend Fatih Cihan who helped me solve technical problems throughout this thesis work.

Thank you all...

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CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter aims to familiarize the reader with the present study by giving general information. Firstly, the main problem of concern will be introduced followed by the purpose of the study and research questions to be answered. Then, the scope and limitations of the study will be explained. Finally, a brief overview of the present research will be presented.

1.1. Statement of the Problem

Schools in general play a great role in the development of children and they are not only places where school subjects are taught, but also places where children start to learn about their historical bounds, cultural and social identity. Schools are the institutions where children start to socialize and learn about their gender roles which are shaped by their culture. Therefore, school has a great influence on the individual learners who later become adults in the society. In that sense the way students are taught, the materials used in the school environment are crucial for the development of the student identity. In foreign language education a number of materials are used to teach students certain language knowledge and skills that are necessary to communicate. In the EFL context, students do not usually have a chance to communicate with native speakers or to travel in English speaking countries. Therefore, the coursebooks used in schools are the first materials students experience in terms of language input. For that reason, each teaching material included in textbooks such as reading texts, listening texts, illustrations, exercises are seen as a part of the target language and the target culture as well.

Owing to the fact that materials used in schools are historically regarded as trustworthy and reliable sources of information, students usually willingly absorb knowledge represented by the textbooks without judging according to relevant standards. However, along with the main information on formal school subjects, students are also instilled with a peripheral “set of dispositions which incline agents to act and react in certain ways” (Thompson, 1991, p. 12). Gender roles and related cultural and ideological meanings are a part of side-line knowledge conveyed by educational materials and classroom interaction. Discriminatory gender implications incorporated in textbooks, predisposing female and male students to absolutely different ways of acting and reacting, empower men to determine their full potential in various social spheres and prevent women from doing the same by restricting them to family settings. This becomes a new encounter for the learners in terms of gender inequality, which refers to the broad range of conditions by which women have been disadvantaged, including their economic opportunities, political standing, legal status, personal freedom, familial obligations, access to education, and cultural representation.

Starting from the 1970s, studies conducted in Western countries have revealed that women are represented in ‘traditional’ roles as wives and mothers and they are depicted as emotional and powerless beings, while men are presented with strong personal qualities and characteristics working in more diverse occupational options (Cincotta, 1978; Hartman and Judd, 1978; Hellinger, 1980).

Research has shown that not only do girls appear less often than boys in children's books, but also both genders are frequently presented in stereotypical terms (Singh, 1998). For example, while girls are restricted to passive and whiny roles, boys and men are rarely described as people demonstrating emotions of sadness and fear, having hobbies/occupations that are not stereotypically male and in roles where they are not in rivalry with other males or meeting high expectations. Furthermore, a review of ELT coursebooks in Poland by Filak (2002) has shown that women are mostly portrayed as

devoted mothers and wives who take care of the house, children, husband and who wash, clean, and cook.

1.2. Significance and Purpose of the Study

It is claimed by most scholars, especially in the Western countries, that gender inequality has declined over the past decades thanks to the rise of the third wave feminism. However, the researcher's own observations in society and the impressions gained from the news in the mass media and the press shows that the situation in Turkey in terms of gender inequality has not changed much. Urban, well-educated women who have economic freedom are usually treated properly both legally and socially. They have the right to choose their husbands, jobs, social roles, etc. They are free to live their lives as they wish without much pressure on them. However, women in Anatolia, in small towns, in rural areas continue to suffer under the pressure of patriarchy and religion, traditional family structure and economic hardships. Domestic violence and honor murders have still been a significant problem in Turkey. According to the results of the *National Research on Domestic Violence Against Women in Turkey* conducted by The Republic of Turkey Prime Ministry Directorate General on the Status of Women in cooperation with Hacettepe University Institute of Population Studies, 4 out of 10 women in Turkey have been exposed to physical or sexual violence in their lives. Nationwide, 39% of married women have reported to have experienced physical violence and 42% have reported to have experienced both physical and sexual violence perpetrated by their husbands (Ergöçmen, Üner & Yiğit, 2009). The results also suggest that as the education level and the economic power of women increase, the rate of women reporting experience of partner violence decreases.

Even though the government is trying to prevent violence against women by official commitments and changes in the legal order, it seems quite impossible to make it successful without changing the minds and beliefs of people. Here the role of education in developing intended behaviors and values becomes even more important. It could be hard to change the behaviors, beliefs, values and prejudice of the people in the street,

but it is possible to create a modern and liberal society which is free of gender bias by educating young adults so that they will promote gender equality in the future and oppose to violence against the other gender. If young adults are exposed to equal gender representations in the classroom materials and coursebooks they will internalize them and they will reflect them to their private and professional lives.

Although coursebooks are used in all institutions and language schools, the content of the materials are usually examined in terms of language knowledge and skills. The illustrations, reading passages, listening texts (audioscripts) and example sentences in the practice parts are all made use of to familiarize the learners with the target language and culture. However, most teachers and school administrators underestimate the role of visuals and all written materials in the development of gender ideology in learners' everyday lives. Having studied American Culture and Literature at university and having read many articles, novels, short stories or plays focusing on gender issues in family, social life and workplace, the researcher has been aware of the fact that gender bias is everywhere. For that reason, both the content of the materials in the coursebooks and the interactions between male and female students have been observed and interpreted with a personal critical eye. These observations show a parallelism between the conclusions of previous studies and the real life experiences of the researcher.

It has been observed in the classes that male students are not usually uncomfortable with the content of the materials which implies gender inequalities whereas some female students are discouraged when they notice materials reflecting women characters as weaker, much more sensitive, or sometimes even helpless and with less important positions in the workplace. This shows that male students have internalized the stronger characteristic features associated with masculinity in society and female students are disturbed by the weaker characteristic features which are shown typical to femininity.

It has been apparent in the classrooms that some male students do not treat their girlfriends and female classmates properly and they see girls inferior to boys. Some of

them even expect their female friends to do assignments or take notes during the class for them. This type of behaviour may possibly result from the cultural heritage and knowledge they have gained in terms of gender ideology. Although the educational, cultural, religious and social factors which the learners were influenced by before starting school are significant in determining their sets of behaviors and ways of thinking, the influence of gender representation in the visual and written content of the coursebooks should not be underestimated.

Quite a lot of studies have been carried out in the field of gender and foreign language education which focused on the gender representations in the ELT coursebooks. These studies presented findings of separate coursebooks including locally published coursebooks in different countries and coursebooks published by Turkish Ministry of National Education. However, the present study focuses on gender images and representations in ELT coursebooks published by the most known foreign publishers. The main focus is on the ELT coursebooks the first editions of which have been revised and modernised in the past few years. The coursebooks which have been widely used and regarded as trustworthy in schools and universities around the world were chosen as the materials of the current study. Publishers claim that they intend to modernise the coursebooks in order to meet the needs of the learners who have to keep up with the globalizing world. Unlike the previous studies in the field, this study aims to find out whether there has been a change in the way the two genders are represented between the first and the latest editions of the coursebooks.

1.3. Research Questions

Within the general frame of the main research question whether there is a difference in terms of gender representations between the first and the last editions of ELT coursebooks revised in the past few years, the present study intends to answer the following research questions in order to be able to make a comparison between the coursebooks:

- 1) Is either one of the genders prioritized quantitatively in terms of the number of appearance in:
 - a) Illustrations?
 - b) Reading texts?
 - c) Listening texts?
 - d) Vocabulary and grammar sections (example sentences and exercises)?
- 2) Is there a gender-based stereotypical representation of female and male characters in terms of:
 - a) Family Roles?
 - b) Household activities?
 - c) Jobs?
 - d) Free time activities?
 - e) The adjectives (appearance, personality and social status) used to describe the two genders?
- 3) Is there a change in the way the two genders are represented in the ELT coursebooks the first editions of which have been revised and modernised over the last few years?

The sub-questions listed above were determined in the light of the aspects and categories investigated in the previous studies in the field.

1.4. Scope of the Study

This study aims to find out whether there is an imbalance between the reflection and representation of the two genders in visuals (illustrations), reading materials, listening texts and grammar-vocabulary (including practice parts) in six elementary level coursebooks, three of which are the first editions and the remaining three are the latest editions of the same coursebooks. Whether there has been a change in the way the gender issue is dealt with in the coursebooks revised over the last few years was investigated. Three of the coursebooks which are the first editions were published in

the years 2000-2001-2005 and one of the last editions was revised and published in 2005 and the other two coursebooks were published in 2011. The content of the coursebooks were examined and the results were compared. Content analysis was used as the means of data analysis technique and the content of the coursebooks were analysed in accordance with the categories used in previous studies in the field and listed in the research questions section. The number of appearances in different types of materials (illustrations, reading and listening texts, grammar & vocabulary sections) was counted and the percentages were calculated. The results are displayed in tables. Whether there is a stereotypical representation of female and male characters was investigated in terms of family roles, household activities, jobs, free time activities and the way the two genders' physical appearances, personalities and social status are described in the texts evaluating the adjectives associated with the female and male characters. Later the representations in the first editions of the coursebooks were compared with the ones in their latest versions revised in the past few years.

1.5. Limitations of the Study

The coursebooks examined in this study were published by foreign publishers which are widely known in ELT communities. Locally published coursebooks were not included in the study. Due to these limitations the study does not provide sufficient foundation for making generalized conclusions about gender representations in educational materials and coursebooks locally published or revised in recent years in various countries and regions.

Another limitation is that in order to enable a more detailed investigation of gender representations with regard to various aspects, only student books were analyzed within the present research framework; other additional course components, such as workbooks and teacher's book were not taken into consideration.

Only three coursebooks which have been revised in recent years were included in the scope of the current study and only the elementary level of the coursebooks were

analyzed because of the practicality issues. It would surely increase the reliability and the validity of the research if all series of the coursebooks which have been revised over the past decade could have been included in the study.

While conducting the present study some methodological limitations were encountered. There were problems in some cases of distinguishing between female and male characters in the coursebooks. The appearances of some characters could not be distinguished either as female or male. For that reason, the illustrations of the characters whose gender cannot be clearly distinguished were not taken into consideration.

1.6. Overview of the Study

The present study consists of five chapters. The first chapter describes the main features, significance and purpose of the study in general outline. The second chapter provides background information, reviews the main theories and earlier studies which provided the bases for the current research. The third chapter introduces the present study's methodology and design. The fourth chapter presents the results and interprets the findings. The fifth chapter summarizes the study and interprets the obtained results; it also provides pedagogical implications for coursebook writers and teachers. Then it gives suggestions for further research.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

This chapter presents background information about the gender issue. The theories which provided the bases for the present study and the main ideas related to gender stereotypes put forward by gender studies are also explained. Then, the nature of schools as an agent of socialization and the role of coursebooks in the process of learning cultural knowledge are discussed. This chapter also documents findings from different studies which have tried to analyze the representation of gender roles in coursebooks used in English language education at different levels of the education system and conducted in different countries. Since the change in terms of the representations of the two genders between the first and the latest publications of the coursebooks included in the current study is the key point, the relevant studies are classified in accordance with the years they were conducted.

2.1. Sex and Gender

The English-language distinction between the words sex and gender was first developed in the 1950s and 1960s by British and American psychiatrists and other medical personnel working with intersex and transsexual patients (Moi,2005). Since then, the term gender has been increasingly used to distinguish between sex as biological and gender as socially and culturally constructed. Feminists have used this terminology to argue against the ‘biology is destiny’ line, and gender and development approaches have widely adopted this system of analysis. From this perspective, sex is fixed and based in nature; gender is fluid and based in culture (Goldstein, 2003). A range of definitions of sex and gender which reveal the diversity of individual and

institutional understandings on these much-debated terms have been made in many sources.

World Health Organisation defines sex as the biological features which define human beings as female or male. While these sets of biological traits are not mutually exclusive, since there are individuals who possess both, they tend to differentiate humans as males and females. (World Health Organisation, 2002)

Gender refers to the set of socially, economically and culturally formed roles and relationships, characteristics, opportunities, attitudes, beliefs, behaviours, values that society attributes to the two sexes on a differential basis. While biological sex is determined by genetic and anatomical features, gender is an acquired identity that is learned, changes over time, and diversifies widely within and across cultures. Gender is relational and refers not only to women or men but to the relationship between them as well. (Health Canada, 2000b)

Butler (1990) puts forward her opinion about the distinction between sex and gender as follows:

If the immutable character of sex is contested, perhaps this construct called 'sex' is as culturally constructed as gender; indeed, perhaps it was always already gender, with the consequence that the distinction between sex and gender turns out to be no distinction at all. (p.346)

2.2. Gender Roles

Gender roles are "socially and culturally defined prescriptions and beliefs about the behavior and emotions of men and women" (Anselmi and Law, 1998, p. 195). Many theorists believe that perceived gender roles form the bases for the development of gender identity. Some of the marked psychological theories of gender role and gender identity development are evolutionary theory (Buss, 1995; Shields, 1975), object

relations theory (Chodorow, 1989), gender schema theory (Bem, 1981, 1993) and social role theory (Eagly, 1987).

Evolutionary theories of gender development are based on the genetic differences between men and women. Functionalists (e.g. Shields, 1975) put forward that men and women have evolved differently to fulfill their different and complementary functions, which are necessary for survival. Similarly, sociobiologists (e.g., Buss, 1995) suggest that behavioral differences between men and women stem from different sexual and reproductive strategies that have evolved to ensure that men and women are able to efficiently reproduce and effectively pass on their genes.

In contrast, object-relations theorists focus on the effects of socialization on gender development. For example, Chodorow (1989) emphasizes the role of women as primary caregivers in the development of sex differences. Chodorow believes that the early bond between mother and child affects boys and girls differently. While boys must separate from their mothers to form their identities as males, girls do not have to separate from their mothers to define their identities as females. Chodorow (1989) explains that the devalued role of women is a product of the painful process men undergo to separate themselves from the female role.

Gender schema theory (Bem, 1981) focuses on the role of cognitive organization in addition to socialization. This theory assumes that children learn how their cultures and/or societies define the roles of men and women and then internalize this knowledge as a gender schema, or unchallenged core belief. The gender schema is then used to organize subsequent experiences (Bem, 1993). Children's perceptions of men and women are thus an interaction between their gender schemas and their experiences. Eventually, children will incorporate their own self-concepts into their gender schema and will assume the traits and behaviors that they consider suitable for their gender.

Alice Eagly (1987) puts forward another explanation of gender development which is based on socialization. Eagly's social role theory suggests that the sexual division of

labor and societal expectations based on stereotypes produce gender roles. Eagly (1987) distinguishes between the communal and agentic dimensions of gender-stereotyped characteristics. The communal role is determined by attributes, such as nurturance and emotional expressiveness, commonly associated with domestic activities, and thus, with women. The agentic role is determined by attributes such as assertiveness and independence, commonly associated with public activities, and thus, with men. Behavior is strongly influenced by gender roles when cultures endorse gender stereotypes and form firm expectations based on those stereotypes (Eagly, 1987).

2.3. Gender Stereotypes

As Eagly (1987) suggests, gender roles are closely linked with gender stereotypes. Stereotypes are "overgeneralized beliefs about people based on their membership in one of many social categories" (Anselmi and Law 1998, p. 195). Gender stereotypes begin when a baby's sex is found out. As soon as it is found out that it's a female, most parents immediately begin decorating a pink baby's room filled with soft décor, butterflies, flowers and beautiful dolls in pretty dresses. They believe that their daughter will be very "girly" and fill her wardrobe with frilly dresses and her toy box with tea sets, make up sets and Barbie dolls. Although most parents do not realize what this is essentially doing, it is setting their daughter up to be the "perfect lady," and teaching her how to be the stereotypical woman. They are teaching her that girls are supposed to wear nice dresses, serve food, make up in order to look more attractive and take care of babies; the biggest and most common stereotype put on women. Stereotyping does not differ much when it's found out that the baby's sex is a male. The baby's room is decorated in blue, his wardrobe is filled with small suits, trousers, shirts, trainers, and the theme is usually something like jungle animals or super heros. Boys' toys are usually trucks, cars, trains, planes, dinosaurs, action figures, and video games. From the beginning boys are taught to be tough, to be protective, adventurous and to defend themselves. Boys are taught that father goes to work and mother stays at

home to take care of the house and the children; from their point of view, boys have fun and girls do all the work.

Gender stereotypes vary on four dimensions: traits, role behaviors, physical characteristics, and occupations (Deaux and Lewis 1983). For example, whereas men are more likely to be perceived as aggressive and competitive, women are more likely to be viewed as passive and cooperative. Traditionally, men have been viewed as financial providers, whereas women have been viewed as caretakers. Physical characteristics and occupations have also been considered consistent or inconsistent with masculine or feminine roles. For instance, women are supposed to be beautiful, slim and attractive while men do not need to look after themselves or pay attention to their physical appearance. Relatively passive, domestic and less interesting jobs or jobs that do not require much intelligence or physical strength are usually associated with women such as housewife, secretary, nurse, teacher, model, flight attendant, shop assistant, etc. On the other hand, men can do various adventurous, interesting, socially respectable jobs which require physical and psychological power like politician, artist, scientist, doctor, businessman, professor, police officer, soldier, etc.

Walzer (2001) assumes that internalized gender roles often come into surface and become more observable when men and women get married and become parents. Generally speaking, women take close care of and spend more time with children. This care involves taking responsibility for the mental work of gathering and processing information about infant care, doing the tasks related to infant care, and worrying about infant health and well-being. In conclusion, the unequal division of both household work and childcare is believed to lead to the reported lower marital satisfaction for women.

Gender roles and stereotypes affect men and women in different ways. Both genders might be judged by how well they conform to traditional stereotypes. In his theory of masculine gender role strain, Pleck (1976) puts forward that boys and men are pressured to fulfill a standard of masculinity. Boys and men, for example, who do not

fulfill the standard often suffer from low self-worth (Pleck; Sonnenstein; and Ku, 1993). Even if men who successfully fulfill the standard of masculinity may suffer from social criticism, which affects them both psychologically and emotionally when they become an affectionate father and provide direct care for their children (Pleck; Sonnenstein; and Ku 1993).

Gender stereotypes can also affect men's and women's performance. Stereotype threat is defined as "an individual's awareness that he or she may be judged by or may self-fulfill negative stereotypes about her or his gender or ethnic group" (Lips 2001, p. 33). Research indicates that stereotype threat can negatively affect performance by increasing anxiety. For example, Spencer, Steele, and Quinn (1999) found that women performed significantly worse than men on a math test when the participants were directed to believe that the test would probably produce gender differences. In contrast, women and men performed equally well when the participants were led to believe that the test did not produce gender differences. These findings reveal that negative stereotypes may negatively affect the performance of men and women even when the stereotype has not been internalized.

Gender stereotypes also influence traditional feminine occupations, resulting in social and psychological pressure on women who break traditional gender roles. These stereotypes include that women have a caring nature, have skill at household work, have more manual skills than men, are more honest than men, and have a more attractive physical appearance. Jobs that are usually associated with these stereotypes include: midwife, teacher, accountant, cashier, salesperson, receptionist, cook, maid, social worker, model, and nurse (Anker, 2001). Some jobs that are associated with women and men have changed in recent years. For instance, early computer programmers were women and this has reversed in recent decades with programming being perceived as a masculine occupation (Light, 1999). In the field of medicine, the role of physician was traditionally seen as masculine, while the role of nurse was considered feminine (Boulis & Jacobs, 2010).

Another occupation considered as masculine is leadership and women are considered less favorably as potential leaders (Chin, 2007). Masculine leadership is associated with tasks, control and authority whereas feminine leadership is associated with help and cooperation, which might be advantageous over masculine leadership. Female leaders are more often described by Western media using characteristics associated with femininity, such as emotion (Klenke,2004).

Gender stereotypes that are discussed in this section and on which the research questions of the present study are based could be summarized as follows:

- “The true woman’s place was unquestionably by her own fireside—as daughter, sister, but most of all as wife and mother” (Welter, 1978, p. 162).
- Men do not do housework or they are not responsible for childcare, it is women’s work.
- Women are not as strong as men; therefore, they can not do jobs that require physical strength. Men do more prestigious and notable jobs with higher salaries. Male leaders are task and control focused while female leaders are emotional. Women have manual skills, but they lack technical skills.
- Women enjoy spending their free time at home taking care of their children while men enjoy spending their free time doing interesting and adventurous outdoor activities with their male friends.
- Women need to have a good outlook while men do not need to take care of their physical appearance much.
- According to the results of a cross-cultural investigation of gender stereotypes (Williams & Best, 1990) carried out in 30 different countries in North America, South America, Europe, Asia, Africa, and Oceania men are supposed to be *adventurous, dominant, forceful, independent, masculine, and strong*-whereas women are supposed to be *sentimental, submissive, and superstitious*.

2.4. Socialization

Socialization is a term widely used by sociologists, social psychologists and educationalists to refer to the lifelong process of inheriting norms, customs and ideologies, providing an individual with the skills and habits necessary for participating in his or her own society. Therefore, socialization is the means by which social and cultural continuity is achieved (Clausen, 1968). In other words, socialization is the process of learning about the culture one is born into. Children are born without any culture. With the help of their parents, teachers and others in their social environment they become cultural and socially capable members. The general process of acquiring culture is referred to as socialization. During socialization, children learn the language of the culture they are born into as well as the roles they are going to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society offers for them.

Gender socialization is a more focused form of the term, which defines how children of different sexes are socialised into their gender roles (Giddens, 1993) and taught what it means to be male or female (Coundry and Coundry, 1976). Gender socialization starts when children are born, from the simple question “is it a boy or a girl?” They learn their gender roles by agencies of socialization. The main agencies in Western society are the family, peer groups, schools and the media. In respect to gender socialization, each of the agencies could reinforce the gender stereotypes. Gender differences stem from the socialization process, especially during childhood and adolescence (Beal, 1994).

The family is the most important agent of socialization because it is the center of the child's life, as infants are totally dependent on others. It is the family's responsibility to teach children cultural values and attitudes about themselves and others. Children learn continuously from the environment that adults create (Macionis & Gerber, 2011). Religion, language, legal systems, peer groups and media also have a great effect on

the socialization process. Most of these aspects are also taught at schools. Schools are the places where children interact with other members of society which makes education and schooling the second most important agent of gender socialization.

2.4.1. The Role of Schooling in the Process of Socialization

Studies suggest that the social life of children changes at different stages in their development. They acquire different roles at different stages of life. Before starting school, they have one major role as a son or a daughter in the family. Later they acquire new roles as the formal social structure associated with the school system and an informal social structure associated with the peer culture, they become students, classmates and friends (Hartup, Higgins, & Ruble, 1983).

Tasmajian divides the importance of the school as an agency of socialization into three subtopics: the school and society, the classroom, and the teacher. When children start school it is usually the first time that they come under the supervision of people who are not their relatives. It is likely that the school is the first agency that encourages children to develop loyalties and sentiments that go beyond the family and link them to a wider social order. The school as an agency of socialization should be recognized as the first organizer of social relationships (Elkin & Handel, 1978; in Tasmajian, 2002, n.p.).

2.4.2. The Role of Coursebooks in the Process of Learning Culture

As it is explained in the previous two sections socialization is the process of learning culture. For that reason, cultural knowledge in the classroom materials have a great influence on the development of cultural identity and socialization process. Classroom materials designed to teach the learners about school subjects also provide the students with cultural knowledge whether implicitly or explicitly. Culture teaching becomes more possible in the context of language teaching. It is quite impossible to separate a language from the culture in which it is spoken. When the process of language teaching and learning is considered, English language coursebooks or coursebook packages are

probably the first ones to come into mind since they are the mostly used language tools besides offering a wide variety such as opportunities to practice target language forms or grammatical structures, authentic reading texts, exercises within themselves.

It is possible to make a clear distinction between coursebooks in terms of their cultural components as “Coursebooks based on source cultures”, “Coursebooks based on target culture”, and “Coursebooks aimed at international target cultures”. The last category includes coursebooks which have a wide variety of cultures set in English speaking nations or the countries where English is seen as foreign or second language. In this respect, since English is learnt and taught as a foreign language rather than a second language in Turkey, the coursebooks used can be defined as “Coursebooks aimed at international target cultures.” Moreover, another important issue to note is that nearly all of the current coursebooks which have been currently used in many universities as a main coursebook claim to have been designed according to Common European Framework (CEF). CEF aims to present a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks and so on throughout Europe (Council of Europe, 2001:1). Therefore, the materials reflecting the common cultural points throughout Europe also give implicit clues related to the common gender ideology and gender stereotypes in Europe.

2.5. Changing Gender Roles

The traditional role of a woman has been a wife and mother. She has been supposed to be nurturing, compassionate, caring, and supportive of her husband. She has been expected to stay at home looking after her children and taking care of her home. Many women still choose this role for themselves because it is suitable for them, but in the modern world many women choose very different roles for themselves. A woman can be a wife, a mother, a teacher, a doctor, an academician, an author, an entrepreneur, a musician, a scientist, a politician and she can acquire other roles at the same time. Since the number of working mothers has increased in recent years, the traditional role of men has also changed. The traditional role of a man has been a husband, father, and

family breadwinner. He has been supposed to be strong, responsible, and in charge. Many men still choose this role for themselves, but the ones whose wives need to work has had to do their share of work at home. Recently, the number of men who spend most of their time at home with their families has increased, too. In the media and in real life it is quite common to see fathers looking after their children, taking them to school or parks, cooking for their children while their wives are at work. The men who first moved toward traditionally female territory faced many challenges, including judgments about their masculinity, their strength, and their general character as a man. Any man who wanted to be more involved in his children's upbringing, for example, was the subject of strange looks and outright stares if he took on more care giving responsibilities. Even the move into traditionally female jobs, such as nursing or teaching, created challenges.

Although traditional gender roles are still dominant in most cultures, due to women entering the work force after feminist movements, social and economic changes, education, individualism, etc women and men have faced a tremendous change in gender roles recently. In TV series, movies, commercials it is quite common to see women who have more freedom. Women can make a career and start a family at the same time. Married couples share the household duties, they take care of the children together, and husbands spend more time with their children.

2.6. Portrayal of Female and Male Characters in the Studies Presented before 2000

Most of the studies conducted in the field conclude that male characters are depicted as stronger and their utterances outnumber the ones used by female characters in EFL/ELT coursebooks. A number of studies have been carried out in the field and the results have usually revealed that female characters are represented in traditional ways as mothers and housewives whereas male characters are depicted as bosses, doctors, politicians, etc. Although studies have been conducted in various different countries, the results do not significantly differ from one another.

U'Ren (1971) conducted one of the earliest content analysis studies, "The Image of Women in Textbooks". She analyzed thirteen of the newest textbooks adopted for use in second to sixth grade California schools. Her findings showed that textbook writers portrayed most females in traditional roles of cook, cleaner etc. Moreover, males were depicted doing all sorts of adventurous and interesting activities.

Britton and Lumpkin (1977) compared reading, literature, and social studies textbooks published before and after the year 1970 to determine whether guidelines to correct sexism had resulted in any positive changes. However, they found that the number of females portrayed as major characters had increased only by 2%, up to 16% in the newer textbooks.

Coles (1977) examined five sets of popular adult basic education materials and found that in the total of 150 stories, men outnumbered women by a ratio of 3/1. He also found that 39 of the total of 61 females were engaged in only 11 occupations, and 19 of those 39 females worked as housewives. By contrast, he found that 106 out of 192 males had 73 different occupations, ranging from truck driving to medicine. In general, "women managed little and owned nothing; on the other hand, men, while holding a large number of unskilled jobs, were the predominant occupants of skilled, managerial, and ownership positions presented in the stories" (p. 42). The results of the study show that those materials represent both women and men in stereotypical positions in which women are depicted as weaker and less important beings.

Hoomes (1978) conducted a systematic examination of 28 high school literature anthologies for grades 9 through 12 and found that the overall ratio of total female characters to total male characters in the books was 1/3. She also found that the mean ratio of available professions for females to those for males was 1/5 in texts and 1/7 in illustrations.

Hellinger (1980) conducted a thorough study of 131 passages from three ELT textbooks used in German schools. She found that men participated in over 93% of the

passages, while not even 30% of the texts included women. In addition, it was mentioned that 80% of the speakers were male and that women were rarely engaged in any 'demanding, interesting, or successful' activities, while male roles represented a broad range of occupational options.

Porreca (1984) investigated how sexism is manifested in ESL textbooks and with what consequences. In a content analysis of 15 widely used ESL textbooks, she focused on the categories of omission (the ratio of females to males) in texts and illustrations, firstness, occupations, the frequency of male nouns to female nouns, female-exclusive masculine generic constructions, and the types and frequency of adjectives for men and women. In every category of her study, she found that "there is evidence that sexism continues to flourish in ESL textbooks" (p. 718). She reported that although females make up slightly over half the population of the United States, they are represented only half as often as males in both texts and illustrations.

A study on 122 Pakistani secondary school level textbooks concluded that the educational content aimed only at males by maximizing their potentials and skills to take advantage of the opportunities around them. However, content did not represent the changing social status of Pakistani women from doing unpaid housework to production, service, and wage work (Zeenatunnisa, 1989).

Gupta and Lee (1990) analyzed two series of EFL textbooks used in Singapore Primary schools. In both series, they found that males were portrayed in a wider range of roles than females. The roles that seemed to be available to women centered on the nurturing professions (teacher, nurse). For example, only one female appeared in the academic domain compared to ten men.

Sakita (1995) surveyed ten EFL textbooks used in Japanese junior and senior high schools. Males filled occupations such as mountaineer, reporter, engineer, writer, basketball player, and artist, clerk in a big office, lecturer, physician, doctor, sailor, colonel, priest and carpenter whereas females filled a more limited number of roles

such as student, maid, actress, and mother and ballet dancer. Women were assigned to subordinate jobs while men were assigned to independent or managerial jobs. For example, the secretary was a woman; the boss was a man.

2.7. Portrayal of Female and Male Characters in the Studies Presented after 2000

Esen and Bağlı (2002) carried out a study which evaluated adult figures on the pictures in the Turkish and Alphabet coursebooks for elementary schools, grade 1. The adult figures were examined in terms of their actions, people whom they were presented with, places where they were shown and objects, which they were connected with. Results of the study revealed that both men and women were presented with “children” mostly; the women were shown at “home and home environments” while the men were presented “outside the house”. On the pictures, the women were shown mostly while they were in the actions “related with children”; on the other hand, the men were in the actions “related with public and work”.

Shteiwi (2003) examined the representation of gender roles in 96 primary school textbooks in Jordan. He found 6159 roles, 87% of which were filled by males. Males dominated 93% of the public roles (as opposed to family roles); public roles constituted 65% of the total roles. Regarding female roles, the majority were traditional female roles such as teaching. Almost no women were depicted in politics or in the professional sectors.

In a study carried out by Ansary and Babaii (2003) based on the frequency of occurrence, women suffered most obviously from low visibility. The ratio of females to males in texts was 1/1.4 and in illustrations 1/1.6. An examination of female/male-oriented topic presentation in dialogues and reading passages demonstrated that of the total 40 topics presented, 27 (67.5%) topics were male-dominated. It appeared that women, in terms of female-oriented themes presented in textbooks, are clearly underrepresented although they comprise almost half the population of the world. The authors also found that the occupational capacities in which women were portrayed

appeared to be mostly restricted to occupations such as student and nurse, in few cases including a job such as teacher or doctor. Men, nevertheless, enjoyed a diversity of jobs such as policemen, soldier, dentist, farmer, doctor, and teacher. Ansary and Babaii, in their search for sex-related activity types revealed that females were restricted to indoor passive activities such as sitting in the classroom, watching TV at home, reading, etc. The books portrayed males chiefly in the outdoor active roles of playing football, driving a car, riding bicycle, washing a car.

In his research Arıkan (2005) studied two intermediate level English coursebooks in terms of three categories: age, social class and gender representation. He concluded that numerically, both coursebooks show similar results in terms of the number of visual materials showing the two genders. The results clearly show that women are underrepresented in these visual materials (29.80 % females versus 70.20 % males).

Holmqvist and Gjörup (2006) analyzed six EFL textbooks used in secondary schools in Sweden. Two textbooks had been in use since the 1970s and the other four textbooks were published in 2004. They found that the majority of occupations mentioned were held by men. Women were described either without an occupation or with a stereotypical one such as teacher, nurse, housewife, student.

In a study conducted by Sivaslıgil (2006) the primary school English coursebooks published by the Turkish Ministry of National Education were investigated. That study aimed to find out how female and male characters were presented in the 6th, 7th and 8th grade English coursebooks published by the Turkish Ministry of National Education in 2005 and studied in Turkish state primary schools, and if this representation implies discrimination towards female or male gender. It was found that males uttered (262) turns out of (397) while females did only (135) out of the same number with a percentage of (26%) less than males. Sivaslıgil concluded that there was gender imbalance in the presentation of gender roles. Female characters compared to male characters were underrepresented in terms of frequency of appearance, amount of

talk, representations in family roles and other social and occupational roles, distribution of household responsibilities and spare time and leisure activities in most cases.

Lee (2006) tried to determine whether there have been changes in the nature of gender representation in Hong Kong secondary English textbooks over the past decade. He selected twenty English language textbooks from the lists recommended for use by the Education and Manpower Bureau and the former Education Department in Hong Kong. Ten of the books had been published in the previous five years and all were in use at the time of the study. The other ten had been published in the 1980s or early 1990s and were no longer in use at the time of the study. He found no change over time: women continue to occupy traditional roles such as secretary, maid and typist.

In her thesis Skliar (2007) studied both Turkish and Iranian EFL coursebooks in terms of gender representations and gender ideology behind it. The study comprising two ELT sets of materials, *New Bridge to Success (NBTS)* series written by Turkish authors and *Listening, Speaking, Reading, Writing (LSRW)* series written by Iranian authors investigated linguistic and non-linguistic representations of both genders in ELT textbooks. Numbers of female and male occurrences in *NBTS* were almost equal, which implies gender balance in the content. However, further counting of masculine and feminine pronouns, nouns and names, demonstrated higher numbers of masculine forms, with the exception of the word *mother*, which stressed the point that women in *NBTS* mostly appeared as mothers. The content of the *LSRW* textbook set was male-dominated due to higher numbers of male characters, masculine terms and male appearances in speaking exercises.

In her dissertation Söylemez (2010) investigated how gender is constructed in the reading materials in two sets of coursebooks *Face2Face* and *English File* and she identified the adjectives used to define male and female characters. The results show that female-related adjectives are usually the ones emphasizing a 'positive' characteristic such as beautiful, slim, attractive, young, and gorgeous and so on. As for the adjectives used for personality or character, it can be asserted that both genders are

modified with various adjectives; however, adjectives with negative connotations such as inconsiderate or bad-tempered are more common with females. The number of adjectives used for the expression of both genders' feelings is equal and at a glance they seem to be similar in meaning. However, upon a closer look at the adjectives, it is obvious that the adjectives used for females modify more extreme and exaggerated feelings such as being shocked instead of surprised or feeling fantastic instead of well, which are the adjectives used for males. It is also surprising that adjectives such as famous and rich are attributed to the male characters in the books.

Diktaş (2011) stated in his research that in the coursebooks of *My English 6*, which is published by Turkish Ministry of Education women are underrepresented in the illustrations and texts. Moreover, in the categories of occupation, family activities, amount of talk, spare time activities and the semiotic analysis of the illustrations, the presence of gender discrimination against women is apparent. Traditional gender stereotypes of masculinity and femininity are observed in terms of adjectives which qualify men and women.

The studies mentioned above were carried out in different years in various countries possessing diverse cultural traits. The place of women in society changes from culture to culture; however, the representations of the two genders remain almost the same. One of the conclusions that could be drawn from the findings of the studies mentioned in this section is that gender representations in the coursebooks have not changed over time. Starting from the 1970s, the research has still provided similar results. Men are still presented to be breadwinners who have a high status in society and who occupy interesting, adventurous and well-paid jobs. Females, on the other hand, are presented to be weaker beings whose social roles are usually limited to wives, mothers inside the house and teachers, nurses, secretaries, typists outside the house.

Modern women have proved that they have the same traits and abilities as men do, and they are not inferior to men. With changing times, women are observed to perform highly respected jobs in sectors such as industry, media, IT, politics, technology,

administration/ management, armed forces or civil services which are far away from the traditional roles mentioned in the gender studies. They work shoulder-to-shoulder with men in almost all areas. They are educated. Many of them are financially independent. Modern women are more aware than their predecessors of their rights and are keen to preserve them. They know their value within the family, in the society and in the world.

However, it is clear from what the studies suggest that only women are aware of these changes over time. They have worked hard to gain their present status in society and they are still underrepresented and presented to have limited choices of occupations, inside and outside activities in the coursebooks and classroom materials, which shows that the stereotypical representations of women and men are grounded deeply in people's mind and traditional gender roles are widely accepted. It is obvious that the new status of women in modern times has not been agreed upon yet.

Since women have gained most of their civil rights over time, some people might be in the opinion that the situation in reality is much more important than what is presented in classroom materials and consequently the imbalanced representations of women and men in the coursebooks might be ignored. Nevertheless, it is significant to realize that school is one of the most important agents of gender socialization and coursebooks are indispensable in schooling. Children learn not only the school subjects, but also the gender roles acknowledged in the society from the coursebooks. For that reason, if the imbalanced, stereotyped representations in school materials are ignored or not taken seriously, coursebook writers might go on publishing gender biased coursebooks, which will result in future generations socialized and educated with these materials and internalized the negative, old fashioned gender stereotypes. In that case, it will be even more difficult to free women from the traditional gender roles assigned to them by society.

CHAPTER 3

METHODOLOGY

3.0. Presentation

This chapter intends to present the design of the study. Firstly, it explains the background to the study. Next, it focuses on the educational materials forming the data of the study. This is followed by the description of the main analysis procedures and explanation of preferences for specific investigation categories.

3.1. Background of the Study

Schools where children learn the subjects that they will make use of all their lives in various ways are also the perfect places for the realization of socialization. As mentioned earlier in the literature review part, socialization is the process of acculturation. Therefore, culture has become a significant aspect of teaching in recent years. In all kinds of teaching materials, it is possible to find cultural knowledge and messages conveyed to learners explicitly or implicitly. In other words, it is hard to separate language and culture from one another. Dominant gender ideologies and beliefs in the cultures presented in the coursebooks are also important factors that determine the way coursebooks are written and designed. Since English is taught as a foreign language in Turkey, most of the coursebooks used are designed in accordance with the standards of Common European Framework. They involve international cultural values and beliefs, behaviors set in English speaking countries. Therefore, the materials embracing the common cultural points throughout Europe also give implicit clues regarding the common gender ideology and gender stereotypes in these countries. Although gender identity is formed in the early years of life and gender roles are acquired at early ages, people might change their point of view gradually when they see the equal and positive representations of both genders. Consequently, coursebooks

taught to learners of all ages in all countries need to present equal representations of the genders.

The previous research studies mentioned in the literature review part all concluded that the coursebooks tend to underrepresent females. Male characters have dominance in the illustrations and texts. While female characters are restricted to household roles and activities, male characters spend more time outside the house doing exciting activities. Female characters are usually occupied with traditional roles as wives and mothers at home, and as teachers, students, cleaners, nurses, secretaries, maids, actresses in the workplace whereas male characters are presented holding more interesting, adventurous and well-paid jobs such as doctor, engineer, actor, politician, policeman, lecturer, soldier, dentist, etc.

However, in recent years there has been a change in the way people assume gender roles. Fathers who take care of their children at home and in parks are frequently observed in real life and the media. Women play a greater role in the workplace and they do more prestigious, important and well-paid jobs than they did in the past. Women are not necessarily viewed as mothers or wives since they are getting married at a later age. They do not have to make a choice between starting a family or making a career, they can do both at the same time. Husbands help their wives more in household activities and in childcare, which makes it easier for women to spare time for themselves. They enjoy their freedom more and they also have interesting outdoor hobbies.

In the light of the previous studies in the field and taking the changes in society in the past decades into account, the present study aims to answer the following question: Is there still an imbalance between the way the two genders are represented in six elementary level coursebooks or do the coursebooks include equal representations of men and women free of gender stereotypes? In order to answer this question the coursebooks which have been revised in the past few years were compared with their first publications.

3.2. Data Sources

3.2.1. Materials

The data of the present study was collected from six Elementary level coursebooks published by foreign publishing houses. The coursebooks provide a data set of 955 pages (see Table 1). *New Headway (2000 and 2011)*, *Cutting Edge* and *New Cutting Edge*, *Total English* and *New Total English* coursebooks were selected as the data source for the present study. Due to the fact that, *Headway Elementary*, which was published in 1996, is not available in the market any longer, *New Headway Elementary* published in 2000 is referred as the first edition in this study. The publication dates and number of pages in each coursebook are provided in Table 1.

Table 1. The materials used in the present study.

TITLE	PUBLICATION DATE	NUMBER OF PAGES
<i>New Headway</i> First Edition**	2000	143
<i>New Headway</i> Latest Edition	2011	159
<i>Cutting Edge</i> First Edition	2001	159
<i>New Cutting Edge</i> Latest Edition	2005	175
<i>Total English</i> First Edition	2005	160
<i>New Total English</i> Latest Edition	2011	159

***Headway Elementary* (1996) is not available in the market any longer.

Since learners mostly start their courses with the Elementary level coursebooks and these are the first materials they are exposed to, Elementary level versions of the textbooks were examined in the study. Assuming that the texts and visuals in one coursebook are parallel with other coursebooks in the same series, instead of working on one series revised in the past few years, the coursebooks aiming at the same level of different series of textbooks were investigated. In this way, it would be possible to reach a more reasonable and reliable conclusion about gender representations in the

coursebooks and to state whether there has been a change in the coursebooks revised over the past decade in terms of gender representation.

The main reason why these coursebooks were chosen to be investigated is that all these coursebooks have been revised by their publishers recently in order to meet the changing needs of the learners. According to the claims of the publishers, these coursebooks have been revised to teach real English in real contexts providing the learners with current topics, real people, and real places. The coursebooks have become even more engaging and easy to use.

This study was not designed as a case study; therefore, coursebooks aiming at a wide range of learners all around the world, especially coursebooks written in accordance with the standards of Common European Framework (CEF) were preferred. CEF aims to present a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks throughout Europe.

These books were chosen because they represent top selling, mass market books from internationally recognized and trusted leading publishers which have an extensive experience in coursebook writing. Another point that the coursebooks selected for the present study have in common is that they all aim to teach English for general purposes to young adult and adult learners around the world. These coursebooks are also used in some preparatory schools and in many private language schools in Turkey.

The coursebooks examined in this study have a lot in common in terms of their targets, designs, syllabi, approaches, use of authentic materials, etc. The authors of these coursebooks claim that they are designed for integrating four skills (speaking, listening, writing and reading). They provide vivid and colourful illustrations to make learning more enjoyable for learners. They are designed in separate units each of which has subtitles including grammar, vocabulary, reading, listening, speaking and writing. In the revised last publications of the coursebooks learners are also provided with extra materials which they can use to practice at home.

3.2.1.1. Information about the Design and Content of the Coursebooks

In order to show the similarities among the coursebooks analyzed in this study in terms of their structure and provide a clear picture for the readers to gain a better understanding of the coursebooks, information about the design and features of the coursebook content has been given below.

3.2.1.1.1. *New Headway Elementary*

New Headway asserts that it is a speaking, reading, listening and writing course for elementary level of learners who need to understand and express the key concepts of English. There are 14 units in the first edition (2000) and 12 units in the latest one (2011). Each unit is titled by a topic and has preselected grammar items. The layout of the coursebook, which is full of colourful drawings and photos of real people and real places, is appealing. The units are divided into sections titled practice (grammar), vocabulary, reading, listening and speaking. There isn't an extra title for writing activities in the first edition; however, in the latest version, the coursebook provides an extra writing section at the end of the book in which reading and writing activities are integrated and can also be used as a reference material for homework.

There is a section for each of the functions such as giving opinions, requests and offers, talking on the phone, making suggestions, agreeing and disagreeing, complaining, saying sorry, etc. These tasks are usually integrated in the everyday English section in each unit. The book introduces the learner's language input in materials adapted from magazines, newspapers, web pages and original song lyrics on different topics. It aims to improve the understanding of reading texts, develop communication skills, develop listening skills and provide learners with the opportunities to upgrade their writing skills by letting them discuss, analyze and criticize ideas. The target language is presented in the written text and the listening script. The reading tasks are provided by different text types such as story, letter, fax, newspaper article and advertisement. The listening tasks are supplied by tapescripts and the types of listening passages are

different kinds of tasks. Speaking tasks are carried out through discussion questions and role play activities either in groups or individually.

3.2.1.1.2. *New / Cutting Edge Elementary*

In *New/Cutting Edge* there are 15 units in both the first and the last editions. The layout of this book is full of beautiful and appealing illustrations, too. Each module is divided into sections. Language focus parts deal with grammar topics in an integrated way in which the students get familiar with the topic by reading or listening to some texts or dialogues. There are extra reading, listening, and writing sections which are integrated in some units. The coursebook deals with the four skills (reading, writing, listening, speaking), which are seen as the basis of language learning. It has a communicative aim that forces students to speak and understand what is spoken, etc. Reading skill is worked through extended texts, grammar work and language analysis, and these texts provide a model for tasks and for writing activities. Writing skill is worked through writing skill section in which there is note taking, formal and informal language and letter writing, ‘follow-up tasks’ section, etc. Listening and speaking are more dominant skills but they take place integratively with reading and writing and they do not appear separately. Listening skill is worked through listening materials such as short extracts, mini-dialogues, words and sentences. Speaking skill is worked through tasks, less structured discussion about topics and texts, practice through oral exercise and activities, work on pronunciation, role-play of practical, everyday situations in real life parts. There is a revision part at the end of each unit which helps the learners to remember and go through what they have learned in the lesson. At the end of every five units there is a consolidation section where the general revision of the target grammar topics and vocabulary are revised and optional writing activities are provided.

3.2.1.1.3. *New/Total English Elementary*

New/Total English is also a coursebook which integrates four skills in the activities. The layout of the coursebook is appealing since it includes colourful and nice pictures

and photos of real people and real places, too. Both editions of the coursebook consist of 12 units. Each unit is named under a general topic and there is a Lead-in part designed as a starter which makes the learners familiar with the topic with the help of pictures, making comments on the pictures and listening activities before going on with the main course which is grammar or reading. Units are divided into sub-units as 1.1-1.2-1.3 where the general topic is dealt with in detail by the use of grammar, vocabulary, reading, listening, pronunciation and speaking sections. The book makes use of different text types to develop reading and listening skills. Letters, web pages, forum comments, e-mails, adverts, articles, etc are used as the sources of reading activities and dialogues in various settings and places, interviews, radio programmes, etc make up the sources for listening activities.

There are also Communication, Reference, Review and Practice parts. In communication part learners get familiar with the functions used in the language such as 'ordering food, asking for advice, apologising, arranging a meeting, etc'. Communication part helps the learners to develop their speaking, listening and writing skills at the same time, which shows that the coursebook aims at a communicative way of teaching. In Reference part the summary of the grammar topics introduced in the subunits is given with the rules and example sentences. Key vocabulary learned in the units is also listed. In Review and Practice part such exercises as sentence completion, gap filling, dialogue completion, matching, etc. are given related to the previously introduced grammar and vocabulary topics in the unit. At the end of the book a writing bank is provided which includes the tips on writing a specific piece of paper and sample writings relevant to the topics covered in the units.

3.3. Data Analysis

This study aims to find out whether there are any stereotypical representations of female and male characters in six Elementary level coursebooks, three of which were written between the years 2000 and 2005. The other three books are the latest editions of the former ones. The first and the latest editions of the coursebooks must be

compared in order to reach a conclusion about a possible change in the revised editions of the coursebooks in the way the two genders are represented.

Based on the objective mentioned above, content analysis was chosen as the data analysis technique to answer the research questions set for this study.

3.3.1. Content Analysis

Bernard Berelson defined Content Analysis as "a research technique for the objective, systematic, and quantitative description of manifest content of communications" (Berelson, 1952: 74). It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, etc. As with most other research methods, content analysis begins with identifying research questions and choosing samples. Once chosen, the text must be coded into manageable content categories on a variety of levels- word, word sense, phrase, sentence, or theme. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. For example, Content Analysis can indicate pertinent features such as comprehensiveness of coverage or the intentions, biases, prejudices, and oversights of authors, publishers, as well as all other persons responsible for the content of materials.

Content analysis extends far beyond simple word counts. What makes the technique particularly rich and meaningful is its reliance on coding and categorizing of the data. The basics of categorizing can be summed up in these quotes: "A category is a group of words with similar meaning or connotations" (Weber, 1990, p. 37).

3.3.1.1. Categories Set for Content Analysis

The categories of analysis set for this study were based on the categories used in previous studies and the gender stereotypes discussed in the Review of Literature

chapter. The following sections give a brief description of each category and the procedure of analysis in order to investigate gender representations in the coursebooks chosen as samples.

3.3.1.1.1. Presence of Female and Male Characters

The frequency of the physical appearance of male and female characters has been identified as a significant sign of gender balance in coursebooks (Arslan, 2000). The first part of the study focused on the presence of females and males in the content of the coursebooks. The frequencies of the physical appearances of female and male characters in the illustrations, reading and listening texts, grammar and vocabulary sections were determined by counting.

While analyzing the content of the illustrations the characters who appear in more than one picture or photo were counted only once. The illustrations that show a crowd of people where characters were hard to define as either male or female were excluded from the study. Characters in the crowd that are easier to define were counted.

Then the words naming female and male characters in reading passages were counted. The counting was done in the following way. For example, in the text “Tim Berners-Lee” (*Cutting Edge* 2001, p. 58) the full name Tim Berners-Lee occurred only once, the first name Tim twice, related pronouns *he/his* were used for twenty-one times, Tim Berners-Lee as the main character was counted only once. Recurring characters were given one count.

Listening texts were analyzed in the same way as the reading texts. Audioscripts provided at the back pages of the coursebooks were used to carry out the content analysis. Recurring characters in a dialogue were given one count. For example, in a dialogue between a male interviewer and a male astronaut (*New Headway* 2011, p.130) although the astronaut says that he has three children, only two males were counted since the word ‘children’ does not refer to a specific gender. In the analysis of listening

texts, the pronunciation parts were also excluded from the study since they are word or phrase focused activities, not based on meaning.

Additionally, all grammar references, exercises and sample sentences were checked for gender representations. Thus, in the sentence “I gave some flowers to my mother” (*Total English*, 2005, p. 73), the speaker was not taken into consideration because the gender of the speaker is unknown. Thus, one female character was counted. In the sentence “This person loves Italian food. She also likes playing basketball and watching football. She doesn’t like dogs and she hates spiders. Who is it?” (*New Cutting Edge*, 2005, p. 35) again only one female character was counted. In a sentence like this “Stefano goes to his sister’s house in the city. He takes the bus. He goes with his wife.”(*New Total English*, 2011, p. 26) two female and one male characters were counted.

Writing sections in which a guided writing activity is presented by using a sample text, the text was counted as a reading text and included in the relevant table in the results of the study. Optional and free writing activities in which learners are not provided with a sample text, the instruction was excluded from the study.

In order to determine the physical appearances of both female and male characters in terms of frequencies, percentages were calculated after counting and they are shown in tables to be compared. The underrepresentation or the exclusion in terms of the physical appearances of female and male characters were looked into. If females or males as a group are underrepresented or excluded, this denotes features of a gender biased coursebook.

3.3.1.1.2. Family Roles Representations

“The true woman’s place was unquestionably by her own fireside—as daughter, sister, but most of all as wife and mother” (Welter, 1966, p. 162). The presentation of the characters in the coursebooks as wives, mothers, husbands or fathers, as family members in general is assumed to give significant clues related to their positions in

society. The representation of females and males within a social surrounding such as in work, in shopping, in a sports event, etc. as a family member such as a mother, father, etc., has revealed the place of the characters in social environment. In order to discover which gender is represented more as a family member, the number of female *-wife, mother, daughter, sister-* and male *-husband, father, son, brother-* family words in the coursebooks were counted and their percentages were calculated. The results are shown in the tables to make a comparison.

3.3.1.1.3. Household Activities

The household activities include the roles that are usually performed for the maintenance of the house order. Examples of such domestic tasks in the house are housekeeping activities that involve cleaning, cooking, shopping, washing up, mending, etc. According to Mkuchu (2004), the stereotyped household responsibilities carried out by female characters involve tasks related to cooking, cleaning and taking care of the children, while male characters performed activities outside the house such as mending and gardening. The activities also include caring for the elderly family members. Women mainly do the household activities inside the house while men do the outside work. The distribution of household duties between female and male characters in the coursebooks has been investigated in order to discover whether the household responsibilities are stereotyped and associated with any of the two genders and whether there is an equal share of responsibilities.

3.3.1.1.4. Jobs / Occupations

Occupational activities referring to jobs in this study are the activities that people do to earn their living, in order to maintain their lives economically. Occupational activity is another aspect of gender stereotypes. According to the results of the studies conducted in the field, female characters in the coursebooks are presented as cooks, cleaners, housewives, nurses, teachers, students, maids, actresses, ballet dancers, typists, secretaries, receptionists, models, accountants, etc. On the other hand, male characters

are usually presented to have more interesting and important jobs in the workplace and they appear as reporters, engineers, writers, sportsmen, artists, lecturers, clerks, physicians, doctors, sailors, soldiers, policemen, dentists, farmers and politicians.

In the coursebooks that were analyzed for the present study, both female and male characters are presented in occupational activities. While analyzing the content of the coursebooks, the focus was whether a specific gender is presented in a wider range of occupational roles than the members of the other gender. Whether these occupations are traditionally related to females and males has also been investigated. The list of occupations traditionally assigned to men and women stated in the statistics of TISK (Confederation of Turkish Employer's Union) and U.S. Department of Labor was taken into consideration.

3.3.1.1.5. Distribution of Free Time Activities

Free time or leisure time activities can be defined as activities that are performed in one's spare time after work / school or at the weekends. These activities provide the person with relaxation of the mind, physical and psychological health and fun. Many activities such as reading, listening to music, riding a bicycle, going fishing can be included in this category. In stereotypical representations women enjoy spending their free time at home taking care of their children and performing indoor activities such as watching TV, reading, cooking, listening to music while men enjoy spending their free time with their male friends doing interesting and adventurous outdoor activities such as playing football, playing games, riding a bicycle, driving a car. In the present study distribution of free time activities between male and female characters was investigated to see whether one gender is represented as doing more diverse activities than the other gender. The distribution of indoor and outdoor activities was also investigated.

3.3.1.1.6. Adjectives Used to Describe the two genders

Diktaş (2011) concluded in his study that adjectives are important indicators of gender representations. Through analyzing the adjectives assigned for each gender, a lot of

clues about the stereotypes and attitudes towards men and women can be understood. In her study Söylemez (2010) concluded that female-related adjectives are usually the ones emphasizing a 'positive' characteristic such as beautiful, slim, attractive, young, and gorgeous and so on. Adjectives with negative connotations such as inconsiderate or bad-tempered are more common with females. It is also surprising that adjectives such as famous and rich are attributed to the male characters in the books.

It is quite obvious that the use of adjectives to describe each gender reveals clues related to the gender stereotypes. Thus, in the present study the whole content of the six coursebooks was analyzed to find out the adjectives used to describe the personalities, physical appearances and social status of the two genders to see whether they have stereotypical connotations. Adjectives related to opinions (e.g. beautiful, handsome, pretty, funny etc.), adjectives describing size (e.g. tall, short, slim) and adjectives indicating social and economical position (e.g. busy, famous, poor, rich, etc.) were taken into consideration.

3.4. Reliability of the Data Analysis

Weber (1990) states that "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way" (p. 12). As Weber further notes, "reliability problems usually grow out of the ambiguity of word meanings, category definitions, or other coding rules" (p. 15). As a solution to this problem in order to minimize errors and increase the reliability of the data analysis, the researcher worked with an outside coder to analyze the contents of the two coursebooks (*New Headway 2000-2011*) making up 302 pages in total and comprising 32% of the total material.

The outside coder is a colleague who has been working in Atılım University Preparatory School as an English instructor for four years. The outside coder has 8 years of teaching experience and holds an MA degree in English Language Teaching from Çukurova University English Language Teaching Department. After the

researcher finished analyzing the two coursebooks (*NewHeadway 2000-2011*), a set of explicit recording instructions were developed by the researcher including the content analysis categories listed above and the counting system as explained in the categories. These instructions then were given to the outside coder to be trained until reliability requirements are met.

When the outside coder completed her analysis, the results were compared. The tables showing the results gained by both researchers are provided in Appendix A. The fact that there is little difference between the findings gained by the two researchers indicates a strong degree of agreement. Therefore, the rest of the coursebooks were analyzed by the researcher herself using the same set of categories and instructions.

In the next chapter, while presenting the results of the analysis carried out in the two coursebooks (*New Headway 2000 and New Headway 2011*), which were analyzed by both researchers, the average of the two coders was calculated and it is presented in the tables.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.0. Presentation

In this chapter the results of the study and the interpretations of these findings are presented. The study is designed under three research questions exploring six categories of gender stereotypes. Firstly, the presence of females and males in the coursebooks was examined. The next part focused on the representations of characters in terms of their positions as a family member. Then, the distribution of household activities was examined. The following part focuses on the distribution of occupational activities between female and male characters and the ratio of traditional and nontraditional jobs performed by the two genders was also investigated. Then, the distribution of free time activities was examined. The final part focuses on the adjectives used to describe female and male characters in terms of their physical appearances, personalities and social status, which is a strong indicator of gender bias in language. In the end, the chapter draws generalizations from the results obtained by the research.

Since there are six different coursebooks investigated in this study, there are quite a few tables of results. Instead of giving all the tables in this section, they are grouped as the first and the last editions of the coursebooks. The detailed tables of each coursebook related to each category of analysis are provided in the Appendices at the end of the study.

4.1. Presence of Female and Male Characters

The first research question aimed to answer whether one of the genders is prioritized quantitatively in the coursebooks. In order to answer the question female and male characters in the illustrations, female and male related names, nouns, pronouns and

possessive adjectives in the written materials were all counted. The numbers of appearance and their percentages are shown in the tables below.

4.1.1. The First Editions of the Coursebooks

All female and male characters in different sections of *New Headway* (2000), *Cutting Edge* (2001) and *Total English* (2005) were counted. As shown in Table 2, the number of male characters is higher than the number of female characters in the three coursebooks. When the percentages in different sections are closely analyzed, the section where the biggest difference occurs is the illustrations. The percentage ratio of male-female presence is 23% : 19%. A difference of 4% indicates male dominance in the illustrations. In the reading texts the percentage of female and male presence is equal, 6%. This low percentage also shows that in reading texts female and male characters appear not as a third person singular but they themselves tell about their lives, families, routines, free time activities, etc. The common use of “I” subject results in the low percentage of gendered words in the reading texts. There is a difference of 2% between female and male presence in the listening texts and vocabulary & grammar sections, which indicates a comparatively balanced representation of female and male genders.

Table 2. Presence of Female / Male Characters in Different Sections in the First Editions

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	531	19%	666	23%
Reading texts	165	6%	186	6%
Listening texts	242	8%	277	10%
Grammar & Vocabulary	372	13%	429	15%
TOTAL	1310	46%	1558	54%

The percentage ratio of male-female presence in each first edition coursebook is shown in Table 3. The findings from all three coursebooks are very similar. The change between the appearance of female and male characters varies around 8% and 10%. Of the total 2868 characters that appeared in the three coursebooks, 1558 are males and 1310 are females. It is clear that the difference between the frequencies of female and male occurrences is 248. Totally in texts and illustrations the percentage ratio of male-female occurrences is 54%:46%. Even though the difference of 8% does not show a sharp imbalance between the representation of male and female genders, it is quite obvious that the first editions of the analyzed coursebooks are all male dominated in almost all sections of the coursebooks.

Table 3. Total Presence of female/male characters in the First Editions.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
<i>New Headway</i> (2000)	386	46%	454	54%
<i>Cutting Edge</i> (2001)	471	45%	571	55%
<i>Total English</i> (2005)	453	46%	533	54%
TOTAL	1310	46%	1558	54%

4.1.2. The Latest Editions of the Coursebooks

In order to answer the first and the third research questions, repeated below for the reader convenience: “*Is either one of the genders prioritized quantitatively in terms of the number of appearance in the coursebooks? And Is there a change in the way the two genders are represented in the ELT coursebooks the first editions of which have been revised and modernised over the last few years?*”, all female and male characters in different sections of *New Headway* (2011), *New Cutting Edge* (2005) and *New Total*

English (2011) were counted. The number of occurrences and the percentages are given in Table 4 and Table 5. The findings are compared with the first editions and then the results are shown in Table 6.

As shown in Table 4, the number of male characters is slightly higher than the number of female characters in the three latest edition coursebooks. When the percentages in different sections are closely analyzed, in all sections the difference between the occurrences of male and female characters is very low. In the illustrations the percentage ratio of male-female presence is 18% : 19%. In the reading and listening texts the percentage of female and male presence is equal, 6% and 12% respectively. The low percentage in reading texts is again due to the fact that female and male characters appear not as a third person singular but they themselves tell about their personal and professional lives. There is only a difference of 1% between female and male presence in the vocabulary & grammar section; however, this time the advantage is on the female side. The number of females in the vocabulary & grammar section is a little higher than the number of males.

Table 4. Presence of Female / Male Characters in Different Sections in the Last Editions.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	548	18%	584	19%
Reading texts	182	6%	188	6%
Listening texts	342	12%	352	12%
Grammar & Vocabulary	420	14%	376	13%
TOTAL	1492	50%	1500	50%

The percentage ratio of male-female presence in each last publication coursebook is shown in Table 5. The findings from all three coursebooks are again very similar. The difference between the appearance of female and male characters is the same in *New Headway* (2011) and there is only a difference of 2% in *New Cutting Edge* (2005) and *New Total English* (2011). Of the total 2992 characters that appeared in the three coursebooks, 1492 are females and 1500 are males. The male characters occurred only 8 times more than the female characters, which is a very small difference when compared with the first publications. Totally in texts and illustrations in all three coursebooks the percentage ratio of male-female occurrences is 50% : 50%.

Table 5. Total Presence of female/male characters in the Last Editions.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
<i>New Headway</i> (2011)	429	50%	429	50%
<i>New Cutting Edge</i> (2005)	507	49%	532	51%
<i>New Total English</i> (2011)	556	51%	539	49%
TOTAL	1492	50%	1500	50%

As it is shown in Table 6, the difference of 8% in the presence of female and male characters in the first editions of the analyzed coursebooks is now equalized in the last versions. The 50%-50% equal representation of the two genders might be incidental, yet it is also possible that the coursebook writers and the publishers took the gender issue into consideration while revising the first publications. Although the difference of 8% between the male and female presence in the first editions does not indicate a strong gender bias, the 50%: 50% equal representation of the two genders is preferable in the ELT coursebooks that are widely used around the world. Therefore, the answer to the first research question is that male gender is quantitatively prioritized in the first

editions of the coursebooks. On the contrary, in the last versions of the coursebooks neither gender is prioritized quantitatively.

Table 6. Comparison of the First and the Last Editions in terms of Presence of Female / Male Characters

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
First Editions	1310	46%	1558	54%
Last Editions	1492	50%	1500	50%

4.2. Family Roles Representations

In order to answer the second research question, repeated here for the reader convenience: *“Is there a gender-based stereotypical representation of female and male characters in terms of family roles representations, household duties, jobs, free time activities and the adjectives used to describe the two genders?”*, firstly, family related words– wife, mother, daughter, sister and husband, father, son, brother- were counted in the first and the latest editions of the coursebooks. The numbers of characters presented as a family member and the percentages are shown in the tables below. Then, the results were compared.

4.2.1. The First Editions of the Coursebooks

The representation of the characters in the coursebooks as wives, mothers, husbands and fathers reveals their positions in the society. Therefore, the words related to family in the coursebooks were counted and the results are shown in the tables. As it is clear in Table 7, throughout the coursebooks, it is observed that out of the total 326 characters that are represented as family members; 107 adult female figures have been represented as mothers or wives, whereas 83 adult male figures have been represented as fathers or

husbands. This suggests that 33% of adult female characters have been defined as a wife/mother and only 26% of male characters have been presented displaying the role of the husband/father. As for the characters displaying the roles of daughter and son, the results show that there are 36 daughter figures (11%) and 27 son figures (8%) in the first publications of the coursebooks. In the case of female and male siblings, the results reveal that there are 43 sister figures (13%) and 30 brother figures (9%) in the coursebooks.

Totally in all the three first edition coursebooks the percentage ratio of female-male occurrences as family members is 57% : 43%. These findings suggest that the coursebooks have a message directing females through their roles as mothers/ wives/ daughters/sisters with 57%, which leaves them less space in other social and occupational roles. The results confirm the stereotypical idea that the true place of women is her home as wives, mothers, daughters and sisters (Welter, 1978, p. 162).

Table 7. Total Representations of Family Roles in the First Editions

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	60	18%	Husband	47	15%
Mother	47	15%	Father	36	11%
Daughter	36	11%	Son	27	8%
Sister	43	13%	Brother	30	9%
TOTAL	186	57%	TOTAL	140	43%

4.2.2. The Latest Editions of the Coursebooks

As it is displayed in Table 8, throughout the latest versions of the coursebooks, it is found out that out of the total 354 characters represented as a family member, 98 adult female figures have been represented as a mother or a wife, whereas 100 adult male

figures have been represented as a father or a husband. This small difference in the number of occurrences as family members reveals that the percentage of both adult female characters defined as a wife/mother and male characters presented as a husband/father is the same (28%). The number of the characters displaying the roles of daughter and son is also very close to each other; 26 daughter figures (7%) and 29 son figures (8%). As for the number of characters presented as female and male siblings, the results reveal that there are 55 sister figures (16%) and 46 brother figures (13%) in the coursebooks.

Totally in all the three latest edition coursebooks the percentage ratio of female-male occurrences as family members is 51% : 49%. These findings suggest that the coursebooks have nearly equalized percentages of female and male characters as family members. It can be concluded that in the last editions of the coursebooks, both female and males have equal space in family and in social roles. In other words, there is not a gender-based stereotypical representation of female and male characters.

Table 8. Total Representations of Family Roles in the Last Editions.

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	35	10%	Husband	44	12%
Mother	63	18%	Father	56	16%
Daughter	26	7%	Son	29	8%
Sister	55	16%	Brother	46	13%
TOTAL	179	51%	TOTAL	175	49%

As it can be understood from Table 9, in the first publications of the coursebooks the number of female characters displayed as family members is higher than the number of males represented as family members. The higher the number of females in family is,

the more stereotypical the representation will be. In the first publications, it is explicitly suggested that women should be at home as wives, mothers and daughters whereas men should be outside the house as the breadwinners. Women are provided with less space in society. However, in the last publications of the coursebooks, the situation of women becomes better. The 57% representation of females in family roles decreases to 51% and the 43% representation of males as family members increases to 49%. The difference between the representation of females and males as family members goes down to only 2%. This almost equal representation of female-male genders implies that the changing roles of women and men in both family and society becomes visible in the coursebooks revised in the past few years. It can be concluded that women and men are represented to have equal positions in society.

Table 9. Comparison of the First and the Last Editions in terms of Family Roles Representations

Family Roles Representations	FEMALE		MALE	
	Tokens	%	Tokens	%
First Editions	186	57%	140	43%
Last Editions	179	51%	175	49%

4.3. Distribution of the Household Activities

Another category set to analyze the coursebooks to find out whether there is a gender-based stereotypical representation is the distribution of the household activities and duties. The activities performed by female and male characters were noted down, the number of activities performed only by females and males and by both genders were calculated. The list of activities performed and the division of work between females and males are shown in the tables below.

4.3.1. The First Editions of the Coursebooks

As seen in Table 10, there are 11 household activities listed in total in the three first edition coursebooks. While female characters do 9 activities in total, male characters are engaged in 5 activities. The activities that are related to cooking is mostly on the shoulders of females. In the morning and in the afternoon females make breakfast and cook lunch. In the evening cooking dinner is a shared responsibility. Cleaning the house is a female associated duty and it is performed by women. Activities regarding shopping; making the shopping list and doing the shopping are again shared by men and women. Looking after children and taking care of their transport to and from school are all presented as the domain of women (mothers). Men are responsible for taking care of the pet and the garden. The findings from the first edition coursebooks support conclusions implying stereotypical gender representations as also mentioned by Mkuchu (2004), women are responsible for cooking, cleaning and taking care of the children, whereas men are doing the gardening.

Table 10. Total Distribution of the Household Activities in the First Editions

DISTRIBUTION of the HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking lunch	+	-
Cooking dinner	+	+
Cleaning the house	+	-
Making the shopping list	+	+
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Picking up the children from school	+	-
Taking care of the pet	-	+
Doing the garden work	-	+

Table 11 shows that 3 out of 11 household activities are performed jointly by female and male characters, which makes up 27% of the total. The number of the activities that are carried out only by female characters is 6, making up 55% of the whole. As for the male's share, there are only 2 activities with the percentage of 18%. Despite not being very strong, a stereotypical representation of men and women is implied by the results; women doing the bigger and men doing the smaller share of the household activities.

Table 11. Total Household Activities in Percentages in the First Editions.

HOUSEHOLD ACTIVITIES						
Performed by both genders		Female		Male		TOTAL
Tokens	%	Tokens	%	Tokens	%	11 (100%)
3	27%	6	55%	2	18%	

4.3.2. The Latest Editions of the Coursebooks

As seen in Table 12, there are 15 household activities listed in total in the three last edition coursebooks. The activities that are related to cooking are again presented to be in the domain of women. In the morning and in the afternoon females make breakfast and cook lunch, in the evening men also cook dinner. Making barbecue, which can also be defined as a spare time activity, is performed by men. Making barbecue is not regarded as a routine household duty since it is usually made at the weekends or at family reunions or celebrations, and its rareness also shows that men do not often take the responsibility of cooking meals. Although men are presented to help with the dinner, serving food and tea to the guests is still shown to be women's duty. Cleaning the house is again performed by women; however, in the last publications doing housework is assigned to both men and women. This time making the shopping list is

assigned to women, but doing the shopping is still a shared activity. Responsibilities regarding the children are shared equally in the last editions. Contrary to the gender stereotypes, both men and women look after the children, women take the children to school and men take them swimming. They jointly take care of the pet. The activities such as driving the car and washing the car are the domain of men, which is a stereotypical representation of the male gender.

Table 12. Total Distribution of the Household Activities in the Last Publications

DISTRIBUTION of the HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking lunch	+	-
Cooking dinner	+	+
Making barbecue	-	+
Serving tea to the guests	+	-
Cleaning the house	+	-
Doing the housework	+	+
Making the shopping list	+	-
Doing the shopping	+	+
Looking after the children	+	+
Taking the children to school	+	-
Taking the children swimming	-	+
Taking care of the pet	+	+
Driving the car	-	+
Washing the car	-	+

Table 13 shows that 5 out of the 15 household activities are performed jointly by female and male characters, which makes up 33% of the total activities. The number of the activities that are done only by female characters is 6, making up 40% of the whole. As for the male's share, there are 4 activities with the percentage of 27%. As in the first editions, women are still represented as doing the bigger and men doing the smaller share of the household activities, yet this time the percentage of the joint activities has risen by 6%. Actually, the number of the activities that male characters are involved in is 9 out of 15, which is more than half of the total.

Table 13. Total Household Activities in Percentages in the Last Publications.

HOUSEHOLD ACTIVITIES						
Performed by both genders		Female		Male		TOTAL
Tokens	%	Tokens	%	Tokens	%	
5	33%	6	40%	4	27%	15 (100%)

The results in Table 14 make it clear that the percentage of female associated activities has fallen from 55% to 40%, while both the number and the percentage of male associated activities have risen from 2 (18%) to 4 (27%) in the last publications of the coursebooks. The number and the percentage of the shared responsibilities have also increased from 3 (27%) to 5 (33%). This change in the way the two genders are represented in the coursebooks reveal that recently revised and modernised coursebooks have taken into consideration the changing gender roles in society. Male and female figures in the coursebooks are depicted in a way that they are expected to be in real life, sharing the responsibilities.

Table 14. Comparison of the First and the Last Editions in terms of Percentages in Household Activities

HOUSEHOLD ACTIVITIES	Both	Female	Male	TOTAL
	Tokens & (%)	Tokens & (%)	Tokens & (%)	
First Editions	3 (27%)	6 (55%)	2 (18%)	11 (100%)
Last Editions	5 (33%)	6 (40%)	4 (27%)	15 (100%)

4.4. Distribution of Jobs / Occupations

Another category set to analyze the coursebooks to find out whether there is a gender-based stereotypical representation of female and male characters is the distribution of the occupational activities/jobs. The jobs that are assigned to females and males in the first and the last editions of the coursebooks are listed in a random order below in Tables 15 and 17. The jobs in the lists are divided into two categories as ‘*traditional*’ and ‘*nontraditional*’ as defined by TISK (Confederation of Turkish Employer’s Union) and U.S. Department of Labor, Bureau of Labor Statistics. The number of traditional and non-traditional jobs assigned for both genders and their percentages are shown in the tables below.

4.4.1. The First Editions of the Coursebooks

It is clear from Table 15 that in the first editions of the coursebooks out of the total 67 jobs, 28 jobs are assigned to female characters, while 39 jobs are assigned to male gender. It is obvious that the choice of occupation for female characters is quite limited when compared with male characters. The numbers also indicate less space for women in business life. Besides the traditional occupations (teacher, nurse, waitress, shop assistant, model, fashion designer, cleaner, housewife, secretary, dressmaker, ballet

dancer, stewardess and receptionist) assigned for them, female characters have also engaged in nontraditional occupations (e.g. journalist, artist, chef, actress, photographer, writer, interpreter, architect, chemist, musician, police officer, etc.). Nevertheless, females are still depicted as working in lower positions as housewives, cleaners, secretaries, etc. than the male characters. They are mainly presented as serving the patriarchal society. Female traditional jobs are less-paid when compared with male traditional jobs.

The jobs defined as the domain of males are more respected, professional and more interesting ones as well (e.g. pilot, politician, businessman, artist, professor, manager). Traditionally male jobs seem to require more physical strength (e.g. worker, soldier, farmer, fireman) and the results support this stereotypical representation.

Table 15. List of the Jobs Associated with Female and Male Characters in the First Editions (* 'traditional' jobs / ** 'nontraditional' jobs)

JOBS	
FEMALE	MALE
Teacher*	Doctor*
Journalist**	Banker*
Nurse*	Policeman*
Waitress*	Worker*
Artist**	Journalist*
Shop Assistant*	Accountant*
Model*	Scientist*
Fashion Designer*	Artist*
Chef**	Ambulance man*
Cleaner*	Politician*
Actress**	Businessman*
Housewife*	Graphic Designer*
Secretary*	Musician*
Photographer**	Engineer*
Dressmaker*	Inventor*
Ballet Dancer*	Driver (taxi/bus)*
Writer**	Soldier*
Stewardess*	Fisherman*
Interpreter**	Farmer*
Receptionist*	Professor*
Architect**	Postman*
TV Presenter**	Actor*
Chemist**	Pilot*
Singer**	Waiter*
Musician**	Fireman*
Police officer**	Writer*
Hairdresser**	Footballer*
Lawyer**	Poet*
	Manager*
	Electrician*
	Film Director*
	Composer*
	Astronaut*
	Computer Programmer*
	Singer*
	Explorer*
	Lecturer*
	Teacher**
	Shop Assistant**

When the results in Table 16 are compared, it is clear that female characters are engaged in 41% and male characters are occupied with the 59% of the total workforce. This result is quite stereotypical; women have less opportunities than men in business. As for the nontraditional jobs, females are shown in nontraditional occupations at a percentage of 22%, whereas male characters have been illustrated in nontraditional occupations (teacher and shop assistant) at a percentage of only 3%. The small difference between the percentages of female traditional and nontraditional jobs (3%) shows that little has changed in the way women are viewed in society in terms of occupational activities. The assignment of traditional jobs for men with a higher frequency shows that the coursebooks reinforce the higher position of men in business life. It can be concluded that stereotypical representation of men is more difficult to change.

Table 16. Traditional and Nontraditional Jobs in the First Editions

JOBS	FEMALE		MALE	
	Tokens	%	Tokens	%
Traditional	13	19%	37	56%
Nontraditional	15	22%	2	3%
TOTAL	28	41%	39	59%

4.4.2. The Latest Editions of the Coursebooks

As it is displayed in Table 17, in the last editions of the coursebooks, out of the total 76 jobs, 37 jobs are assigned to female characters and 39 jobs are assigned to the male gender. It is observed that the numbers of occupations held by the two genders are very close to each other. The difference between the numbers of the jobs has decreased in the last publications. Female characters are traditionally presented to work as a ‘teacher, nurse, waitress, ballet dancer, dress designer, servant, secretary and model, receptionist and shop assistant’. They are also engaged in nontraditional occupations

(e.g. journalist, artist, chef, actress, photographer, writer, police officer, doctor, businesswoman, computer programmer, etc.). Female traditional jobs mentioned in the last coursebooks are still less-paid and less professional when compared with male traditional jobs. However, this time the nontraditional jobs assigned to female characters are more diverse, more professional and interesting when compared with the first editions. There are female characters represented as doing prestigious jobs like ‘computer programmer, politician, TV producer, TV presenter, manager, etc’. Although the jobs implied as the domain of males in the first editions and the number of male traditional jobs have not changed much, it is obvious that female characters are presented to walk further into the male dominated business life. The number of nontraditional jobs assigned to males has risen from 2 to 5 (from 3% to 6%). Despite the fact that male occupations have slightly changed, the change in the way female characters are represented is quite notable.

Table 17. List of the Jobs Associated with Female and Male Characters in the Last Editions (* ‘*traditional*’ jobs / ** ‘*nontraditional*’ jobs)

JOBS	
FEMALE	MALE
Hairdresser**	Politician*
Teacher*	Teacher**
Lawyer**	Pilot*
Journalist**	Journalist*
Scientist**	Architect*
Ballet Dancer*	Scientist*
Waitress*	Driver (taxi-bus)*
Police officer**	Waiter*
Banker**	Banker*
Comp. Programmer**	Fisherman*
Businesswoman**	Businessman*
Nurse*	Professor*
Artist**	Artist*
Travel agent**	Astronaut*
Musician**	Musician*
Shop Assistant*	Dentist*
Doctor**	Engineer*
Sportswoman**	Accountant*
Dress Designer*	Shop Assistant**
Singer**	Nurse**
Accountant**	Comp. Programmer*
Receptionist*	Writer*
Manager**	Electrician*
TV Presenter**	Film Producer*
Servant*	Film Director*
Photographer**	Sportsman*
Secretary*	Actor*
Actress**	Doctor*
Chemist**	Singer*
Writer**	Police officer*
Holiday Rep**	Inventor*
Model*	Receptionist**
Architect**	Comedian*
Dentist**	Baker*
TV Producer**	TV Presenter*
Chef**	Farmer*
Politician**	Sea Captain*
	Chef*
	Cleaner**

The results in Table 18 indicate that female characters are engaged in 49% and male characters are occupied with 51% of the total work force. As for the nontraditional jobs, females are shown in nontraditional occupations at the percentage of 36%, whereas male characters have been illustrated in nontraditional occupations (teacher, nurse, cleaner, etc.) at a percentage of 6%. The difference between the percentages of female traditional and nontraditional jobs has risen to 23%, which shows that a lot has changed in the last publications in terms of the way women are represented in occupational activities. Male characters are again assigned with more traditional jobs than nontraditional ones.

Table 18. Traditional and Non-traditional Jobs in the Last Editions

JOBS	FEMALE		MALE	
	Tokens	%	Tokens	%
Traditional	10	13%	34	45%
Nontraditional	27	36%	5	6%
TOTAL	37	49%	39	51%

It is easier to make a comparison between the first and the last editions of the coursebooks by analyzing the results in Table 19. In the last editions of the coursebooks the percentage of female traditional jobs has declined from 19% to 13%, which is quite small. However, the percentage of nontraditional female jobs has risen from 22% to 36%. This change shows that although women are still occupied with some stereotypical jobs, they have gained more opportunities in business than they had in the first editions of the coursebooks. In that sense it can be claimed that the last editions reflect the changing roles in real life much better than the first ones. As for the male characters, the percentage of the traditional jobs has declined to 45% from 56%. The change in the percentage of male nontraditional jobs is less visible (3%).

Table 19. Comparison of the First and the Last Editions in terms of Traditional / Nontraditional Jobs.

JOBS	FEMALE				MALE			
	Traditional		Nontraditional		Traditional		Nontraditional	
	Tokens	%	Tokens	%	Tokens	%	Tokens	%
First Editions	13	19%	15	22%	37	56%	2	3%
Last Editions	10	13%	26	36%	34	45%	5	6%

4.5. Distribution of Free Time Activities

Distribution of free time activities is another category set to analyze the coursebooks to discover whether there is a gender-based stereotypical representation of female and male characters in the first and the last editions of the coursebooks. The list of leisure activities performed by female and male characters are displayed in Tables 20 and 22. The activities are categorized as ‘*indoor*’ and ‘*outdoor*’ according to the place they are performed since women are traditionally presented to do more indoor activities such as watching TV, reading, etc. than men.

4.5.1. The First Editions of the Coursebooks

In Table 20 there are 31 different leisure time activities listed for female and male characters in the first editions of the coursebooks. The results show that both females and males do many indoor and outdoor activities to spend their free time. Female characters do 19 activities in total and male characters do 20 activities. At first glance this closeness in the numbers of activities indicates that the coursebooks have a positive message giving females and males equal opportunities to spend their leisure time.

When the list of free time activities is examined, it is observed that ‘watching TV’, which is one of the most preferable indoor activities by most people, is performed by both genders in the coursebooks. ‘Playing football, baseball, basketball, golf and playing computer games’, which are often defined as stereotypically traditional male activities are again presented to be done by male characters. ‘Playing tennis’, which is usually associated with women wearing miniskirts is again represented to be performed by female characters in the first editions. ‘Playing a musical instrument’ is a shared activity by both genders; nonetheless, female characters are also presented to be ‘writing poems, listening and writing music’, which shows females more romantic and emotional than males in a stereotypical way. ‘Reading’ is also an activity that is performed by both genders, but females are presented to read a ‘book’, whereas males read a ‘newspaper’. Many people believe that women read novels more frequently than men because reading opens the doors of remote, unknown worlds and takes the person away from the problems of the real world. It can be claimed that women have more hardships and problems than men both in the family and in society and they take up reading as a way of relaxation and forgetting about the problems. Traditionally men do not like reading books and when they read books, they prefer reading books related to politics. Most of the time they read newspapers where they can find news related to politics, economy, sports, etc. –men’s favourite topics- together in one source.

According to the results in the table both genders prefer ‘relaxing at home’ in their free time and they also like social activities such as ‘going to the cinema, going to parties, going out with friends and travelling’. Male characters are also presented to go to the theatre, which shows an interest in highly artistic activities. ‘Going dancing’, which is assumed to be a traditional female activity, is assigned to female characters. Activities related to special male interests such as ‘going fishing, surfing, sailing, skiing, hiking’ are all assigned to male characters in the coursebooks. Sport activities like ‘going to the gym, going for a walk, jogging and swimming’, which are usually done to keep fit or to lose weight, are all performed by female characters. It can be assumed that the coursebooks give an indirect message supporting the stereotypical representation of

women as taking special care of their physical appearance and wellbeing. In other words, women should be physically attractive, but men do not need to take care of their appearance.

Cycling, which can be performed both to lose weight, keep fit and just to have fun, is shown to be performed by both genders. One of the most stereotypical activities associated with women is 'going shopping' and it is assigned to female characters in the first editions of the coursebooks. Another interesting point is that 'cooking' which is traditionally defined as a household activity or a duty, is presented to be a free time activity for female characters. It can be considered as an indirect indication of the fact that female characters have deeply internalized their family roles and they do these household duties instead of leisure time activities since they have fewer options. From another aspect, it can be claimed that the coursebooks explicitly give a stereotypical message through the female characters as 'women should be happy at home being busy with their household duties and serving their husbands and children'.

Table 20. The List of the Free Time Activities in the First Editions

DISTRIBUTION of FREE TIME ACTIVITIES (Indoor Activities* / Outdoor Activities**)		
	FEMALE	MALE
Watching TV*	+	+
Playing football**	-	+
Playing computer games*	-	+
Playing basketball**	-	+
Playing baseball**	-	+
Playing tennis**	+	-
Playing golf**	-	+
Playing a musical instrument*	+	+
Listening to music*	+	-
Writing poems/music*	+	-
Reading a book*	+	-
Reading the newspaper*	-	+
Relaxing at home*	+	+
Going to the theatre**	-	+
Going to the cinema**	+	+
Going dancing**	+	-
Going to parties**	+	+
Going out with friends**	+	+
Going fishing**	-	+
Going to the gym**	+	-
Going for a walk**	+	-
Going jogging**	+	-
Going shopping**	+	-
Cycling**	+	+
Swimming**	+	-
Skiing**	-	+
Sailing**	-	+
Surfing**	-	+
Travelling**	+	+
Hiking**	-	+
Cooking*	+	-

When the results of the distribution of indoor and outdoor activities between female and male characters in Table 21 are examined, it is seen that female characters are involved in indoor activities at a percentage of 13%. On the other hand, the percentage of indoor activities performed by males is 6%. The percentage of the indoor activities performed by both of the genders is 10%. Although the results are close to each other, the 7% difference in indoor activities is still on females' side. It shows that female characters are represented to spend most of their free time at home contrary to male characters. The results regarding the outdoor activities indicate that female characters do 23% activities outside the house, whereas male characters do 32%. The percentage of the common activities makes up 16% of the total. The number/percentage of the outdoor activities performed by males is a lot higher, which supports the stereotypical representation of the two genders as women spend most of their leisure time doing indoor activities such as watching TV, reading, listening to music, etc. and men spend their free time outside the house going fishing, sailing, skiing, surfing, etc.

Table 21. Distribution of Indoor and Outdoor Activities

FREE TIME ACTIVITIES	FEMALE		MALE		BOTH	
	Tokens	%	Tokens	%	Tokens	%
Indoor	4	13%	2	6%	3	10%
Outdoor	7	23%	10	32%	5	16%
TOTAL	11	36%	12	38%	8	26%

4.5.2. The Latest Editions of the Coursebooks

As it is seen in Table 22, there are 33 different leisure time activities performed by female and male characters in the last editions of the coursebooks. The results show that the number and the diversity of the activities have not changed much in the last versions. However, this time female characters are represented as doing 29 activities in

total and male characters do 27 activities. Female characters have more leisure time activities than males. This change in numbers indicates that the coursebooks have a positive message giving females more opportunities to relax outside the house.

When the list of activities is examined, it is observed that most of the activities are performed by both females and males. Interestingly in the last editions female characters are also presented as doing traditionally male activities such as ‘playing football, basketball, hockey, golf and playing computer games’, which implies that female characters have equalized the opportunities in terms of leisure activities. ‘Playing tennis’, which is usually associated with women is represented to be performed by both female and male characters in the last editions. In the past people used to think of Maria Sharapova and Williams sisters when tennis sport was mentioned. Male tennis players like Roger Federer and Rafael Nadal have been very famous recently, though. This change over time has been reflected in the last editions of the coursebooks as tennis being a common activity among female and male characters. ‘Snooker’ seems to be the only game which is played by male characters.

Another activity shared by both genders is ‘playing board games / cards’, which is a kind of game played by family members to have fun at home. Since the family is composed of both females and males, this activity is a joint one. ‘Playing a musical instrument and listening to music’ are again performed by both genders; nonetheless, female characters are also presented to be ‘writing stories, and writing music’, which shows females as more emotional than males in a stereotypical way as in the first editions. Different from the first editions male characters are also presented to ‘read a book’, which is traditionally a female type of activity. In the last editions, the stereotypical view of men as not reading books is challenged. On the other hand, ‘reading a newspaper’ is still considered as a male type of activity, which is an indication of the fact that male stereotypes are more difficult to change.

As in the first editions both genders like ‘relaxing at home’ in their free time and they also like social activities such as ‘going to the cinema, going to concerts, going out

with friends and travelling'. Female characters are also represented to 'go to the museums / galleries', which shows an interest in artistic activities. 'Going dancing', which is assumed to be a traditional female activity, is assigned to female characters again. Sport activities like 'going to the gym, going jogging, cycling and swimming', which are usually done to keep fit or to lose weight, are performed by both female and male characters. It can be assumed that the last editions of the coursebooks challenge the stereotypical representation of women as taking special care of their physical appearance and wellbeing. In other words, it is implied that not only women but also men take care of their physical appearance and health. On the other hand 'going windsurfing', which is a type of sport requiring physical strength and balance, is presented to be performed by only male characters.

As mentioned before 'going shopping' is one of the most stereotypical activities associated with women, and surprisingly it is performed by both female and male characters in the last editions of the coursebooks. Since the day online shopping became popular among working people, men have also been interested in doing shopping. Unlike women who like buying cosmetics, bags, shoes, etc., men like buying technological and electronical items. This change in the habits of men has been reflected in the last editions of the coursebooks. Activities related to special male interests such as 'sailing and skiing' are other activities which show that females have stepped into the male dominated sports. 'Hiking' remains as the only male dominated sport. 'Surfing the Internet' is a technology related activity and it is presented to be done by both genders. This indicates that the rise in the number of working women has caused an increasing interest for women in technology and computers. 'Cooking', which is traditionally defined as a household duty, is presented to be a free time activity for both female and male characters in the last editions. It can be claimed that the coursebooks oppose to the stereotypical representation of women having leisure activities related to their household duties. The increase in the number of male chefs might be another cause for the representation of men taking up 'cooking' as a free time activity. Traditional gender roles are challenged in the last editions.

Table 22. The List of Free Time Activities in the Last Editions

DISTRIBUTION of FREE TIME ACTIVITIES (Indoor Activities* /Outdoor Activities**)		
	FEMALE	MALE
Watching TV*	+	+
Playing football**	+	+
Playing computer games*	+	+
Playing basketball**	+	+
Playing hockey**	+	-
Playing tennis**	+	+
Playing golf**	+	-
Playing board games / cards*	+	+
Playing snooker**	-	+
Playing a musical instrument*	+	+
Listening to music*	+	+
Writing stories/music*	+	-
Reading a book*	+	+
Reading the newspaper*	-	+
Relaxing at home*	+	+
Going to museums/galleries**	+	-
Going to the cinema**	+	+
Going dancing**	+	-
Going to concerts**	+	+
Going out with friends**	+	+
Going windsurfing**	-	+
Going to the gym**	+	+
Going for a walk**	+	-
Going jogging**	+	+
Going shopping**	+	+
Cycling**	+	+
Swimming**	+	+
Skiing**	+	+
Sailing**	+	+
Surfing the Internet**	+	+
Travelling**	+	+
Hiking**	-	+
Cooking*	+	+

When the results of the distribution of indoor and outdoor activities between female and male characters in Table 23 are examined, it is seen that female and male characters are involved in indoor activities at the same percentage of 3%. The percentage of the indoor activities performed by both genders is 24%. These findings show that the time spent at home by doing leisure activities is the same for both genders. There is a balanced representation of female and male characters. The results regarding the outdoor activities indicate that female characters do 15% of the activities outside the house, whereas male characters do 10% of them. The higher percentage of outdoor activities done by female characters implies that women are represented to be more active than men. The percentage of the common activities makes up 45% of the total. The total results indicate that female characters are engaged in more free time activities in number and diversity.

Table 23. Distribution of Indoor and Outdoor Activities

FREE TIME ACTIVITIES	FEMALE		MALE		BOTH	
	Tokens	%	Tokens	%	Tokens	%
Indoor	1	3%	1	3%	8	24%
Outdoor	5	15%	3	10%	15	45%
TOTAL	6	18%	4	13%	23	69%

As it is shown in Table 24, in the last editions of the coursebooks, the percentage of female indoor activities has declined from 13% to 3%, and the percentage of female outdoor activities has declined from %23 to %15. While male indoor activities have not changed, the percentage of male outdoor activities has declined from 32% to 10%. This sharp fall is due to the females' rise in outdoor activities, which can be understood from the percentage of 45% in common outdoor activities.

Although the change in the percentage of female outdoor activities seems to be in a negative direction, the higher percentage of common outdoor activities shows that women have been more engaged in male dominated free time activities. Since the number of working women has increased in recent decades, they have friends in the work place and they spend time with them doing diverse activities to relax after work. This positive change in the activities of women indicates that apart from being a wife and mother, they have acquired other social roles outside the house.

Table 24. Comparison of the First and the Last Editions in terms of the Distribution of Indoor / Outdoor Free Time Activities

FREE TIME ACTIVITIES	BOTH		FEMALE		MALE	
	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
First Editions	3 (10%)	5 (16%)	4 (13%)	7 (23%)	2 (6%)	10 (32%)
Last Editions	8 (24%)	15 (45%)	1 (3%)	5 (15%)	1 (3%)	3 (10%)

4.6. Distribution of Adjectives Used to Describe the Two Genders

The last category set to analyze the coursebooks in order to answer whether there is a gender-based representation of the genders is the distribution of the adjectives used to describe female and male characters. Adjectives related to opinions (e.g. beautiful, handsome, pretty, funny etc.), adjectives describing size (e.g. tall, short, slim) and adjectives indicating social and economic position (e.g. busy, famous, poor, rich, etc.) were taken into consideration. The list of adjectives used to describe female and male characters (with the frequencies of use in parantheses) in the first and the last editions of the coursebooks are provided in the tables.

4.6.1. The First Publications of the Coursebooks

As it is clear in Table 25, the number of adjectives used to describe female characters is 13 and the number of adjectives used to describe males is 15. Apart from the adjective ‘short’, all other adjectives used to describe females are the ones emphasizing ‘positive’ characteristics such as ‘beautiful’, ‘slim’, ‘lovely’, ‘friendly’, ‘nice’ and so on. The results in the first editions are very similar to the ones found by Söylemez (2010). Diktaş (2011) gives his opinion about the frequent use of ‘beautiful, lovely, nice, well-behaved, etc.’ as a sign of stereotypical representation of women. While ‘beautiful’ is used 8 times for female characters, ‘handsome’ is used only 3 times for males, which implies that being physically attractive is not an important value of men. Female characters are described as slim, tall, short. The frequent use of ‘slim’ and disuse of ‘fat’ or ‘overweight’ implies that women should take care of their weight and being fat is offensive for women. However, as also mentioned by Söylemez (2010) the ones used to define males bring out some negative features besides positive ones such as ‘fat’ and ‘bald’.

As for the adjectives used for personality or character, females are usually defined as well-behaved, shy, polite, honest, nice, funny, friendly and tidy. It is implied that women should be shy and they should not be extroverted. Politeness or honesty is also very stereotypical for women. Traditionally a woman should never tell lies especially to her husband. On the contrary, the negative adjectives ‘untidy’ and ‘unfriendly’ are used to describe male characters. Being untidy implies limited engagement in household duties and being unfriendly is a sign of being distant and not showing the true feelings in public, which is quite stereotypical.

In the first editions of the coursebooks adjectives used to define the intellect are only used for male characters. They are described as ‘intelligent and hard-working’. They are also reflected as ‘careful’. Since male characters are presented as working hard, the adjective ‘busy’ is also used to define them in a tiring business life. The use of these adjectives implies that female characters do not take an active part in business and

academic life; therefore, they do not need to be described as intelligent, hard-working or busy.

Additionally, it seems that being “rich” is an attribute for males in the first editions, which is another common point with the results found by Söylemez (2010) in the coursebooks she analyzed (*New English File* and *Face 2 Face*).

Table 25. The List of the Adjectives in the First Editions

ADJECTIVES USED TO DESCRIBE THE TWO GENDERS	
FEMALE	MALE
Beautiful (8)	Handsome(3)
Slim (4)	Tall (5)
Tall (3)	Fat (3)
Short	Bald (2)
Lovely	Lovely
Well-behaved	Nice (2)
Shy(3)	Untidy
Tidy	Unfriendly
Polite	Intelligent
Honest	Hard-working
Nice (7)	Careful
Funny	Busy (4)
Friendly (2)	Famous (4)
	Poor
	Rich (4)

4.6.2. The Latest Editions of the Coursebooks

Table 26 shows that the number of adjectives used to describe female characters is the same as the number of adjectives used to describe males, 21. The number and the variety of the adjectives used for both genders have increased in the last editions of the coursebooks. Just like in the first editions, apart from the adjective ‘short’, all other adjectives used to describe females indicate ‘positive’ connotations. ‘Untidy’ and ‘short’ are the only negative adjectives used to describe males contrary to the first editions.

This time the use of ‘beautiful’ is less frequent, and ‘pretty’ is also used, which shows that the variety of adjectives has also increased. The use of ‘slim’ is also less frequent and the number of the adjective ‘tall’ has doubled in the last editions. Unlike the first publications, ‘handsome’ is used 9 times for males, which implies that being physically attractive has become important for men, too. The number of negative adjectives to describe the male characters has decreased. For example, ‘bald’ is not used, and ‘fat’ is used only once in the last editions. The use of ‘short’ twice implies that being ‘tall’ is not stereotypical to men any longer, being short is also alright. The use of ‘fat’ for female characters in the last editions implies that being fat is not offensive for women any more. It is interesting that in order to describe the body shape of male characters ‘fit (twice)’ and ‘well-built’ are used in the last editions, which is completely opposite to the stereotypical view of men as not taking care of their health and body shape.

As for the adjectives used for personality or character, most of the adjectives used to describe female personality-‘shy’, ‘nice’, ‘funny’, ‘friendly’, ‘lovely’- have not changed. However, it seems that females do not have to be ‘polite’, ‘tidy’, ‘honest’ and ‘well-behaved’ any more. New adjectives like ‘independent, passionate and fantastic’ are added to the list, which shows a completely different representation of women from the findings of the studies in the field (see Williams & Best, 1990; Söylemez, 2010; Diktaş, 2011). Especially the use of ‘passionate’ as an adjective to describe females is striking since it expresses strong feelings which might also have sexual connotations

and it is regarded as inappropriate for women. This can be accepted as a sign of strong challenge to the stereotypes.

Another point different from the first editions is that adjectives defining intellect are also used for female characters. They are described as ‘clever, successful, hard-working’, while male characters are described as only ‘hard-working’. The adjective ‘busy’ is also used to define both genders, which indicates that women have taken an active part in business life in the changing world and they have even more positive professional attributes than men.

Another surprising difference is that both genders are represented as ‘nice, lovely, friendly, funny and shy’. Furthermore, males are also described as ‘quiet, kind, sentimental and romantic’. Particularly the use of ‘shy, sentimental, romantic’-always considered to be female related adjectives- to describe male characters is a direct message opposing to the stereotypical representation of men.

Moreover, it seems that being “rich” is not an attribute for males any longer. Different from the first publications ‘rich’ is used 5 times for each gender. The use of ‘poor and famous’, which gives information about the social and financial status of a person, is again equal for each gender.

Table 26. The List of the Adjectives in the Last Editions

ADJECTIVES USED TO DESCRIBE THE TWO GENDERS	
FEMALE	MALE
Beautiful (4)	Handsome (9)
Pretty (3)	Tall (6)
Slim (3)	Short (2)
Tall (6)	Fat
Fat	Well-built
Short	Fit (2)
Nice (5)	Nice (2)
Lovely (2)	Lovely
Friendly (3)	Friendly (3)
Funny (2)	Funny (3)
Shy	Shy
Clever (3)	Quiet
Successful	Kind
Independent	Sentimental
Hard-working	Romantic
Passionate	Hard-working (3)
Fantastic	Lucky (4)
Busy	Busy (2)
Famous (4)	Famous (4)
Poor	Poor
Rich (2)	Rich (5)

4.7. Conclusions

The present study, concerned with gender balance and gender representations in elementary level ELT coursebooks the first editions of which have been revised in the past few years, explored the presence of females and males, the distribution of family roles, household activities, occupations, free time activities and the use of adjectives to describe each gender in both the first and the last editions of the coursebooks.

The equality of female-male presentations was examined by counting occurrences of female and male characters in texts and illustrations. Male characters outnumbered female characters in all the three first editions. While the total presence of female characters in the first editions is 46%, the presence of male characters is 54%. In the last versions of the coursebooks male and female presence became equal. Total percentages of presence became 50% -50%. As a matter of fact, female characters outnumbered male characters in *New Total English* (2011).

Research into family roles representations showed that throughout the first editions, it was observed that out of the total 326 characters represented as a family member; 107 adult female figures were represented as a mother or a wife, whereas 83 adult male figures were represented as a father or a husband. The percentage ratio of female-male occurrences as family members turned out to be 57% : 43%. However, in the last editions, out of the total 354 characters represented as a family member; 98 adult female figures were represented as a mother or a wife, whereas 100 adult male figures were represented as a father or a husband. Totally in all the three last edition coursebooks the percentage ratio of female-male occurrences as family members is 51% : 49%, which shows an almost equal representation of females and males as family members.

Research related to the distribution of household activities showed that the findings from the first editions support stereotypical gender representations. Women are responsible for cooking, cleaning and taking care of the children, whereas men are

doing the gardening. In the last editions cleaning the house was again displayed as a female's duty; however, doing housework is assigned to both men and women. Responsibilities regarding the children are shared in the last editions. Both men and women were represented to look after the children. It was found out that the percentage of female-associated activities has fallen from 55% to 40%, while the percentage of male associated activities has risen from 18% to 27% in the last editions of the coursebooks. The number and the percentage of the shared responsibilities have also increased from 27% to 33%.

While examining the distribution of occupational activities it was discovered that in the first editions of the coursebooks out of the total 67 jobs, 28 jobs were assigned to female characters, while 39 jobs were assigned to male gender. As for the nontraditional jobs, females were shown in nontraditional occupations at a percentage of 22%, whereas male characters were illustrated in nontraditional occupations (teacher and shop assistant) at only 3%. However, In the last editions of the coursebooks, out of the total 76 jobs, 37 jobs were assigned to female characters and 39 jobs were assigned to male gender. As for the nontraditional jobs, females were shown in nontraditional occupations at a percentage of 36%, whereas male characters were illustrated in nontraditional occupations (teacher, nurse, cleaner, etc.) at 6%.

Research related to the distribution of free time activities showed that in the first editions of the coursebooks female characters were doing 19 activities in total and male characters were presented to do 20 activities. However, in the last editions female characters were represented as doing 29 activities in total and male characters were doing 27 activities. In the last editions females were represented to be more active. In the last versions of the coursebooks the percentage of female indoor activities has declined from 13% to 3%, and the percentage of female outdoor activities has declined from 23% to 15%. Male indoor activities have not changed, but the percentage of male outdoor activities has declined from 32% to 10%.

Research into the use of adjectives to describe each gender showed that in the first editions of the coursebooks, females and males were represented in a more stereotypical way than they were in the last editions. In the first editions, females were represented as ‘beautiful, slim, lovely, nice, friendly, tidy, polite, honest, well-behaved, etc.’, while males were represented as ‘handsome, tall, fat, bald, etc.’, which supports the stereotypical views of men and women. Adjectives defining ‘intellect’ were only used for males in the first editions, whereas ‘clever, hard-working and successful’ were used to describe females in the last editions. In the first editions ‘rich’ was only used for males, but in the last editions ‘rich’ was used 5 times for each gender.

CHAPTER 5

CONCLUSION

5.0. Presentation

This chapter summarizes the current study and presents generalized interpretations of the findings obtained by the research. Next, some pedagogical implications for coursebook writers, publishers and educationalists are discussed. The chapter ends with suggestions for further research.

5.1. Summary of the Study

This study was conducted for the purpose of examining gender representations and gender bias in six elementary-level ELT coursebooks published by foreign publishing houses and used in many countries including Turkey. The coursebooks which have been revised in the past few years were chosen as the materials of the study. The main aim of the study was to find out whether there has been a change in the way men and women are presented between the first and the last publications (revised editions) of the coursebooks. So as to answer that question, coursebooks were investigated with regard to six operating areas of gender bias and gender stereotypes which have been also used in the previous studies in the field.

In order to investigate the content of the coursebooks content analysis was chosen as the data analysis tool. Six operating areas of gender stereotypes were taken as categories of analysis. These areas were: presence of female and male characters in the coursebooks, numbers of female and male characters presented as a family member, division of household duties between the genders, occupational activities they are engaged in, types of activities they do in their leisure time and finally the adjectives used to describe female and male characters. Then, the results obtained from each

coursebook were compiled in two groups as the findings from the first and the last editions. The results related to both groups were compared to reach a general conclusion to see whether coursebook writers have taken the changing gender roles into consideration and reflected this change in the coursebooks while revising the first editions.

It was observed that although the first publications of the coursebooks were not highly gender biased, the imbalanced representation of genders was in favor of males. The last editions of the same coursebooks showed a more balanced and nearly equal representation of females and males.

5.2. The Conclusion and Interpretation of the Findings

The first research question focused on the number of female and male occurrences in texts and illustrations. It was found out that male characters outnumbered female characters in the first editions. The total percentage of male gendered pictures, names, pronouns and nouns was 54%, while the total percentage for female characters was 46%. Despite the fact that the difference did not show a strong gender bias, the imbalance between the percentages was in favor of males. The United Nations Population Fund (2011) estimates that the world population reached 7 billion in 2011, and 49% of the total population is women. Turkish Statistical Institute (2012) also reported that women make up 49,8% of the total population in Turkey. It is clear that the number of women and men are almost equal in the world. Therefore, underrepresentation of female characters in the coursebooks gives a misleading message to the learners about the place of women in society. The imbalanced representation of females and males in the coursebooks implies that although men and women seem to be equal in terms of their share in the world population, a lot of women are still invisible due to the lack of recognition in patriarchal societies. In many cultures women are not recognized as individuals having equal rights with men, but they are viewed as wives and mothers whose duty is to take care of both husbands and the children.

On the other hand, the presence of female and male characters was equal as 50% in the last editions of the coursebooks. Although the longest period between the first and the last editions of the analyzed coursebooks is 10 years, this change in the representation of men and women is remarkable. In recent decades women have become more involved in social roles outside the house as individuals working shoulder to shoulder with men, which have made them more visible as well. This gradually increasing recognition of women in society has been reflected in the revised coursebooks.

The second research question looked for five aspects of gender-based stereotypes in the coursebooks. The first category to be investigated was the representations of female and male characters as family members. In the first editions of the coursebooks, it was discovered that 57% of the characters represented as a family member were females, while 43% of them were male. Female characters mostly appeared as wives (18%) and mothers (15%). Male characters mostly appeared as husbands (15%) and fathers (11%), too. These percentages indicate that female characters are more assigned with family roles. Starting a family and becoming wives and mothers is represented to be important for women. This explicitly gives the message that women should be under the assurance of marriage as a social institution. However, in the last editions of the coursebooks the percentages of female and male characters as family members became almost equal. 49% of the family members were female and 51% of the characters were male. It is surprising that in the last editions, female characters mostly appeared as mothers (18%) and sisters (16%) and likewise male characters appeared mainly as fathers (16%) and brothers (13%).

The role of female characters as wives and male characters as husbands became less important than it was in the first editions. Although the significance of family is still there, women have become more independent from their husbands and they are not represented as being under the shield of their husbands. This change in the percentages shows that both husbands and wives have equal positions at home.

The second category investigated to look for gender-stereotypes was the division of the household duties between female and male characters. In the first editions of the coursebooks the percentage of the duties performed only by females was 55%, males' percentage was only 18%. Male characters were presented to help females in cooking dinner and doing the shopping. The activities performed only by males were taking care of the pet and doing the gardening. Apart from these tasks, all other important tasks were on the shoulders of females. Cleaning the house, making breakfast and lunch, looking after the children, taking children to school are all assigned to females. This division of household duties indicates that women have more responsibilities than men at home. The coursebooks seem to support the traditional image of women keeping the home fires burning. On the contrary, in the last editions of the coursebooks 40% of the total work was done by females; 27% was done by males and 33% of the total work was carried out jointly by both of them. It is clear that although females' burden is still heavy, males have started to help with the household duties more frequently than they did before.

In addition to cooking dinner, males were also represented as doing the housework and looking after the children. These activities are challenging the stereotypical representation of men. In real life with the increasing number of working mothers, husbands have started to do household activities and help with the housework and childcare is not regarded as unacceptable or peculiar. In that sense, the last editions of the coursebooks are more realistic than their first versions in reflecting the changing roles of women and men.

The third aspect of gender stereotypes to be investigated was the distribution of jobs between females and males. In the first editions of the coursebooks, it was found out that the total employment of female characters was 41%, while the percentage was 59% for males. The imbalance between the percentages obviously indicates that the work force was highly dominated by males. The recognition of women as working individuals has not become widespread yet. When the range of jobs assigned to men

and women in the first editions were analyzed, it was observed that 22% of the female characters were engaged in nontraditional jobs such as lawyer, police officer, chemist, artist, actress, musician and 19% of them were engaged in traditional jobs including teacher, nurse, housewife, secretary, receptionist, etc. The situation of females seems to be in progress in itself. They are presented to be taking active roles in business life. On the contrary, male characters continued to be represented as doing traditional jobs. The percentage ratio of traditional-nontraditional jobs assigned to males was 56%-3% in the first editions. They were involved in only two nontraditional jobs (teacher, shop assistant) and the other jobs are all traditional ones such as doctor, policeman, politician, soldier, farmer, professor, scientist, etc. These results show that gender stereotypes are more binding for males in terms of jobs. It is still considered as strange when males are engaged in female dominated jobs.

In the last editions of the coursebooks the total employment of females was 49% and males' employment percentage was 51%. Females were assigned to more nontraditional jobs including politician, TV producer, manager, businesswoman, etc. and the percentage of male traditional jobs declined to 45%. This difference in the way the two genders are represented in the last editions is the situation wished for the real positions of men and women in business life. Due to the economic problems faced in many countries a lot of men and women do not have a chance to choose their ideal jobs. As a result they are employed in several sectors regardless of the gender dominance in the work place. Men can also work in female dominated jobs. Another reason for this change in the status of men in work force might be the fact that the education level of women has increased over the past decades and they have been appointed to prestigious, well-paid jobs which were traditionally assigned to men. Education and effectiveness have become the most important values of an employee; therefore, employers usually choose their employees on the basis of their education level no matter what their gender is. These changes over time may have resulted in women's taking a greater part in business and this situation has been reflected in the revised editions of the coursebooks.

The fourth aspect investigated to look for gender stereotypes was the distribution of the free time activities. In the first editions it was found out that the number of the activities females and males were engaged in was nearly equal. 26% of the activities were performed by both genders, the percentage of the activities in which only females were engaged in was 36% and males' percentage was 38%. Since the percentages are close to each other, it is assumed that the distribution of free time activities is almost equal. More importantly, the results also reveal that the activities are traditionally divided as female type and male type. For example, playing football, baseball, basketball, golf and playing computer games, reading a newspaper, going fishing, surfing, sailing, skiing and hiking are the activities that are performed by only male characters. On the other hand, writing poems, reading a book, going dancing, going to the gym, going for a walk, jogging, going shopping and cooking are the activities that are performed by only female characters. In other words, males are represented as doing tough sports and playing masculine games. In contrast, females are represented as doing sports to keep fit and healthy, spending their time in shopping centres, reading romantic novels or cooking, which is not usually regarded as a leisure activity.

In the last editions of the analyzed coursebooks, it was discovered that the percentage of the free time activities performed by both genders increased by 43% (from 26% to 69%). The percentage of the activities in which only females were involved in decreased by half to 18%, and males' percentage decreased by 25% (from 38% to 13%). It is clear that in the last editions, traditionally female or male type activities are replaced by activities that can be performed by both genders. For example, some of the most stereotypical activities such as 'going shopping, cooking, reading a book, etc.' and 'playing football, playing computer games, skiing, sailing, etc.' are represented to be performed by both genders. In conclusion, the last editions of the coursebooks have become much more balanced in terms of gender representations.

The last category to be investigated was the use of adjectives to describe the two genders. The findings showed that in the first editions of the coursebooks, the depiction

of females was much more stereotypical. The adjectives used to describe females were related to either appearance like ‘beautiful, slim, tall, short’ or ideal and stereotypical personal traits such as ‘well-behaved, shy, nice, polite, honest, friendly’. On the other hand, apart from the adjectives related to physical appearance and personalities, adjectives defining intellect and indicating the status in society were also used for males including ‘intelligent, hard-working’ and ‘famous, poor, busy and rich’.

However, in the last editions the number of adjectives used to describe physical appearance of males increased, which shows that being physically attractive has become important for men, too. The range of adjectives used to describe each gender has varied. Adjectives used to define intellect like ‘clever, successful, hard-working’ were used for females. Females have become ‘independent, fantastic, passionate’, while males have become ‘sentimental, romantic, shy, kind, quiet’. Adjectives indicating social and financial status including ‘famous, poor and rich’ were used to describe both genders. This change in the use of adjectives is quite contrary to the traditional representations of both genders.

Throughout the whole study it was observed that the representations of female and male characters in the first editions were closer to the stereotypes. By contrast, in the last editions the representations of the genders have ideally become more balanced in all investigated aspects of gender stereotypes. However, it must be pointed out that the generalizability of the results gained by this study is low due to the limitations mentioned in Chapter 1.

5.3. Pedagogical Implications

The present research focused on investigating gender balance issues in ELT coursebooks published by foreign publishers. The findings obtained by the study revealed gender inequalities in the content of the first editions of the coursebooks and balanced representations in the last editions. This study may have the following implications for coursebook writers, publishers and educators.

From the findings of the study it can be implied that coursebook writers and publishers have paid deliberate attention to the numbers of female and male characters, portrayal of women and men in family roles, occupational roles, free time activities and the adjectives used to describe each gender. It is obvious that they have observed the changes in the status of women in society and they have reflected these observations in the coursebooks while revising and modernizing them.

All coursebook writers and publishers must be aware of the possible negative results of gender inequality in classroom materials and the way it may negatively influence the gender socialization process of the learners. Sunderland (1992) puts forward that any unconscious influence of female characters in the coursebooks, whose social, behavioral, and linguistic roles are restricted, does not suggest cognitive and communicative empowerment for female students in the classroom (p. 86). Therefore, writers and publishers need to be careful not to present women and men in only traditional roles and ideally equal space should be spared for each gender in both family roles and social, occupational roles. If women are only depicted as wives and mothers cleaning the house, looking after the children at home; holding less-paid, nonprofessional jobs and spending time doing only female type leisure activities outside the house, and men are represented in an opposite way, these differences in gender roles will be regarded as normal and well accepted. If women are just defined by using the adjectives describing their physical appearance and good nature, while men are defined as intelligent, successful, famous, rich, etc., female learners will gradually lose their enthusiasm to learn, internalize the negative female stereotypes and they will question their value in later life. Thus, writers and publishers should pay special attention in the portrayal of both genders.

In order to produce coursebooks free from gender inequalities and gender bias, writers and publishers, including international and local ones, should refer to and try to benefit from the findings of the academic research investigating gender representations in the classroom materials.

Apart from the writers and publishers, school administrators and coursebook selection committees of schools could use the findings of the research as criteria when choosing coursebooks free of gender bias in order to be used in language classrooms. These aspects of criteria might include the investigated categories in the present study. However, if the school administrators and teachers are not authorized to select the coursebook to be used, they need to be aware of the possibility of negative representations of men and women in the content of the book. Teachers should adapt the content of coursebooks in order to eliminate gender bias and should provide the learners with new materials in which men and women are equally represented. For example, if the reading texts in the coursebook take important male politicians, musicians, scientists, explorers, etc as the topic and praise them for their success, intelligence, hardwork, courage, etc., the teacher can add new reading texts telling the successful life stories of females such as Margaret Thatcher (UK's first female prime minister), Marrie Curie (first woman to win a Nobel Prize), Sabiha Gökçen (Turkey's first female pilot), Afife Jale (first theatre actress in Turkey),etc. to illustrate that men and women have the same qualities as human beings and both genders are intelligent and successful.

In classroom activities in which students take more active parts (e.g. role play activities), teachers should give male and female students nontraditional roles to prevent gender bias. For example, a girl can be the boss, while a boy takes the role of the secretary.

Some coursebooks might also enclose implicit cultural, political and ideological meanings, in other words, a hidden curriculum. If it is beyond the authority of teachers to choose the coursebook to be used, they should approach the coursebooks critically and they should avoid emphasizing the content containing political or ideological messages. Provided that the content of the coursebook includes information that might negatively affect the socialization process of the learners, this information or material should totally be avoided.

5.4. Suggestions for Further Research

The present study investigated the first and the last publications of three elementary-level ELT coursebooks published by well-known international publishers to see whether the last publications have been revised in terms of gender representations. Six areas of gender stereotypes were investigated in the coursebooks, and the findings revealed that the coursebook writers have taken the changing roles of men and women into consideration and they balanced the representations. However, this study can be improved in some ways.

First, more coursebooks which have been revised several years after their first editions can be analyzed in order to discover whether there has been a change in the representations of genders in a positive or negative way over time. It would be better if the whole set of the coursebooks including workbooks and teachers' books at each proficiency level were analyzed.

Secondly, it would be useful to investigate gender representations in the coursebooks locally published in different countries aiming to teach various age groups. It would also be interesting to examine locally published coursebooks which have been revised in recent years and compare them with their first publications to see whether political, social and economical changes in these countries over time have influenced the way men and women are represented in the coursebooks.

Lastly, it might be informative to conduct research concerning how teacher education curriculum in ELT departments guides teacher trainees related to classroom use of coursebooks from a gender perspective. It would also be beneficial to investigate teachers' and students' perceptions of gender representations in the coursebooks and observe teacher-student, student-student interactions in the classroom from a gender perspective.

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Appendix A

Results Found by the Researcher and Outside Coder in *New Headway 2000*

1) Presence of Female/ Male Characters

Researcher's Findings:

Presence of the characters	FEMALE	MALE
	Tokens	Tokens
Illustrations	170	217
Readings	43	60
Listenings	79	84
Grammar & Vocabulary	94	94
TOTAL	386	455

Outside Coder's Findings:

Presence of the characters	FEMALE	MALE
	Tokens	Tokens
Illustrations	175	213
Readings	47	60
Listenings	75	86
Grammar & Vocabulary	90	94
TOTAL	387	453

2) Family Roles Representations

Researcher's Findings:

FEMALE	Tokens	MALE	Tokens
Wife	22	Husband	15
Mother	14	Father	10
Daughter	13	Son	9
Sister	14	Brother	6
TOTAL	63	TOTAL	40

Outside Coder's Findings:

FEMALE	Tokens	MALE	Tokens
Wife	22	Husband	15
Mother	16	Father	10
Daughter	11	Son	8
Sister	14	Brother	7
TOTAL	63	TOTAL	40

3) Household Activities

Researcher's Findings:

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking dinner	+	+
Cleaning the house	+	-
Making the shopping list	-	+
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Picking up the children from school	+	-

Outside Coder's Findings:

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking dinner	+	+
Cleaning the house	+	-
Making the shopping list	-	+
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Picking up the children from school	+	-

4) Job List

Researcher's Findings:

JOBS (OCCUPATIONS)			
Female		Male	
Teacher*	Writer**	Doctor*	Teacher**
Waitress*	Interpreter**	Policeman*	Journalist*
Journalist**	Architect**	Accountant*	Scientist*
Nurse*	TV Presenter**	Shop assistant**	Businessman*
Chemist**	Shop assistant*	Artist*	Musician*
Secretary*	Artist**	Inventor*	Soldier*
Dressmaker*	Ballet dancer*	Graphic designer*	Farmer*
		Engineer*	Postman*
		Driver (taxi/bus)*	Pilot*
		Fisherman*	Fireman*

Outside Coder's Findings:

JOBS (OCCUPATIONS)			
Female		Male	
Teacher*	Writer**	Doctor*	Teacher**
Waitress*	Interpreter**	Policeman*	Ambulance man*
Journalist**	Architect**	Journalist*	Accountant*
Nurse*	TV Presenter**	Scientist*	Shop assistant**
Chemist**	Shop assistant*	Businessman*	Artist*
Secretary*	Artist**	Musician*	Politician*
Ballet dancer*		Inventor*	Soldier*
		Graphic designer*	Farmer*
		Engineer*	Fireman*
		Driver (taxi/bus)*	Pilot*

5) Free Time Activities

Researcher's Findings:

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	-
Watching football*	-	+
Playing football**	-	+
Playing computer games*	-	+
Going to the theatre**	-	+
Swimming**	+	-
Skiing**	-	+
Listening to music*	+	-
Travelling**	+	-
Going dancing**	+	+
Relaxing at home*	+	-
Going to parties**	+	+
Sailing**	-	+
Going for walks**	+	-
Reading / writing poems*	+	-
Going to bars/restaurants**	+	+
Going fishing**	-	+
Jogging**	+	-

Outside Coder's Findings:

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	-
Watching football*	-	+
Playing football**	-	+
Playing computer games*	-	+
Going to the theatre**	-	+
Swimming**	+	-
Skiing**	-	+
Playing baseball**	-	+
Listening to music*	+	-
Taking photos**	-	+
Going dancing**	+	+
Relaxing at home*	+	-
Going to parties**	+	+
Sailing**	-	+
Going for walks**	+	-
Reading / writing poems*	+	-
Going ice-skating**	-	+
Going to bars/restaurants**	+	+
Jogging**	+	-

6) Adjectives Used to Describe Each Gender

Researcher's Findings:

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful (3)	Tall (2)
Tall (2)	Rich (2)
Nice (3)	Hard-working
Shy (1)	Busy (2)
Good	
Well-behaved	
Tidy	
Polite	
Honest	
Friendly	
Funny	

Outside Coder's Findings:

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful (2)	Tall (2)
Tall (2)	Rich (2)
Nice (3)	Hard-working
Shy (2)	Busy
Good	Careful
Well-behaved	
Tidy	
Polite	
Friendly	
Funny	

Results Found by the Researcher and Outside Coder in *New Headway 2011*

1) Presence of Female / Male Characters

Researcher's Findings:

Presence of the characters	FEMALE	MALE
	Tokens	Tokens
Illustrations	161	166
Readings	44	50
Listenings	133	134
Grammar & Vocabulary	94	78
TOTAL	432	428

Outside Coder's Findings:

Presence of the characters	FEMALE	MALE
	Tokens	Tokens
Illustrations	165	162
Readings	44	50
Listenings	127	136
Grammar & Vocabulary	90	82
TOTAL	426	430

2) Family Roles Representations

Researcher's Findings:

FEMALE	Tokens	MALE	Tokens
Wife	13	Husband	12
Mother	19	Father	21
Daughter	8	Son	9
Sister	11	Brother	14
TOTAL	51	TOTAL	56

Outside Coder's Findings:

FEMALE	Tokens	MALE	Tokens
Wife	10	Husband	12
Mother	16	Father	19
Daughter	8	Son	9
Sister	13	Brother	12
TOTAL	47	TOTAL	52

3) Household Activities

Researcher's Findings:

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	-	+
Making a shopping list	+	-
Doing the shopping	+	+
Doing the housework	+	+
Taking care of the children	+	-
Taking care of the pet	+	+
Driving the car	-	+

Outside Coder's Findings:

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	-	+
Making a shopping list	+	+
Doing the shopping	+	+
Doing the housework	+	+
Taking care of the children	+	-
Taking care of the pet	+	-
Driving the car	-	+

4) Job List

Researcher's Findings:

JOBS (OCCUPATIONS)			
Female		Male	
Hairdresser**	TV Presenter**	Politician*	Shop Assistant**
Teacher*	Lawyer**	Teacher**	Pilot*
Journalist**	Dress designer*	Journalist*	Architect*
Scientist**	Nurse*	Scientist*	Taxi-driver*
Waitress*	Singer**	Waiter*	Banker*
Banker**	Model*	Fisherman*	Businessman*
Businesswoman**	Writer**	Professor*	Artist*
Artist**	Actress**	Astronaut*	Musician*
Musician**	Ballet dancer*	Explorer*	Salesman*
Doctor**	Receptionist*	Dentist*	Engineer*
		Accountant*	
		Computer programmer*	

Outside Coder's Findings:

JOBS (OCCUPATIONS)			
Female		Male	
Hairdresser**	TV Presenter**	Politician*	Shop Assistant**
Teacher*	Lawyer**	Teacher**	Pilot*
Journalist**	Dress designer*	Journalist*	Architect*
Scientist**	Nurse*	Scientist*	Taxi-driver*
Waitress*	Singer**	Waiter*	Banker*
Banker**	Model*	Fisherman*	Businessman*
Businesswoman**	Writer**	Professor*	Artist*
Artist**	Actress**	Astronaut*	Musician*
Musician**	Ballet dancer*	Explorer*	Salesman*
Doctor**	Receptionist*	Dentist*	Engineer*
		Accountant*	
		Computer programmer*	

5) Free Time Activities

Researcher's Findings:

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	+
Listening to & writing music*	+	+
Going cycling**	-	+
Playing golf**	+	-
Reading*	+	+
Going to the cinema**	+	+
Swimming**	+	+
Cooking*	+	+
Playing computer games*	+	-
Playing tennis**	+	+
Writing stories*	+	-
Travelling**	+	+
Going to the gym**	+	+
Going shopping**	+	-
Going to the museums and galleries**	+	-
Playing snooker**	-	+
Relaxing at home*	-	+
Going to a club**	+	+
Going to concerts**	+	+
Playing cards*	+	+
Skiing**	+	+
Sailing**	+	+
Jogging**	-	+
Dancing**	+	-
Walking**	+	-

Outside Coder's Findings:

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	+
Listening to & writing music*	+	+
Playing golf**	+	-
Reading*	+	+
Going to the cinema**	+	+
Swimming**	+	+
Playing computer games*	+	-
Playing tennis**	+	+
Watching football*	-	+
Writing stories*	+	-
Travelling**	+	+
Going to the gym**	+	+
Going shopping**	+	-
Going to the museums and galleries**	+	-
Playing snooker**	-	+
Relaxing at home*	-	+
Going to a club**	+	+
Going to concerts**	+	+
Playing cards*	+	+
Skating**	+	+
Sailing**	+	+
Windsurfing**	-	+
Jogging**	-	+
Dancing**	+	-
Walking**	+	-

6) Adjectives Used to Describe Each Gender

Researcher's Findings:

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Pretty (5)	Handsome
Tall	Tall (2)
Nice (2)	Lovely
Independent	Hard-working (4)
Clever	Sentimental
Passionate	Quiet
Lovely	Shy
Hard-working	Kind
Successful	Funny
Fantastic	Busy (2)
Famous (4)	Famous (2)
Rich (2)	Rich (2)
	Lucky (4)

Outside Coder's Findings:

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Pretty (4)	Handsome
Beautiful	Tall (2)
Tall	Lovely
Nice (2)	Hard-working (2)
Independent	Sentimental
Clever	Quiet
Passionate	Kind
Lovely	Funny
Hard-working	Busy (2)
Successful	Famous (2)
Fantastic	Rich (2)
Famous (2)	Lucky (4)
Rich (2)	

Appendix B

PRESENCE OF FEMALES AND MALES IN THE COURSEBOOKS

1) Presence of female/ male characters in *New Headway 2000*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	172	44	215	56
Readings	45	43	60	57
Listenings	77	48	85	52
Grammar & Vocabulary	92	49	94	51
TOTAL	386	46	454	54

2) Presence of female/male characters in *Cutting Edge 2001*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	223	45	276	55
Readings	50	52	47	48
Listenings	73	45	88	55
Grammar & Vocabulary	125	44	160	56
TOTAL	471	45	571	55

3) Presence of female/male characters in *Total English 2005*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	136	44	175	56
Readings	70	47	79	53
Listenings	92	47	104	53
Grammar & Vocabulary	155	47	175	53
TOTAL	453	46	533	54

4) Presence of female/ male characters in *New Headway 2011*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	163	50	164	50
Readings	44	47	50	53
Listenings	130	49	135	51
Grammar & Vocabulary	92	53	80	47
TOTAL	429	50	429	50

5) Presence of female/male characters in *New Cutting Edge 2005*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	195	47	220	53
Readings	63	48	68	52
Listenings	104	50	106	50
Grammar & Vocabulary	145	51	138	49
TOTAL	507	49	532	51

6) Presence of female/male characters in *New Total English 2011*.

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Illustrations	190	49	200	51
Readings	75	52	70	48
Listenings	108	49	111	51
Grammar & Vocabulary	183	54	158	46
TOTAL	556	51	539	49

Appendix C

FAMILY ROLES REPRESENTATIONS

1) Family Roles Representations in *New Headway 2000*.

FEMALE	Tokens	%	MALE	Tokens	%
Wife	22	21	Husband	15	14
Mother	15	14	Father	10	10
Daughter	12	12	Son	9	9
Sister	14	13	Brother	7	7
TOTAL	63	60	TOTAL	41	40

2) Family Roles Representations in *Cutting Edge 2001*.

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	19	19	Husband	16	17
Mother	16	17	Father	13	13
Daughter	10	10	Son	7	7
Sister	9	9	Brother	8	8
TOTAL	54	55	TOTAL	44	45

3) Family Roles Representations in *Total English* 2005.

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	19	15	Husband	16	13
Mother	16	13	Father	13	11
Daughter	14	11	Son	11	9
Sister	20	16	Brother	15	12
TOTAL	69	55	TOTAL	55	45

4) Total Percentages of Family Roles in the First Publications.

FAMILY ROLES REPRESENTATIONS	FEMALE	MALE
	Tokens	Tokens
<i>New Headway</i> (2000)	63 (60%)	41 (40%)
<i>Cutting Edge</i> (2001)	54 (55%)	44 (45%)
<i>Total English</i> (2005)	69 (55%)	55 (45%)
TOTAL	186 (57%)	140 (43%)

5) Family Roles Representations in *New Headway* 2011.

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	11	11	Husband	12	12
Mother	18	17	Father	20	19
Daughter	8	8	Son	9	9
Sister	12	12	Brother	13	12
TOTAL	49	48	TOTAL	54	52

6) Family Roles Representations in *New Cutting Edge* 2005.

FAMILY ROLES REPRESENTATIONS					
FEMALE	Tokens	%	MALE	Tokens	%
Wife	14	13	Husband	17	15
Mother	19	17	Father	13	12
Daughter	12	11	Son	14	13
Sister	11	10	Brother	10	9
TOTAL	56	51	TOTAL	54	49

7) Family Roles Representations in *New Total English 2011*.

FAMILY ROLES REPRESENTATIONS					
Female	Tokens	%	Male	Tokens	%
Wife	10	8	Husband	15	11
Mother	26	18	Father	23	16
Daughter	6	4	Son	6	4
Sister	32	23	Brother	23	16
TOTAL	74	53	TOTAL	67	47

8) Total Percentages of Family Roles in the Last Publications.

FAMILY ROLES REPRESENTATIONS	FEMALE	MALE	
	Tokens	Tokens	
<i>New Headway</i> (2011)	49 (48%)	54 (52%)	354
<i>Cutting Edge</i> (2005)	56 (51%)	54 (49%)	
<i>Total English</i> (2011)	74 (53%)	67 (47%)	
TOTAL	179 (51%)	175 (49%)	

Appendix D

HOUSEHOLD ACTIVITIES

1) Distribution of Household Activities in *New Headway 2000*.

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking dinner	+	+
Cleaning the house	+	-
Making the shopping list	-	+
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Picking up the children from school	+	-

2) Distribution of Household Activities in *Cutting Edge 2001*.

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Cooking	+	-
Making a shopping list	+	-
Doing the shopping	+	-
Taking care of the children	+	-
Taking care of the pet	-	+

3) **Distribution of Household Activities in *Total English* 2005.**

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking lunch	+	-
Cooking dinner	+	+
Doing the garden work	-	+
Making the shopping list	+	-
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Cleaning the house	+	-

4) **Distribution of Household Activities in *New Headway* 2011.**

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	-	+
Making a shopping list	+	-
Doing the shopping	+	+
Doing the housework	+	+
Taking care of the children	+	-
Taking care of the pet	+	-
Driving the car	-	+

5) **Distribution of Household Activities in *New Cutting Edge* 2005.**

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Looking after the children (the baby)	+	+
Taking care of the pet	+	+
Making a shopping list	+	-
Doing the shopping	+	-
Doing housework	-	+
Making barbecue	-	+
Taking the children swimming	-	+

6) **Distribution of Household Activities in *New Total English* 2011.**

DISTRIBUTION of HOUSEHOLD ACTIVITIES		
	Female	Male
Making breakfast	+	-
Cooking lunch	+	-
Cooking dinner	+	+
Washing the car	-	+
Making the shopping list	+	-
Doing the shopping	+	+
Looking after the children	+	-
Taking the children to school	+	-
Cleaning the house	+	-
Serving tea to the guests	+	-

Appendix E

JOB LISTS IN THE COURSEBOOKS

1) List of Jobs/ Occupations in *New Headway 2000*.

JOBS (OCCUPATIONS)	
Female	Male
Teacher* Writer** Waitress* Interpreter** Journalist** Architect** Nurse* TV Presenter** Chemist** Shop assistant* Secretary* Artist** Dressmaker* Ballet dancer*	Doctor* Teacher** Policeman* Ambulance man* Journalist* Accountant* Scientist* Shop assistant** Businessman* Artist* Musician* Politician* Inventor* Soldier* Graphic designer* Farmer* Engineer* Postman* Driver (taxi/bus)* Pilot* Fisherman* Fireman*

2) List of Jobs/ Occupations in *Cutting Edge* 2001.

JOBS (OCCUPATIONS)	
Female	Male
Teacher*	Teacher**
Singer**	Soldier*
Scientist**	Scientist*
Waitress*	Professor*
Model*	Footballer*
Musician**	Politician*
Shop assistant*	Actor*
Actress**	Manager*
Writer**	Doctor*
Stewardess*	Artist*
Photographer**	Police officer*
Police officer**	Engineer*
Fashion designer*	Waiter*
	Musician*
	Film Director*
	Writer*
	Composer*
	Poet*
	Inventor*
	Astronaut*
	Explorer*
	Journalist*
	Businessman*
	Computer Programmer*

3) List of Jobs/ Occupations in *Total English 2005*.

JOBS (OCCUPATIONS)	
Female	Male
Teacher* Journalist** Dress Designer* Receptionist* Actress** Waitress* Secretary* Singer** Lawyer** Cleaner* Chef** Architect** Hairdresser** Housewife*	Teacher** Electrician* Accountant* Shop Assistant** Actor* Footballer* Waiter* Politician* Singer* Artist* Cleaner** Engineer* Doctor* Musician* Police officer* Writer* Banker* Inventor* Astronaut* Businessman* Lecturer* Worker*

4) List of Jobs/ Occupations in *New Headway* 2011

JOBS (OCCUPATIONS)	
Female	Male
Hairdresser** TV Presenter** Teacher* Lawyer** Journalist** Dress designer* Scientist** Nurse* Waitress* Singer** Banker** Model* Businesswoman** Writer** Artist** Actress** Musician** Ballet dancer* Doctor** Receptionist*	Politician* Shop Assistant** Teacher** Pilot* Journalist* Architect* Scientist* Taxi-driver* Waiter* Banker* Fisherman* Businessman* Professor* Artist* Astronaut* Musician* Explorer* Salesman* Dentist* Engineer* Accountant* Computer programmer*

5) List of Jobs/ Occupations in *New Cutting Edge 2005*

JOBS (OCCUPATIONS)	
Female	Male
Teacher*	Teacher**
Accountant**	Nurse**
Writer**	Writer*
Lawyer**	Professor*
Photographer**	Electrician*
Waitress*	Film producer*
Musician**	Musician*
Manager**	Film director*
Sportswoman**	Sportsman*
Scientist**	Taxi driver*
Actress**	Actor*
Servant*	Astronaut*
Businesswoman**	Businessman*
Hairdresser**	Engineer*
Doctor**	Doctor*
Travel agent**	Politician*
Singer**	Singer*
Secretary*	Banker*
Police officer**	Police officer*
Receptionist*	Inventor*
Fashiondesigner*	Receptionist**
Chemist**	Comedian*
Shop assistant*	Waiter*
	Baker*
	Computer programmer *

6) List of Jobs/ Occupations in *New Total English* 2011

JOBS (OCCUPATIONS)	
Female	Male
Teacher*	Teacher**
Waitress*	Farmer*
Holiday rep**	TV Presenter*
Businesswoman**	Sportsman*
Actress**	Actor*
Journalist**	Politician*
Doctor**	Doctor*
Secretary*	Sea Captain*
Police officer**	Police officer*
Lawyer**	Bus Driver*
Dentist**	Dentist*
Hairdresser**	Businessman*
Architect**	Architect*
Sportswoman**	Artist*
Singer**	Singer*
Shop assistant*	Engineer*
Chef **	Shop assistant**
Receptionist*	Inventor*
TV Producer**	Chef*
Computer Programmer**	Worker*
	Receptionist**
	TV Producer*
	Cleaner**
	Comp. Programmer*

Appendix F

FREE TIME ACTIVITIES

1) List of Free Time Activities in *New Headway 2000*.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	-
Watching football*	-	+
Playing football**	-	+
Playing computer games*	-	+
Going to the theatre**	-	+
Swimming**	+	-
Skiing**	-	+
Playing baseball**	-	+
Listening to music*	+	-
Taking photos**	-	+
Travelling**	+	-
Going dancing**	+	+
Relaxing at home*	+	-
Going to parties**	+	+
Sailing**	-	+
Going for walks**	+	-
Reading / writing poems*	+	-
Going ice-skating**	-	+
Going to bars/restaurants**	+	+
Going fishing**	-	+
Jogging**	+	-

2) List of Free Time Activities in *Cutting Edge* 2001.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	+
Listening to & writing music*	+	-
Going cycling**	+	+
Playing football**	+	+
Reading*	+	-
Going to the cinema**	+	+
Swimming**	+	-
Driving a car**	-	+
Playing computer games*	-	+
Playing tennis**	+	-
Playing golf**	-	+
Writing poems*	+	-
Travelling**	+	-
Taking Photos**	-	+
Cooking*	+	-
Playing basketball**	-	+
Relaxing at home*	+	+
Going to a club with friends**	+	-

3) List of Free Time Activities in *Total English 2005*.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching football on TV*	-	+
Watching / Listening to the news*	-	+
Listening to music*	+	-
Cycling**	-	+
Playing football**	-	+
Reading the newspaper*	-	+
Going to the cinema**	+	+
Swimming**	+	+
Hiking**	-	+
Surfing**	-	+
Playing tennis**	+	-
Playing the piano*	+	-
Taking photos**	-	+
Travelling**	+	+
Going dancing**	+	-
Cooking*	+	-
Playing basketball**	-	+
Going to a club with friends**	-	+
Sailing**	-	+
Going to the gym**	+	+
Going shopping**	+	+
Playing the guitar*	+	+
Doing aerobics**	+	-
Skiing**	-	+
Going for a walk**	+	-

4) List of Free Time Activities in *New Headway* 2011.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	+
Listening to & writing music*	+	+
Going cycling**	-	+
Playing golf**	+	-
Reading*	+	+
Going to the cinema**	+	+
Swimming**	+	+
Cooking*	+	+
Playing computer games*	+	-
Playing tennis**	+	+
Watching football*	-	+
Writing stories*	+	-
Travelling**	+	+
Going to the gym**	+	+
Going shopping**	+	-
Going to the museums and galleries**	+	-
Playing snooker**	-	+
Relaxing at home*	-	+
Going to a club**	+	+
Going to concerts**	+	+
Playing cards*	+	+
Skating**	+	+
Sailing**	+	+
Windsurfing**	-	+
Jogging**	-	+
Dancing**	+	-
Walking**	+	-

5) List of Free Time Activities in *New Cutting Edge* 2005.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Driving a car**	+	+
Swimming**	+	+
Playing football**	+	+
Watching football*	+	-
Playing tennis**	+	+
Going to the cinema**	+	+
Reading*	+	+
Playing basketball**	+	-
Riding a bike**	+	-
Cooking*	-	+
Playing computer games*	-	+
Going out with friends**	+	-
Writing music*	+	-
Playing a musical instrument*	+	+
Playing golf**	-	+
Having a barbecue*	+	+
Surfing the Internet*	+	-
Travelling**	+	-
Jogging**	+	-
Going to the gym**	+	-
Relaxing at home*	-	+
Playing hockey**	+	-
Playing softball**	-	+
Going dancing**	+	-

6) List of Free Time Activities in *New Total English 2011*.

DISTRIBUTION of FREE TIME ACTIVITIES		
	Female	Male
Watching TV*	+	+
Reading the newspaper*	-	+
Watching football*	+	-
Cycling**	+	+
Playing football**	-	+
Surfing the Internet*	+	+
Going to the cinema**	+	+
Swimming**	+	+
Hiking**	-	+
Playing the guitar*	+	+
Playing tennis**	+	-
Playing the piano*	-	+
Taking photos**	-	+
Travelling**	+	+
Going dancing**	+	-
Cooking*	+	+
Playing basketball**	-	+
Relaxing at home*	+	+
Going to concerts**	-	+
Going to the gym**	+	+
Going shopping**	+	+
Playing golf**	+	-
Reading*	+	+
Going for a walk**	+	-
Doing charity work**	+	-
Playing computer games*	-	+
Going running**	-	+
Playing board games*	-	+

Appendix G

ADJECTIVES USED IN THE COURSEBOOKS

1) The List of Adjectives in *New Headway 2000*

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful (2)	Tall (2)
Tall (2)	Rich (2)
Nice (3)	Hard-working
Shy (2)	Busy (2)
Good	Careful
Well-behaved	
Tidy	
Polite	
Honest	
Friendly	
Funny	

2) The List of Adjectives used in *Cutting Edge 2001*

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful	Tall (2)
Slim (2)	Nice
Tall (2)	Poor
Nice	Rich (2)
Friendly	Unfriendly
	Famous

3) The List of Adjectives used in *Total English 2005*

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful (4)	Handsome (2)
Pretty	Tall
Slim (2)	Fat (3)
Tall (4)	Fit
Short	Untidy
Lovely	Lovely
Nice	Nice
Shy	Famous (2)
	Busy (2)

4) The List of Adjectives used in *New Headway 2011*.

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Pretty (4)	Handsome
Beautiful	Tall (2)
Tall	Lovely
Nice (2)	Hard-working (3)
Independent	Sentimental
Clever	Quiet
Passionate	Shy
Lovely	Kind
Hard-working	Funny
Successful	Busy (2)
Fantastic	Famous (2)
Famous (3)	Rich (2)
Rich (2)	Lucky (4)

5) The List of Adjectives used in *New Cutting Edge 2005*

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful	Handsome
Slim (2)	Well-built
Tall (2)	Good-looking
Friendly	Untidy
Funny	Funny
Poor	Poor
Clever	Rich (3)
Famous	Famous

6) The List of Adjectives used in *New Total English 2011*

Adjectives used to Describe the Two Genders	
FEMALE	MALE
Beautiful (2)	Handsome (5)
Pretty (2)	Fit (2)
Tall (3)	Tall (4)
Slim (3)	Short (2)
Short	Fat
Nice (3)	Friendly (3)
Friendly (2)	Unfriendly
Shy	Nice (2)
Lovely	Romantic
Funny	Funny
Rich (3)	Famous

Appendix H

TEZ FOTOKOPİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : YILMAZ
Adı : ELVAN
Bölümü : İNGİLİZ DİLİ ÖĞRETİMİ

TEZİN ADI (İngilizce) : GENDER REPRESENTATIONS IN ELT COURSE BOOKS: A COMPARATIVE STUDY

TEZİN TÜRÜ : Yüksek Lisans Doktora

Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın.

Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullanıcılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

Tezimin bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

İmza:

Tarih: