



T.C.

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THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

THE DIVISION OF ENGLISH LANGUAGE EDUCATION

**THE ANALYSIS OF GLOBAL VALUES IN ELT COURSEBOOKS PUBLISHED BY
THE MINISTRY OF NATIONAL EDUCATION FOR 2018-2019 ACADEMIC
YEARS**

MASTER'S THESIS

Eda Nur ÖZCAN

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İngilizce Ders Kitaplarındaki Küresel Değerlerin Analizi

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ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

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Abstract

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THE ANALYSIS OF GLOBAL VALUES IN ELT COURSEBOOKS PUBLISHED BY THE MINISTRY OF NATIONAL EDUCATION FOR 2018-2019 ACADEMIC YEARS

Due to the global problems what we face every day, educators agree that every lesson should end up with a change touching on the society. Such a need in education has helped the arrival of Critical Pedagogy and Socially Responsible Teaching to the field and the Ministry of National Education added values education to the curriculum of English lessons for the first time in 2018. Language teaching is suitable in adopting these trends as content-integrated language teaching provides the field flexibility in the selection of topics. Based on Critical Pedagogy and Socially Responsible Teaching, this present study aimed to analyze global values in ELT coursebooks published by the Ministry of National Education for 2018-2019 academic years. Eight ELT coursebooks have been analyzed with the help of descriptive content analysis and deductive analysis of content has been conducted on pre-determined

aspects of global values education. The values that have taken under investigations were Anti-bias Education, Environmental Education and Peace Education. Elements regarding these aspects have been collected from each coursebook and the findings suggest that the coursebooks are not effective enough for empowering learners with skills related to global values since inequalities, imbalances and insufficiencies have been observed within the coursebooks from part to part, which calls for evaluation of coursebooks. However, findings have been found to be promising when compared to studies in relevant literature.

Keywords: Socially Responsible Teaching, Critical Pedagogy, Values Education, ELT coursebooks, Material Evaluation

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TÜRK MİLLİ EĞİTİM BAKANLIĞI'NCA YAYINLANAN 2018-2019 EĞİTİM ÖĞRETİM YILI İNGİLİZCE DERS KİTAPLARINDAKİ KÜRESEL DEĞERLERİN ANALİZİ

Her gün yüzleştığımız küresel problemler yüzünden, eğitimciler her dersin toplumda bir değişim sağlaması gerektiğine katılmaktadırlar. Eğitimdeki bu ihtiyaç alana Sosyal Sorumluluk Öğretimi ve Eleştirel Pedagojinin gelmesini sağlamıştır ve Milli Eğitim Bakanlığı ilk kez 2018'de İngilizce dersi öğretim programlarına değerler eğitimi eklemiştir. Dil öğretimi bunun gibi eğilimler için uygundur çünkü içerikle bütünleşmiş dil öğretimi sayesinde konu seçiminde esnektir. Eleştirel Pedagoji ve Sosyal Sorumluluk Öğretimine dayanarak, bu çalışma 2018-2019 akademik yılları için Milli Eğitim Bakanlığı'nca basımlar sekiz İngilizce ders kitabı içerisindeki küresel değerleri incelemeyi amaçlamıştır. Ders kitapları açıklayıcı içerik analizi yardımıyla incelenmiş ve küresel değerler eğitiminin önceden belirlenmiş yönleri üzerinde tündengelim yönetimine uygun içerik analizi yapılmıştır. İnceleme altına

alınan deęerler; Önyargı Karşıtı Eğitim, Çevre Eğitimi ve Barış Eğitimidir. Bu deęerleri ilgilendiren öğeler her bir ders kitabında bulunup incelenmiştir. Bulgular ders kitaplarının öğrencilere küresel deęerler hedef alan becerileri kazandırma konusunda yetersiz kaldığını göstermiştir çünkü ders kitapları bölümden bölümü eşitsizlik, dengesizlik ve yetersizlik göstermişlerdir, bu bulgu ders kitapların deęerlendirilme ihtiyacını ortaya koymaktadır. Ancak, geçmiş çalışmalara bakıldığında bulguların aynı zamanda olumlu anlamda gelişmekte olduğu gözlenmiştir.

Anahtar Sözcükler: Sosyal Sorumluluk Öğretimi, Eleştirel Pedagoji, Deęerler Eğitimi, İngilizce Ders Kitapları, Materyal Deęerlendirme

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List of Abbreviation

MoNE: The Ministry of National Education

CP: Critical Pedagogy

SRT: Socially Responsible Teaching

CEFR: Common European Framework of Reference



Chapter 1

In this chapter, the role of global values in education is discussed in general terms. To clearly state the significance of this paper, statement of the problem lying behind the thesis, purpose of the study and significance of the study are given in details. The main focus of the thesis is given in the section of research questions.

Introduction

1.1 Global Values in Education

The scope of education is wider than it is thought; education leads two distinct roles to deal with the agents of the process. There have been many definitions in the literature regarding these roles. The roles are divided as implicitness and explicitness. Rather than defining two roles separately, providing a thorough definition and inducting the roles from the context will be appropriate. Dewey (1897) proposed that the whole education process is guided by the attendance of the conscious human mind, starting with unconsciousness at the birth. It is a continuous process throughout the life of an individual and any attempt made is to shape the powers of the human, to feed the consciousness, to train the habits and ideas, to invoke the emotions and feelings. The process gets individuals to acquire intellectual and moral sources step by step. In Dewey's account of education, drawing the attention to two terms as "intellectual sources and moral sources" will bring the explanation to dichotomous nature of education. Still, the constructs are fluid and not easy to make a clear distinction in-between. In this present study, our interest is in global values contributing to the individuals in a continuous process.

Values education posits a lot of aspects to the education process and it has occupied the educators for many years. One of the main questions is whether values education should be integrated into school curriculums or not. For instance, Sweden has given importance to values education since the establishment of the first schools in the country and pursues the

aim of forming and setting democratic values and norms in Swedish students. However, values education is not a separate course in Sweden and the integration of values education into curriculum as a separate subject is not the focus of this paper. The integration of values education will be discussed in another way later in this paper. Before discussing the integration of values education, Values education needs to be defined. Macdonald (1977) comes up with two questions for the issue: “What is the meaning of human life?” and “How shall we live together?” Although these questions look simple, these are the cornerstones of the issue setting the foundation of values education as individuals get connected by values and exist in a community. According to Taylor (1994), there are many sides of values education, however, in a general sense; values education triggers reflection on preferences of individuals, encourages them to look for opportunities, makes them aware of responsibilities, shapes their role in society and helps them guide their behaviors. When the benefits of such education are taken into consideration, one can clearly evaluate its value both for individuals and the society. Aspin (2000) claims that values education and autonomy are two close terms that give birth to sensitivity, imagination and creativity in individuals and due to these characteristics, education prepares the individuals for their engagement with the society.

The fact that values education should be integrated into curriculum is an obvious need for educating individuals. Whether planned or unplanned, some courses include values education within their content. For instance, in Turkey, students at elementary school have a subject that they are taught about the world knowledge and values. Setting off from my own teaching experience at a pre-school, I can state values education starts even from that time. Having a separate subject on values education or taking values education as an issue to discuss during a lesson is fair and explicit. What about the implicitness of values education? Students are exposed to values education by not only subjects or teacher’s talk, but also the

materials. The content of the materials contains values and these values are directed to the students consciously or unconsciously.

Values and culture are two interrelated terms seeing that values sometimes stem from culture and culture sometimes stems from values. Culture is used as a generic term to define every act peculiar to a society. Depending on our beliefs and the way we behave, the materials that we prepare and use are like mirrors of our beliefs. Based on this idea, It is thought that materials are of great significance while examining global values in education. Therefore, the focus of this thesis will be the content of materials, specifically ELT coursebooks of secondary and high schools issued by the Ministry of National Education (MoNE) for 2018-2019 academic year.

1.2 Statement of the Problem

In English language teaching, coursebooks are seen as main elements of the process and there are several reasons regarding their fame in the field. One of the reasons is that coursebooks show the road to follow not only for students but also for teachers (Sheldon, 1988; Tomlinson, 2003). According to Abdelwahad (2013), coursebooks bring equality to education process in terms of content and evaluation since they decide on what to teach and how to teach. Finally, they offer plenty of additional materials and practices related to real life. Depending on the popularity of coursebooks, many studies have been conducted to create coursebook evaluation checklists to help language teachers with their coursebook selection (Abdelwahad, 2013; Byrd, 2001; Demir & Ertaş, 2014; Skierso, 1991; Williams, 1983). Changing trends in English language teaching have changed the criteria that language teachers look for. Therefore, each checklist proposed has included different aspects to satisfy the needs of the century and has tried to set a common framework. However, global values embedded in the content of coursebooks seem to go unnoticed in the literature regarding evaluation checklists as very few or no statements are directed to the issue in question. In the

evaluation checklist proposed by Abdelwahad (2013), Statements concerning stereotypical images and information, expression of positive views targeting people with different backgrounds, multicultural diversity and the worldview integrated to the content can be found. In the checklist of Demir & Ertaş (2014), a statement concerning discrimination in terms of gender and race can be found, as well. Yet still, many coursebook evaluation checklists lack these aspects for guiding the teachers and some studies have shown that coursebooks include fixed ideologies and various biases for students (Clarke & Clarke, 1990; Richards, 2001). As the teachers of the 21st century, we are missioned to empower our students with the changing needs of the world and teachers are socially responsible. One also expects ELT coursebooks to convey global values in a proper way and be bias-free in nature. Aforementioned matters call for the need to examine the issue in detail by focusing on specific ELT materials.

1.3 Purpose of the Study

As stated by Dewey (1897), education substantially includes two different facets; these are intellectual and moral sources. Rather than intellectual sources, this study focuses on moral sources in education which contributes to process of acquisition of global values. ELT coursebooks of secondary and high schools issued by MoNE for 2018-2019 academic year are examined to discover elements regarding global values and discuss to what extent they are reflected in the contents of the materials. Taylor (1994) argues that values education is a highly comprehensive term, therefore, values education is used as a generic term in this present study, including anti-bias education, peace and civic education, and environmental education. Shortly, this study aims to evaluate values education elements and explore their accordance with socially responsible teaching (SRT), which has been in the limelight lately and critical pedagogy (CP) blended with the 21st century skills.

1.4 Significance of the Study

Education has witnessed many changes so far but it obviously did not embrace any changes as much as it does those of the century. Thanks to globalization of the world, people are moving faster than ever and a globalized world calls for different needs both for learners and educators. Canagarajah (2016) states that there have been widening perspectives in the field and he summarizes the changing trajectories in ELT with nine statements; two of them will be the focus of this paper and contribute to the significance of the study. According to the research of the last fifty years in TESOL, it seems that TESOL has moved “from cognitive to social and ecological” and “from knowledge or skills to identities, beliefs and ideologies” (Canagarajah, 2016, pp.30, 31). These changes help us explore new territories for advancement in our science depending on the needs. Teachers are expected to act more socially active and missioned to teach global issues because language teaching is flexible in terms of its content (Cates, 2002). Such a goal for teachers has an impact for teaching materials since they need to be in consistency. Many coursebooks have been seen to include global issues but they have been found to tackle with global issues roughly (Cates, 2002). In general, the content of an ELT material includes very restricted topics such as travel, fashion and shopping, which lays the foundations for shaped beliefs (Pike & Selby, 1988). Therefore, the role of global education contributes to the significance of this study, as well.

As it has been mentioned earlier in this chapter, the movement from cognitive concerns to social and ecological concerns has made the field more aware of the need to be socially responsible in teaching. Socially Responsible Teaching (SPR) can be defined as global efforts to raise awareness to help individuals make sense of their own and the world that they live in by finding solutions to the social and physical challenges in their community (Gürsoy & Sali, 2014).

In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for. (Kramersch, 2014, p. 296)

Based on these views, the current pedagogy has changed accordingly and it has been named as Critical Pedagogy (CP), which binds pedagogical ideas to social realities (Akbari, 2008) or a tie between the word and the world (Freire, 1973). These trends in education maintain the importance of the issue under examination. For this reason, every element taken part in pedagogical process should have a high level of sensitivity and materials should be in the forefront as they decide on what educators teach during the process, which is primarily where the significance of the study stands. As well as the significance of the study, the relevant literature does not include a comprehensive study involving global values in ELT coursebooks published by MoNE (Ministry of National Education) in the light of 2018 curriculum in which values education has been embedded in the content of the materials for the first time. Therefore, such a gap in the literature calls for this dissertation.

1.5 Research Questions

Depending on the problem and the significance of the study stated above, this present study aims to answer following questions:

1. How often are the elements of global values represented in ELT coursebooks of secondary and high schools published by the Turkish Ministry of National Education for 2018-2019 academic years?
2. To what extent are the elements of global values represented in ELT coursebooks of secondary and high schools published by the Turkish Ministry of National Education for 2018-2019 academic years?

3. To what extent do the elements of global values represented in ELT coursebooks of secondary and high schools published by the Turkish Ministry of National Education for 2018-2019 academic years support Socially Responsible Teaching (SRT) and Critical Pedagogy (CP)?



Chapter 2

Literature Review

2.1 Values and Global Education

In the 21st century, there is a set of crucial questions to ask if you are an educator, regardless of in what part of education system you take part in since the decisions that you make are likely to affect thousands, maybe billions, of people's life. No matter what you teach in your classroom, there is one and unchangeable mission that shows up in every educational setting and it is counted as the ultimate mission of education. This ultimate mission is to raise productive individuals who will make the world a better place to live. Therefore, our ultimate goal requires a certain type of education which is embedded in curriculum of almost each subject. This certain type of education is named as values education and it is a broad term which encompasses many sub-categorizes in it. Definitions or the names will vary in the relevant literature. However, there is one thing that will never change even if the definitions change and, that is the significance of values education for the generation or the generations to come. Macdonald (1977) posits that two arguments are of great importance. The first of them is the meaning of human life and the other is how humanity can live together. At this point, it is clear that values education and global education have a strong connection as environmental awareness, peace education, anti-bias education and the awareness of disability issue are types of global values that we are missioned to gain learners to make them understand the meaning and the unity of human life on the earth. However, the minor difference that occurs between values education and global education is that values education starts from an individual point, then it spreads itself towards a globalized angle while global education concerns a wider point as it predominantly deals with the issues concerning the global citizen. The reason why both of the terms are important for this dissertation is transformation of individuals should move in a pattern going from specific to general.

2.2 Socially Responsible Teaching (SRT)

Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights. (Kniep 1987, p.69)

In the 21st century, the role of teachers seems to be changing as we face with critical problems on a daily base. The world has been trying to cope with problems such as wars, global warming, social justice and inequality for a while. As teachers, our main objectives have started to include these issues since English language teaching is flexible in terms of its content. Therefore, apart from being teachers of English, we are teachers of social responsibility. SRT can be defined as efforts to encourage learners to understand themselves and gain them the world knowledge in the first place. Through these efforts, gaining learners necessary skills to cope up with social problems is aimed. As stated by Cates (2002), opinion polls conducted in many countries have shown that young adults in America do not have much knowledge about other cultures and they do not show much interest in problems concerning the world. Additionally, more than half of people in Britain are prejudiced and they hold stereotyped beliefs. According to the same poll, more than half of young adults in Japan feel that there is not anything to do in the name of changing the world or their community, speaking of defeatism. These are few examples and even these results prove us the significance of the reason why teachers should be socially responsible for the global problems. As to the common opinion, if the youth is indifferent to their home, the earth, then this shows that teachers have been doing something wrong for a while.

UNESCO proposed its Linguapax project in 1987 and it organized Linguapax conference in collaboration with international language associations. Linguapax is a compound and each word is coming from Latin; lingua (language) and pax (peace).

Linguapax report made some suggestions for language teachers. These are awareness of being responsible for blending international understanding with their teaching, empowering learners with universal values such as respect, peace and cooperation, making use of activities that are designed to enhance international awareness, and creating the sense of international cooperation with the help of teaching language suitable to students' individual differences.

Since language teachers are missioned with teaching moral values as well as teaching a language, empowering the next generation with the awareness of global issues is one of the major responsibilities of teachers in the 21st century as it is used to be. This is where SRT is needed in the classrooms. If teachers teach how to be involved in social problems and show learners how to approach problems with solutions, students are likely to adopt strategies in approaching the problems. Thereby, a teaching technique can be transformed into an international social act helping the world to be a better place for all of us to live in. Educators can be expected to give significant amount of attention to this aspect of the 21st century, when all of the efforts should be spent on making our home a peaceful place.

2.3 Critical Pedagogy (CP)

Critical pedagogy has been an issue in the field of English language teaching for almost 20 years. The concept was discussed by Freire (1973) most and he claimed that CP is a balance between our world and our words. However, it has recently started to gain popularity in the profession. In the relevant literature, a lot of definitions can be found for the concept of CP. Growing sensitivity to power-related issues (Peirce, 1989; Pennycook, 1989) and teaching through attitudes (Pennycook, 2001) are some of them. Simply put, CP is in pursuit of making a positive change in the education system and enabling this positive change to transform the society (Akbari, 2008). As language teaching is one of the main branches of education system, CP concerns us at this point.

Regardless of the objectivity in evaluating the world around them, it seems that there is always a moment when people filter their thoughts and beliefs depending on the environment that they were grown up or instructed. Thus, it is highly challenging for both learners and educators to step in a teaching and learning environment with a bias-free vision. Giroux (1983) claims that all education systems in the world mirror beliefs of their society, and in these systems, gender issues, cultural diversity or classifications of society are important topics to discuss since every community holds biased beliefs to at least one group of people or one thing. It is very likely that certain biases will take their place in the education systems as certain group of people has a right to speak for education in many countries (Akbari, 2008). Consequently, the course of education will be in the hands of the powerful. According to Freire (1973), education is inevitably political when the powerful is mentioned. In a political educational context, he argues that teachers are missioned to help learners raise their critical conscious towards the world because his pedagogy bases on the unpleasant sides of life in its nature. In fact, Freirean ideology offers pedagogy of hope as Freire holds belief of the fact that literacy has potentially empowering ability since literacy paves the way for deepening in other types of literacies (Freire, 1972). This is the reason why he names it as critical literacy. Throughout all of these, liberation of the self and the society is sought.

As it has been mentioned earlier in this section, CP is expected to end up with making a difference at a societal level and such a change should call for need to create a better world to live in. The objective of transforming the world into a better place should be the mission of all educators in the system of education. However, the place of language teachers in education seems to offer more advantages. Teaching English means many things at once because English does not belong to a specific community anymore. That the number of non-native speakers of English is more than that of native speakers of English can be a convincing proof of this situation. Depending on this, teachers educate their learners offering new perspectives

in life, ways of thinking, skills to communicate and collaborate with people having different ethnical backgrounds. Shortly, educators try to empower our learners against any unexpected situations which may occur outside of their homeland in order to lower their anxiety and ambiguity. Therefore, CP is crucial for language teaching seeing that what they teach lies on the concept itself. As claimed by Kumaravadivelu (2006), language teaching is to make words connected to the world and language is not only about teaching a means of communication but also making the communication meaningful with the dynamics of the world. Therefore, CP is based on hope and liberation and a departure gate opening to a democratic place where we discover world realities and the gate stands inside our language classrooms (Akbari, 2008).

CP leads us to be skeptical about materials as the materials that are used in language classrooms are products of school curricula and education system. It seems obligatory to ask whether ELT coursebooks are bias-free or not. Even if they are bias-free, it should be asked to ask whether they contain real world problems, which is the main objective of global education approach. Research has shown that some coursebooks superficially deal with the issues and many coursebooks have been found to be customer-friendly because of the fact that they predominantly include the themes of shopping, travelling, clothing. Such filtered themes are likely to pave the way for prejudice and they may reflect only particular group of people in society (Cates, 2002; Pike & Selby, 1988). Additionally, Akbari (2008) states that global themes and human conditions are disregarded in materials, thus what makes the transformation in education can be teachers who are devoted to make a difference if they can bring examples from the world issues such as discrimination or whatever needs to be dealt with in that classroom.

2.4 Global Values in Education

2.4.1 Anti-Bias education. In today's world, educators come across students from different cultural backgrounds, races and special needs and so do learners. This is one of the results of the globalized and fast-changing world. To keep up with the changing world and create an interactive environment without any bias, anti-bias education stands as a milestone. Within the scope of this paper, three different issues under anti-bias education have been focused. These are the issue of gender, cultural diversity and the issue of disability.

Studies have been conducted to reveal the significance of anti-bias curriculum. However, they concluded that teachers do not feel competent enough to include anti-bias education in their lesson plans or they have no in-service or pre-service training (Ukpokodu, 2004; Van Hook, 2002; Wasson & Jackson, 2002). Despite the lack of training in teachers, some studies have shown that teachers' awareness can be improved by practicing activities and taking certain courses (Sobel & Taylor, 2005). Aforementioned research results can be a research implication in future for the field of Applied Linguistics. Teachers may have to fight with bias more than our other colleagues in education since affective factors play important role in language learning as proposed by second language acquisition research in the field.

Before mentioning about related studies in the field, I believe this paragraph of the section deserves being devoted to Paulo Freire who became a force for positive educational change in the world. The foundation of anti-bias education is based on Freire's concept of practice of freedom through which both men and women engage in real world in critical and creative way and thus, they actively participate in transforming the world (Freire, 1972). Freire argues that the way to make the world a better place lays on notion of freedom and liberation and liberation only exists when the oppressed refuses the ideas and fears imposed by the oppressors. The oppressed should be able to place concept of autonomy instead of what has been imposed. This is the reason for which practitioners should be dealing with anti-bias

education in the first place and fill the curricula with elements rejecting the concepts supported by the oppressors. To our belief, anti-bias education should be placed in the early grades of education. Derman-Spark (1989) puts forward that the objective of anti-bias education is to empower learners with strong identity, empathy skills and the ability to think creatively and interact with differences. Therefore, this process will be able to make learners speak up for their rights and rights of others in the name of justice. Based on this, the earlier is the better.

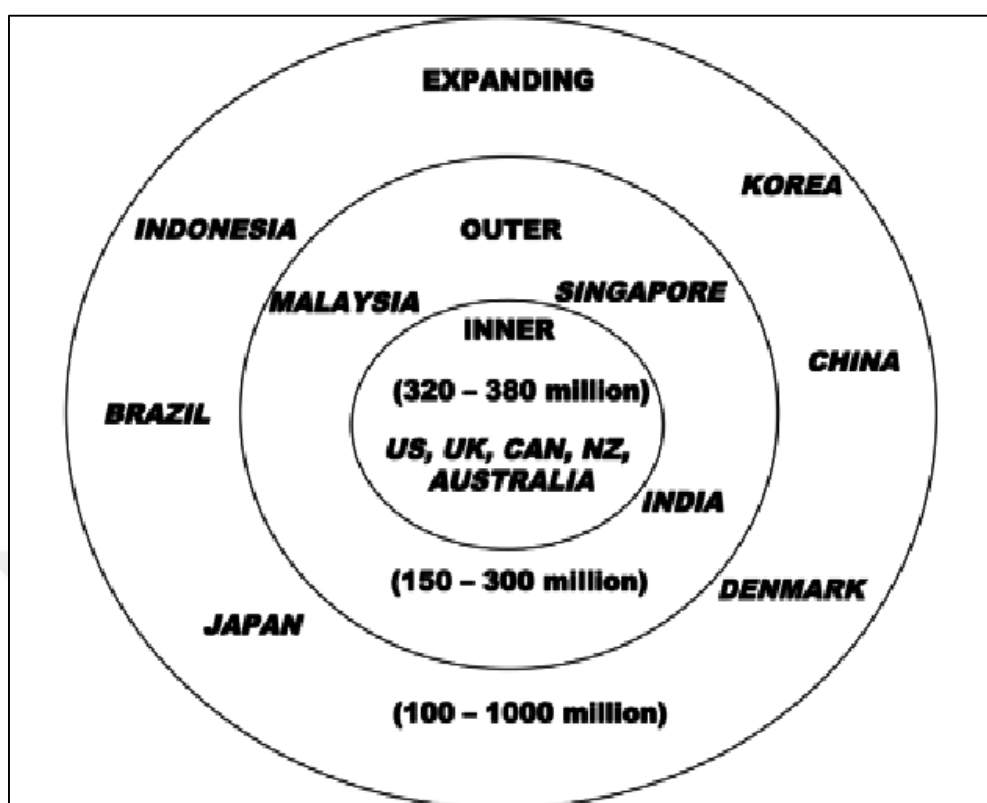
On behalf of Applied Linguistics, as it has been mentioned earlier in this section, developing awareness towards anti-bias education is a significant matter. Hence, teacher training programs should include anti-bias education in their plans and they should lead teachers to be more insightful about their roles of raising global citizens and the fact that they are teaching in diverse cultural settings. Critical consciousness should be acquired by practitioners to reflect on the students' needs in the new age. Reflection seems to be the key for keeping up with anti-bias awareness. When it comes to coursebooks used in educational settings, they have a central role in today's education system. Coursebooks are the most common and functional way of presenting the knowledge and values (Esen, 2007).

Therefore, educators should be very meticulous about what they include or what they exclude in a coursebook (Apple & Cristian-Smith, 1991). However, McLaren (1989) points out that many coursebooks are filled with gender, power and cultural diversity issues. Since 1995, especially gender studies in coursebooks have become a popular research area in Turkey. Research conducted in late 90s and early 2000s yielded almost the same results by claiming that the number of male representations in the coursebooks is more than representations of females (Esen, 2007; Esen & Bağlı, 2003; Gürkan & Hazır, 1997; Helvacıoğlu, 1996) These studies did not restrict themselves with only visuals, even when the contents in which genders take place were taken into analysis, the results showed that coursebooks displayed patriarchic

approach and women mostly performed very traditional roles. In addition to this situation in Turkey, same problems seem to have been happening in worldwide coursebooks around the same years. Arıkan (2005) conducted content analysis on *The New Headway* and *Think Ahead to First Certificate* and the results indicated that women were represented less than half, that is to say, women were found to be underrepresented in these language coursebooks. Furthermore, detailed content analysis showed that women were associated with stereotypical activities and traditional female roles in society. Similarly, Bilgin (2013) claimed the imbalance that occurs in individual categories in different levels, however, she found an overall balance in the representations of both genders after examining the 6th, 7th and 8th grades coursebooks issued by MoNE. As a current study for the issue in question, Demir & Yavuz (2017) concluded that results are promising in terms of representation of genders after the analysis of ELT coursebooks used at public high schools. Finally, this present paper will present the results regarding the gender representations of ELT coursebooks issued by MoNE for the academic years 2018-2019 in following chapters.

There has been a common belief for many years in the field of Applied Linguistics. This is the role of English in the world. In late 1970s, the concept of World Englishes took its place thanks to contributions of Kachru (1976). He argued that there are many varieties of English as well as British varieties and American varieties so we other varieties of English need to be appreciated as they contribute to the English language in the globalized English-speaking world. Ten years after his claim, Kachru (1985) proposed the model given below.

Figure 1. Kachru's three circles model (1985)



In his three circle's model, he named the circles from inner to outer as *norm providing*, *norm developing* and *norm dependent*. However, Jenkins (2006) posits that the outer circle is not norm dependent; on the contrary, the outer circle constructs specific varieties. This view has been named as *Plurilingualism* and has become a popular research subject in the field. That plurilingualism is a popular research area has proved that target varieties cannot be the focus of English language teaching alone, and therefore the co-occurrence of other languages in English language teaching has started to be appreciated. Accordingly, the recognition of diversity has brought out novelty, such as; the need to know about other cultures because people from different backgrounds meet and they have one thing in common, that is English, by using this common language, people are expected to interact with each other and the interaction requires knowledge and awareness on intercultural basis. Simply put, intercultural awareness has become a must in English language teaching and thus, it has been reflected in the materials of English teaching, which are essentials for English teachers.

The fact that English is an international language should be reflected in materials. One of the ways to do is to not to limit contents of the materials to the target language when the Kachru's circles are taken into consideration. Many learners are coming from diverse backgrounds and the numbers show that there are more non-native speakers of English than native speakers of English. Alptekin (2002) claims that culture that is taught should be the culture of the world and it should not be restricted with one or two. In Turkey, many things have changed about English language teaching since Turkey's membership to the Council of Europe (CoE) in 1949 and adoption of the Common European Framework of Reference (CEFR) and European Language Portfolio (ELP) are products of this membership. Now that CEFR determines the path to follow in ELT and Turkey follows its trends, plurilingualism is expected to take much attention in instructional design and Turkey has been trying to keep up with CEFR since 2006 (Çelik & Erbay, 2013). However, some studies have shown that Turkey has failed to follow the standards of CEFR in instructional design (Büyükkantarçioğlu, 2004; Kırkgöz, 2009). Elements presented in the government-issued ELT coursebooks have been found to be narrow in terms of representing intercultural diversity. Research has revealed that local culture is the focus in Turkey's ELT coursebooks and the representations of common cultural practices are very frequent in the books (Cortazzi & Jin, 1999; Çakır, 2010). As a similar research, Çelik & Erbay (2013) conducted an investigation on a government-issued series of three books to see if the cultural content is limited or not by focusing the cultural elements from four different aspects as products, people, perspectives and practices, which have been adopted by Yuen (2011). They concluded that the coursebook takes cultural diversity into consideration while representing the language; however, they discovered a tendency about the European culture. Yet still, what they concluded had significance when the findings of other related studies are taken into account as they stated vice versa. Consequently, one of the aims of this present paper is to

present the current orientation in terms of representing cultural elements in government-issued ELT coursebooks and the findings will be represented in the following sections.

The concept of disability is still an under-research topic even though it has gained popularity in the last two decades. The issue of disability is within the scope of SPR as it aims to empower students with sensitivity towards social values (Cates, 2000). In his case study, Cunningsworth (1995) stated that disability gets very little attention in coursebooks after examining six general coursebooks in different levels. Similarly, Arıkan & Bulut (2015) analyzed reading passages in ten different ELT coursebooks and they concluded that only eight reading passages were found to take the issue of disability into consideration. They also claimed that one of the reading passages represented disability as an unfavorable situation. As it was stated in previous sections, one of the aims of this thesis is to evaluate the issue of disability represented in ELT coursebooks. The results will be in the following parts of this paper.

2.4.2 Environmental Education. Environmental education is one of the major areas of global education. According to Cates (1990), global education is to find solutions of the world and the idea of finding solutions reminds us of our environment. When talked about its integration into classrooms, it is mainly regarded as bringing up sad topics which may make students feel depressed (Jacobs & Cates, 1999). However, there is an urgent need to talk about environment in our classes since we, as teachers, are there to make a difference and environmental issues have becoming more and more important day by day. As a response to this urgent call, The United Nations stated six objectives under the theme of environmental education (UNESCO-UNEP, 1976 cited in Jacobs and Goatly, 2000, p.256).

1. Awareness of environmental problems.
2. Basic understanding of the environment and its problems, and human beings' role in relation to the environment.

3. Attitude of concern for environmental problems.
4. Skills in overcoming environmental problems.
5. Ability to evaluate proposed solutions to environmental problems.
6. Participation in solving environmental problems.

Environmental education is thought as a cross-curricular theme within the scope of education as it concerns many disciplines as well as English language teaching. Yet still, teaching environmental education through language can be highly powerful in that language exists in context and it cannot function properly without it. Fortunately, the integration of environmental education to language lessons are not being ignored much since it is possible to see themes regarding environmental education such as drought, endangered animals, pollution. After the investigation of random seventeen coursebooks out of 120 ELT coursebooks, Jacobs & Goatly (2000) reported that many English coursebooks give place for environmental themes within their body but the coursebooks have difficulty in designing tasks or activities reflecting the sixth objective, which is participation in solutions of environmental problems. In this current paper, the ELT coursebooks issued by MoNE will be analyzed through the framework encompassing six environmental objectives stated by the United Nation.

The relevant literature does not offer many studies conducted about environmental education on coursebooks. However, there are studies regarding the implementation of environmental education into language lessons. For instance, Arıkan (2009) studied on the integration of environmental education into grammar lessons of tenth graders. Firstly, he trained pre-service teachers about related activities on grammar teaching and he asked the pre-service teachers to practice what they learned into teaching practice. SPSS and open-ended questions were used as data collection tools. The findings showed that both pre-service teachers and students found the activities very effective. Another research conducted with pre-

service teachers was published by Gürsoy & Sağlam (2011). They conducted a five-point Likert scale questionnaire on 224 third year pre-service ELT teachers to identify their inclination to blend their lessons with environmental education. The results showed that ELT pre-service teachers have positive attitudes for teaching green lessons. Setyowati & Widiati (2014) published a paper on the integration of environmental education into genre-based writing. Their paper presents activities blended with environmental education to improve writing skills. Thanks to these activities, they claim that students do not only learn how to write, but also they become aware of global needs. Hauschild, Poltavtchenko & Stoller (2012) published a paper on the integration of environmental education into language instruction and they suggest several activities that can be practiced in language lessons. Similarly, Gürsoy (2010) published a paper on the integration of environmental education into teaching foreign language to young learners. On her paper, she gives a review of literature on environmental education and tells about the importance of current communicative ELT approaches for the implementation of environmental education and mentions children's characteristics for judicious integration. As seen above, some studies so far have been conducted on the integration of environmental education to foreign language teaching and they all indicate the significance of this certain type of education within the curricula. Cates (1990) states that environmental education should permanently appear on curriculum and it should not be a topic dealt once in a blue moon since it takes years to shape minds of learners. In this paper, the researcher aims to shed a light on the presentation of environmental education represented on ELT materials as stated earlier in this chapter.

2.4.3 Peace Education. Before mentioning peace education, "Peace" needs to be defined in the first place as knowing the concept will help us to construct and comprehend the essence of peace education. When one checks a dictionary, a lot of definitions will come out for peace. As commonly defined, peace is the absence of violence. However, defining peace with

only two words will be narrow. One needs to see the term from a wider perspective and needs to define other concepts that may trigger the violence. As stated by UNESCO (2005), violence can come in different forms and these forms can be “conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty and injustice (p.2)”. Besides, violence can be seen in three different ways as mental violence, verbal violence and physical violence. No matter what the term defines, all above lead us one solid result, which is hurting or harming a person or a group of people. UNESCO (2005) proposes a framework for the sources of peace and states that the definition of peace can be built upon these three sources.

Figure 2. Sources of peace (UNESCO, 2005)

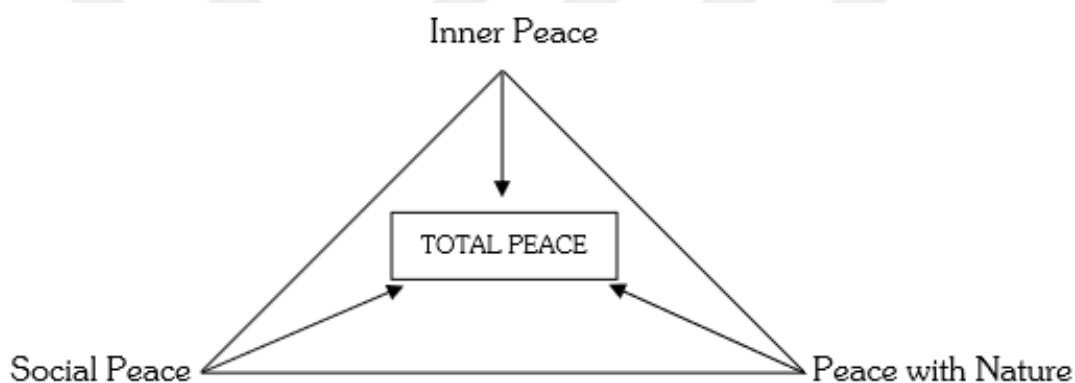


Figure 2 explains the foundation of total peace and three sources supports the existence of it. Inner peace relates to peace within the self of an individual and it mostly correlates with feeling of kindness, joy, freedom and so on. Social peace relates to knowing how to live as a group in a community, understanding and accepting diversity, establishing healthy relationships and knowing how to solve conflicts. When it comes to peace with nature, nature is regarded as a home of humanity, thus peace means creating a balance with nature, as well.

In today’s world, understanding the role of peace education is significant as people wake up to war news every day. UNICEF (1999) defines peace education as a process in which knowledge, skills and attitudes should be instilled so as to provide behavioral changes that keep individuals away from violence, gain them necessary skills to solve disagreements

in peaceful ways and lead them to create balance to global degrees. Schmidt and Friedman (1985) defines peace education as a skill building process in which children are urged to come up with creative solutions to resolve conflicts and to live in a balance with the self, the society and the world. Their definition is brief and concise since it relates to source of peace framework given above. It is suggested that peace education should not be a discrete topic in education, but rather it should be a long-time objective to be acquired by learners in educational contexts. UNICEF (1999) also puts forward that peace education should not be taken as education limited to instruction, it should be seen as the term education in general and it should be regarded as the education occurring in any contexts including formal and informal learning processes. In accordance with it, UNESCO (2005) claims that peace education can be seen at various levels; “Individual or self-development level, school or community level, national and global level” (p.10).

It has been mentioned peace education as a skill-building process, it should start from an individual level and some skills are necessary to get started. Positive thinking, empathetic listening, communication and cooperation can be given as examples. Schools should be missioned to help learners to improve these skills to raise strong individuals to the society. As well as educating learners for peace, schools have another mission, which might be perceived as a covert mission. Rather than offering peace education as a content matter, schools should offer a peaceful environment to their learners. It is important because schools are natural communities in which individuals are expected to learn how to live and for many people schools are almost the first community that people experience living as a group. For the nation level, students, as being future citizens of the community, need to develop good and promising perspectives for their society, therefore understanding social problems are of great importance. Lastly, the ultimate objective of peace education should be raising global citizens and this ultimate objectives bear importance for language teachers because they are teaching

students the lingua franca of the world. As well as education system in general, language teachers are responsible for teaching our learners how to speak peace through the language.

Peace education should end up with behavioral change. Creating a behavioral change depends on the environment of an individual and especially the community since this change is connected with the beliefs and behaviors of the specific community. UNICEF (1999) posits that the efficacy of peace education is improved if the educational objectives regarding peace education match with the beliefs and norms of the community. The steps to change behaviors move in a sequence according to an adaption by Fishbein and HealthCom (as cited in UNICEF, 1999)

1. becomes aware of the issue (peace or conflict)
2. becomes concerned about the issue
3. acquires knowledge and skills pertaining to the issue
4. becomes motivated, based on new attitudes and values
5. intends to act
6. tries out a new behavior (like a conflict resolution)
7. evaluates the trial
8. practices the recommended behavior (p. 13).

This behavioral sequence reminds of us the objectives stated by UNESCO-UNEP (1976) and simply tells us that the sequence moves from awareness to attitudes and from skills to participation. The analysis of the current issue in this paper will be conducted based upon the steps mentioned above; however, because of the broadness of peace category, the elements represented in the coursebooks will be categorized into three main categories as knowledge, attitudes and skills. Levels of peace education will be taken into consideration during the interpretation process. The effectiveness of peace education in the ELT coursebooks will be revealed accordingly.

The current communicative approaches provide us the best opportunities to engage our students with peace education. Now, language teachers are making use of content-based approaches, which makes teachers free in terms of selection of topics. Thus, it is highly possible that language teachers are flexible in bringing global topics to their classrooms. Bringing peace into classroom is the mission of socially responsible teachers. However, the important issue here is not only bringing peace-related materials into classrooms but only equipping learners with adequate skills. Such skills should involve understanding, organizing and evaluating and teacher-training programs are of great importance for making improvements for the certain objective (Kruger, 2012).

There are not many studies conducted on peace education, specifically the implementation of peace education in a foreign language teaching and learning setting. Arıkan (2009) made an investigation in contextualizing grammar regarding environmental peace education. In his research, he aimed to raise awareness of students about global problems. His participants were student teachers and student teachers implemented problem-based activities on the 10th grade students. In one of the activities, student teachers made students role play about wars and tried to make them empathize about how they feel about wars. After conducting a likert-type scale on student teachers, he concluded that bringing about global issues is an effective strategy. Mirici (2008) has a paper in which he suggests the improvement of teacher training programs. He stated that those who start wars in the world are university graduates. Thus, he leads us to question the final goal of education. English teachers should enrich learners with values for peace and appreciation of differences, which is the base of humanistic education. Therefore, English language teacher training programs should offer teachers to discover their missions related to peace. Deveci, Yılmaz and Karadağ (2008) conducted a research on pre-service teachers of primary school education. They used a semi-structured qualitative method to reach student teachers' perceptions about peace and

they concluded that pre-service primary school teachers accept the significance and necessity of peace education. As mentioned above, speaking of peace, many studies seek to find the role of peace education in the education systems. Very few studies have been conducted on materials in terms of the representation of peace education. Aslan & Karaman-Kepencki (2008) aimed to see the place given for human rights, freedom, justice and peace and accordingly, compared textbooks of all grades in France and Turkey. They concluded that human rights and freedom appeared on Turkish textbooks more whereas democracy appeared on French textbooks more. This study has been conducted on the textbooks written in the first languages of the countries. A similar study investigating peace-related elements on ELT coursebooks could not be found. The nearest studies are likely to be on SRT as peace education is one of the major aspects of SRT.

2.5 Investigation of ELT Materials as Local Research Trend in Turkey

There has been many studies concerning ELT coursebooks and the relevant literature states that evaluating ELT coursebook is a local ELT trend, that is to say, it is highly investigated issue in Turkey. Since coursebook offers a rich content, it seems that scholars examine them from various aspects. For instance, Arıkan (2005) worked on two best-seller coursebooks, *The New Headway* and *Think Ahead to First Certificate*, as a result of his critical study; he proposed that examination of visuals in the book showed many inequalities with respect to age, gender and social class. A similar study has been conducted recently; Demir & Yavuz (2017) investigated *Yes You Can* ELT coursebook series, published by MoNE, in terms of gender inequalities and concluded that coursebook maintains an equal representation of males and females, which is promising for the future of coursebooks. Bilgin (2013) examined the 6th, 7th and 8th ELT coursebook of MoNE and put forward the equality of gender representation adding that imbalance was found only in individual grade levels. As well as gender issue in coursebook, the perception of teachers and students has been a popular

topic amongst scholars. Kesen (2010) used metaphor as a research tool and asked EFL learners to define coursebooks, the findings revealed an uncertainty and enigma from the eye of learners and Kayapınar (2009) stated that teachers do not have a positive attitudes towards ELT coursebooks. These two studies indicate disfavor of the material users, which calls for improvement. Another growing interest in analyzing coursebooks is cultural elements used in the content. Çakır (2010) examined cultural expressions and references in randomly selected coursebooks of MoNE and discussed the frequency and importance of the use. Çelik and Erbay (2013) investigated intercultural features incorporated in coursebooks, used by elementary schools, and stated that coursebooks take various cultures into account. When it comes to values education represented in ELT coursebooks, in our review, it does not go further than a study analyzing the content of the reading passages. After his analysis, Arıkan (2008) found out that the number of topics related to crime and mystery was more than the number of topic including positive values and he adds that such imbalance is caused by trade concerns of the materials. Thus, the analysis of ELT coursebooks regarding the values embedded in the content requires a detailed investigation as the content needs to be evaluated on what kind of knowledge and ideologies students are exposed. Studies investigating values in Turkish coursebooks (Çırak, Eriş, Özberk & Şahin, 2014; Aydemir & Özel, 2017) exist as it is claimed that this issue as a local trend and the gap derives from the same need for ELT coursebooks.

Chapter 3

Methodology

3.1 Research Design

This study aims to analyze elements of values education embedded in the coursebooks of secondary and high schools that are issued by MoNE for 2018-2019 academic years. Due to in-depth nature of the chosen subject, qualitative design has been adopted and within the concept of qualitative design, content analysis has been utilized to find and describe the elements in the coursebooks. Data emerged with the help of content analysis have been evaluated through a descriptive approach.

3.1.1 Qualitative Design. Rather than dealing with numbers, qualitative design sees the importance of an investigation in pure interpretation. The meaning of qualitative refers to “processes and meanings that are not rigorously measured in terms of quantity, amount, intensity, or frequency” (Denzin & Lincoln, 1998, p.8). Qualitative research is unique in that it involves comprehensive methods, techniques and approaches thanks to its nature and the role of researchers in qualitative research is of significant importance as they interact with the subject with a conscious mind that cannot be separated from their history as a whole person and their previous knowledge. The interaction of the researchers soon meets with the interpretation of participants and readers. Since this process involves many agents, it apparently shows us the nature of qualitative studies offering various points of views in the end (Creswell, 2009). Therefore, multifaceted nature of qualitative research has led us to adopt the design.

3.1.2 Content Analysis. Content analysis is a type of systematic method that is specifically used for describing and explaining the issue under investigation and it aids researchers in that it allows gaining new insights of data by referring to the context (Krippendorff, 1980). Even though qualitative data is “typically textual” (Dörnyei, 2007,

p.245), it also helps researchers analyze verbal and visual messages (Cole, 1988). In this present study, it is dealt with both visual content analysis and written content analysis depending on the aspect. Some data have been collected from written content to be examined while some have been collected from visual content and have been turned into numeric data for obtaining frequencies and percentages. Turning data obtained from visual content analysis into numeric data may cause confusion since it recalls quantitative research. However, according to Dörnyei (2007), verbal data are pre-established in quantitative studies whilst they are emerged inductively or deductively in qualitative studies. Deductive content analysis will be discussed in depth below the data analysis section.

3.1.3 Descriptive Approach. Nassaji (2015) states that qualitative and descriptive research approach have started to be very common in the field of applied linguistics since they bring explanations to naturalistic data. The role of descriptive approach in a research is that it describes the issue in question and reveals its characteristics. Therefore, such an approach has more emphasis on what questions rather than how and why questions (Gall & Gall & Borg, 2007). The descriptive approach leads researchers to collect the data in qualitative manner and the data is mostly analyzed in quantitative manners such as use of frequencies and percentages (Nassaji, 2015). Seeing that we analyze the contents of eight coursebooks are analyzed, it has been decided to adopt descriptive approach to see what will come out rather than questioning why and how the data come out. Emerging data will be shown with frequencies and percentages in the findings section.

3.2 Materials

For the purpose of this present study, eight government-issued coursebooks were sampled. Sampling covers the coursebooks used in public secondary and high schools in 2018-2019 academic years. Four of the books are used in secondary schools and the others are used in high schools. Even though there are two different book options for some grades, one book for each grade was taken into investigation after asking English teachers working at public schools about which coursebook they have. Teachers' answers helped us to decide on the coursebook for the grades. The coursebooks written for second graders, third graders and fourth graders were not analyzed as they relatively lack of content and they include limited topics. In-depth analysis would not be possible under aforementioned circumstances. The coursebooks under investigation were published by private publishing houses as the ministry of education allows their use. These publishing houses are *Uniprint Basım, Cem, Özgün Matbaacılık, Saray Matbaacılık, Özyurt Matbaacılık, Başak Matbaacılık ve Tanıtım*. The coursebooks that have been taken within the scope of this thesis are listed above with their publishing companies stated in parentheses.

- Ortaokul ve İmam Hatip Ortaokulu İngilizce 5 Ders Kitabı (Genç, G., Orhon, N. Ö., Şahin, H., & Yalçın, M., 2018) (Uniprint Basım)
- Ortaokul ve İmam Hatip Ortaokulu İngilizce 6 Ders Kitabı (Akıskalı, G., Berket, A., Demircan, F., & Günay, F., 2018) (Cem)
- Ortaokul ve İmam Hatip Ortaokulu İngilizce 7 Ders Kitabı (Balcı, T., Erdem, A. A., & Özdil, K. D., 2018) (Özgün Matbaacılık)
- Ortaokul ve İmam Hatip Ortaokulu İngilizce 8 Ders Kitabı, Mastermind (Çavuşer-Yeter, Z. T., İlter, B., İzgi, İ., Özdemir-Çavuşer, E., & Türkeri-Yeter, A., 2018) (Saray Matbaacılık)

- Teenwise 9 Student's Book (Baydar-Ertoþu, F., Bulut, E., Őentürk, S., & Umur-Özadalı, S., 2018) (Saray Matbaacılık)
- Count Me In 10 Student's Book (Çimen, F., Çokçalıřkan, A., Demir, E., Fındıkçı, G., & Tařkiran-Tigin, B., 2018) (Saray Matbaacılık)
- Silver Lining 11 Student's Book (Akdağ, E., Baydar-Ertoþu, F., Kaya, T., Umur-Özadalı, S., & Uyanık-Bektař, K., 2018) (Bařak Matbaacılık ve Tasarım)
- Count Me In 12 Student's Book (Çimen, F., Çokçalıřkan, A., Demir, E., Fındıkçı, G., & Tařkiran-Tigin, B., 2018) (Özyurt Matbaacılık)

Each coursebook includes ten units; however they vary in design, content and syllabus type. High school coursebooks have their workbooks in series but only student's books are sampled so as to keep the balance amongst coursebooks.

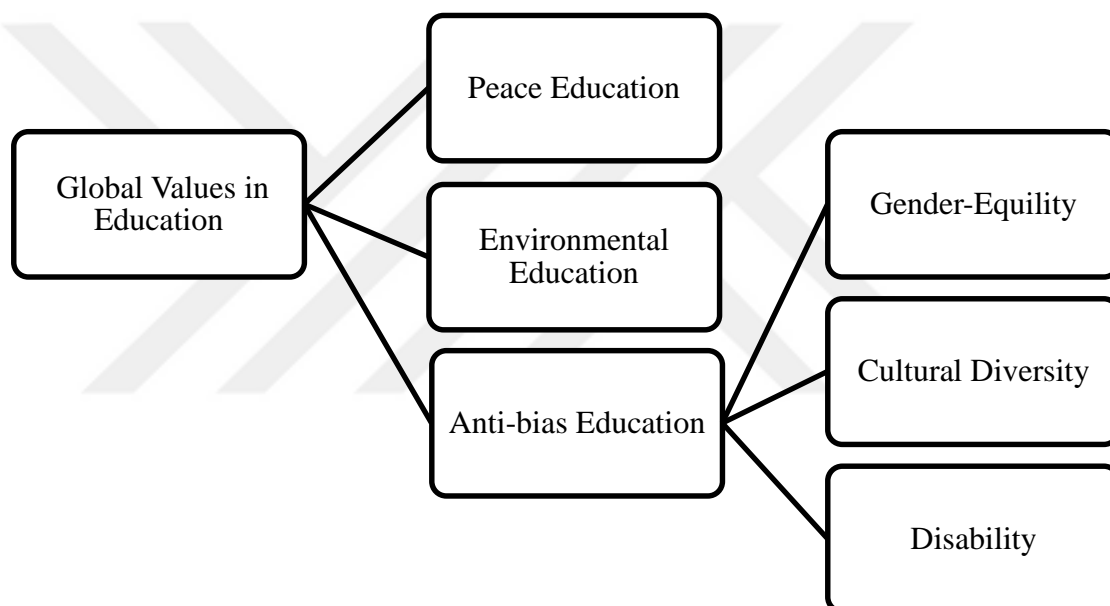
3.3 Data Collection and Analysis

Due to the comprehensive nature of the present study, data collection procedure has been conducted on the coursebooks five times. The procedure had a different focus each time. The reason for which the researcher focused on one aspect at a time was to conduct a detailed and immerse analysis on the topic in question. There were eight coursebooks in total as it has been mentioned earlier in this section of the thesis. Each coursebook has been scanned page by page for one aspect in question. Some of the aspects within the scope of this thesis required pure content analysis while some others required content and pictorial/visual content analysis at the same time. The type of the content analysis depended on the nature of the topic. Vague and ambiguous visuals have not been taken into analysis so as to be avoided from erroneous findings. The selection and details of the data analysis will be given in the following part.

3.3.1 Deductive Data Analysis. Deductive content analysis is mostly preferred when the researchers want to retest already existing data into a new discourse (Catanzaro, 1988).

According to Marshall & Rossman (2014), retesting the data can be applied in accordance with conceptual frameworks, models and hypothesis. To put simply, once a researcher adopts a deductive data analysis, the researcher is expected to code the data according to the related studies in the field. This manner has been followed in the present paper. Already existing frameworks that helped us to analyze our data will be given in details in following paragraphs.

Figure 3. The scope of the present paper



As given above, three major aspects were taken into account for the thesis; these were Anti-bias Education, Environmental Education and Peace Education respectively. The data were collected on anti-bias education in the first place. Anti-bias education has three sub-categories for analysis; Gender-equality, Cultural diversity and Disability.

As the first step of data analysis, gender-equality was taken under investigation in the eight ELT coursebooks one by one. The data analysis depended on the case study of Demir & Yavuz (2017). Gender was examined from two ways. Firstly, the representations of gender were examined through visual content analysis and numeric data were tabularized. The first

examination helped us to answer the questions “How many males and females appear on the pages of the coursebooks?” and “Are there inequalities in representations of gender?” The second examination on gender was to discover whether or not stereotypical roles are assigned to males and females. Therefore, investigating careers assigned to gender, as previously examined in the literature, seemed as a judicious decision to reach a conclusion. To be able to answer this question, both written and visual content analysis were done and qualitative data were represented with numbers. The second phase of data analysis was to investigate the issue of cultural diversity. The same data collection procedure was followed and the analysis of the data was done in two-ways. Taking Cortazzi & Jin’s (1999) claims about culture into consideration, culture was examined in three different dimensions as target culture, international culture and home culture. The concept of target culture includes the cultures in which English is the mother tongue such as UK, The USA, Canada, Ireland, New Zealand and Australia. As Jahan & Roger (2006) stated, they reflect the culture both traditionally and linguistically. The countries where English language is seen as ESL or, in other words, the countries that are defined as being in Outer Circle by Kachru (1985) were coded in the category of international culture. Turkish culture was stated by home culture. When cultural information had been analyzed according to its source, the breadth of cultural information was taken into investigation. Brody (2003) defines culture as a product of living civilization and explains culture with two different notions. Big C (big culture) means formal culture in which historical figures, great products of science and art, and the most popular products peculiar to that community are positioned while little c (little culture) entails the ways of living in that community. The table below exemplifies the categorization of cultural products scanned in the coursebooks according to the framework of Brody (2003). Both visual and written content analyses have been conducted.

Table 1

The example unit of culture coding for data analysis

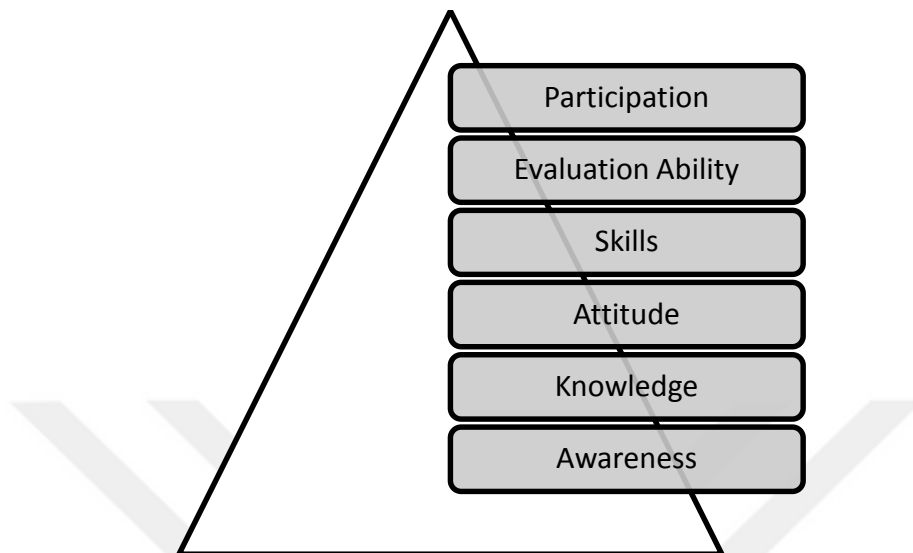
Example Meaning Unit of Cultural Statement	Source	Breadth	Coursebook	Page No.
Japanese people have soup, rice and fish for breakfast (from an activity)	International Culture	little c	The 6 th grade coursebook	35
Children decorating the classroom for a national day (visual)	Home Culture	little c	The 5 th grade coursebook	162
The Eiffel Tower (visual)	International Culture	Big C	The 5 th grade coursebook	163
The Great Pyramid (visual)	International Culture	Big C	The 9 th grade coursebook	86
Britain's Got Talent (from an activity)	Target Culture	Big C	The 9 th grade coursebook	128

For the last category under anti-bias education, the researcher aimed to be descriptive as much as possible while analyzing the data as the topic is under-researched in the field and there are not any pre-determined codes or categorizes to investigate.

Environmental education was analyzed through the framework of UNESCO-UNEP (1976) shown in the figure below. Content analysis was applied to the activities in the units and the

type of activity was decided based on the theoretical framework. Example meaning units were given in the findings part of the paper.

Figure 4. Environmental education objectives (UNESCO-UNEP, 1976)



Peace education data were analyzed according to the peace education definition of UNICEF (1999). Content analysis was applied to the activities in the units and the type of activity was determined. UNESCO's (2005) peace levels as national level and global level were used while interpreting the collected data.

UNICEF's (1999) peace education objectives for learning;

- Knowledge
- Attitudes
- Skills

Activities were scanned multiple times to find out whether they support knowledge, attitude or skill levels. Coding was done according to the type of activities and coding was repeated with the help of a colleague. Examples of objective matching with the activities can be found in findings part of the peace education on grade bases.

Chapter 4

Findings

4.1 Findings of the 5th Grade ELT Coursebook

4.1.1 Gender Representations. Visual content analysis of the 5th grade coursebook helped us to gather the information given the table below.

Table 2

Unit-based visual representations of gender in the 5th grade coursebook

Unit No.	The Unit Name	Male	Female	Together
1	Hello	17	17	8
2	My Town	5	6	12
3	Games and Hobbies	34	30	16
4	My Daily Routine	22	24	11
5	Health	25	23	10
6	Movies	23	14	7
7	Party Time	16	22	23
8	Fitness	32	20	21
9	Animal Shelter	10	13	17
10	Festival	12	10	13

The table above demonstrates that the number of gender representations is nearly equal throughout units except for the unit 6, 7 and 8. In the unit 6 (Movies) and 8 (Fitness), males appear more than females while females appear more than males in the unit 7 (Party time). When it comes to the visuals containing two genders together, the unit 2 (My Town), 3

(Animal Shelter) and 4 (Festival) are the units in which females and males are pictorialized together more aside from being pictorialized alone as either male or female.

Table 3

Total number of visual representations of gender in the 5th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	197	182	138	517
Percentages (%)	38.1	35.2	26.6	99.9

The table 3 above shows the total number collected from the specific coursebook and findings indicate that the number of male representations outnumbers that of female representations with a minor difference and almost 27% of all visual representations of gender includes both males and females.

In the table below, the data emerging from the analysis of career assignments throughout the book have been tabularized.

Table 4

Career assigned to gender in the 5th grade coursebook

Careers Assigned	Male	Female
Banker	-	1
Doctor	3	4
Hairdresser	1	-
Baker	1	-
Teacher	1	5
Nurse	1	1
Pharmacist	-	2
Driver	1	-

Dentist	1	-
Actor/Actress	1	1
Vet	3	2
Sportsperson	1	-
Musician	-	1
Soldier	1	-
Total	15	17

The assignment of the career is almost equal in terms of number since females have been assigned jobs only two times more than the males. Some jobs are assigned to males, and vice versa. As being more in number when compared to other assignments, teacher assignment as a career has been seen to be shown with females more than it has been done with males.

4.1.2 Cultural Diversity. In the tables below, the distribution of cultural elements is represented with frequencies and percentages. 134 cultural elements have been analyzed throughout the whole coursebook.

Table 5

Distribution of 134 cultural elements emerged in the 5th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	47	36	13
Little Culture	5	21	12
Total	52	57	25

Table 6

Percentages regarding types of culture emerged in the 5th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	38.8	42.5	18.6	99.9

The findings indicate that the majority of cultural elements are made up of home culture elements followed respectively by target and international cultural elements.

As stated in table 7 below, the analysis of cultural data in the 5th grade coursebook regarding the types of culture has revealed that almost the two-third of the data emerged belongs to the big culture of the all cultures while the rest represents the little culture out of 134 cultural elements.

Table 7

Percentages regarding the analysis of cultural data emerged in the 5th grade coursebook

	Big Culture	Little Culture	Total
Percentages	71.6	28.3	99.9

4.1.3 Disability. The analysis has suggested that the concept of disability in the 5th grade coursebook has taken very little attention. Only two elements have been found to be reflecting disability through all pages and two of them are representing males as gender. The first element is showing a boy with vision impairment and the second element is showing a boy in a wheelchair and the boy is playing basketball. No informative written content has been found in the coursebook.

4.1.4 Environmental Education. After conducting qualitative analysis throughout the units in the 5th grade ELT coursebook, the findings have shown that the coursebook does not involve any units regarding environmental education. The only unit which has environmental implications has been found to be Animal Shelter designed as the unit 9 in the coursebook. In

the unit 9, only three elements have been spotted from two different activities. The first element takes part in a dialog between a mum and her kid about donating Money to an animal shelter, which indicates the second objective of environmental education according to UNESCO-UNEP (1976). The other elements have been found in a vocabulary activity urging students to make sentences by using the words *donate* and *adopt* within a specific discourse. These elements also indicate the second objective as they reflect human being's roles relation to the environment. No elements have been found to be directed at the participation level of objectives.

4.1.5 Peace Education. After the examination of the 5th grade ELT coursebook, no unit has been found to be exclusively devoted for peace education. Throughout the whole units, only one element has been detected and this element has been counted as cultural diversity element as previously dealt with in the paper. However, cultural diversity is one of the core elements of peace education. In unit 10 (Festivals), there is an e-mail about Children's Day in Turkey in the 23rd of April and that children come all over the world and stay at students' houses is mentioned. Thus, this activity has been seen as an informative element reflecting the world peace.

4.2 Findings of the 6th Grade ELT Coursebook

4.2.1 Gender Representations. Unit-based analysis of visual representation of gender is given in the table 8 below.

Table 8

Unit-based visual representations of gender in the 6th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Life	19	18	8
2	Yummy Breakfast	8	4	3

3	Downtown	11	11	7
4	Weather and Emotions	11	13	2
5	At the fair	14	7	4
6	Occupations	20	12	7
7	Holidays	16	17	11
8	Bookworms	5	6	8
9	Saving the Planet	9	5	4
10	Democracy	9	5	5

In the table above, it has been seen that males have been represented more in quantity in unit 2 (Yummy Breakfast), 5 (At the fair) and 6 (Occupations). Also, in units 9 and 10 (Saving the Planet and Democracy), males are shown more than females but it seems that these last two units do not include many visuals. The only units in which females are shown more are the units 4 (Weather and Emotions) and 7 (Holidays). Yet still, there is no big difference in terms of quantity between the number of males and females. In unit 7 (Holidays) females and males have been represented together most while in the unit 4 (Weather and Emotions) they have been represented together least in the coursebook.

Table 9

Total number of visual representations of gender in the 6th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	118	98	59	275
Percentages (%)	42.9	35.6	21.4	99.9

The table above demonstrates the total number of gender presentations in the coursebook and it has been found that male representations outnumber female representations up to 7%. One-fourth of the whole visuals in the book include both males and females.

The table shows career assignments to gender in the 6th grade ELT coursebook with frequencies.

Table 10

Career assigned to gender in the 6th grade coursebook

Careers	Male	Female
Assigned		
Teacher	1	1
Waiter/Waitress	-	2
Meteorologist	1	1
Receptionist	1	1
Peddler	1	1
Firefighter	1	-
Police	1	-
Mechanic	5	-
Doctor	1	1
Engineer	2	2
Photographer	1	-
Cook	4	1
Hairdresser	3	1
Cabin crew	-	1
Worker	2	-
Architect	2	-

Salesperson	1	1
Dentist	2	-
Driver	2	1
Lawyer	1	2
Manager	2	-
Tailor	2	2
Banker	-	1
Nurse	-	2
Actor/Actress	1	-
Greengrocer	1	-
Butcher	1	-
Newsreader	-	1
Total	39	22

The findings suggest that males have been assigned to a career more than females. Mechanics, cooks, hairdressers, dentists, workers, architects and managers have been associated with males more while waitresses, nurses, lawyers have been seen as females in the coursebook more.

4.2.2 Cultural Diversity. The distribution of cultural elements is represented with frequencies and percentages in the table 11 and 12. 88 cultural elements have been found throughout the whole coursebook. When compared with the 5th grade coursebook, the cultural elements are less in number. The most represented culture has been found to be home culture and its percentage is more than the half of the total number. It is followed by international culture and target culture with a minor difference in terms of frequency.

Table 11

Distribution of 88 cultural elements emerged in the 6th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	4	15	7
Little Culture	12	40	10
Total	16	55	17

Table 12

Percentages regarding types of culture emerged in the 6th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	18.1	62.5	19.3	99.9

As shown in the table 13 below, the little culture has appeared about two times more than the big culture. When compared with the 5th grade coursebook, the result is remarkable. The reasons why such differences occur will be discussed in the discussion part of this paper.

Table 13

Percentages regarding the analysis of cultural data emerged in the 6th grade coursebook

	Big Culture	Little Culture	Total
Percentages	29.5	70.4	99.9

4.2.3 Disability. As it is in the 5th grade ELT coursebook, only two elements about disability have been found in the 6th grade coursebook. Two of them are visuals. The first visual represents a boy in a wheelchair. The boy talks about his daily routine. When it comes to the second visual, the visual represents a girl in a wheelchair, as well. The girl talks about

her schedule. Despite the small number of the elements, the coursebook equally represents disability in terms of gender, which is not the concern of the 5th grade ELT coursebook. Yet still, no information about disability in a written context has been found.

4.2.4 Environmental Education. According to the analysis of environmental education in the 6th grade coursebook, the number of elements found in the coursebook is more than those in 5th grade coursebook. Contrary to the 5th grade coursebook, the 6th grade coursebook has a unit specifically designed for environmental education. Saving the Planet (Unit 9) is the name of the unit aiming to educate learners for environmental concerns. Other units of the book include few elements related to environment. In unit 1, there are two visuals showing a male and a female dropping litter and these pictures are shown as a part of life. Pictures indicate the third objective of environmental education as it relates to the attitude deriving from the concern for the environment. In unit 3, four elements have been spotted and one of them is a visual. The first element takes its place in a reading passage about city life and states that the village is quieter and cleaner than the city. According to the content, it indicates the first objective of the environmental education. The second element is a visual showing the people feeding a street dog and the third element is the sentence of the visual. Students are expected to match the picture and the sentence. As to the content of the elements, the visual and the sentence relate to the second objective of environmental education as they demonstrate an action towards environmental education. The last element in the unit is a grammar activity asking learners to order a sentence about feeding street cats. Like the former elements, the last element aims at human's role for the issue under examination. In unit 4, an element has been spotted in a vocabulary activity. A visual showing a barren land needs to be matched with the word *dry*. This element signifies the awareness of environmental problem as it does not involve any other information; it states the first objective of environmental education. In unit 5, one element has been found in a dialog ordering activity and it includes information

regarding the fresh air in villages in comparison to cities. Therefore, it is categorized under the second objective of environmental education.

When it comes to the unit 9, it is exclusively devoted to environmental education as the name, Saving the Planet, implies. 22 different activities have been spotted in the unit and the content of the activities have been evaluated according to the framework stated by UNESCO-UNEP (1976). The table below demonstrates the evaluation of the activity in relation to the objectives.

Table 14

Evaluation of activities regarding environmental education in “Saving the Planet” unit

Objectives	The number of activities	Example Unit
Awareness of environmental problems	4	Creating a picture dictionary about the words related to environmental problems.
Basic understanding of the environment and its problems, and human beings’ role in relation to the environment	13	Making sentences about what people should do to save the environment by using a target structure.
Attitude of concern for environmental problems	4	Writing a slogan about the protection of the environment.
Skills in overcoming environmental problems	1	A project in which students are asked to make useful objects using

waste materials.

Ability to evaluate proposed solutions to environmental problems	-
Participation in solving environmental problems	-

As it has been seen in the table above, many activities are used to increase a basic understanding of the environment and discuss humans' roles about the problem in question. No activity includes the 5th and the 6th objectives of the proposed framework. Thus, activities in the unit do not lead students to evaluate solution and to actively participate in solving problems.

4.2.5 Peace Education. The analysis of the 6th grade coursebook has shown that the coursebook has a unit exclusively devoted for peace education. It is the unit 10 named as Democracy. 19 different activities have been spotted and analyzed according to their extent and impact on learners' behaviors. The table 15 below demonstrates the findings.

Table 15

Evaluation of activities regarding peace education in "Democracy" Unit

Behavioral Objectives	The number of activities	Example Unit
Knowledge	10	A short text explaining democratic countries and people's role in democracy.
Attitudes	7	Speaking task on previous elections at the school and its fairness.
Skills	2	Creating an election poster for school/class election and presentation of

the poster.

The findings revealed that most of the activities do not lead students to improve their skills in terms of peace. When the table is checked, the main objective of the unit seems to provide information for learners. In terms of content, the extent of the unit is global as it mainly informs learners about democracy culture both at schools and in the world. Only one different topic other than democracy culture is mentioned in the unit, which is Child Rights. The topic is mentioned in a writing activity with key words such as protection, fair law, equality, speech, respect, education, health care.

4.3 Findings of the 7th Grade ELT Coursebook

4.3.1 Gender Representations. Unit-based visual content analysis of gender in the 7th grade ELT coursebook reveals the findings stated below.

Table 16

Unit-based visual representations of gender in the 7th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Appearance and Personality	14	8	3
2	Sports	6	6	6
3	Biographies	6	3	0
4	Wild Animals	5	0	1
5	Television	1	3	12
6	Celebration	0	1	12
7	Dreams	6	2	2
8	Public Buildings	4	8	1

9	Environment	0	2	1
10	Planet	3	2	0

The number of visual gender representations is changing from unit to unit. Males are more in terms of quantity in unit 1 (Appearance and Personality), unit 3 (Biographies), unit 4 (Wild Animals) and Unit 7 (Dreams) while females are more in the unit 8 (Public Buildings). Almost equal numbers for units 2 (Sports) and 10 (Planet) have been found. The other units include very few visuals as presented in the table. In unit 3 (Biographies) and 10 (Planet), there is no visual which shows males and females together. The unit 5 (Television) and 6 (Celebration) have been found to represent visuals including both males and females together most in the coursebook.

Table 17

Total number of visual representations of gender in the 7th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	56	45	48	149
Percentages (%)	37.5	30.2	32.2	99.9

The table above shows the total number gathered from visuals throughout the coursebook and it shows that males have been represented more than females around 7%. Visuals that both males and females take place have appeared more than the visuals that include only females.

The table below states the number of career assignments to the gender.

Table 18

Career assigned to gender in the 7th grade coursebook

Careers Assigned	Male	Female
------------------	------	--------

Sportsperson	3	2
Teacher	-	1
Scientist	2	1
Musician	1	2
Artist	1	-
TV presenter	4	1
Newsreader	2	2
Actor/Actress	1	1
Businessperson	1	-
Nurse	-	1
Hairdresser	1	-
Cook	1	1
Firefighter	1	-
Doctor	1	1
Mechanic	1	-
Cabin Crew	-	1
Pharmacist	1	2
Baker	1	-
Newsreader	-	1
Delivery person	1	-
Street sweeper	1	-
Cashier	-	2
Total	24	19

The findings show that males have been assigned to a career more than females. Most of the professions have been assigned once throughout the units. Scientists and TV presenters have been assigned several times and males have been preferred for the profession more. Cashiers, Pharmacists and Musicians have been found to be associated with females more than males. Additionally, single numbers assigned to the genders are within our scope and they will be discussed in details in the discussion part of this research paper.

4.3.2 Cultural Diversity. The distribution of cultural elements has been tabularized in the table 19 and 20 below including percentages and frequencies. The total number of the cultural elements throughout the coursebook is 51 and it is less in number when compared the coursebooks of the 5th and 6th grades.

Table 19

Distribution of 51 cultural elements emerged in the 7th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	8	25	9
Little Culture	-	5	4
Total	8	30	13

Home culture elements take more place than the other cultural elements in the coursebook and it is followed respectively by international culture elements and target culture elements.

Table 20

Percentages regarding types of culture emerged in the 7th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	15.6	58.8	25.4	99.9

As stated in the table 21 below, the analysis of the cultural elements has shown that the big culture prevails in the coursebook to a great extent while the little culture is reflected with a few examples. Examples will be provided in the discussion part of the research paper.

Table 21

Percentages regarding the analysis of cultural data emerged in the 7th grade coursebook

	Big Culture	Little Culture	Total
Percentages	82.3	17.6	99.9

4.3.3 Disability. After the analysis of each unit in the 7th grade coursebook, only two elements have been spotted like the previous coursebooks mentioned in this paper. Both of them have appeared in the same unit, Dreams (Unit 7). In the first activity, there is a boy in a wheelchair talking about his expectations. This activity has been counted as an element. The second element takes place within an activity in form of a visual. It is a picture of a boy in a wheelchair who lives in a peaceful countryside. No female has been shown as disabled and the content of the disability is very restricted since no informative content has been found.

4.3.4 Environmental Education. After having analyzed the 7th grade ELT coursebook, elements regarding environmental education have been found in particular units. Out of ten units, one unit has been found to be exclusively devoted for environmental education. Unit 9, Environment, has been specifically designed for the issue under examination. In unit 4, Wild Animals, eight elements have been spotted. It is seen that most of the activities in the unit have been designed for awareness-raising purposes and the basic understanding of the environment. Two of the activities have been found to be on higher level when the UNESCO-UNEP (1976) framework is taken into consideration as they urge students to participate in the issue by preparing brochures and posters. In unit 5, only one element has been spotted about endangered animals and it is an awareness-raising sentence within an activity. In unit 7, three

elements have been spotted within activities. Since the objective of the unit is to be able to talk about future, three elements have included attitude of concern for the environment by mentioning future of the animals and possible climate change on Earth.

As it is mentioned earlier in the paper, the theme of the unit 9 is about the environment and 22 activities have been found. Accordingly, the analysis of the activities in the unit has been given in the table 22 below.

Table 22

Evaluation of activities regarding environmental education in “Environment” unit

Objectives	The number of activities	Example Unit
Awareness of environmental problems	4	Checking students' background knowledge by showing picture related to the environment
Basic understanding of the environment and its problems, and human beings' role in relation to the environment	11	Listening activity involving human beings' role to save the environment
Attitude of concern for environmental problems	1	Two people talking about their worries about the environment
Skills in overcoming environmental problems	5	Pictures showing the process of planting a tree.
Ability to evaluate proposed solutions to environmental problems	1	Writing solutions to given environmental problems.

Participation in solving environmental
problems

As the table above is suggested, many activities target to enhance learners' basic understanding of the environment like the environment units in the previous coursebooks within the scope of this paper. Even when there is an activity requiring participation, the participation of learners seems to be limited such as preparing posters, finding pictures or writing slogans.

4.3.5 Peace Education. The data analysis conducted on the 7th grade ELT coursebook has shown us that not many elements are included in the name of world peace. No unit exclusively written for peace education has been founded. In unit 7 (Dreams), there is a statement within an activity "There will be no more wars." for future predictions of students. There is no other element which has been spotted.

4.4 Findings of the 8th Grade ELT Coursebook

4.4.1 Gender Representations. Visual content analysis has yielded the results tabularized in the table below.

Table 23

Unit-based visual representations of gender in the 8th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Friendship	3	5	7
2	Teen life	12	9	8
3	In the kitchen	5	4	1
4	On the phone	2	7	6
5	The Internet	0	1	5

6	Adventures	16	8	5
7	Tourism	1	4	0
8	Chores	20	23	4
9	Science	13	8	2
10	Natural Forces	0	2	1

The table shows that there are fluctuations in numbers depending on the unit. Almost the equal numbers of males and females have only appeared in the unit 3. In other units, either male representations or female representations outnumber and the unit 1 is the only unit in which females and males are pictorialized together more rather than being pictorialized alone. The units which have been found to be unequal based on the differences between numbers of males and females within a unit are On the phone (Unit 4), Adventures (Unit 6) and Science (Unit 9). Males have been seen more in the unit 6 and 9 while female representations have been found to be more in Unit 4.

Table 24

Total number of visual representations of gender in the 8th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	72	71	39	182
Percentages (%)	39.5	39.0	21.0	99.9

The table above states the total frequencies and percentages gathered as a result of counting. It indicates that males and females have been represented in nearly equal numbers when appeared alone in the visuals and 21% of the visuals represents females and males together.

The table 23 below shows jobs assigned to the gender within the coursebook with frequencies.

Table 25

Career assigned to gender in the 8th grade coursebook

Careers Assigned	Male	Female
Musician	3	3
Sportsperson	2	1
Cook	1	-
Call center agent	-	1
Receptionist	-	1
Blogger	-	1
Farmer	1	1
Teacher	-	2
Pilot	3	3
Electrician	2	-
Police	-	1
Window cleaner	1	-
Stunt person	1	-
Coal miner	1	-
Scientist	7	6
Firefighter	-	1
Politician	2	-
TV presenter	1	-
Reporter	-	1
Total	22	19

The findings in the table indicate that there is almost equal number of career assignments to the females and males. When assigned more than two times, it is seen that careers are assigned as equal as possible. However, it is shown that some jobs are assigned to only males while some others are assigned to only females. As they are relatively more in numbers, teachers, electricians and politicians stand out in the table. Teachers are only females while electricians and politicians are males in the 8th grade coursebook.

4.4.2 Cultural Diversity. The tables below demonstrate the distribution of the cultural elements found in the 8th grade coursebook. In total, 171 elements have been emerged and the total number indicates that this number is the biggest number emerged when the other coursebooks for secondary schools have been taken into consideration. The frequencies and percentages are shown in tables 26 and 27.

Table 26

Distribution of 171 cultural elements emerged in the 8th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	34	58	23
Little Culture	4	31	21
Total	38	89	44

Table 27

Percentages regarding types of culture emerged in the 8th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	22.2	52.0	25.7	99.9

More than half of the cultural elements belongs to home culture and respectively followed by international culture and target culture. The finding is parallel to the findings of the 5th, 6th and 7th grade coursebook.

Table 28

Percentages regarding the analysis of cultural data emerged in the 8th grade coursebook

	Big Culture	Little Culture	Total
Percentages	67.2	32.7	99.9

The analysis of the cultural data shows that the most of the cultural elements reflects culture as the big culture since it constitutes almost the two-third of the all cultural elements.

4.4.3 Disability. Content analysis on the issue of disability in the 8th grade coursebook has suggested that not many elements have been found throughout the units. Yet still, the 8th grade coursebook includes more elements than the previous coursebooks for the secondary schools analyzed for this paper. Four elements have been found. In unit 4, a phone conversation is about Turkey National Amputee Football Team's match but there is no explanation regarding the team. The text is supported by a picture showing a male amputee playing football. In unit 8, there is a small visual showing a man placing the dishes into a dishwasher. In unit 9, theme of which is science, there are two texts including information about two children inventors who developed convenient tools for disabled people. As the last element, Stephen Hawking is seen in the same unit with short biographical information including the disease he suffered from and his accomplishments.

4.4.4 Environmental Education. The analysis of the 8th grade ELT coursebook yielded results regarding environmental education. Very few elements have been spotted within the units except for the unit 10, Natural Sources. The unit 9 has been found to be exclusively devoted for the issue. In unit 5, an element has been found in a listening task, asking students to circle the correct words they hear. In one of the sentences, the listening task includes

pollution and street animals. This activity is considered to be on the awareness level according to the environmental education framework. In unit 7, there is a sentence briefly naming a national park and this element is considered to be on the awareness level, as well. In unit 8, a short text on Japanese students cleaning their schools has been spotted, which is considered to develop basic understanding about the issue. In unit 9, students are asked to prepare a poster about scientific inventions and an example of a poster regarding using solar energy has been given. This element is also seen to be on the awareness level.

As mentioned earlier in this section, the unit 10 has been devoted to environmental education. 22 activities have been found within the unit and the analysis has been given in the table 29 below.

Table 29

Evaluation of activities regarding environmental education in “Natural Forces” unit

Objectives	The number of activities	Example Unit
Awareness of environmental problems	9	Introducing the target vocabulary like drought, landslide etc.
Basic understanding of the environment and its problems, and human beings’ role in relation to the environment	8	A short text on deforestation including the reasons and the results
Attitude of concern for environmental problems	3	Students are expected to write about their prediction related to environmental problems for future.

Skills in overcoming environmental problems	2	Students are expected to complete a survey to find out how eco-friendly they are. The survey includes many tasks to save the environment.
Ability to evaluate proposed solutions to environmental problems	-	
Participation in solving environmental problems	-	

As it is understood from the table 29 above, the activities in unit 10 include elements mostly aiming to raise awareness and to gain basic understanding like the previous unit analysis earlier in this paper. No elements urging students to active participation have been spotted.

4.4.5 Peace Education. The 8th grade ELT coursebook has been examined to see whether there are any elements regarding peace education in terms of world peace and results have shown that there is no unit exclusively devoted for peace education unlike the 6th grade ELT coursebook. Elements aiming to equip learners with the concept of equality are represented in the unit 8 (Chores). Sharing responsibilities and equality have been mentioned within the unit many times, however, the theme is indirect when thought about the focus of the study. Apart from the unit 8, no elements have been spotted in the coursebook.

4.5 Findings of the 9th Grade ELT Coursebook

4.5.1 Gender Representations. Unit-based analysis of visual gender representation in the 9th grade ELT coursebook has brought out the data shown in the table below.

Table 30

Unit-based visual representations of gender in the 9th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Studying Abroad	7	8	6
2	My Environment	3	4	6
3	Movies	12	9	12
4	Human in Nature	18	7	0
5	Inspirational People	7	8	8
6	Bridging Cultures	3	7	9
7	World Heritages	7	1	3
8	Emergency and Health Problems	13	10	7
9	Invitations and Celebrations	1	12	9
10	Television and Social Media	5	6	8

The important difference has been seen to be occurred in unit 4 (Human in Nature), unit 6 (Bridging Cultures), unit 7 (World Heritages) and unit 9 (Invitations and Celebrations). In units 4 and 7, visuals representing males have been shown more while females have been shown more in unit 6 and 9. Visuals representing both genders have been found most in the unit 3 (Movies) while no visual representing both has been found in the unit 4 (Human in Nature).

Table 31

Total number of visual representations of gender in the 9th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	76	72	68	216
Percentages (%)	35.1	33.3	31.4	99.9

The table above shows the total number of representation of gender and it indicates that there is almost an equal distribution of the visuals. The number differs with small percentages.

The table 32 below demonstrates careers assigned to the genders.

Table 32

Career assigned to gender in the 9th grade coursebook

Careers Assigned	Male	Female
Actor/Actress	4	4
Waiter/Waitress	1	2
Fashion Designer	-	1
Engineer	2	-
Chemist	-	2
Instructor	-	1
Musician	-	2
Tour guide	1	1
Pharmacist	-	1
Doctor	2	2
Nurse	-	1
Interviewer	-	1

Firefighter	1	1
Police officer	-	1
Park ranger	1	-
Wild life photographer	1	1
Zoo keeper	2	1
Explorer	2	-
Author	2	2
Sportsperson	2	-
Scientist	-	1
Check-in officer	-	1
Banker	1	1
Newsagent	1	-
Baker	-	1
Cashier	-	1
Salesperson	-	1
TV presenter	1	1
Newsreader	1	-
Total	25	31

The findings suggest that females are assigned to a career more than males. Actors and Actresses have been assigned to the genders in an equal way. Most of the professions mentioned in the coursebook have been shown once. Some of them have been assigned equally and even when not assigned equally, there are minor differences. Still, the results

show us that engineers, explorers and sportsmen are practiced by only males while chemists and musicians are practiced by only females even though they have been represented twice.

4.5.2 Cultural Diversity. The table 33 below shows the distribution of 274 cultural elements found in the 9th grade coursebook.

Table 33

Distribution of 274 cultural elements emerged in the 9th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	71	20	86
Little Culture	16	3	78
Total	87	23	164

It is seen that international culture elements has been emerged in the coursebook dominantly, as it is more than the half of the total number. This number is followed respectively by target culture and home culture as stated in the table 33.

Table 34

Percentages regarding types of culture emerged in the 9th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	31.7	8.3	59.8	99.9

When it comes to the types of culture emerged in the coursebook, the big culture dominates in the coursebook in terms of frequency and percentage out of 274 cultural elements. The findings can be found in the table 35.

Table 35

Percentages regarding the analysis of cultural data emerged in the 9th grade coursebook

	Big Culture	Little Culture	Total
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Percentages	64.5	35.4	99.9
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4.5.3 Disability. The analysis of the 9th grade coursebook has shown that the book contains only one element. The element has been spotted in unit 9 (Invitations and Celebrations) and it is a picture depicting two men in wheelchair and they are doing shopping at a butcher's. The number of elements has been found to be very few and no disabled female has been represented throughout the coursebook.

4.5.4 Environmental Education. The analysis of the 9th grade coursebook has shown that very few elements regarding environmental education are represented in the coursebook. The book includes ten units as the other coursebooks issued by MoNE. When the table of contents is checked, Unit 3 (My environment) and Unit 4 (Human in nature) catch our attention.

However, after close and immerse analysis of the content, it has been seen that My Environment unit aims to teach language forms and functions which are related to parts of the house, prepositions and places in a town. When it comes to unit 4, the unit deals with nature in general, including natural disasters and specific professions such as zookeeper and wildlife photographers. In this unit, an activity asks learners to match the pictures with natural disasters. Within the activity, some disasters may be the results of human activity in the world. However, it is very indirect and it is not mentioned in the unit. Only one activity has been spotted for making learners gain environmental education and it is to write a paragraph about love for nature. It takes place in the unit 4. According to the framework of UNESCO-UNEP (1976), the activity stays on the first level of the awareness since the activity type is open-ended.

4.5.6 Peace Education. The analysis of the 9th grade ELT coursebook has shown that no unit has been devoted to peace education in the book. Besides introducing different cultures and cultural practices, peace is not mentioned in general. These elements have been counted

and evaluated in the cultural diversity part of this paper. In unit 8 (Emergency and Problems), there is one activity asking students to prepare a poster about safety and health at school/home/work. However, the topics are pre-determined in the coursebook; these are earthquake awareness, bike safety and preventing falls at home. Still, these are not the exact elements that are being looked for within the scope of peace for the current paper.

4.6 Findings of the 10th Grade ELT Coursebook

4.6.1 Gender Representations. In the table 36 below, you will find the unit-based findings of visual gender representations.

Table 36

Unit-based visual representations of gender in the 10th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	School Life	3	5	5
2	Plans	7	4	0
3	Legendary Figures	14	4	1
4	Traditions	4	2	8
5	Travel	2	1	1
6	Helpful Tips	8	7	2
7	Food and Festivals	1	0	3
8	Digital Era	3	4	1
9	Modern Heroes and Heroines	16	11	0
10	Shopping	7	7	0

The biggest differences in numbers have been found in unit 3 (Legendary Figures) and unit 9 (Modern Heroes and Heroines). When it comes to the visuals in which both genders

represented together, no visuals have been spotted in unit 2 (Plans), unit 9 (Modern Heroes and Heroines) and 10 (Shopping) while unit 4 (Traditions) includes visuals representing both genders together most.

Table 37

Total number of visual representations of gender in the 10th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	65	45	22	132
Percentages (%)	49.2	34.0	16.6	99.9

The table 37 represents the total number of gender throughout the units in the coursebook. It suggests that there is an inequality in terms of quantity. Males have been represented up to 15% more and the visuals involving both genders covers about 16% of whole visuals.

The table 38 shows the career assignments done in the coursebook with frequencies to the genders.

Table 38

Career assigned to gender in the 10th grade coursebook

Careers	Male	Female
Assigned		
Receptionist	-	2
Scientist	3	2
Politician	5	-
Sportsperson	6	-
Soldier	2	-
Interviewer	1	1

Waiter/Waitress	-	1
School counsellor	-	1
Folk dancer	1	1
Teacher	-	1
Entrepreneur	1	-
Musician	-	2
Chemist	1	-
Psychologist	-	1
Farmer	1	-
Fashion designer	1	-
Total	22	12

As it is seen in the total numbers, males have been assigned to a career twice as much when compared to females. Politicians, sportsmen and soldiers are seen to be practiced by only males while receptionists and musicians are seen to be practiced by only females despite the fact that these careers are assigned more than once.

4.6.2 Cultural Diversity. The tables 39 and 40 show the distribution of 200 cultural elements found in the 10th grade coursebook. The total number of cultural elements is less when compared to the 9th grade coursebook. It is shown that home culture elements have been seen more throughout the coursebook followed by international culture and target culture elements respectively. This finding is different than the 9th grade coursebook as it included international culture elements more.

Table 39

Distribution of 200 cultural elements emerged in the 10th grade coursebook

	Target Culture	Home Culture	International Culture
Big Culture	28	74	17
Little Culture	16	21	44
Total	44	95	61

Table 40

Percentages regarding types of culture emerged in the 10th grade coursebook

	Target Culture	Home Culture	International Culture	Total
Percentages	22	47.5	30.5	100

As stated in the table 41, the big culture has been represented in the coursebook more than the little culture and the finding is almost parallel to that of 9th grade coursebook.

Table 41

Percentages regarding the analysis of cultural data emerged in the 10th grade coursebook

	Big Culture	Little Culture	Total
Percentages	59.5	40.5	100

4.6.3 Disability. The analysis conducted on the 10th grade ELT coursebook has shown that the unit 6 (Helpful Tips) include some elements of disability. Unlike the other coursebooks examined, the book includes cognitive or attitudinal problems rather than physical disabilities. One of them is distraction that learners may suffer during lessons or studying time.

Distraction is mentioned in three different activities. Learning difficulty and anxiety are amongst the other mentioned problems within the unit.

4.6.4 Environmental Education. In the 10th grade coursebook, some environmental education elements have been spotted. Similar to the 9th grade coursebook, no unit has been specifically devoted to environmental education. The elements have been found within activities under different themes. In unit 4, erosion is mentioned in a story. Although this element has been decided to be indirect in terms of human act, it will not be implausible to place the elements on the awareness level. In unit 9, there is a reading text mentioning modern-day heroes and heroines, the page names itself in this way. Elon Musk is mentioned with his environment-friendly projects. However, not many details are provided, which leads the activity go under the layer of awareness level.

Most of the activities on environmental education have been found in the unit 6 (Helpful Tips). Eight activities have been spotted and they aim to raise environmental awareness by focusing on a specific grammar form (If clauses). Due to the nature of the grammatical form, the contents of the activity mostly stay on the second level, which is the basic understanding of the problems. Two activities have targeted to reflect the first level of UNESCO-UNEP (1976) by simply including pictures and only one activity targeted the third level since it asks learners to come up with undesired consequences of environmental problems.

4.6.5 Peace Education. Data analysis has been conducted on the 10th grade ELT coursebooks and elements related to peace education have been found. However, there is no unit specifically written for peace education. Throughout the units, some elements have been counted as peace education. Yet still, these elements have been previously counted as either culture-based or environment-based elements depending on their content. In unit 3 (Legendary Figure), one of the sayings of Atatürk has been given as the closing sentence of

the unit. Freedom and independence is mentioned in this saying. In unit 6 (Helpful Tips), equality and sharing responsibility have been mentioned when the theme is household chores like the 8th grade coursebook. In the same unit, there is reading passage about rules, regulations and the purposes of the rules as well as bullying as a school problem. In unit 8 (Digital Era), the notion of “netiquette” is defined to inform learners about proper use of the Internet. Lastly, the unit 9 (Modern Heroes & Heroines) aiming to teach wish clauses as a grammar objective includes an example sentence “I wish all wars came to an end.” Like the 9th grade coursebook, no activity has been found to direct students to be active participants in world peace.

4.7 Findings of the 11th Grade ELT Coursebook

4.7.1 Gender Representations. The unit-based representations of gender have been tabularized in the table 42 below.

Table 42

Unit-based visual representations of gender in the 11th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Future Jobs	12	5	6
2	Hobbies and Skills	6	10	3
3	Hard Times	10	2	9
4	What a Life	8	10	5
5	Back to The Past	13	11	5
6	Open Your Heart	8	2	9
7	Facts about Turkey	2	1	3
8	Sports	9	4	3
9	My Friends	4	4	5

App developer	1	-
Secretary	-	1
Cook	-	1
Author	4	-
Performance artist	2	-
Architect	2	-
Scientist	7	2
Actor/Actress	3	1
Sportsperson	9	4
Movie director	1	-
Doctor	-	1
Poet	1	-
Astronaut	1	2
Teacher	-	2
Archeologist	1	-
Musician	-	3
PR specialist	-	1
Artist	5	-
Interviewer	1	1
Technician	1	-
Waiter/Waitress	1	-
Businessperson	1	-
Tourist guide	1	-
Total	48	24

The results show that there is an inequality in terms of quantity as males have been assigned to a career twice as much as females. Authors, performance artists, architects, artists are practiced by only males while musicians and teachers are practiced by females despite being shown more than once. Additionally, scientists, actors and sportsmen are assigned to males more than females.

4.7.2 Cultural Diversity. The distribution of 288 cultural elements has been given with frequencies and percentages in tables 45 and 46 below. The total number of the elements has been found as the biggest number in the high school coursebooks.

Table 45

Distribution of 288 cultural elements emerged in the 11th grade course book

	Target Culture	Home Culture	International Culture
Big Culture	97	95	60
Little Culture	9	7	20
Total	106	102	80

Table 46

Percentages regarding types of culture emerged in the 11th grade course book

	Target Culture	Home Culture	International Culture	Total
Percentages	36.8	35.4	27.7	99.9

The tables indicate that there is almost an equal distribution amongst three different cultures unlike the other coursebooks for high schools. Target culture precedes home culture and international culture with minor differences.

Table 47

Percentages regarding the analysis of cultural data emerged in the 11th grade course book

	Big Culture	Little Culture	Total
Percentages	87.5	12.5	100

For the analysis of the cultures, a huge difference has occurred between the big culture and the small culture. It is seen that little place has been separated for little culture elements throughout the coursebook as stated in table 47 above.

4.7.3 Disability. The analysis of the 11th grade coursebook has shown us that the issue of disability has been dealt differently when compared to the other coursebooks examined. In units 2 and 3 (Hobbies and Skills and Hard Times), four elements have been found regarding disability. These are respectively a reading passage about a British architect living with autism, speaking prompt giving information about John Nash's paranoid schizophrenia, a reading passage about Einstein's childhood with dyslexia and lastly, a reading passage about a blind American athlete. Additionally, the coursebook involves some elements related to psychological problems such as eating disorder, peer and parents' pressure. Since they would be named as disability, they were not taken in analysis. However, their importance for raising awareness cannot be disregarded.

4.7.4 Environmental Education. It has been found that there are very few elements related to environmental education and besides, there is no unit exclusively devoted to environmental issues. Two elements have been spotted and both are reading passages, contents of which are suitable with the second level of UNESCO-UNEP (1976), which is basic understanding of environment and its' problems. On one of the passages, Elon Musk's life and projects are mentioned and animal love and adoption are mentioned on the other passage.

4.7.5 Peace Education. The analysis of the 11th grade ELT coursebook has shown that no unit is exclusively devoted for peace education. However, some units include related elements. Elements that have been found do not exactly reflect the elements that are within the scope of national or global peace. However, it is important to mention these elements to come up with solid discussions. In unit 3 (Hard Times), the concept of racism, bullying, sibling rivalry and parent pressure have been mentioned several times within texts and vocabulary activities. In unit 5 (Back to the Past), the terms; cybersecurity, cyberbullying, cybercriminal, cyberattack, cyber law have been defined for a vocabulary exercise. Following this exercise, small texts about hackers have been given place in the same unit. Unit 9 (My Friends) includes various morals for learners. For example, the culture corner of the unit includes International Friendship Day and animals have been mentioned as our friends in one of the reading part. These elements have been previously coded as culture-based and environmental-based elements. The unit 10 (Values and Norms) is the closest unit in terms of its content. It entails peace values and aims to instill learners with personal values such as honesty, responsibility, love, respect, trust, justice, tolerance, acceptance, hospitality, empathy. These values can be seen as core values making up of peace education. Besides including personal values, one reading passage includes social etiquettes and another reading passage is about The Little Prince, the moral of which is the balance between giving and taking for human relationships. The last activity of the unit 10 asks learners to write a slogan on a mug, badge or a t-shirt about social or moral values and it is a group activity. This activity has been regarded as an active participation in the name of social peace.

4.8 Findings of the 12th Grade ELT Coursebook

4.8.1 Gender Representations. The table below shows the unit based visual representation of gender in the units throughout the 12th grade coursebook.

Table 48

Unit-based visual representations of gender in the 12th grade coursebook

Unit Number	The Unit Name	Male	Female	Together
1	Music	4	0	0
2	Friendship	5	3	4
3	Human rights	1	3	2
4	Coming soon	2	0	0
5	Psychology	9	10	3
6	Favors	4	2	9
7	New Stories	1	3	3
8	Alternative Energy	2	0	2
9	Technology	0	0	1
10	Manners	6	3	4

The findings suggest that there are not many visuals used in the coursebook. With the data under investigation, researchers can deduce that the greatest difference occurred in unit 1 (Music) and unit 10 (Manners). These units represent males more than females. Additionally, the unit 4 (Coming soon) does not include any visuals that include females. In unit 3 (Human rights) and the unit 7 (New stories) females alone are more visible than males. For the visuals in which males and females shown together, unit 6 (Favors) includes the visuals most while the unit 1 (Music) and unit 4 (Coming soon) do not include such visuals.

Table 49

Total number of visual representations of gender in the 12th grade coursebook

	Male	Female	Together	Total
Frequencies (f)	34	24	28	86

Percentages (%)	39.5	27.9	32.5	99.9
-----------------	------	------	------	------

According to the table below, it can be seen that males are shown about 10% more than females and the visuals including both genders are shown more than visuals including only females.

The table 50 tabularizes career assignments to the genders with frequencies.

Table 50

Career assigned to gender in the 12th grade coursebook

Careers Assigned	Male	Female
Musician	3	-
Teacher	2	-
Scientist	1	-
Actor/Actress	1	-
Futurist	1	-
School counsellor	1	-
Engineer	1	-
Sportsperson	1	-
Entrepreneur	1	-
TV presenter	-	1
Radio programmer	1	-
Cashier	-	1
Businessperson	1	-
Total	14	2

The results show that males have been assigned to a career 14 times out of 16 career assignments while females have been assigned 2 times as they are seen to be a cashier or a TV presenter.

4.8.2 Cultural Diversity. The distribution of 60 cultural elements has been given in tables 51 and 52 below by including frequencies and percentages separately. The total number of cultural elements has been found the smallest number amongst the coursebooks for high schools.

Table 51

Distribution of 60 cultural elements emerged in the 12th grade course book

	Target Culture	Home Culture	International Culture
Big Culture	13	25	17
Little Culture	1	2	2
Total	14	27	19

Table 52

Percentages regarding types of culture emerged in the 12th grade course book

	Target Culture	Home Culture	International Culture	Total
Percentages	23.3	45	31.6	99.9

When examined, it is seen that home culture elements have been given place more in the coursebook and it is followed by international culture and target culture respectively.

The table 53 below demonstrates the analysis of cultural data emerged. It is shown that there is a huge difference between the big culture and the little culture as it is in the 11th grade

coursebook. The reasons why a huge difference has occurred will be discussed in the further sections of this research paper.

Table 53

Percentages regarding the analysis of cultural data emerged in the 12th grade course book

	Big Culture	Little Culture	Total
Percentages	91.6	8.3	99.9

4.8.3 Disability. The analysis that has been done on the 12th grade ELT coursebook has suggested that five elements have been found within the coursebook and all of the elements took place in the same unit, which is the unit 3 (Human Rights). There is a picture showing a man in wheelchair and a short text mentioning the disadvantages that disabled people face with. In another picture, a woman in a wheelchair is shown and the text below mentions about wheelchair donation. As the last elements, an article on human rights is shown and a text about problems of disabled people is given. That disabled people has the right for food and shelter is mentioned within the text. Unlike the other coursebooks, visual representation of disability has been balanced in terms of gender. However, the coursebook seems to be predominantly dealing with physical disability.

4.8.4 Environmental Education. The analysis of the 12th grade ELT coursebook has proposed that few elements have shown up throughout the coursebook except for unit 8 (Alternative Energy). The unit 8 is exclusively devoted to presenting environmental issues. The activities found in unit 8 will be discussed in details. Apart from the unit 8, four elements have been spotted in the book. Two of them have been found in unit 4 (Coming Soon) and the others have been found in unit 6 (Favors). Two of the activities in unit 4 correspond to the second level of UNESCO-UNEP (1976) as students are asked to write about their prediction for the future of the environment. The other activities reflect the second level, as well. Two

posters are given; the first is about saving the nature and the other is about helping street animals. Accordingly, students are asked to write down the purpose of the posters.

As it has been mentioned in the first paragraph, the 12th grade coursebook has a specific unit (Unit 8) for environmental education, name of which is Alternative Energy. 21 different activities have been found within the unit. Activities have been categorized according to objectives. The findings can be found with the example units in the table below.

Table 54

Evaluation of activities regarding environmental education in “Alternative Energy” unit

Objectives	The number of activities	Example Unit
Awareness of environmental problems	2	Asking students the meaning of Vampire Power
Basic understanding of the environment and its problems, and human beings’ role in relation to the environment	10	Images related to environmental problems and students are asked to ask to answer how they relate to environmental solutions.
Attitude of concern for environmental problems	-	
Skills in overcoming environmental problems	3	Finding solutions to the given environmental problems.
Ability to evaluate proposed solutions to	5	Deciding on the major

environmental problems		environmental problems among given problems.
Participation in solving environmental problems	1	Writing a letter of complaint about an environmental problem to a local authority.

Each element in unit 8 according to UNESCO-UNEP (1976) framework has been analyzed, analysis have shown that many activities have been used for gaining understandings and showing causal relation between human and nature. When compared to other coursebooks, more activities have been found to be directed at ability to evaluate proposed solutions and skills in overcoming environmental problems. Only one activity has been found to direct learners to participate in solving environmental problems.

4.8.5 Peace Education. The analysis of the 12th grade ELT coursebook revealed that the coursebook has a unit specifically written for peace education. The unit 3 (Human Rights) involves 21 activities in total and the analysis of the activities is given below.

Table 55

Evaluation of activities regarding peace education in Human Rights” unit

Behavioral Objectives	The number of activities	Example Unit
Knowledge	13	A reading text about good examples of human rights.
Attitudes	7	Asking students’ opinions on newspaper headings related to human rights.
Skills	1	Working in groups to create mottos or slogans for as an imaginary member of

the university human right club.

As it has been seen in the table 55 above, many of the activities aim to be informative while improving attitudes about peace comes in the second place. Only one activity, which leads students to be active, has been spotted in the unit. The extent of the all activity is global since it includes various examples of human rights from disabled people to refugees. As well as the unit 3 (Human Rights), related elements have been found in other units. Friendship has been mentioned in a passage in unit 2 (Friendship). Cybercrimes have been a topic in unit 3 (Coming Soon). Donating charities or raising awareness about organ donation were images and a follow-up discussion was asked in the unit 6 (Favors). In the same unit, poster designing as a charity member was one of the tasks. The last unit (Manners) handles the importance of manner in a society and the manners of different cultures.

4.9 Summary Tables of Findings

In eight different books in total, 1747 gender visuals have been found and analyzed. It has been seen that visuals that represent only females constitute almost 33% of this number whereas visuals that represent only male make up of 39%. Visuals that include male and female representations are found to cover 26% of the number. The frequencies can be found in the table below.

Table 56

Total number of visual representations of gender in the coursebooks

	Male	Female	Together	Total
Frequencies (f)	692	590	465	1747

Percentages (%)	39.6	33.7	26.6	99.9
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The table 57 below tabularizes the frequencies and percentages of career assigned to gender in eight ELT coursebooks. It should be noted again that only visuals have been taken under investigation. The table tells us that males are assigned more careers than females. Even though there is not a huge difference between numbers, the findings tell us that there is still an imbalance. Women seem to be depicted less active than men.

Table 57

Frequencies and Percentages of career assignments in eight ELT coursebooks by MoNE

	Career assigned to male	Career assigned to female	Total
Frequencies (f)	209	146	355
Percentages (%)	58.8	41.1	99.9

The findings of cultural diversity investigated in eight different ELT coursebooks showed differences in terms of the amount of specific culture they present and the type of the culture which is presented. All the data collected from coursebooks have been tabularized in the table 58 below to be more comprehensible.

Table 58

Sources of culture in eight ELT coursebooks by MoNE

Coursebooks	Total Number of Elements	Target Culture	Home Culture	International Culture	Big Culture	Little Culture
The 5 th Grade	132	38.8	42.5	18.6	71.6	28.3

Coursebook						
The 6 th Grade	88	18.1	62.5	19.3	29.5	70.4
Coursebook						
The 7 th Grade	51	15.6	58.8	25.4	82.3	17.6
Coursebook						
The 8 th Grade	171	22.2	52.0	25.7	67.2	32.7
Coursebook						
The 9 th Grade	274	31.7	8.3	59.8	64.5	35.4
Coursebook						
The 10 th Grade	200	22	47.5	30.5	59.5	40.5
Coursebook						
The 11 th Grade	288	36.8	35.4	27.7	87.5	12.5
Coursebook						
The 12 th Grade	60	23.35	45	31.6	91.6	8.3
Coursebook						

The sum of the ecological units is given in the table 59 below.

Table 59

Evaluation of units devoted to environmental education in eight ELT coursebooks by MoNE

Objectives	Saving the Planet	Environment	Natural Forces	Alternative
	(The 6 th grade coursebook)	(The 7 th grade coursebook)	(The 8 th grade coursebook)	Energy (The 12 th grade coursebook)

1	4	4	9	2
2	13	11	8	10
3	4	1	3	-
4	1	5	2	3
5	-	1	-	5
6	-	-	-	1

The activities in the green units mostly aim to gain learners basic awareness about the ecological issues, which is the second learning objective.

The analysis of peace based on UNESCO's (2005) learning objectives on the exclusive units has indicated that many of the activities in these units only aim to be informative for learners as they have been found to be on knowledge level. Very few of them direct students to be active participants in solving conflicts, which can be seen in the table below. Numbers signifies the amount of the activities appearing in the exclusive units.

Table 60

Evaluation of units devoted to peace education in eight

ELT coursebooks by MoNE

	Democracy (The 6 th grade coursebook)	Human Rights (The 12 th grade coursebook)
Knowledge	10	13

Attitude	7	7
Skill	2	1



Chapter 5

Discussions

5.1 Discussions on Anti-bias Education

5.1.1 Gender Equality. Gender-equality is the first aspect that researchers examine for anti-bias education in the ELT coursebooks issued by MoNE for the academic years 2018-2019. As the first step, gender was analyzed in terms of quantity. Eight coursebooks (the 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th grades) were scanned from the first page to the last page and visuals in which gender appears were counted. When the findings regarding the percentages of visuals have been examined, it has been seen that the number of visuals in high school coursebooks are less than the number of visuals in the secondary school coursebooks. The reason of this decrease in number results from the fact that the coursebooks written for younger learners have to include more visual materials so as to be suitable to the age group. The coursebooks written for the 9th, 10th, 11th and 12th grades include written content more. In eight different books in total, 1747 visuals have been analyzed. It seems that visuals that represent only females constitute almost 33% of this number whereas visuals that represent only male make up of 39%. Visuals that include male and female representations are found to cover 26% of the number.

Gender studies conducted on English coursebooks (Esen, 2007; Gürkan and Hazır, 1997; Helvacıoğlu, 1996) in Turkey imply that imbalance and inequality were dominant while representing gender. Such a case was not only seen in local coursebooks, but also Arıkan (2005) investigated gender representations in known worldwide coursebooks (The New Headway and Think Ahead to First) and concluded that the issue about gender representation was global. Both locally and globally, the coursebooks included males more in terms of quantity and action. The popularity of the research in the field seems to have brought a change to the issue since the research conducted after 2010s has shown that imbalance has decreased

in time. Our findings show consistency with the findings of Bilgin (2013) and Demir & Yavuz (2017). Although researchers have not been able to analyze gender equality issue as much as Bilgin did in her thesis, they can maintain that there is still an overall balance in terms of quantity and the findings have been found to be promising for the coursebooks published by MoNE as also claimed by Demir & Yavuz (2017). Despite overall balance, imbalance has been found in some parts at different levels as Bilgin (2013) also stated. The type of imbalance seems to be based on the theme of the unit and the type of the theme may be home to some bias.

Males seem to be quantitatively represented more in the following units.

- Fitness (The 5th grade coursebook)
- Yummy Breakfast, At the Fair (The 6th grade coursebook)
- Appearance and Personality, Wild Animals, Dreams (The 7th grade coursebook)
- Adventures, Science (The 8th grade coursebook)
- World Heritages, Human in Nature (The 9th grade coursebook)
- Legendary Figures (The 10th grade coursebook)
- Future Jobs, Hard Times, Open Your Heart (The 11th grade coursebook)
- Music, Coming Soon, Alternative Energy (The 12th grade coursebook)

Females seem to be quantitatively represented more in the following units.

- Party Time (The 5th grade coursebook)
- Environment, Television (The 7th grade coursebook)
- On the phone, Tourism, Natural Forces (The 8th grade coursebook)
- Bridging Cultures, Invitations and Celebrations (The 9th grade coursebook)
- Hobbies and Skills (The 11th grade coursebook)

- Human Rights, New Skills (The 12th grade coursebook)

Some of the units have remarkable imbalances while some of them represent an imbalanced look because not many visuals are actually used in the unit. However, when the themes of the units are checked, it has been seen that the units in which males are overrepresented usually reflect challenge or hard work in them and the opposite goes with the units in which females are represented more. As Bilgin (2013) claimed, imbalance occurs at different levels. To reach at more concrete conclusions, future research with the use of detailed content analysis can be suggested.

It is believed that quantitative analysis on gender would not enable researchers to reach the conclusion. Thus, to be able to uncover whether any bias are included in the visuals or not, careers assigned to the gender were tracked. Career has been chosen specifically as that it would help us to do direct investigation and we could support our findings with the previous studies in the field. The findings show that males are assigned more careers than females. Even though there is not a huge difference between numbers, the findings tell us that there is still an imbalance. Women seem to be depicted less active than men. Such findings are parallel to Söğüt's (2018) findings. She examined "Yes You Can" coursebook series (four books in total) published by MoNE and she concluded that males have been depicted in a career two times more than females.

When the findings are examined closely, some careers have been insistently assigned to a specific gender. It is important to remind at this point that the coursebooks have been published by different publishing houses. Yet still, different books could assign same traditional roles to gender. Remarkable differences have been checked in finding tables, while differences have been being observed, the frequencies have been taken into account, as well.

In the 5th grade coursebook, females are shown to be teachers, pharmacist, musician and banker while males are shown to be hairdresser, baker, driver, dentist, sportsperson and soldier.

In the 6th grade coursebook, females are shown to be waitress, cabin crew, banker, and nurse, newsreader while males are shown to be firefighter, police, mechanic, photographer, cook, hairdresser, construction worker, architect, dentist, manager, actor, greengrocer and butcher.

In the 7th grade coursebook, females are shown to be teacher, nurse, cabin crew, musician, pharmacist, newsreader and cashier while males are shown to be TV presenter, artist, businessperson, hairdresser, firefighter, mechanic, baker, street sweeper, delivery person.

In the 8th grade coursebook, females are shown to be call center agent, receptionist, blogger, teacher, police, firefighter, reporter while males are shown to be sportsperson, cook, electrician, window cleaner, stunt person, coal miner, politician, and TV presenter.

In the 9th grade coursebook, females are shown to be waitress, designer, chemist, instructor, musician, pharmacist, nurse, interviewer, police, scientist, check-in officer, baker, cashier, salesperson while males are shown to be engineer, park ranger, explorer, sportsperson, newsagent and newsreader.

In the 10th grade coursebook, females are shown to be receptionist, waitress, school counselor, teacher, musician, psychologist while males are shown to be politician, sportsperson, soldier, entrepreneur, chemist, farmer and fashion designer.

In the 11th grade coursebook, females are shown to be biotechnologist, secretary, cook, poet, teacher, musician, and PR specialist while males are shown to be engineer, dentist, app developer, performance artist, architect, scientist, actor, sportsperson, movie director, doctor, artist, archeologist, technician, waiter, businessperson, tourist guide.

In the 12th grade coursebook, females are shown to be TV presenter and cashier while males are shown to be musician, teacher, scientist, actor, futurist, school counselor, engineer, sportsperson, entrepreneur, radio programmer, and businessperson.

Amongst many careers assigned in each book, these assignments drew our attention since imbalance occurred in representation because of its frequencies. For example, if there are two female teachers and no male teacher in a coursebook, that signifies that there was a possibility that males could have been represented as a teacher but it seems that it was not preferred. Jobs requiring strength and technical issues seem to have been assigned to males in general whereas females have been depicted while working in more sedentary jobs. Mostly, engineers, architects, sportspersons, mechanics, businesspersons, soldiers and politicians have been seen to be males in the coursebooks. Musicians, teachers, nurses, pharmacists and sedentary jobs such as secretary, receptionist, call center agent have been depicted with females more. Söğüt (2018) reached the same findings in her study on Yes You Can coursebook series and claimed that women are seen performing indoor jobs while men are performing outdoor jobs. Our findings on gender show similarities with previous studies in the field (Arıkan, 2005; Bilgin, 2013; Demir&Yavuz, 2017; Söğüt, 2018; Söylemez, 2010) in that ELT coursebooks in Turkey still include inequalities in gender representations. Indeed, some coursebooks have assigned untraditional roles to gender as expected. For instance, the 8th grade coursebook represents females as firefighters and police. The 10th grade coursebook represents males as fashion designer. However, examples are very limited.

5.1.2 Cultural Diversity. The findings of cultural diversity investigated in eight different ELT coursebooks showed differences in terms of the amount of specific culture they present and the type of the culture which is presented.

As it has been seen in the table 58, the number of culture elements used in each book is not equal and the differences in quantity do not result from the target age group as the 11th

grade coursebook has 288 elements while the 12th grade has only 60 elements. A similar finding on cultural representation occurred when Çelik & Erbay (2013) examined Spot On coursebook series. The cultural elements have been collected mostly from written materials in the high school coursebooks while visuals have taken the lead in the secondary school coursebooks. Except for two coursebooks (9th grade and 11th grade coursebooks), all of the coursebooks have been found to dominantly include elements reflecting Turkish culture. For the secondary school coursebooks, the dominance of Turkish culture is almost half. High school coursebooks seem to be hybrid in terms of reflecting cultures but still Turkish culture outweighs. Referring to Çelik & Erbay's (2013) research on cultural representations on coursebooks by MoNE again, researchers can maintain that findings do not show similarity, at least, for the secondary grades coursebook. Spot On 6 reflects 39% target culture, 25% home culture and 36% international culture elements. Spot On 7 reflects 46% target culture, 31% home culture and 23% international culture elements. Spot On 8 reflects 22% target culture, 56% home culture and 22% international culture elements. Spot On 6 and 7 represent target culture patterns more while Spot On 8 predominantly represents home culture patterns. Spot On 8 seems to be parallel with our findings on coursebooks published for 2018-2019 academic years. The findings of this study can indicate hope when compared the results with previous coursebooks in Turkey as what is commonly stated in the relevant literature, coursebooks once reflected mostly the source culture or covered familiar cultural practices (Cortazzi & Jin, 1999; Özil, 1999). Even though the home culture is reflected mostly, target and international culture have been incorporated. Sufficiency and efficiency of this incorporation is controversial since MoNE curricula have been stating the importance of intercultural awareness for almost a decade. The findings also state that big culture products are represented more than little culture products, which indicates familiar cultural patterns are widely presented. There is no disadvantage in representing big culture elements. However, it

is believed that knowing ways of life, specifically being aware of beliefs and practices of the target or an international culture will help language learning more than knowing who Shakespeare is or what Eifel Tower is. Researchers can conclude that coursebooks should approach including balanced cultural representations more seriously. Hamiloğlu & Mendi (2010) claim the authors of coursebooks have shown more attention to the issue since 2000s. However, Çelik & Erbay (2013) do not agree the conclusion after having examined a coursebook series. At the point, our findings will support the conclusions of Çelik & Erbay (2013). The findings may be the result of English curriculum published in 2018 and discussion regarding the curriculum will be done in the following sections of this paper.

5.1.3 Disability. Earlier in this paper, the role of SRT and how it relates to current educational pedagogy have been mentioned. In general, SRT aims to raise awareness of learners towards social issues and enrich learners with power to deal with social problems (Cates, 2000). By doing this, it makes learners acquire social values. In our opinion, disability is one of the most critical issues, which requires a certain level of sensitivity in our society. However, the relevant literature is infertile in terms of disability. It is an under-researched area as stated by Cunningsworth (1993). Our analysis led us to discuss that disability has not taken enough attention in the eight coursebooks under investigation. Few elements have been spotted and because of the lack of previous research in the field, findings have not been able to be evaluated according to a specific framework. Rather, pure content analysis has been preferred. As one would expect, visual elements were more common in secondary school coursebooks while researchers encountered with written materials in high school coursebooks. In the 5th grade coursebook, two visuals have been found and two of them were showing a boy with a certain disability; a blind boy and a basketball playing boy in a wheelchair. In the 6th grade coursebook, two activities were devoted to disability as a boy in a wheelchair talking about his daily routines and a girl in a wheelchair talking about her schedule. In the 7th grade

coursebook, a boy talking about his dreams are shown and another visual showing a boy in a wheelchair is presented in the following page. In the 8th grade coursebook, a phone call addressing Turkey National Amputee Team is made and supported by a visual in which disabled football players are shown. Another visual depicts a man in a wheelchair while doing house chores. In one activity, Stephen William Hawking's short biography is given and the text is supported by a visual. Lastly, there is an indirect activity in which two children are speaking of their inventions for disabled people. These inventions include a walking stick for the blind and a portable wheelchair for paraplegic people. So far, the elements mentioned above have been spotted in four secondary school coursebooks and the findings indicate that the issue of disability is predominantly represented as psychical disability; especially paraplegic people are presented with wheelchair. When comes to the high school coursebooks, the 9th grade coursebook has a visual in which two men in wheelchairs doing shopping. In the 10th grade coursebook, researchers mostly face only affective and cognitive problems. However, researchers are unsure if some of them are counted as disability or not. These are exam fear, distraction and learning difficulties. In the 11th grade coursebook, cognitive disorders are given place such as reading texts about autism, schizophrenia and dyslexia. Beside these, a blind athlete is mentioned. Finally, in the 12th grade coursebook, the human rights unit covers many problems about disability. An article presents human rights and statements about disabled people are presented. Problems, disadvantages that the disabled face and wheelchair donation are mentioned in reading texts. There are two visuals showing a man and a woman in wheelchairs. When compared to secondary school coursebooks, the high school coursebooks focus on other type of disabilities but still physical disabilities seem to take the lead in presentation. Only the human rights unit in the 12th grade coursebook directly states the issue and aims to gain learners awareness. Arıkan & Bulut (2015) examined ten different coursebooks and concluded that only 8 passages included the issue of disability. At

this point, our findings are parallel. However, in one of the passages they stated that the issue of disability was shown as an unfavorable situation. This finding is not similar to what we found. Although very few elements have been found, disabled people are shown to be successful individuals. Researchers can deduce this finding since the disabled playing in national teams, doing sports, helping house chores, talking about their dreams and plans have been found. Also, the coursebooks showed us successful disabled scientists. Therefore, our criticism will be about the amount of elements inside the materials, the type of disability as it is not only physical and the potential inequality in presenting the matter of disability. When taken a look in all the elements that were stated earlier in this section, one will come to realize that individuals pictured in wheelchair are mostly males. However, it would be assumed that a wheelchair is a figurative tool, which signifies socialization for a paraplegic individual as it is how they go out of their homes and interact with the society. In this sense, findings indicate that the issue of disability should be dealt more directly and meticulously.

5.2 Discussions on Environmental Education

The detailed analysis of environmental education in ELT coursebooks has suggested that most of the coursebooks follow environment-friendly approach to teach English. Researchers examined eight different coursebooks at different levels and four of them include an exclusive unit devoted for environmental education, which is promising for future ELT materials. The coursebooks prepared for the 6th grade, the 7th grade, the 8th grade and the 12th grade have green units and the rest of the coursebooks include elements regarding environmental education. At this point, it can be accepted the fact that shaping younger learners' mind is easier than shaping that of older learners. However, researchers think that high school ELT coursebooks are more flexible in terms of placing content as learners' language and world knowledge are sufficient. Thus, it might have been helpful if learners would have studied on environmental themes in the 9th, 10th and 12th grade coursebooks.

Another criticism emerged after having analyzed the findings is that the elements seem not to lead learners to do something for the environment, which means elements do not urge learners to participate actively in solving problems of the environment. Jacob & Goatly (2000) analyzed randomly selected 17 ELT coursebooks and they concluded that many coursebooks allocate a place for environmental issues but they do not encourage learners to be active in solving problems. Our findings are parallel as researchers preferred to use UNESCO-UNEP's (1976) environmental education framework adopted by Jacob & Goatly (2000) to analyze the activities and elements. The adopted framework (UNESCO_UNEP, 1976 cited in Jacobs and Goatly, 2000, p.256) is given below.

1. Awareness of environmental problems.
2. Basic understanding of the environment and its problems, and human beings' role in relation to the environment.
3. Attitude of concern for environmental problems.
4. Skills in overcoming environmental problems.
5. Ability to evaluate proposed solutions to environmental problems.
6. Participation in solving environmental problems.

Our findings support the findings of Jacobs & Goatly (2000) as researchers found out that the units exclusively devoted for ecological issues include activities mainly towards the second objective in the framework, which is "Basic understanding of the environment and its problems, and human beings' role in relation to the environment." In our opinion, this is not enough since ecological issues have been a hot topic for many years. Currently, what is needed is more action. Coursebooks aim either to be only informative about the issues or explain humans' role for specific events. As the final comment, the findings suggest that the coursebooks include elements on ecological issues but the content of the elements can be richer in terms of shaping new behavioral changes in learners. Such a change seems to please

both learners and educators as many studies stated that both sides found it beneficial and worthy of attention (Arıkan, 2009; Gürsoy & Sağlam, 2011; Setyowati & Widiati, 2014).

5.3 Discussions on Peace Education

The findings on peace education have suggested that elements regarding peace education appear in different forms as peace education is a comprehensive term including “conflicts, threat to life, social degradation, discrimination, oppression, exploitation, poverty and injustice” (UNESCO, 2005, p.2). The concepts that have already been analyzed in this present paper are indirectly within the scope of peace education. The representations of gender, multicultural diversity, the issue of disability are the sub-categories of anti-bias education, which signifies and values the idea of equality or environmental education is one of the aspects of peace education and it is sometimes named as environmental peace education (Arıkan, 2009). UNESCO (2005) defines the sources of peace as inner peace, social peace and peace with nature. As nature is home to people, human beings are responsible for keeping the earth safe and at peace. Therefore, besides the concepts that have already been analyzed, the need to analyze direct peace education elements in the ELT coursebooks has been felt. Unlike the environmental education findings, only two units are exclusively devoted for peace education in eight different coursebooks. One of the units is Democracy Unit (The 6th grade coursebook) and Human Rights Unit (The 12th grade coursebook). Our analysis based on UNESCO’s (2005) learning objectives on the exclusive units has indicated that many of the activities in these units only aim to be informative for learners as they have been found to be on knowledge level. Very few of them direct students to be active participants in solving conflicts. In democracy unit (the 6th grade), 10 activities have been found to be on knowledge, 7 activities have been found to be on attitude and 2 activities have been found to be on skills level. Human rights unit shows parallel numbers.

But for the specific units, not many elements have been found to be directly about peace education. The high school coursebooks included more elements than the secondary school coursebooks. Yet still, this result was expected in that the high school courses are more flexible in terms of content. In the secondary school coursebooks, elements seem to be placed within different themes. For instance, the 8th grade coursebook mentions equality while describing the chores, sharing responsibilities at home or the 7th grade coursebooks mentions the need for peace while aiming to teach future predictions. On the other hand, the high school coursebooks seem relatively less indirect in conveying peace education. For instance, the 10th grade coursebook include one of the sayings of Atatürk about freedom and independence or the 11th grade coursebook has a unit named Hard Times, in which many problems threatening peace of a person or a group of people are discussed. Those are examples. The detailed analysis of the findings of peace education can be found in the findings section of this paper. However, few examples are enough to conclude that peace education elements in the coursebooks are not enough to create a skill-developing process in the learners since peace education aims to do so as stated by Schmidt and Friedman (1985). More themes on peace can be added to the coursebooks and activities can be more action-oriented as it has been seen while analyzing environmental education, it is possible to create such activities and exercises. The notion of “absence of violence” should not be restricted to future predictions and wish clauses as in grammar subjects when there are plenty of options to teach English. As the last word, several studies conducted on peace education supports its significance for education in general. Pre-service teachers stated their content to blend their lessons with peace education (Arıkan, 2009; Deveci, Yılmaz&Karadağ, 2008) and Mirici (2008) claims that it should be the final objective of education.

5.4 The Overview of the Coursebooks and the 2018 Curriculum

The curriculum published in 2018 is different from other curricula published in previous years in that values education has been embedded in the coursebooks. Even though curricula of 2013 mentioned values education, 2018 curricula seems to offer more hope about the issue. Therefore, learning objectives have currently changed. According to the curriculum of the Ministry of National Education (2018) for high schools and secondary schools, friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism are learning objectives and they should not be separate from themes and topics. Rather, such concepts should be embedded in topics. In addition to the learning objective mentioned earlier, the curriculum of 2018 for both high schools and secondary schools states the significance of universal and local values and while imposing these values to the learners, it is said that material designers and teachers should take ethics and values of our own educational system into the account. As well as a separate values education part in curriculum, key competences in the 2018 curriculum of secondary schools have been given and it is stated that the key competences are consistent with the framework created by the European Commission. These competences occur in three different levels as knowledge, skills and attitudes and they aim to lead learners to development at personal and professional levels. Consequently, all the competences plan to take learners to personal realization level. Amongst three different skill types, horizontal skills concern the topic of the thesis. As given by the curriculum of the MoNE (2018) for secondary schools, horizontal skills are “learning to learn, social and civic responsibility, initiative and entrepreneurship and cultural awareness and creativity” (p.5).

In line with the curriculum of 2018 of high and secondary schools, our findings have shown consistency and inconsistency at the same time. Gender inequality in the findings of disability and traditional career assignments in the findings of gender analysis have been

found to be inconsistent with learning objectives of both curricula. Other findings regarding peace education and environmental education have been found to be insufficient as they do not support the acquisition of peace skills and environmental skills since they revolve around knowledge level. The findings regarding cultural diversity have suggested that Turkish culture predominates in the coursebooks and such findings have been founded to be unparalleled with the findings suggested by previous research. Such a finding might have been resulted from patriotic approach mentioned in the values education part of 2018 curricula.

5.5 Critical Pedagogy and Socially Responsible Teaching

Seeing that the findings have shown inconsistency, inequality and insufficiency from part to part, researchers cannot conclude that the coursebooks under examination fully support CP and SRT. Even though the themes are supportive in this sense, it has been seen that design of activities and the content of the themes should take more attention in process of designing and evaluating the coursebooks. Contents should be bias free and lead learners to be problem-solvers on a global scale. In our opinion, such objectives should require meticulous planning. It is highly important to state that coursebooks are important elements supporting both CP and SRT. However, these approaches to language teaching embark a significant role to teachers, as well. Last but not the least, CP concerns social change through education (Akbari, 2008). Creating a change in society may not be achieved at once; it requires devotion, determination and a great deal of time. Therefore, educational process with all other tenets should move in according with CP and SRT to reach the final objectives.

Chapter 6

Conclusion

6.1 Summary of Findings

Five aspects related to global values in education have been examined for this current thesis. There are three main categories as Anti-bias Education, Environmental Education and Peace Education. Anti-bias education has been approached from three different perspectives as gender issues, cultural diversity and the issue of disability. The findings varied according to their nature and content.

The analysis of gender has suggested that males are often visually represented more in quantity. However, the dominance of gender sometimes changes from units to units. When units are examined, it has been realized that the units reflecting hard work or a challenge often represent males more. When it comes to the analysis of career assigned to gender, the findings suggest that careers are assigned to males more than females. Even though there is no huge difference in terms of quantity. Qualitatively, researchers have discovered that coursebooks have a tendency to assign traditional roles to genders. Males are seen to be more into technical and outdoor careers while females are seen to be in sedentary careers more. However, researchers witness untraditional roles in the coursebooks from time to time.

For the issue of cultural diversity, findings have shown that home culture elements outweighs in the coursebooks. The secondary school coursebooks dominantly reflect home culture elements while fluctuations emerge in high school coursebooks. The 9th grade and the 12th grade coursebook reflect international culture elements. The 11th grade coursebook mostly reflect target culture elements to 36.8% while reflecting home culture elements to 35.4%. Those findings suggest that there is no common framework followed for representation of culture. Besides examining source of culture, the types of culture being represented is also in the scope of this paper. Cultural elements have been analyzed as Big

Culture and little culture and it has been found that big culture products have been given more place in coursebooks, which means familiar culture products are presented to the learners. As it has been mentioned earlier, such finding does not offer any disadvantages. However, what researchers believe is learning about ways of life in a culture may accelerate the second language acquisition since language learning and culture are inseparable.

When it comes to the issue of disability, which is the last examination point under the category of anti-bias education. Researchers have discovered that disability is not given attention in the coursebooks. Very few elements emerged in analysis. No negative image has been reflected. In contrast, disabled people are shown with their achievements, dreams and plans. However, mostly physical disability has been shown in the content. Very few activities included other types of disability. Moreover, visuals mostly include paraplegic individuals in wheelchairs. When shown in a wheelchair, males are often seen to be in wheelchairs. This caused gender inequality in representation of disability in the coursebooks.

Environmental education elements have been analyzed and researchers concluded that the half of the coursebook devote a unit to environmental education. In addition to exclusive units, elements emerge within the units. However, very few activities have been found to be in participation level. Most of the activities in the theme of environmental education have been found to be informative for learners. That is to say, many activities revolve around informing learners about environmental problems and human's roles related to the problems.

Peace education has been analyzed within the scope of this thesis. Out of eight coursebooks, only two coursebooks included an exclusive unit. The activities in these coursebooks have been examined to discover what types of behavioral changes are intended for learners. The activities are divided as knowledge, attitude and skill levels. The findings have suggested most of the activities are found to be on knowledge level. The findings bear similarities when compared to environmental education in that active participation of learners

as an objective has been failed. Consequently, spotted elements have been found to be indirect in conveying peace education. Grammar forms such as wish clauses and if clauses are used and sometimes household chores are seen to be a theme conveying sharing responsibilities and awareness of equality. However, themes directing peace education have been found to be insufficient.

6.2 Pedagogical Implications

Pedagogical implications that this study reveals bear great importance in the light of CP and SRT in that the current coursebooks are not totally bias-free and they do not lead learners to be active problem-solvers in today's globalized world. According to the findings, coursebooks can include more themes targeting global or local problems. With regard to this, certain level of awareness can be instilled to the learners because awareness is the cornerstone of resolving problems. Making instructional materials bias-free and socially responsible can empower learners for the sake of our society and our world. As CP suggests, every teaching should end up with a change. In this direction, liberating our teaching style and our language teaching materials should be consistent with our teaching pedagogy. Therefore, the implications of this study are comprehensive. Every decision made for education in the name of making the world a better place is an implication that should be taken from the topic of this thesis although purifying our instructional materials and leading students to be active participants in local or global problems seem to be major concern of the paper. It is important to note that implications are even beyond the scope of the thesis. Educators can find the importance of this study by observing their educational settings and their students since needs can often be local in the first place. Global needs should not be neglected, though. Liberation and freedom flow from our inner worlds to outer world. Like Antoine de Saint-Exupery (1943) stated in *The Little Prince* "It is only in the heart that one can see rightly, what is essential is invisible to the eye" (ch.21).

6.3 Limitations

As researchers have focused on global values from a wide perspective, some limitations come out for the thesis. More detailed analysis on five different categories of global values could have been conducted. Gender equality has been analyzed by only looking at visuals and career assignments. However, the analysis could have been more comprehensive if the activities done and the amount of talk had been taken into consideration. Cultural diversity could have been more comprehensive if cultural elements have been categorized as products, practices, perspectives and persons as Yuen (2011) did. However, the researcher preferred to adopt Yuen's (2011) model as this thesis dealt with eight different coursebooks at different levels. No limitations have been found in the issue of disability, peace education and environmental education because of the limited research given in the relevant literature and the small number of elements found in the coursebooks.

6.4 Suggestions for Future Research

To reach more comprehensive findings, five different aspects can be analyzed separately and each of them can be compared and contrasted to the coursebooks published in previous years. A contrastive approach can be adopted. The findings that have been reached reflect the local representation as the coursebooks are published by MoNE. To be able to reach more global results, a contrastive approach can be conducted between local coursebooks and global coursebooks.

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Resume

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Conferences	: 5th International Conference on New Trends in English Language Teaching and Testing 2018 – CIFK	
	5th International Conference on Teaching and Learning English as an Additional Language – GlobELT 2019	
Publications	: Gursoy, E. & Ozcan, E. (2018). Perceptions and Linguistic Actions of Bilingual Speakers of Turkish and English: An Explanatory Study, <i>Advances in Language and Literary Studies</i> , 9(6), 212-222.	

BURSA ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Eda Nur ÖZCAN
Tez Adı	Türk Milli Eğitim Bakanlığı'na Yayınlanan 2018-2019 Eğitim Öğretim Yılı İngilizce Ders Kitaplarında Küresel Değerlerin Analizi
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Anabilim Dalı
Tez Türü	
Tez Danışman(lar)ı	Doç. Dr. Esim Gürsey
Çoğaltma (Fotokopi Çekim) İzni Kısıtlama	<input type="checkbox"/> Patent Kısıt (2 yıl) <input type="checkbox"/> Genel Kısıt (6 ay) <input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum.

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Bursa Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 11.09.2019

İmza : 