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GENDER BIAS AND ETHNIC DIVERSITY IN ENGLISH LANGUAGE
TEXTBOOKS

RABIA BAYRAM

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INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

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Language Textbooks

APPROVAL:

Dr. Öğr. Üy. Dilara KÖRBNŞ 
(Advisor) (Signature)

Dr. Öğr. Üyesi Hande Sevdar 
(Member) TÜLÜCE (Signature)

Dr. Öğr. Üy. Erim Ereyik-Boydin 
(Member) (Signature)

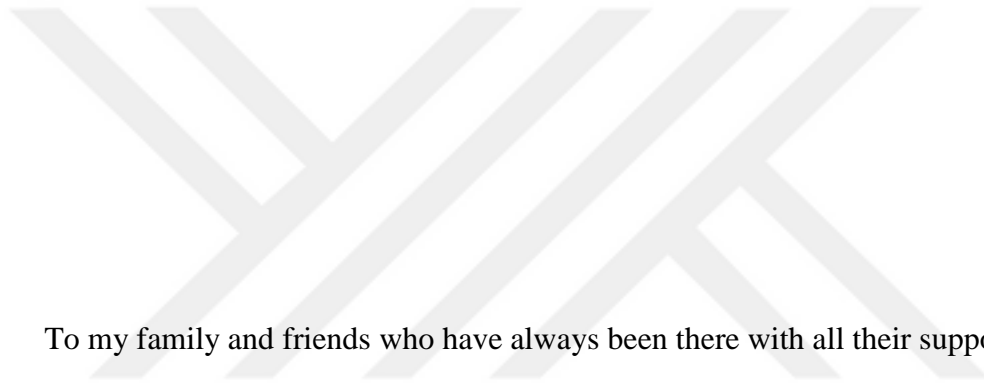
SUBMITTED BY : Zohra Bayram
DATE OF THESIS DEFENSE : 11.06.2019
DATE OF THESIS APPROVAL : 20.06.2019

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Name, Last name : Rabia BAYRAM

Signature :



To my family and friends who have always been there with all their support and love

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ABSTRACT

GENDER BIAS AND ETHNIC DIVERSITY IN ENGLISH LANGUAGE TEXTBOOKS

Rabia BAYRAM

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Supervisor: Dr. Bunser Dilara KOÇBAŞ DEMİR

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The aim of the present study is to examine the representation of gender and ethnic diversity in two English language teaching textbooks. The study also aims to find out teachers' perceptions related to the representation of gender and ethnic diversity. In order to find out how gender and different ethnic groups are represented in two textbooks, content analysis was chosen as a method of inquiry. A list of criteria was prepared and taken as a basis of analysing the textbooks. In order to gain in-sights about teachers' perceptions on the related issues, semi structured interview questions were formulated and focus group interviews were conducted with four female and four male teachers. The findings revealed that in terms of visibility, the number of male characters both in texts and in visuals, pronouns, subject pronouns, possessive pronouns that indicate masculinity and masculine words that represent higher positions in the society outnumber that of females'. In terms of different ethnic groups, the findings showed that majority of the characters who were identified with their ethnic-racial identity were white people. People who speak English as their second or foreign language were under-represented. The number of adjectives which

are used to define males was found to be numerically higher than those which are used to define females. Males were found to have more positive and negative attributions than females. Females were not depicted with negative adjectives. Regarding free time activities, males were depicted as having more diversity and number of free time activities than females do. Regarding the order of mention, in each sentence where females and males appear together, males come first. The study also revealed that males were numerically dominant in the work force. Besides, males were found to have more diverse job options than females do. The generic use of man was found to be present in each book. When the findings of focus group interviews are considered, it was shown that the existence of some ideologies were present, based on teachers' opinions. Teachers believe that publishing companies reflect and include some certain ideologies because of financial concerns. Some teachers believed that these ideological representations are related to governmental decisions. Teachers stated that in terms of gender, there is inequity in each book and they argued that the number of females and males need to be equal. When it comes to ethnic groups, teachers stated that they are aware of the representation of different ethnic groups. However, unlike gender issue, teachers did not mention the representation of equal numbers of people from different ethnic backgrounds. Teachers suggested that these ideological representations are implicit and students are not fully aware of them. According to teachers, in order to ensure gender equity and a balanced representation of different ethnic groups, gender and ethnic diversity should be criteria when selecting the most appropriate textbooks.

Key words; Gender bias, sexism, ethnic diversity, textbooks

ÖZET

İNGİLİZCE DERS KİTAPLARINDA CİNSİYET VE ETNİK ÇEŞİTLİLİK

Rabia BAYRAM

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Dr. Bünser Dilara KOÇBAŞ DEMİR

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Bu çalışmanın amacı İngilizce öğretiminde kullanılan iki ders kitabında cinsiyet ve etnik çeşitliliği araştırmaktır. Çalışma aynı zamanda öğretmenlerin ders kitaplarında cinsiyet ve etnik çeşitlilik konularına ilişkin görüşlerini elde etmeyi amaçlamaktadır. Çalışmada ders kitaplarında içerik analizi yapılmıştır. Ders kitaplarının içeriğinin incelenmesi ve analiz edilmesi için analiz kriter listesi hazırlanmıştır. İlgili konuda öğretmenlerin görüşlerine ilişkin bulgular elde etmeye yönelik yarı yapılandırılmış görüşme soruları hazırlanmış ve odak grup görüşmeleri gerçekleştirilmiştir.

Görünebilirlik açısından incelendiğinde her iki ders kitabında da görsellerde ve yazılı metinlerde erkek karakterlerin kadın karakterlere oranla daha fazla olduğu bulunmuştur. Cinsiyet belirten zamirlerde ve sahiplik zamirlerinde erkeklerin kadınlara oranla daha fazla olduğu tespit edilmiştir. Toplumda yüksek mertebedeki insanları temsil eden eril kelimelerin dişil kelimelerden daha fazla olduğu ortaya çıkmıştır. Etnik kimlikleri ile tanımlanan karakterlerin çoğunun beyaz ırktan olduğu tespit edilmiştir. İngilizce'yi yabancı dil veya ikinci dil olarak konuşan toplulukların çok az bir oranda yansıtıldığı bulunmuştur. Erkek karakterleri tanımlayan sıfatların kadın karakterleri tanımlayan sıfatlardan sayıca daha fazla olduğu, olumlu ve olumsuz anlamları olan sıfatların daha çok erkek karakterleri tanımlarken kullanıldığı

ve kadın karakterlerin olumsuz sıfatlarla tanımlanmadığı bulunmuştur. Boş vakit aktiviteleri incelendiğinde, erkek karakterlerin kadın karakterlere kıyasla daha fazla ve daha çeşitli boş vakit aktivitesine sahip olduğu görülmüştür. İki cinsiyetin de var olduğu cümleler incelendiğinde, eril kelimelerin her zaman dişil kelimelerden önce geldiği tespit edilmiştir. Çalışma aynı zamanda iş alanında erkek karakterlerin kadın karakterlere kıyasla daha fazla yansıtıldığını bulmuştur. Erkek karakterlerin kadın karakterlere kıyasla daha fazla iş seçeneğine sahip olduğu bulunmuştur. Odak grup görüşmelerinden elde edilen bulgular incelendiğinde öğretmenlerin ders kitaplarında bazı ideolojilerin yansımalarının olduğunu kabul ettikleri görülmüştür. Öğretmenlere göre yayınevleri finansal kaygıları nedeniyle ders kitaplarında bazı ideolojik mesajlar içermekte ve yansıtmaktadır. Diğer bir görüş ise ders kitaplarındaki ideolojik yansımalarının devletin kararlarına bağlı olarak şekillendiğini ifade etmektedir. Öğretmenler ders kitaplarında cinsiyet eşitsizliği olduğunu ve kadın ve erkek sayılarının eşit olması gerektiğini vurgulamışlardır. Etnik çeşitlilik göz önüne alındığında, öğretmenler farklı etnik kökenlerden insanların yansıtıldığını fark ettiklerini belirtmişlerdir. Öğretmenler cinsiyet konusunda eşitliği vurgularken, etnik çeşitlilik konusunda eşitlikten bahsetmemişlerdir. Öğretmenler ideolojik yansımaların dolaylı olduğunu ve öğrencilerin bunların tam olarak farkında olmadıklarını iddia etmişlerdir. Öğretmenler, ders kitaplarında cinsiyet eşitliğini ve farklı etnik kökenlerden insanların yansıtılmasını sağlamanın bir yolunun ders kitabı seçimlerinde cinsiyet ve etnik çeşitlilik gibi unsurların da göz önünde bulundurulması olduğunu ifade etmişlerdir.

Anahtar kelimeler; cinsiyet yanlılığı, cinsiyetçilik, etnik çeşitlilik, ders kitaplar

CHAPTER 1 INTRODUCTION

1.1. Background of the Study

The representation of gender and ethnic diversity in textbooks have been a highly studied areas in linguistic and sociological studies both in Turkey and in the world. Since the English speaking community is shaped by different ethnic groups from different cultural and historical backgrounds, the representation of these ethnic groups in materials which are designed to teach the target language has become the focus of linguistic research. In addition to representation of ethnic diversity in textbooks, there has been many studies focusing on gender discrimination and representation of gender in textbooks and materials used in English instruction. There has been many research related to gender and sexist use of language in textbooks as well as representation of ethnic diversity worldwide (Britton & Lumpkin 1977, Hartmann & Judd 1978, Porecca 1984, Kabira & Masinjila 1999, Kitetu & Sunderland, 1997, Yuh-Yun 2000, Suppiah & Nair 2016, Otlowski 2003, Lee and Collins 2008, Skiliar 2007, Lee & Collins 2009). There is found to be an increasing amount of research in this specific field of study in Turkey in all levels as well, which starts from primary school textbooks to materials used in higher education (Gümüšođlu 1995, Helvaciođlu 1996, Arslan 2000, Esen & Bađlı 2002, Arıkan 2005, Özkan 2013, Kuşçu 2014, Aydınöđlu 2014).

Textbooks play an important role in gender equity and ethnic diversity since there is a reliance on them in teaching foreign languages (Bilgin, 2013). Specific to Turkey, Inal (2006) states that the practice of English teaching highly depends on the textbooks and what the textbooks offer. According to Sadker and Zittleman (2007) learners of English spend more than 80% of their time in classroom by reading and using textbooks. Besides, they claim that teachers generally depend on textbooks and their instructional decisions are mostly based on them. Baldwin and Baldwin (1992) found out that an average teacher benefits from textbooks and uses them for 70-79% of their time. These facts has made gender studies in EFL text books a popular topic of research.

Curriculum makers and book publishers are responsible of the content of the textbooks that are taught in the majority of schools. Content of these textbooks are found to be effective in shaping learners' attitude towards gender related issues. Lee and Collins (2009) states that social values, beliefs and behaviors are all affected by how gender is portrayed in teaching materials since students are exposed to these textbooks most of the time. This impact may shape the students' understanding of two genders as females and males, therefore constructing their beliefs. Moreover, Cunningsworth (1995) argues that there is a notion of 'hidden curriculum' which communicates social and cultural beliefs to the students through textbooks. These hidden messages which are reflected in the language of the books or images represented in them may express hidden attitudes in many subject areas, including gender equity and ethnic diversity.

In the light of this discussion, it can be said that textbooks has gained an indispensable position and importance in language learning and teaching. Therefore, the content of these textbooks needs to be examined and clearly analyzed in order to find out what teachers actually teach about the target language. Hidden messages and hidden ideologies which convey beliefs and attitudes towards specific concepts, may be present in these textbooks and content analysis needs to be done in order to reveal these facts. Besides, the fact that English teachers highly depend on text books when teaching English in Turkey makes gender, ethnic diversity and language related research necessary in the Turkish context.

1.2. Significance of the Study

For language students who have limited or no contact with native speakers of any specific language, textbooks are the main learning tool. According to Hartmann and Judd (1978), all the materials and topics that are covered and used in EFL classrooms reflect the society and culture of a language. These include lexicon, topics that are the focal points in reading passages or even the grammar used. Textbooks are used inside and outside the classroom and they function as guides in language learning. What students acquire most from a language mostly comes from teachers and / or textbooks. Learners are exposed to the target language mainly through the textbooks. The language that is presented in textbooks can shape the students' ideas about the target language and target culture since the relationship between language and thoughts is not straightforward. According to Sapir (1949, as cited in Montgomery, 1995),

language choices and language habits shape the way we think and act. He argues that most of what we do and how we behave come from what we have been exposed to. This would support the claim that language that the students are exposed to has a wide effect on the perceptions of the students without being fully aware of they have been conveyed.

Furthermore, it is said that ideas are shaped through language and if the language does not represent men and women equally, it will eventually affect the ideas and thoughts of EFL learners as well (Mills, 1995). For these above mentioned reasons, portrayal of ethnic diversity, gender bias and sociocultural appropriateness of the materials used in EFL classrooms are of great importance.

The depiction of speakers of English from different cultural and ethnic backgrounds need to be considered when choosing a textbook since these issues would give the students an image that reflects the target language. As the language represented in the textbook affects the beliefs and thoughts about the society that the language is being spoken, the other way around is also possible. If the students are given a wrong image of the language by means of the textbook, students will most probably fail to use the language accurately in different situations and this might cause a cross-cultural failure in communication purposes. Teachers, as the providers of the language should be aware of the pedagogical implications of gender bias and ethnic diversity expressed in teaching materials. If teachers know how to evaluate and adopt materials in order to avoid sexist language and to reflect different social classes and ethnicities better, the classroom application of the materials would be more effective. Skiero (1982)

believes that teachers need to be able to do so in order to use the most appropriate materials that are suitable for the students' needs and objectives of a class.

According to Wolfson (1989), it is the teachers', curriculum developers' and administrators' duty to choose and prepare materials that do not include any bias toward sexism and ethnic diversity. Therefore, they need to be aware of the language used in the materials that they have chosen. Besides, students need to have an idea of the language that is provided in textbooks. They should also have a critical eye on these issues since what they learn from these books will eventually shape their identity in the target society.

Quite many studies have been carried out in the field of language, gender and ethnic diversity. However, teachers' point of views have not been carefully examined. Raising awareness about the reflections of gender discrimination and imbalance in diversity of ethnic groups should also take place in these types of studies. Therefore, unlike the previous studies in the field, this thesis study aims to investigate the content of two ELT text books in terms of whether there is gender stereotyping and discrimination along with representation of diverse ethnic groups who speak English. The study also aims to explore teacher awareness on these issues.

1.3. Problem Statement

Gender representations and ethnic diversity in ELT textbooks are hot topics of study in Turkey since there has been a tendency of reliance in the textbooks. In a more general sense, according to Topalov and Rodic-Bojanic (2016) most of the teachers feel better and safer when they have their books with them in class.

Textbooks provide teachers with tasks and a systematic phase. Therefore they feel secure using textbooks. Inal (2006) states that English teaching in Turkey is mainly based on doing and transmitting what textbooks say. Teachers have become more depended on textbooks in order to teach any subject in any grade level. Therefore the need to professionally analyze and evaluate, as well as adopt the materials have gained importance. There is a need for careful selection and evaluation process of the materials to be used. This selection process includes curriculum designers, publishers, teachers and administrators. Arıkan (2005) states that students are exposed to infinite number of messages, attitudes and beliefs coming from teachers, materials, course books, principles and every member in a school. These messages and practices are passed to students, which eventually will contribute to the stereotypical thinking of students towards society. Since teachers have started to depend on books, it is significant and necessary to understand what these textbooks actually provide as language and as content.

Within this study, ethnic diversity and gender bias in prep-school ELT textbooks are examined to find out what kind of ideas and images they convey in terms of representation of gender and ethnic identities to learners. There are two aims in this study. The first aim of this study is to explore how gender and ethnic groups are represented in two selected textbooks. The second aim is to explore teachers' awareness in these issues. Different from other studies, this study will explore the issue from teachers' perspective and will try to understand whether teachers are aware of gender representation and depiction of ethnic groups in textbooks.

1.4. Research Questions

The present study intends to answer whether two ELT text books which are used in an English preparatory school in Turkey represents two gender equally and gives a clear representation of diverse ethnic groups of people who speak English in written texts and in visuals. Besides, within the general framework, this study also aims to investigate teacher awareness concerning these issues. The following research questions will be explored in this study.

- 1) To what extent do the two EFL textbooks represent two genders equally in terms of
 - a) visibility
 - b) occupation and gender
 - c) free time activities
 - d) family roles
 - e) distribution of adjectives to define each gender
- 2) To what extent do the two EFL textbooks male and female characters based on their ethnic-racial identity?
- 3) To what extent are teachers aware whether there is gender-based stereotypical representation of females and males as well as reflections of different ethnic groups in these two EFL text books?

1.5. Overview of Methodology

In this section, a brief information about the method of the present study will be provided. In order to find out whether gender biased representations and diverse ethnic groups exist in two text books, used in prep-school B1 level, content analysis is chosen as a method to analyse the data.

In order to find answers to the first research question, visuals and written language in these two books are chosen as data sources. Categories are defined and set with the help of existing literature and previous studies. Based on the categories, words are counted and frequencies are found. Findings for each category are presented in tables and the interpretations are provided below each table.

Concerning the third research question, which aims at finding out teachers' perceptions of gender and ethnic diversity in text books, focus group interviews are conducted with four female and four male teachers who have been working in the school and teaching the related books for one semester at least. Semi-structured interview questions are prepared by the researcher based on the findings of content analysis. Interviews are recorded and later transcribed by the researcher. During the analysis of the interviews, the researcher identified codes and later formulated categories, which lead to themes. The findings of interviews are presented in results chapter. Consistencies and inconsistencies with the relevant literature are discussed in the light of the findings in discussion chapter.

1.6. Definition of Key Terms

English as a foreign language (EFL) refers to the use of English in non-native English speaking communities.

English as the second language (ESL) refers to the use of English in communities where English is the second official language.

1.7. Limitations of the Study

The study has some certain limitations and the first one is related to the issue of generalizability. The study included and examined only two course books. Therefore, the findings of this study cannot be generalized to all the existing books published by the same publishing company.

In order to have a clearer picture and understanding of teacher perceptions, more teachers should be interviewed. Besides, students' points of views were not explored in this study.

There are some methodological limitations, as well. Some problems during the analysis of the visuals were encountered. Some characters in the visuals could not be distinguished by their genders. Therefore, the researcher excluded these visuals since there was ambiguity.

CHAPTER 2 LITERATURE REVIEW

2.1. Review of Literature

In this chapter, several key terms related to gender and ethnic diversity will be defined and discussed. Background information about the gender issue and ethnic diversity will be presented. In addition, this chapter also provides the reader with results of previous studies in the field which have investigated gender bias and ethnic diversity issues in English language textbooks and in teaching materials.

2.1.1. Language Ideologies

The term ideology first came about during the 18th century by a French philosopher Destutt de Tracy and the purpose of developing this term originally was to develop a scientific way to express ideas. Tracy's intention was to use "ideology" positively in its meaning to understand human animals better and to add a scientific method to describe beliefs and feelings (Kroskrity, Schieffelin & Woolard, 1998). According to Lefebvre (1964) there is an ideology in every society and in politics. The only thing which can change and fight against an ideology is another ideology. Ideology represents systems of values, which decides how people behave and think. It also gives reasons of people's actions within a society as well as describing how these actions would be formed (Lefebvre 1964: 93).

A very strong discussion about ideology and its strengths has been made by Althusser (2003). Althusser defines ideology beyond its economical definition and relations. According to him, ideology is the relationship between humans and their social environment or it is the reflection of this unconscious relationship, besides

being a branch of philosophy (1995). He further claims that it is impossible not to be affected by its impact. Öz (2009) states that ideology is not only the reflection of this relationship between human and their social environment, it is also responsible of shaping these relationships and it has an undeniable role in creating values in a society. Ideology makes people absorb the given values in a system, expects them to comply with the necessities of the system and requires them to create a life that is in harmony with the values (Öztürk, 2007). The reflections of any ideology can be implemented and observed in mass media, family planning programs, religious rituals and education system. In order to explain how ideologies impact these institutions, Althusser came up with the notion of ideological state apparatus.

Ideological state apparatus is a term developed by Althusser in 1970 when he first published his book, *Ideology and Ideological State Apparatus* (2003). The term refers to the theory which claims literature, mass media, education, ethics and law are all affected by the state control and the related ideology it holds (Öztürk, 2007). Although his claim was specific to implement the living standards of a capitalist society, his ideas can be generalized to a wider perspective.

The relevance of his theory to this thesis study is about the impact of ideologies on the institutions in education system. In order for governments to pass their ideologies to the next generations, education is seen as the most powerful tool to send indirect messages to the youth by educating them in schools (Akin & Arslan, 2014). The term education itself was defined as the process of giving systematic and intentional instruction to facilitate learning and create terminal behavior according to the values, ethics and knowledge of the society (Ertürk, 1993). Therefore, education

is shaped by the dominant ideology in the society (Kaygısız, 1997). When defining education, the terms “intentional instruction” and “terminal behavior” are problematic since they highly depend on the state control and rule makers. Akın and Arslan claims that whatever ideology these institutions hold, they will eventually be reflected on the content of classes to create terminal behavior (2014).

If capitalist ideas can be transmitted to these instructions by ideological state apparatus, then any ideology might have an impact on the system if systematically conducted. The core of this study is English language textbooks and an analysis of gender stereotypes and ethnic diversity. Therefore it is necessary to understand what ideologies can be found in English classes and in the materials. One subcategory in ideology is language ideology, which helps researchers to understand the messages in language. Language ideologies might help researchers to understand the messages in textbooks.

Rumsey (1990) defines language ideologies as “shared bodies of common sense notions about the nature of language in the world”. Before Rumsey’s definition, there had been a debate on whether the emphasis is on linguistic structure (Silverstein, 1979) or on the social aspect (Heath, 1984). While Silverstein argued that language ideologies can be understood from the language articulated by the speakers of that language; Heath believed mostly on the social aspect. There are some followers who believe that language ideologies can be understood from the structure of a language, and there are some others who think social interactions and beliefs are signals of linguistic ideologies.

Powerful institutions in society, such as legal systems, educational systems and mass media, have been found to be at the center in the construction of linguistic hegemony. This issue has been a subject to many scholars and there has been a growing attention during the late 20th century (Woolard and Schieffelin 1994, Anderson 1983, Boudieu 1991, Gal 1989). There has been much sociolinguistic research about language policy and planning on these institutions to understand the ideological functions of these institutions. The fact that these institutions have an impact on language ideologies has therefore been accepted. No sooner had they understood how ideologies function than scholars decided to focus on how these practices within these institutions affect different languages and use of languages (Spitulnik, 1998). This practice tells us that certain linguistic ideologies which are generated in powerful institutions have an impact on the use of language within a society.

In English language teaching, analyzing the textbooks and curriculum helps researchers to find out about language ideologies of curriculum developers since textbooks were found to be major sources that teachers depend on when teaching English. Regardless of current changes in society, publishing companies may continue reflecting their established practices and beliefs. Analysis on these usages may reveal hints about ideologies that these curriculum developers and publishers hold since these institutions are seen as rule makers in English teaching. In this study, understanding language ideologies about ethnic diversity and gender stereotypes in English textbooks will be the main concern.

2.1.2. Sex and Gender

According to the explanation made by the World Health Organization (2002), sex is a biological feature that is used to define human in two categories; (1) female and (2) male. Gender, on the other hand, is more related to the socio-cultural roles that are attributed to men and women in a society. While sex comes with birth and has anatomical features, gender is an identity which can change over time and among societies.

Frank and Treichler (1989) define gender as a social meaning which categorizes humans into two; masculine and feminine. He claims that roles for each group are defined by the society and the culture of a certain community. Butler (1993) states that at birth, the baby is defined as “it”, but later we define the baby as “she” or “he” as we start to give it social roles. That is because when the baby is born, it is surrounded by social rules which will eventually tell it how to behave according to its sex. Female and male roles will be attributed by the society. These socially-constructed roles will define how the society will judge them later in life. In short, gender is built by the social and cultural expectations from females and males.

Social, economic and cultural roles differ across cultures in both genders. According to Blackstone (2003), there is a common belief in many Western societies that women are responsible for nurturing her family by working at home at all times, while men are taught to be leaders in the society who is mostly financially supportive. Although there has been an increase in the distribution of equal rights and equal social roles in the society now in the twenty first century, some Western societies still continue to value men as “heads of their households.” Another

important feature of gender is that it can be acquired, learned and changed (Health Canada, 2000). White and Goldberg (2006) state in their article that gender identity is the reflection of how a person feels about his or her gender and expresses himself or herself as masculine or feminine. Even though the person relates to either of the genders, the identification which is formed mostly by the parents and society, may not be the same as the person's sexual and psychological characteristics. In some of these cases, the person might decide to change the gender identity he or she has.

2.1.3. Sexist Language

“Sexism” is defined in the literature as the discrimination on the basis of sex. The discrimination generally serves to form stereotypes in a society, which is mostly against women. According to Cameron (1985), sexist language also expresses discrimination among two sexes. By giving superiority either of the sexes, a language may have a discriminatory manner towards the other. In addition, sexism reflects ideas and practices that treat women unfairly (Cameron, 1985).

The ideas of sexism and language are related to each other. Sexism could be intended or hidden. One form of sexism, subtle sexism, treats women unequally and unfairly. However, there is no intention when doing so. It is perceived normal and normative by the society. As a result, subtle sexism does not seem to be unusual. One clear example of subtle sexism is language since it fosters and maintains stereotypes between men and women in speech (Swim, et al, 2004). In the literature there are studies that specifically focused on the relation between language and sexism. In their studies on languages, Frank (1989) and Spender (1998) concluded that we communicate with sexist languages. Their studies conclude that languages view the

world from a men dominated point of view. Similarly, Macaulay and Brice (1997) studied a grammar reference book. The results of their study showed an imbalance between females and males regarding frequencies. They concluded that there is a tendency to gender bias and stereotyping in syntax textbooks in English.

Sexism can be observed in morphological features of English as well.

Derivations in English, which is one form of word formation, generally show that the original base of the words is man based. This field of English grammar is considered as one of the most apparent evidence of sexism in English (He, 2010). Examples of such use could be as follows;

MALE	FEMALE
• Prince	- princess
• God	- goddess
• Author	- authoress
• Host	- hostess
• Hero	- heroine

These examples show that in order to have a feminine noun in English, bound morphemes that express femininity should be added to a male noun.

Some other words in English are originally formed in “-man” form. These words are man-oriented words. Some examples of this use are “congressman”, “salesman” and “policeman”. While these words imply a male dominance, they are used to refer to both sexes; males and females.

In English, there is no pronoun to define a third person singular which is gender-neutral. Therefore, the use of generic masculine “man” and “he” refers not only to men, but to the whole human race. While being grammatically correct, the

underlying meaning of such use might be inaccurate and humiliating from a feminist point of view (Hei, 2006).

Similarly, Spender (1998) and Doyle (1998) studied English language and came up with various instances of sexist usage. One of them is the conventional titles and forms of address which are used before surnames, such as “Mr.,” “Mrs.,” “Sir” and “Dear”. Another example is the use of disapproval words. The number of pejorative words, which express dislikes and considered to be rude, are more available for women than men. In his book, Garner (2003) gives the example of “academese” for pejorative words. It means a feature of academicians who use a complicated language to make irrelevant and weak ideas seem rationale. Academese is also used to define people who cannot really explain their arguments wisely and clearly. The noun is used mostly to refer to females.

According to He (2010), there are two reasons that English is a sexist language; (1) social-economic causes and (2) socialization. The first one is about the inequality between men and women in workplace. He suggests that the discrimination in their social status led to a discrimination in the language they use. By socialization He (2010) refers to the social environment of a child, which starts to affect the child from birth. The social environment includes TVs, friends, teachers, mass media, parents and their behaviors as well. All these factors influence the values, attitudes and beliefs of the person eventually. Consequently, if the perspective of the society to women’s place could be changed, a less sexist language could be achieved.

2.1.4. Gender Stereotypes

When studying linguistic sexism, researchers also mention and investigate “gender stereotyping”. Eagly (1978) suggests that gender roles and gender stereotypes are closely related to one another because stereotypes are formed by judging people based on social beliefs about the people’s role in the society. Similarly, Gershuny (1977) states that stereotypes heavily limit human behavior since they construct images of both sexes and these images mostly establish a false impression. These images also indicate socio-political hierarchies since one sex is considered to be superior over the other. When a baby is born, parents start to make decisions based on the sex of the baby. If it is a boy, the room is decorated mostly blue. Their toy boxes are full of cars, trucks and repair kits. What parents do is to expose the newborn to tools and goods that are taught to be appropriate to its role in the society. The example of stereotyping here is to teach the newborn how a male should act in the society, how he should dress and talk. All these details will later on form the person’s identity.

Consequently, gender stereotyping comes from the norms and actions from a community of which the person is a member. Social roles determine what is expected from males and females in a certain group of people. Females are stereotyped as nurturing, sympathetic, loving and taking care of their family, whereas males are protective, strong and adventurous. Stereotypes are both prescriptive and descriptive. Descriptive means, they indicate what differences men and women have. Prescriptive, on the other hand, describe which behaviors are appropriate for each. It provides descriptions on how men and women *should* act and behave.

According to Heilman (2001), these attributes are mostly universal and widespread. She claims that women experience the effects of stereotypes negatively not only in daily life, but also in work settings. Gender stereotypes may lead to limiting the women's place in the work place. The "glass ceiling" is a term which is used to describe a barrier or an end point in a woman's career in workplace due to the restrictions formed by their role. It is viewed as a consequence of gender stereotypes by providing expectations and limitations in work settings as well (Morrison, White, & Van Velsor, 1987).

According to Deaux and Lewis (1983), there are four dimensions of gender stereotypes; role behaviors, personal traits, physical traits, and occupations. To illustrate personal traits, men are believed to be more competitive and brave, while women are depicted to be shy, introvert and kind. One example to stereotyping occupations would be these sentences taken from Alt and Kirkland's (1973) English composition book cited in Hartmann and Judd (1978). These sentences aim to teach young learners of English the sentence structure.

Dogs are animals

Tadpoles become frogs.

Boys become men

Girls become housewives.

This example shows that during the years that the book was published, girls were expected to be responsible for house work and become housewives. These lines can be considered dangerous because they form the idea of a grown up person in a little girl's mind since Porecca (1984, as cited in Mineshima, 2008) states children

tend to internalize these types of gender biases. They consequently add them to their values and beliefs of an ideal woman to be.

There have been numerous studies to examine how people understand and interpret gender stereotypes. One large-scale study by Williams and Best (1982) tried to investigate cross-cultural patterns in gender stereotypes in 30 different countries. They asked about five thousand students to evaluate 300 adjectives which are categorized as negative and positive by the developer. The students should judge the adjectives based on whether they are more suitable for men or women. An overall analysis of the results showed that students from different ethnic groups attributed negative adjectives to men more than they did to women. Following this study, Fiebert and Meyer (1997) investigated students' ideas about stereotypes of men and women by doing a classroom activity. There were 38 students from four different countries in this study. They formed groups of students and asked them to produce phrases or adjectives to complete these statements; "A man is _____" and "A woman is _____"

This study differs from Williams and Best's study because students were free to choose adjectives and phrases. They were not given a limited list of them. Upon analyzing the data, their conclusion showed similarities with those of Williams and Best's (1982). The number of negative stereotypes and adjectives used to define a man was higher than the number of negative adjectives to define a woman. Although they are not very recent, these two studies show that there are some general stereotypes for women and men acknowledged by the majority of the people across cultures.

2.1.5. Gender Bias

The relationship between gender stereotypes and gender bias is undeniable. Due to the patriarchal system in some societies, Holmes (2007) claims that men have become dominant over women. Women are considered to be inferior to men in some communities. As a consequence, the ideas that people have are formed based on stereotypes. Holmes argues that stereotypes cause people to treat women and men differently. Each gender is thought to have certain characteristics and they have completely different traits, regardless of their capabilities. These distinctions in gender roles cause discrimination in the society as well as gender inequality. The gap between the roles of men and women is more apparent in areas like family roles, occupations and household duties. This gap eventually forms discrimination.

What triggers the gap is the gender-biased representations of gender. Gender bias means the superiority or preference of one gender to the other. This leads to the idea that one gender is prejudiced in some roles in the society.

The idea of gender starts to shape during early childhood. Individuals then continue forming their ideas and beliefs about how they should represent themselves based on their gender in educational settings. They start to socialize in school and actualize their gender identity. In that sense, schools are of great importance in ensuring gender equality. Therefore, global organizations take an active role to help foster equal opportunities for both gender and integrating more women into work place. One of the major organizations to ensure gender equality and diminish gender bias is UNESCO (United Nations Educational, Scientific and Cultural Organization). By 2015, UNESCO has stated its aim as to remove gender disparity in education,

regardless of the level. Education for All (EFA), a program under UNESCO, aimed at focusing on equal rights. In 2000, the organization stated that one of its goals is to remove gender disparities in primary and secondary schools by 2005 and to ensure gender equality in 2015. It also focuses on girls' full access to education and equal achievement in high quality educational settings (Blumberg, 2007).

In educational settings, we may encounter gender bias in three main domains; (1) in curricula, (2) in teachers' and institutions' actions and beliefs, and (3) in textbooks. Although same amount of importance should be given to each category, Blumberg (2007) suggests that gender bias in textbooks is the most challenging and tough issue to ensure gender equality in education.

2.1.6. Gender in Textbooks

As stated above, gender bias manifests itself in textbooks in a way that it cannot be disregarded. There are several ways in which gender bias can be found in textbooks both in visuals and in texts. Devaluing females by representing more male characters in reading passages, attributing more positive adjectives to males than females, using and affixing the word "man" to refer to humanity, giving man more and different options of occupations, and showing superiority of men in dialogues by giving them firstness are some of the examples.

Since textbooks are found to be the major source in English language teaching, the representation of male and female characters in textbooks in visuals and in texts constructs ideas about the society of the target language in students' minds. Erikson (as cited in Ormrod, 2006) argues that gender images that textbooks create

have an undeniably significant impact on teenagers and these images shape their understanding of the world. Students also build their own views of society based on these images.

Söylemez (2010) further develops this notion by stating that children construct their own beliefs based on what they have been exposed to in society. By examining what roles females and males play and how they are judged by the society, they create their identity. In terms of schooling, she states that as a part of educational system, textbooks are of great importance. These books and materials may create prejudice or reflect old fashioned ideas. By acknowledging their significance, Söylemez believes that it would be quite beneficial to analyze textbooks in terms of many aspects including gender, culture and global issues. The echoes of research have affected curriculum developers. For example, The Turkish Ministry of Education has decided to reject any kind of discrimination in textbooks (2012). Curriculum developers have turned their faces to research in the related field to evaluate the content of course books in regard to gender representations.

2.1.7. Ethnic Diversity

As a part of fighting against any kind of discrimination besides gender, authorities should also consider the issue of ethnic diversity in English language teaching textbooks. In order to select the most culturally appropriate books for learners of English, teachers need to be aware of representation of different English speaking communities as well. That is because English recently has become the lingua franca. English as a lingua franca (ELF) refers to the English communication which belongs to the non-native speakers of English (Seidlhofer, 2005). According to

Crystal (2003), approximately one out of four speakers in English in the world is a native speaker of English. Therefore, majority of English conversations take place between non-native speakers of the language.

As a result of this international use, English has gone through some changes and there have been numerous studies on this issue. Phonology (Jenkins, 2000), pragmatics (Meierkord, 1996), lexicogrammar (Seidlhofer, 2004) are some of the sub-branches that are studied in ELF. There is also research on a corpus on ELF (Seidlhofer, 2005). These studies are accumulating in the field and consequently leading to a change as well as a better understanding of what ELF is and how it evolves. McKay (2002) argues that these changes become a prerequisite to take informed decisions in the field of language policy and eventually language teaching. Some examples of this practice could be the use of different accents and dialects in listening activities, mentioning different pronunciations, focusing on the changing grammar, representing the people who speak English as a second or foreign language and how people actually use grammar. Different speaking communities need to take place in textbooks and materials in English, either in visuals or in written texts. These communities need to be visible. English does not belong to English and American people anymore, and that issue should be represented in textbooks as well.

The U.S. Census Bureau stated that there are six main ethnic groups; (1) American Indian or Alaskan Native, (2) Asian: Asian Indian, Chinese, Filipino, Japanese, Vietnamese, Korean and other Asians, (3) Black or African American, (4) Hispanic or Latino: Mexican, Puerto Rican or Cuban, and other Hispanic and Latinos,

(5) Native Hawaiian or Other Pacific Islander: Samoan, Guaminian, other Pasici Islander, (6) White: Caucasian or European (U.S. Census Bureau, 2000).

There are certain impacts of representing different ethnic groups of people in teaching materials. A quote from Rich (1986) explained the negative impacts of social mirroring on a person as follows:

“When those who have power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing. (p. 199)”

Recent studies in the U.S. showed that a number of textbooks are less inclusive in terms of cultural representations than some others (Banks, 1997). Besides, Hernandez (2001) claims that in order to implement a multicultural curriculum, instructional materials are required to represent users of English from different ethnic backgrounds equally. These materials, in that sense, should reflect the diversity of an English speaking community. Since students in Turkey have limited access to the original culture of the target language, it is the teachers' and teaching materials' responsibility to reflect how English is spoken by non-natives and which ethnic groups speak it.

In order for teachers to be effective in representing the diverse nature of the users of English, the definition and scope of what ethnic group means need to be stated. The term ethnic group has been defined as “...collectivity that shares a

common history and culture, and common values, behaviors and other characteristics that cause members of the group to have a shared identity...Cultural characteristics, rather than biological traits, are the essential characteristics of an ethnic group” (Banks & Lynch, 1986, p. 198).

The main reason why representation of ethnic groups is of great importance is related to students’ attitudes and beliefs (Banks & McGee Banks, 2001; Hernández, 2001). That means, educational materials that does not show a balanced approach to represent different ethnic groups and linguistic diversity, may cause some students to alienate from the target language (Bourdieu, 1997). When students of different ethnic groups feel and realize that they are not equally represented in materials, their success may diminish (Cummins, 1993; Delpit, 1995; Nieto, 2002). Hernandez (2001) clearly states the undeniable importance of representation of ethnic groups in textbooks as “...the absence of characters and situations with which [learners] are able to identify may contribute to and reinforce feelings of insecurity, inferiority, or superiority depending upon an individual’s group identity...” (p. 197). Learners’ academic success may eventually be affected by these factors (LaBelle, 2010). Therefore, analyzing the place of diverse ethnic groups in textbooks may help teachers and researchers to critically comment on the usefulness of the course book.

2.2. Previous Studies on the Representation of Gender in English Textbooks

The issue of gender and language began to claim its position in the research field during the early 1970s with the advent of the feminist perspective in linguistics. According to Egginton (1991), there is a connection between different feminist approaches to linguistics. For example, liberal feminist approach claims that while

men are in control of the society, women feel oppressed. The supporters of this idea believe there are impacts of such phenomenon on the language men and women use (Kramarae, 1981; Spender, 1980).

One of the first researchers on this topic is Robin Lakoff by pointing out the issue of inequity among men and women in language use. Lakoff (1973) studied English language and tried to find out women's place in English language. In her article, she aimed at exploring the claim that roles attributed to men and women are not equal. She tried to understand whether such an imbalance exists in language or not. In her other studies, her aim was to examine women's language in a wider sense. The language which women use was only examined in the areas of pronunciation and morphology. Lakoff argued that the research on gender should also include syntax, semantics and style as well. She identified features of language which is more used by women than men. These features, in her perspective, reflect insecurity and lack of self-confidence. She concluded that women's language was suppressed, which reflected the women's subordinate position in the U.S. society. Lakoff characterized women's speech and found out linkages to the society. This is considered to be one of her greatest contributions to the field.

After the publication of her books and articles, attention to the field has been raised. Some researchers studied the language in its natural environment and came up with contradictory results. However, Lakoff's position in this issue was to draw attention and raise awareness on this issue rather than being academically perfect. Therefore, her studies are truly significant in gender and linguistics studies in terms of raising awareness (Holmes, 2013).

Much research has been done in gender and language topics in different parts of world since 1970s (DeCrow 1972, Coles 1977, Britton and Lumpkin 1977, Hoopes 1978, Michel 1986, Sleeter & Grant 1991). Although these and many other studies were conducted in different countries, the overall results do not show a significant difference. The results generally represent female characters in course books with their traditional roles such as “mothers” and “housewives”. Men, on the other hand, have a higher status in the society with their jobs such as “doctors” and “bosses”. Similarly, previous studies also conclude that the numbers of female characters in text books are less than the number of male characters.

U’Ren’s study (1971) is considered as one of the first content analysis studies in gender and textbooks issue. The study is called “The Image of Women in Textbooks” and it includes an analysis of 13 textbooks published and used in the U.S. The findings of this research show that women were portrayed with their traditional roles in the society, while men enjoyed the majority of adventurous and outdoor activities.

Britton and Lumpkin (1977) compared books published in 1973 and in 1975 in order to determine whether studies in sexism had put forward a positive impact during the 70s. The results of this comprehensive study indicated that the representation of women characters rose in newer textbooks from 2% to 16% only.

Hartmann and Judd’s study (1978) is considered as one of the major studies conducted in this field of research. They examined three main categories in English textbooks; images of females and males, the order of mention, and stereotypes for females and males. They argued that English contains sexist usage of language that is

transferred to English learners through the textbooks. For these three main categories they found evidence that English textbooks and materials reflect sexist language, attitudes and values which degrades the position of women in society. A later study by Porecca (1984) also explored the same issue by studying fifteen ESL textbooks. The purpose of this study is to find out how sexism is represented in these ESL books. The author analyzed five subcategories such as; occupations, frequency of nouns for females and males, frequency of adjectives for men and women, the ratio and order of females and males in terms of their representation. The results show that there is no change in terms of sexist use of language in textbooks, which means gender stereotyping against women is still apparent and women are underrepresented.

During the 80s, Porecca (1984) conducted a study of gender analysis including 15 widely-used English textbooks. The content analysis covered illustrations, dialogues, occupational roles, adjectives and nouns. The results of this detailed research demonstrated that there was an imbalance in terms of representation of female and male characters. Masculine use of generics was found to be used extensively. Adjectives that represent physical attractiveness and emphasis on feelings were used to define female characters, while male characters were described with their intelligence and education.

Kabira and Masinjila (1995) introduced a framework to the research field in gender analysis in textbooks in their study, named as ABC of Gender Analysis. The outline which was designed to be used as a framework for these types of studies consisted of two main categories; (1) narration and (2) illustration. The analysis of

narration had five subcategories; (1) action which aimed at analyzing productivity and community activities, (2) locus which meant places where genders were represented, (3) visualization which focused on being seen in society, (4) power which was related to nature of the power and (5) language use which was associated with pronouns, naming and generics. The analysis of illustration had three subcategories; (1) action, (2) visibility which was based on size, color and appeal, and (3) power. The study contributed to the field of inquiry by providing an outline for analysis in gender studies.

Different from most studies conducted in 90s, Jones, Kitetu and Sunderland's study (1997) put emphasis on analyzing discourse roles in language textbook dialogues. The study included three English textbooks. The goal of the study was to examine dialogues through a quantitative analysis. The number of male and female characters in dialogues, the number of times when females and males started the dialogue, the number of turns taken by each gender and the number of words uttered by each gender were the main focus of this study. No significant difference was found between females and males in all categories of the quantitative analysis.

In her thesis study, Skliar (2007) worked on both Turkish and Iranian English textbooks. Gender representation and gender ideology formed the main focus of this study. A series of textbooks, *New Bridge to Success*, written by Turkish authors and another series, *Listening, Speaking, Reading, Writing*, written by Iranian authors were selected to be analyzed. Linguistic and non-linguistic representations of each gender were investigated. The number of female and male occurrences showed an equal distribution, showing a gender balance. Nevertheless, further analysis showed a

male dominance in other categories. The word “mother” was found to be frequently used, which describes women’s traditional role in the society. Analysis of Iranian textbook showed a greater male dominance in every subcategory. Higher numbers of male characters, a variety of masculine terms and frequent appearance of males were found even in speaking activities.

A study conducted by Lee and Collins (2008) focused on the English textbooks used in Hong Kong. The scope of the study included 20 English textbooks. The analysis of the researchers used content analysis and linguistics analysis. Social roles, number of characters, use of generic he and generic she, and order of mention were the main concerns of analysis. An analysis of representations of females and males in illustrations was also present in this study. An imbalance in female and male characters was found. Results indicated a dominance of male characters in terms of frequency, visual representations and order of mention among the books.

Lee and Collins (2009) conducted another study including Australian English textbooks. The same analysis criteria in their previous study were made use of in this study. Analysis of illustrations and linguistic data was the main concern. Findings of this study demonstrated that male characters showed dominance in female-male mentions. Males also dominated visuals and illustrations. An imbalance was found in terms of representation of females and males in social roles, favoring male dominance.

The majority of these above mentioned studies agree that there is inequality in English teaching textbooks between men and women in many subcategories (Aydınoglu, 2014). It has been found that in studies conducted abroad, female and

male characters are restricted to their traditionally assigned roles. These studies, generally revealed that women tend to be emotional, weak, limited to work in indoors; while men are found to be described as more realistic, powerful, working in different domains, more active in social life (Çubukçu & Sivaslıgil, 2007). There is an increasing amount of research in this specific field of study in Turkey in all levels, from primary school textbooks to materials used in higher education (Gümüšoğlu 1995, Helvacioğlu 1996, Arslan 2000, Esen & Bağlı 2002, Arıkan 2005, Özkan 2013, Kuşçu 2014).

One of the most extensive studies in the field from Turkey is a study by Helvacioğlu (1996). In this study, Helvacioğlu analyzed 1000 course books in the years 1928-1995. The study focused on the changing image of women from a supporter in family relations, a loving member of family, and a well-educated member of the society during the first years of Republic (1928), to the suppressed members of society during the late 40s. Their uniform then became an apron since women were described highly as workers at home. In this wide analysis, it shows that in Turkey, when the Republic was first declared, women were seen as powerful members of society and this vision was represented in course books as well. However, during later years, the place of women changed mostly due to political changes and this change was again reflected in course books.

Arıkan (2005) conducted a study primarily to find out possible gender discrimination in visuals. In the study, two ELT course books were analyzed; (1) *New Headway* and (2) *Think Ahead to First Certificate*. Visual research analysis was used to analyze the data. The findings of this research also show similarities to

previously mentioned studies in terms of underrepresentation of female characters. An analysis of visuals revealed that female characters were not represented equally as male characters were. Gender discrimination was found to be present in distribution of images based on genders of the figures.

Sivaslıgil (2007) studied gender ideology specifically in 6th, 7th and 8th grade English textbooks published by Turkish Ministry of National Education. Verbal and non-verbal features are analyzed through content discourse analysis. The study seeks to answer two main research questions. One of the questions investigates whether either of genders is given priority in this textbook or not. The other research question asks about the existence of stereotypes specifically attributed to men and women. Data is analyzed under five categories; frequency of men and women, family roles, occupations, households and outside activities, utterances and dialogues. Men are found to be more visible (63%) in the books while women are found to be suppressed (37%). In addition, no difference has been found in terms of family roles. This entails that women are no longer dependent on their family roles as mothers, sisters or caretakers. Men and women enjoy almost same percentage of outside house activities. In terms of occupations, the results show that men have more varied types of jobs than women do. While men have nineteen different types of jobs to do, women solely have nine. In this sense, it can be said that women are portrayed as having more limited chance to represent themselves in work field. The total results show that the course book “Let’s Speak English” published by the Ministry of Education does not pay attention to gender equality issues. This study has a significant place in the field since this book is used by a great majority of students in Turkey.

A study by Söylemez (2010) aims to find out how gender identity is reflected in EFL course books by analyzing the use of adjectives. Content analysis of two EFL books is done to reveal the representation of gender identity. Adjectives are scanned in two different ELT course books : (1) *Face to Face* and (2) *New English File*. Four categories are found; physical appearance, personality, feelings and other (i.e. vegetarian, hungry, rich). In the first course book, *Face to Face*, some particular adjectives such as “famous” and “rich” are mainly attributed to men, while adjectives that define physical appearance are used more with women characters. In the second course book, *New English File*, while females are defined with particular groups of adjectives such as “quiet” and “sensitive”, men are defined mostly as “brutal” and “extrovert”. Similar to the first book, the adjective “rich” is used solely to define men, not women. The general outcome from this study states that the authors tend to use some certain adjectives with one gender. Therefore, teachers who make use of these books need to be aware of such use.

Diktaş (2011) studied an ELT course book published by the Turkish Ministry of Education, *My English 6*, in order to reveal whether there is gender discrimination. Illustrations and texts were analyzed. The analysis of texts included subcategories of occupation, family roles, amount of talk, and free time activities. Findings demonstrated that both text analysis and semiotic analysis of the illustrations revealed an imbalance among female and male characters. Gender discrimination against women was found to be apparent. An analysis of adjectives showed that traditional gender stereotypes were attributed to females and males. While females were defined with femininity, male characters were described with their masculine characteristics.

Similar to Sivashgil's study (2007), Aydinoğlu (2014) studied three ELT textbooks which are suggested by the Turkish Ministry of Education to be used in second and fourth grades in state schools. (1) *Fun with Teddy* and (2) *Joyful English-Book 1 & Book 2*. The aim of this study is to reveal explicit or implicit use of sexist language in these books. More importance is given to raise awareness in teachers and curriculum developers on this issue. Both verbal data and visuals are used to analyze. Content analysis is carried out to make meaning of the raw data. There are seven categories which are used to classify the results; (a) presence of female and male characters, (b) distribution of location of female and male characters in visuals, (c) distribution of jobs and activities of females and males, (d) number of frequencies of male and female names, (e) distribution of giving instructions, (f) distribution of turn taking, and (g) distribution of asking questions. Although there are minor differences between two books, the general outcome shows greater frequencies for males rather than females in terms of visibility. However, in the other classifications, no major differences are found. Overall results show that the authors for both books have provided a balanced representation of gender equality in English textbooks.

All these above mentioned studies were conducted in different places and in different periods of time by many various researchers using different techniques. Although the place of women changes from culture to culture, the representation of both genders have shown similarities among all these different studies. One major conclusion that can be inferred from these similarities is that gender representation and gender stereotyping in English language course books have not changed since the beginning of these studies. The first studies in this field began to appear during the 70s and when the results of these studies are compared to the more recent ones, it

can be observed that not much has changed in terms of representation of both genders. Similar results have been found in terms of male dominance. Male characters have been described as powerful, adventurous and risk taking members of the society; while female characters have mostly been defined as weaker ones whose occupation is limited to being secretaries, teachers and nurses. Yılmaz (2012) argues that women have started to extend their civil right and are no longer seen inferior to men. They do the similar jobs that men do. Women are equally powerful and capable of doing the same jobs and managing social relations. Many of them are now well-educated and financially independent. Women are fully aware of their value and importance in society; both in family relations and in social life.

Despite all these improvements in point of views, some people might think that it is the social life and observations that matter, not the life depicted in course books. However, it would not be wise to eliminate the school factor in shaping individuals' mind and understanding of the world. Since school is considered as one of the greatest agents of gender equality, course books cannot be neglected. The content of the course books not only includes grammatical aspects of English language, but they also reflect gender roles and stereotypes in society. Therefore, it is significant to understand what the books tell. Otherwise, students who are exposed to gender discrimination and stereotyped representation of gender via these books might develop a false understanding of actual gender roles. They might hold old-fashioned and negative opinions for the role of women in society. Besides, unless the content of these types of books are carefully analyzed, publishing companies might keep preserving their gender-biased content, consequently leading to no change in favor of the place of women. As a result, conducting research and analyzing the

content of English course books have always been a hot topic in the field. More studies are needed to find out possible changes in terms of equal distribution of female and male representation in these books.

2.3. Previous Studies on the Representation of Ethnic Diversity

Although the main concern of this study is related to gender representation and gender bias in English course books, the reflection of ethnic diversity is also of great importance. Studies related to this issue, mainly consist of ethnic identity and cultural values related to ethnic backgrounds. Three major studies related to ethnic diversity in English course books have been found.

In his PhD thesis study, Yuh-Yun (2000) compared an EFL (English as a Foreign Language) book published in Taiwan and an ESL (English as a Second Language) book from the U.S. The purpose of this study was to identify cultural and social representations in reading passages and visuals. Content analysis showed that while ESL course books were primarily designed to fit to the needs of immigrant student from different cultural backgrounds, EFL books in Taiwan did not show any attempt to meet the needs of Taiwanese students. Some of the EFL books were found to be insufficient in reflecting the actual American society. In contrast, ESL books were highly sensitive in representing people from different race gender, age and also people with disability. ESL books mainly used third person singular in reading passages to avoid sexist use of language. An analysis of visuals also demonstrated that ESL books reflected the diverse American society. The results indicate that the content of EFL books needs to be more diverse in terms of cultural diversity in order to equally represent speakers of English from different ethnic groups. Although the

study compares EFL and ESL books, the insights and results give a hint about the representation of diverse ethnic groups and how it differs among these two different types of books.

A study by Otlowski (2003) examined both gender discrimination and ethnic diversity in *Expressways A*, an English course book for high school students in Japan. The main concern for this study is to find out whether there has been a positive improvement in these issues or not since a study by Kanemaru (1998) indicated that books published in Japan failed to represent the role of women and minorities in United Kingdom and in United States. The findings of this study are found to be similar to the previous studies. The analysis of data showed that, out of hundreds of visuals which take place in the book, only 4 of them represented figures that are not “white”. In classroom pictures from the U.K. and U.S.A., all of the students are white and they all come from upper-middle class families, based on their clothing. Pictures representing Australia were found to be discriminatory since they failed to depict aboriginal people living in there. As of gender bias, the textbook was found to be highly male dominant, with describing women mostly as homemakers and mothers.

Suppiah and Nair (2016) aimed to examine how ethnic identity is constructed in English language text books in Malaysia. Content analysis of visuals and written data has been conducted. Two different EFL course books were analyzed. The distribution of characters by race revealed six categories and these are Indian, Chinese, Malay, East Malaysian and Others (non-identifiable). Although minor differences in terms of frequencies were found, the overall findings suggested that

neither of these two books paid attention to representation of different ethnic groups living in the country. Researchers found out that each of the books failed to equally represent different ethnic groups both in visuals and in texts. Malay characters were found to be highly represented, while Chinese, Indian and East Malaysian characters were found to be highly ignored, which was believed to be a great concern for the children coming from these ethnic backgrounds. Researchers argue that when students do not see themselves equally represented in the books they study, they might feel as if they were not an important part of the society.

These three studies indicate that ethnic diversity has become a highly debated issue and more research needs to be done to add to the literature. Similar to the gender issue, ethnic diversity and equal representation of different groups of people speaking English causes a great concern in textbook analysis. Not many studies related to representation of ethnic diversity in EFL text books has been found in the literature. Therefore, it is assumed to be important and necessary to investigate this issue in English teaching materials as well.

Studies conducted in the field have indicated that gender-biased representation of gender is still present in many books both in Turkey and worldwide. Majority of studies indicated that female characters in English text books are depicted mostly with their household duties and feminine attributes, such as being beautiful, sensitive, fragile and charming. On the other hand, male figures are depicted as strong, well-paid, powerful and emotionally stable characters. In terms of quantity, male figures outnumber female figures; therefore they are more visible and apparent in text books. Also, while male figures enjoy a great number of

diverse jobs, females do not have many options and they are mainly restricted to traditional jobs. In terms of representation of diverse ethnic groups, most text books have found to be unsatisfying since they fail to represent the wide English speaking community equally which is formed of different groups of people from different cultural backgrounds.

Different from above mentioned studies, this thesis study focuses on both gender discrimination and representation of ethnic diversity in two different EFL course books in one study. When reading the literature, the researcher has not come across with a study that investigates teachers' point of views. It was found that an analysis of content has been provided in all studies. However, researchers have not mentioned teacher awareness about these issues. This thesis study aims to add the perceptions of teachers about gender discrimination and ethnic diversity, as well as providing content analysis of the related course books.

CHAPTER 3 METHODOLOGY

In this chapter, brief information about the method of the present study will be provided. Firstly, data sources and participants will be mentioned. This is followed by the explanation of setting. Lastly, a brief summary about data analysis is presented.

3.1. Data Sources

In order to answer the first research question, data for the present study was collected from two English language teaching course books which are used in the preparatory school program B1 level English classes. Detailed information about the books is presented below.

Table 1. Textbooks Used in the Present Study

TITLE OF THE COURSE BOOK	PUBLICATION DATE	NUMBER OF PAGES	PUBLISHING COMPANY
Reading Explorer 2	2015	192	Cengage Learning & National Geographic Learning (The U.S.A.)
Speak Out 2 nd Edition – Pre-Intermediate	2015	176	Pearson (The U.K.)

These books were chosen to be analyzed since both of them had been used to be taught in B1 level English learners' classes. Both of these books were used within the same semester and for 14 weeks. The main materials that were used in B1 level are these two books. Reading Explorer 2 was used in B1 level reading classes and Speak Out was used in B1 level main course classes. Students were exposed to these

books for 14 weeks, 28 hours in a week. 14 hours of class time was spent on Reading Explorer and the rest 14 hours of class time was based on Speak Out.

Reading Explorer 2 and Speak Out are claimed to be specifically prepared for PreK-12, academic and adult education. The content of these two books are specified as “authentic” and aligned to the Global Scale of English. Publishers of Speak Out have claimed that the series helps learners build knowledge and skills in order to enable them express themselves fully and confidentially in real English-speaking environment. Publishers and authors of Reading Explorer 2, on the other side, present the book in its back cover as it brings the world to the classroom. The interpretation from these statements could be that these two books are believed to reflect and bring the authentic English-speaking environment to the classrooms.

Books that had become popular and highly used were preferred in order to address to a wider range of learners. Besides, these books are introduced and advertised as the top-selling books published by internationally accepted publishing companies. They are also highly used in many English preparatory schools in Turkey since it is stated that both books are designed for adult learners.

3.2.Participants

In order to answer the second research question about teacher awareness, teachers from both genders are interviewed. Focus group interviews have been conducted separately with four female and four male teachers who work in English preparatory school and who have been teaching these two course books are chosen in order to gain insights of teachers’ perspectives. Detailed information about teachers

is presented below. Teachers' names are not provided, rather a coding system is developed to ensure confidentiality. Female teachers are coded as F-1, F-2, F-3 and F-4, while male teachers are coded as M-1, M-2, M-3 and M-4. Demographic data was also collected from teachers in order to find whether there is any relation between prior experiences, age, education level and awareness. Focus group interviews were conducted separately.

Table 2. Demographic Information about Female Teachers

Teachers' code name	Age	Place of birth	Level of education	Teaching experience	Previous work place and duration
F-1	51-55	Turkey	BA-English Language and Literature MA-Educational Administration	26-30 years	K12- 10 years Prep-school- 30 years
F-2	25-30	Turkey	BA- English language and literature MA- English language and literature	6-10 years	K12 – 8 years Prep-school- 2 years
F-3	36-40	Turkey	BA- English language and literature MA- English language and literature	11-15 years	Prep-school- 15 years
F-4	25-30	Turkey	BA- English language and literature	1-5 years	Language courses- 3 years

There are two female teachers at the age of 25-30, one at the age of 36-40 and the last one is at the age of 51-55. The age difference is not striking among the participants. All female teachers are born in Turkey. Three out of four female teachers have an MA degree in English language departments. None of the teachers interviewed graduated from education faculty. All of the teachers have different years of experience in teaching. Two female teachers have experience in K12, while one of them worked only in preparatory schools and the other has experience in language courses.

Table 3 Demographic Information about Male Teachers

Teachers' code name	Age	Place of birth	Level of education	Teaching experience	Previous work place and duration
M-1	51-55	Turkey	BA-English Language and Literature MA-American Culture and literature PhD- American Culture and literature	31-35 years	Highschool – 4 years Prep-school- 28 years
M-2	46-50	Germany	BA- English language teaching	16-20 years	Prep-school- 17 years
M-3	51-55	Turkey	BA- English language teaching	31-35 years	High school- 4 years Prep-school-23 years
M-4	41-45	Turkey	BA- English language and literature	16-20 years	Language courses- 1 year Prep-school 18 years

The age gap between male teachers is not as much as female teachers' age gap. They are around 40 to 55 years old. Three male teachers were born in Turkey while only one of them was born in Germany. One highly experienced teacher has a PhD degree in English language, whereas others hold only BA degree. Contrary to female teachers' group, two of male teachers graduated from English language teaching department and were trained to be teachers. Two of the teachers have 16-20 years of experience, while two others have 31-35 years of experience in teaching English. Two male teachers worked in high schools for four years previously. One of the male teachers said he worked in language courses for one year. All of them have at least 17 years of experience of teaching in preparatory schools.

3.3. Data collection tool

In order to answer the second research question, focus group interviews were conducted in order to gain insights to what extent teachers were aware of the hidden messages in text books. Semi-structured interview questions were formulated with the help of existing literature and the results gained from the text book analysis. Interview questions can be found in appendix sections. Focus group interviews were conducted in Turkish, which is the participants' first language. The purpose was to diminish L2 interference. All discussions were recorded through a voice recorder and later transcribed. Transcriptions of focus group interviews were translated into English, carefully analyzed and repeated phrases and ideas were categorized in order to find a pattern.

3.4. Setting

The present study took place in a private university in Istanbul. The medium of instruction in this university is English. Therefore all students are required to take the English proficiency exam before starting their education in their department. While those who pass the exam start their education in their department, students who fail the proficiency test take the placement test. There are three levels of English classes in English preparatory school. After taking the placement exam, beginner level students start the A level classes, while intermediate students go to B1 level and upper-intermediate students go to B2 levels.

English preparatory school lasts for three semesters, starting from September and ending in August, including summer school. Students who are at A level classes, need to complete these three semesters successfully in order to prove they are eligible to start their university education. Each semester lasts for about 14-16 weeks, which may change regarding the academic calendar. During these weeks, students are exposed to English language through grammar, reading and writing classes. Students take 28 hours of English each week. Each class consists of approximately 22-23 students. Students sit in U shape desks. There are two teachers assigned for each class. One teacher is responsible for three hours of main course and grammar, while the other one teaches three hours of reading and writing skills within a day. These classes may take place either in the morning or in the afternoon session based on the teachers' schedule.

Course books make up the majority of materials that are used in the classroom. However, there are other sources of materials as well. Teachers who are

responsible of material development prepare weekly homework assignments and extra work sheets. All these materials are benefitted in almost each class room. However, since the time spent on these materials is very limited, they are not the main concern of this study. The majority of time is spent on doing the exercises and readings in the course books and students highly depend on the content of these books.

3.5. Data Analysis

The present study firstly intends to find out whether there is gender –biased stereotypical representation of gender and whether diverse ethnic groups of English speaking community is equally reflected in two EFL course books published in 2015. Possible differences between these two books in terms of frequencies of female and male representation were also the concern of this study. For these reasons and according to the objectives of this study, content analysis was chosen as the main data analysis technique. Content analysis is defined by Berelson (1952) as the process of making systematic, objective and quantitative description of content of communication. The aim of content analysis is to explore certain words, concepts, themes, repeated phrases, sentences and even sets of texts to quantify them. Texts generally include raw materials such as chapters from books, books, essay types, interviews, articles, newspapers and even speeches and conversations (Marshall and Rossman, 1999).

3.5.1. Analysis of Written and Visual Data in Textbooks

In order to analyze chunks of words, linguistic patterns and scripts in textbooks, written analysis is used because it helps construct a basis for the analysis. This study benefits from written analysis to find out about gender representations in written texts, reading passages, grammar sentence examples and in dialogues. Freebody (2004) suggests that written analysis of data could also be through categorizing and documenting representations of figures. For these reasons, categories are set to examine written and visual data.

To detect pictures and to analyze drawings and illustrations, visual analysis is utilized as well. According to Johnson and Christensen (2008), visual content analysis takes whatever is directly visible to the researcher in an image. In this study, visuals are analyzed to find out how gender and ethnic diversity are represented in visual content. Analyzing these images has significant connotations as Grady (2008) states that it is possible for visual data to include different kinds of images and drawings which might have been constructed to represent the nature of the world. Besides, Banks (2001) claims that pictures, drawings and illustrations convey social messages, and these messages and meanings eventually have an impact on social relations. According to Banks, when people read pictures, they attach meanings to them or they make meanings out of them. Therefore, it is believed that how female and male characters are depicted in visuals would impact ensuring gender balance in text books. During the analysis of visuals, three illustrations and 5 pictures were taken out and were not included to the analysis since these visuals were ambiguous.

For this study, visuals and written texts in two course books and transcriptions of focus group interviews with teachers were utilized as the raw material for content analysis.

In order to analyze the books to answer the first research question, the researcher set out a criteria list be used in content analysis. Five main categories, which are frequently used in previous studies in the field, are;

1. Visibility
 - 1.1. Presence of male and female characters in reading passages and texts
 - 1.2. Number of feminine and masculine words
 - 1.3. Number of subject pronouns, object pronouns and possessive adjectives that indicate gender in reading passages and texts
 - 1.4. Words that represent sexist language
 - 1.5. Words that represent higher position in society
 - 1.6. Order of mention
 - 1.7. Frequency of male and female characters based on their ethnic identity
2. Occupation and gender
3. Free time activities
4. Family roles
5. Adjectives

First category is visibility. According to Arslan (2000), frequencies of female and male figures have an important role in ensuring gender balance in textbooks. This category aims to find out the frequency of representation of female and male characters in each book. The frequencies of female and male characters in written

and visual data were determined by counting. While analyzing the written data, characters which appear in more than one passage or visual were counted only once. For example, in the text “A promise in a bottle”, the name Sophia Gorjsman was counted only once although is appeared two times in the same text. Same procedure was also applied to visuals. When the same figure appeared in more than one visual, it was counted as one. In short, recurring characters were given one count only.

Under this category, there are seven subcategories. These are as follows; (1) presence of male and female characters in reading passages and texts, (2) number of feminine and masculine words, (3) number of subject pronouns, object pronouns and possessive adjectives that indicate gender in reading passages and in texts, (4) words that represent sexist language, (5) words that represent higher position in society, (6) order of mention and (7) frequency of male and female characters based on their ethnic-racial identities. Representation of diverse ethnic groups is presented under this category to evaluate both the number of different ethnic groups and the number of female and male figures depicted in each ethnic group.

The second category is related to occupation and gender. Occupational activities in this section are defined as activities done to earn living. Previous studies showed that occupations could be another aspect in gender stereotyping, as discussed in literature review section. While female characters are defined as teachers, maids, nurses or even housewives, male characters generally have more various and prestigious jobs like engineers, writers, artists and doctors. In order to find out whether traditional jobs have been assigned to each gender, this category aims to identify what jobs each gender does. There are four subcategories in this section and

these four subcategories are as follows; (1) diversity of jobs in reading passages and texts, (2) indoor and outdoor jobs in reading passages and texts, (3) diversity of jobs in visuals and (4) indoor and outdoor jobs in visuals. Besides, these occupations are further examined based on traditional and non-traditional jobs for each gender. The criterion for traditional jobs for females and males is based on the list taken from U.S. Department of Labor.

Third category aims to find out about free time activities for each gender. Free time activities could be defined as the activities which are done in spare time after school or work and which give one pleasure and relaxation. For that purpose, reading passages, texts and visuals are examined in order to find out whether one gender enjoys more free time activities than the other. Besides, free time activities are further divided into two categories; indoor free time activities and outdoor free time activities. Female and male characters presented in outdoor and indoor free time activities were counted. Sentences, such as “She likes to walk in the parks in her spare time” and visuals where figures are depicted as walking, fishing or sitting in a cafe are considered to be free time activities and examined accordingly.

Family roles for each gender are set to be the fourth category since in the literature Welter (1966, p. 162) states “the true place for women was unquestionably by her own fireside- as daughter, sister, but most of all as wife and mother.” Family roles reveal significant clues about women’s place in the society. In order to find out whether female characters are depicted as mothers, sisters or girl friends, each word that represents family relation is counted. These words are wife, sister, girlfriend,

mother, grandmother, aunt and daughter for female group. For males, they are husband, brother, boyfriend, father, grandfather, uncle and son.

For the last category, adjectives which are used to describe each gender are analyzed. Diktaş (2011) stated in his study the importance of adjectives as indicators of gender representations. Moreover, Söylemez (2010) also states that adjectives that are used to define female characters mostly convey a positive meaning such as beautiful, slim and attractive. Some negative adjectives, like unconsidered, are also used to define females more than males. On the other hand, attributions such as rich and powerful was found to be define male characters mostly. Therefore, adjectives are thought to be an important criterion in analysis of gender representation since they reveal clues about gender stereotyping. Adjectives are further divided into two groups; adjectives that convey positive meaning and adjectives that convey negative meaning. Findings based on these above mentioned five criteria are presented in tables separately for each book in results chapter.

3.5.2. Analysis of Focus Group Interviews

This study also tries to find out answers to teacher awareness about equal representation of gender and ethnic groups. Thus, semi structured interviews are conducted with two focus groups consisting of four female and four male teachers. Teachers were informed that they can ask further questions to the researcher and they can also ask questions to each other. Interviews lasted for approximately 45 minutes with each group. All interviews were transcribed. Transcriptions were later analyzed to find out about teachers' perceptions. Therefore, this study takes qualitative research approach as its focus to reach its purpose. In qualitative studies, there are

not any hypotheses since the process is making meaning out of the data set and exploring what the data has. Data is analyzed to reach a conclusion or decision by examining aspects related to research questions (Bogdan & Biklen, 2006). During the analysis of the data, notions are coded based on the meaning they convey. Further interpretations are made after coding the data. After coding, categorization is made based on the interpretations. When notions, codes and categories are defined, themes are found to conclude the analysis of the data (Yıldırım & Şimşek, 2006). In this study, transcriptions of interviews with teachers were first coded and categorized. Later, themes based on teachers' ideas of gender and ethnic groups' representation were formulated and presented.

In order to ensure reliability in data analysis, the researcher asked a second coder to go through the data. Reliability issue in such studies is of great importance since there is a chance of error in counting and coding. Ambiguity of meanings of words categorization and coding causes reliability issues. As Weber (1990) suggests when making inferences from a text or data, it is crucial for the classification procedure to be reliable in terms of consistency, meaning that two people must code the same text in a very similar way. In order to prevent any ambiguity in this present study, the researcher worked together with an outside coder during both the text book analysis and the coding process for interviews. The second coder and the researcher worked together on 110 pages of two text books, which make up 30% of the material and 100% of the interviews, which lasted for 91 minutes in total. After the analysis of focus group interviews and the content analysis of the books, in order to guarantee conformability, a formula based on Miles and Humberman (1994) was made use of. According to the formula, reliability is calculated "by dividing the number of

agreement to the total number of agreement plus 100 times the number of disagreement” (Miles & Hubermann, 1994). After the calculation, the agreement value should be at least 80%. Specific to this study, when the calculations are done, the reliability value was found to be 88%, meaning that inter rater reliability was achieved.

The second coder has been working in a private high school as an English teacher for two years. She graduated from English language teaching department and finished her classes in her MA degree again in English language teaching department, in a private university. This outside coder was selected since she has conducted qualitative studies before. She is proficient and experienced in coding and interpreting processes.

CHAPTER 4 RESULTS

In this chapter, results of content analysis of two textbooks and results of focus group interviews are provided respectively.

4.1. Content Analysis of Textbooks

This chapter includes the presentation and interpretation of the findings that were gathered from two EFL course books. In order to answer research questions for this study, the researcher prepared a content analysis criteria list. According to the criteria, categories and subcategories were set. There were five categories and 16 subcategories according to which the data was analyzed. The data is divided into two major groups; (1) written content and (2) visuals. The written content includes reading passages, grammar and vocabulary sections, short texts and comprehension questions. To make it short, all these subcategories are called reading passages and texts through the results section. Visual, on the other hand, includes pictures and illustrations which clearly represent the person's gender.

The first category in content analysis criteria is related to the visibility of female and male characters in books. The number of female and male characters was examined as well as the subject pronouns, possessive adjectives and object pronouns that represent gender.. Number of feminine and masculine words, representation of sexist language, words that represent higher position in society and order of mention in sentences were also examined. Besides, an examination of racial identity related to gender was explored. The second category is related to occupation and gender. An analysis of visuals and written content was given. Jobs were divided into two; (1)

indoor jobs and (2) outdoor jobs. Diversity of jobs and frequencies were calculated. Third category relates to free time activities. The diversity and distribution of free time activities were examined. Then, the distribution of family roles and nouns that represent family relations were counted and presented. As for the last category, adjectives that were used for each gender were counted and analyzed as conveying positive and negative meaning for each gender group. Results of two books are shown together.

4.1.1. Visibility

In this section, the researcher aims to point out the numerical difference between female and male characters. The other aim is to find out whether or not one of the genders is given priority in terms of numerical representation. In order to answer the related research question, both books were examined in terms of visuals and reading passages and texts. The number of female and male names, female and male pictures and illustrations, subject pronouns, object pronouns, adjective phrases, feminine and masculine words and words that represent sexist language were all counted.

4.1.1.1. Presence of female and male characters

All female and male proper names which were given in reading passages and texts were counted. For the visuals and illustrations, the researcher analyzed the pictures in which each gender is clearly visible. Group pictures in which characters seem difficult to discriminate based on their gender, were not included in this analysis. The results show that the number of male characters outnumbers the

number of female character both in written content and in visuals in two of the books.

Table 4. Presence of Female and Male Characters in Reading Explorer

Presence of the characters	FEMALES	MALES
Visuals	27	123
Reading passages & Texts	15	65
Total number / Percentage	42 / 18.3%	188 / 81.7%

Table 4 illustrates the total number of female and male characters in the first book, Reading Explorer. When the visuals and written content are analyzed separately, it is seen that the difference is almost at the same rate. While female characters make up only 18,3% of total characters, male characters represent a greater majority with 81,7% in total. A difference of 63,4% clearly shows a male dominance in this section for this book. Male characters are five times more visible than female characters.

Table 5. Presence of Female and Male Characters in Speak Out

Presence of the characters	FEMALES	MALES
Visuals	185	208
Reading passages & Texts	55	107
Total number / Percentage	241 / 43,3%	315 / 56,7%

As it is shown in Table 5, there is also a great difference between the number of female and male characters although not as much as the first book. Female characters make up to 43,3% of overall characters in this book while male characters make up to 56,7% of overall. Although the difference seems little when compared to

the results mentioned in Table 1, there is still 13,4% of difference that shows that the number of males in this book outnumbers the number of females.

Of the total 786 characters which appeared in these two books, 283 are females and 503 are males. It is concluded that the total difference between female and male characters is 220, which is interpreted as the existence of male dominance throughout each of the books. When given in percentages, women characters only make up 35% of overall characters, while men characters make up 65%. It is possible that when these two books were prepared, the publishing companies and the authors had not paid any attention to gender issue. In the first book, Reading Explorer, the difference cannot be unseen. The representation of male characters are five times more than female characters in each section and this definitely indicates a male dominant society where female characters do not take up much place, neither in daily life nor in work place.

4.1.1.2. Number of feminine and masculine words

As a type of noun classification, English has grammatical gender. There are masculine and feminine categories in English. Some examples of masculine words are males, men, boys, brother and groom. Females, women, girls, sister and bride are some examples of feminine words category. In order to find out whether there is gender inequality in terms of the use of these words and frequencies, the researcher identified masculine and feminine words from reading passages and texts. For each category, the number of words was counted and listed.

Table 6. Number of Feminine and Masculine Words in Reading Passages and in Texts, in Reading Explorer

WORD GROUP (three types)	FEMININE WORDS	WORD GROUP	MASCULINE WORDS
Woman/Women	12	Man/Men	27
Girl	3	Boy	3
Female	4	Male	4
Token / Percentage	19 / 35%	Token / Percentage	34 / 65%

When the findings are examined, the number of masculine words is higher than the number of feminine words in this book. When the categories are closely analyzed, it is seen that the biggest difference is between the number of “woman/women” and “man/men”. There are 19 feminine and 34 masculine words in total. Feminine words represent 35% of total nouns. The percentage for masculine words is 65%. There is a difference of 30% among feminine and masculine words in written content. This finding implies male dominance in this section.

Table 7. Number of Feminine and Masculine Words in Reading Passages and in Texts, in Speak Out

WORD GROUP	FEMININE WORDS	WORD GROUP	MASCULINE WORDS
Woman/Women	8	Man/Men	38
Girl	13	Boy	5
Token/ Percentage	21 / 32%	Token/Percentage	43 / 68%

The results for the second book, *Speak Out*, demonstrate that there is a greater difference in “woman/women” and “man/men” category. The number of “man/men” is four times more than the number of “woman/women”. On the other hand, the word “girl” doubles the number of “boy”. The majority of male characters are depicted older while the majority of female characters are young. The words “female” and “male” do not occur in this book. There are in total of 64 words in total that represents femininity and masculinity. 32% of the total words are feminine words, while the rest 68% is masculine words. There is a difference of 36% and it indicates that an unbalanced representation of feminine and masculine words in written content.

Although the total difference of 36% in *Speak Out* is more striking than the total difference of 30% in *Reading Explorer*, the overall results point out a sharp imbalance between the numbers and frequencies of feminine and masculine words. It is obvious that the two books are male dominated. Feminine words were found underrepresented. The findings of this section show a similar implication with the number of female and male characters.

4.1.1.3. Number of subject pronouns, object pronouns and possessive adjectives

In this section, the number of subject pronouns, object pronouns and possessive adjectives that indicate gender were counted in each book and the results are represented in the tables below.

Table 8. Numbers of Subject Pronouns, Object Pronouns and Possessive Adjectives for Each Gender in Reading Explorer

SUBJECT PRONOUNS			
FEMALES	NUMBER	MALES	NUMBER
She	28	He	215

OBJECT PRONOUNS			
FEMALES	NUMBER	MALES	NUMBER
Her	14	Him	28

POSSESSIVE ADJECTIVES			
FEMALES	NUMBER	MALES	NUMBER
Her	15	His	135

Token / Percentage	FEMALES	MALES
	57 / 12%	378 / 88%

When Table 8 is examined, it is shown that pronouns and adjectives that represent males outnumber females in every category. In subject pronouns section, the pronoun “he” occurs 215 times, while “she” occurs only 28 times. There is seven times more “he” pronoun than the “she” pronoun. In terms of object pronouns, the result is almost the same. The number of object pronoun “him” is two times more than the object pronoun “her”. When it comes to possessive adjectives, the table shows three times more “his” adjective than “her” adjective. In total of 378, males are represented 378 times, while females are represented only 57 times. Overall results show that male figures make up in total of 88% of overall subjects, objects and possessive adjectives. Females, on the other hand, make up only 12% of total.

Table 9. Numbers of Subject Pronouns, Object Pronouns and Possessive Adjectives for Each Gender in Speak Out

SUBJECT PRONOUNS			
FEMALES	NUMBER	MALES	NUMBER
She	185	He	285

OBJECT PRONOUNS			
FEMALES	NUMBER	MALES	NUMBER
Her	19	Him	28

POSSESSIVE ADJECTIVES			
FEMALES	NUMBER	MALES	NUMBER
Her	49	His	63

Token / Percentage	FEMALE	MALE
	253 / 41%	376 / 59%

Although the results of this book are not as striking as the first book, there are still some points that need to be highlighted. The number of male subject pronouns, object pronouns and possessive adjectives for males outnumbers those of females. When the total result is examined, it is seen that 59% of total words are masculine, while only 41% is feminine.

The results are in accordance with the number of characters in each of the books. These results in this section were predictable since they were mostly in relation to the characters in the books. The analysis of number of female and male characters (see Table 1 and Table 2) signaled such results in this section. The imbalance between female and male pronouns and adjectives indicate male dominance over femininity in written content.

4.1.1.4. Use of words that represent sexist language

This section aims to find out the two books' use of masculine generics. Words such as "mankind" or "policeman" are in male form while referring to a whole. Table 10 shows the number of masculine generics in the first book. There are ten types of words found.

Table 10. Use of Masculine Generics in Reading Explorer

Man's best friend
Iceman
Manhole (3)
Mankind (3)
Fishermen (5)
Man-made (5)
Man-eater (2)
Gentleman
Horsemen (2)
Mother-nature
Token / Percentage : 23 / 90%

These words were taken out from sentences such as "However, the domestic dog's special place as man's best friends has allowed it to survive in human world" and "For example, an ocean current may encounter a man-made object, like a sunken ship". In each of the sentences masculine generics were used to stand the whole humankind. While there are 9 masculine generics out of ten, only one feminine generic was used, *mother-nature*. The use of "man" referring to humankind trivializes and degrades women. In words like "fishermen" and "horsemen", man is used to make compound nouns which again are ambiguous to what they refer to; only to male people or to humankind. Masculine generic words were used in this book 22 times.

Table 11. Use of Masculine Generics in Speak Out

Sportsmen Man and Animals Fishermen Policemen Motoboys
Token / Percentage : 5 / 100%

Although there is still use of gender-marked items, the results from the second book demonstrate less use of male generics. There are some cases where the word “man” stands for humankind such as “Man and Animals”. There is a tendency to use words like “fishermen” to name occupation related words with the generic affix, -man. Female generics are not used in this book.

Although there are many other alternatives to masculine generics, the authors of this book failed to apply them and preferred to use gender-marked items. Some examples of avoiding masculine generics are as follows; use of workforce instead of manpower, use of artificial instead of man-made, use of prehistoric people instead of prehistoric man, the use of human and their universe instead of man and his universe. Using a masculine generic form of a word implies that women are less represented and important than men. It diminishes the value and place of women in society.

4.1.1.5. Words that represent higher positions in society

Through the analysis of the book, although representation of male and female characters’ position in society was not the main concern, there were some expressions that captured the researcher’s attention and were added to the results. Below is a list of words that indicates males’ superior position within society.

Table 12. Representation of Position in Society in Reading Explorer

FEMALE		MALE	
Queen (2)		Emperor King (4) Sultan (3)	
Type :	1	3	
Token :	2	8	
Percentage:	20%	80%	

The table shows that while there is only one word that shows female power in society, *queen*, there are three different words that indicate male superiority; *emperor*, *king* and *sultan*. The word “queen” is used only twice. On the other hand, the words in male category are used four times more.

These words in Table 12 represent power, ability to rule and manage a country, nobility, dominance as well as attractive and impressive personality. All these preferable characteristics are attributed to men and that implies that the authors of this book stereotypically considered men superior over women. Men are depicted as rule makers and rulers while females play the role of practitioners.

The researcher did not encounter any words like queen, king or sultan in the second book, *Speak Out*. Therefore, it can be concluded that the authors of *Speak Out* avoid representing either of the genders in a higher position. In terms of power distribution, there is no imbalance between males and females in this book.

4.1.1.6. Order of mention in reading passages and in texts

Order of mention or firstness, as referred to in the literature, is the case of mentioning one gender first when both genders are mentioned. To find out sentences

as such, the researcher went through every sentence that included both male and female expressions. Examples that show firstness in favor of male characters are listed below.

Table 13. Order of Mention in Reading Explorer

<p>“The connection between male and female twins”</p> <p>“They found Tut’s father and mother, who had similar DNA, were actually brother and sister.”</p> <p>“He had a brother and a sister.”</p> <p>“Which of these bottles do you think contains a fragrance for a man, for a woman, or for both?”</p>	
Total number of sentences :	4
Percentage	: 100%

Table 14 demonstrates that in all four sentences where both genders are mentioned, males always come first. The authors of this book preferred to say “brother and sister” instead of “sister and brother” every time. There is no use of dual gender indications such as “Sir/Madam” where the gender of the addressed person is unknown.

Table 14. Order of Mention in Speak Out

<p>“Ben and Meg forgot their homework”</p> <p>“Dear Sir /Madam”</p> <p>“Do you think men or women go to the doctor more often?”</p> <p>“Did you know that men are five times less likely to visit a doctor than women?”</p> <p>“Would you like to take up your father or mother’s job?”</p> <p>“If I met a good-looking man/woman this evening...”</p>	
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<p>“My brother and sister are the only people understand me.”</p> <p>“You have any brothers or sisters?”</p>	
Total number of sentences :	8
Percentage	: 100%

As it is seen in Table 15, the total number of sentences in which male figures come first rather than female figures, is two times more than in the first book. This can be explained by the fact that there are more written exercises and grammar focus parts in this book and therefore more utterances. However, the percentage of males over females is still the same. Out of total eight sentences, all eight are male first. It makes 100% male firstness in sentences where two genders are mentioned. There is no sentence where females are mentioned before males. There is one sentence in the table where the authors attempted to avoid such use. In “Dear Sir/Madam” example, the authors wanted to use dual gender indication. However, the use of dual gender indication still promotes the idea of male firstness.

Although this is only a conventional pattern in English and there is no grammatical rule related, the books do not show female first sentences even once. This use in written language may shape readers’ and students’ idea of firstness in society. These books should have been able to indicate with examples of sentences that both usages are grammatically and semantically correct. However, as Table 13 and 14 show, they fail to do so. It can be inferred from these results that the language of these books represent a society where males come always first and females come second.

4.1.2. Frequency of Male and Female Characters Based on Their Ethnic-Racial Identity

In this section, the researcher aims to find how two genders are represented in relation to their ethnic-racial identity. The term ethnic group has been defined as “...collectivity that shares a common history and culture, and common values, behaviours and other characteristics that cause members of the group to have a shared identity...Cultural characteristics, rather than biological traits, are the essential characteristics of an ethnic group” (Banks & Lynch, 1986, p. 198).

The categorization of ethnic groups in this study is based on the U.S. Census Bureau’s definitions. For this purpose, sentences in which racial identity was given for characters were examined. Words that imply racial identity acted as adjectives or nouns, depending on the sentence structures. Examples of sentences which represent racial identity and gender are counted in this section and are shown below.

“A young Sami woman from Jokkmokk, Sweden.”

“A Tuareg man wears a traditional head-cloth called a tagelmust.”

Representation and frequencies of racial identity for female and male characters are given in Table 15 and Table 16, separately for each book.

Table 15. Frequency of Male and Female Characters Based on Their Ethnic-Racial Identity in Reading Explorer

ETHNIC GROUP	FEMALE	MALE
White	American (2) Swedish Swiss	American (3) British Australian Italian

		Russian Ukrainian Qaanaaq 9 / 41%
	Number/Percentage : 4 / 19%	
Black	Tuareg Number/Percentage : 1 / 4%	Egyptian (2) Tuareg Moroccan Wadaabe 5 / 22%
Asian	- Number/Percentage : 0 / 0%	Chinese Mongol 2 / 9%
Hispanic or Latino	- Number/Percentage : 0 / 0%	- 0 / 0%
Native Hawaiian or Other Pacific Islander	Aboriginal Number/Percentage : 1 / 4%	- 0 / 0%
American Indian	- Number/Percentage : 0 / 0%	- 0 / 0%
Total	6	16

As it is displayed in Table 15, the results are in accordance with the previous section since the difference is almost two times more for male privilege. Male dominance can be detected in terms of diversity and number of racial identity representation. While male characters come from 15 different ethnic backgrounds, female characters represent only six different ethnic backgrounds. The majority of males (60%) are depicted as Caucasians, also known as the White people. There is also more diversity in terms of ethnic groups in male's group.

Male characters have two times more diversity in race than female characters do. This shows that male characters represent a wider and more diverse community in society while females are restricted and limited to only a few racial backgrounds.

In conclusion, among all characters 19% is represented as white females and 42% is represented as white males. Therefore, it can be seen that in total 61% of all characters in this book come from white category. We see no representation of American Indians and Latinos; and only a very limited representation of Blacks, Asians, and Islanders.

Table 16. Frequency of Male and Female Characters Based on Their Ethnic-Racial Identity in Speak Out

ETHNIC GROUP	FEMALE	MALE
White	American (3) British (2) Scottish Number/Percentage : 6 / 25%	Canadian (2) Norwegian American (3) Australian British (2) French (2) 11 / 45%
Black	African Ethiopian Number/Percentage : 2 / 8%	- 0 / 0%
Asian	Chinese Malaysian Number/Percentage : 2 / 8%	- 0 / 0%
Hispanic or Latino	Colombian Number/Percentage : 1 / 4%	Brazilian 1 / 4%

Native Hawaiian or Other Pacific Islander	Aborigine Number/Percentage: 1 / 4%	- 0 / 0%
American Indian	- Number/Percentage : 0 / 0%	- 0 / 0%
Total number	12	12

When the results are compared between these two books in terms of racial identity representation, it can be inferred that the second book, *Speak Out*, presents equal numbers of racial identity for each gender group. However, it still fails to give equal numbers of representation for each ethnic group. In this book, female characters are more diverse than male characters. There are 12 female characters in total and the majority of these characters, six of them, are depicted as British and American. It is seen that females are represented in each category while almost all male characters take place in only one category, White. There are in total 12 male characters whose racial identity is specified in the text and 11 of them are represented as white people.

As a consequence, it can be said that 45% of all characters are depicted as white and male, 25% of all characters are defined as white female. The majority, 70%, of all characters in this book have been found to be white people.

When two books are taken into consideration, in total there are 18 female characters and 27 male characters whose racial identity are given in reading passages and in texts. The first book favors male dominance in terms of this section, while the

second book has a more balanced approach to the issue. In each of the books, most of the characters occur in the White category, 61% and 70% respectively.

Although English is the lingua franca of many people from different ethnic backgrounds, the results show that books still represent White people as the majority of speakers of English. In total of 30 characters out of 45 are represented as White people in the books, which is a support to claim that books are unable to represent different communities who speak English as their second or foreign language.

Students need to be aware of the use of English around the world and these books fail to do so. Gender ratio is in favor of male dominance in this subcategory as well. When the total numbers of female and male characters of two books are calculated, there are 27 male characters and only 18 female characters identified with their racial identity. This implies that males take place in broader areas and come from diverse ethnic backgrounds.

4.1.3. Occupation and Gender

In order to analyze whether there is gender stereotyping related to occupations in the textbooks, the researcher examined the distribution and representation of female and male characters in workplace depicted in reading passages and visuals for each book separately. There are four subcategories in this category; (1) diversity of jobs in written content, (2) number of indoor and outdoor jobs in written content, (3) diversity of jobs in visuals and (4) number of outdoor and indoor jobs in visuals. Besides, jobs are further divided into traditional and nontraditional jobs according to U.S. Department of Labor, Bureau of Labor Statistics (2010) in the first subcategory.

4.1.3.1. Diversity and number of jobs for each gender in written content

The results in this section demonstrate how each book handles the issue of job diversity and frequency in terms of females and males. Another aim is to find out whether there is gender stereotyping in workplace in favor of men over women. The results of two books are listed below.

Table 17. Diversity and Number of Jobs Attributed to Each Gender in Reading Passages and Texts in Reading Explorer (* traditional jobs, ** nontraditional jobs)

FEMALES' JOBS	NUMBER
Farmer**	1
Rose grower*	1
Perfumer**	1
Psychologist*	1
Geneticist**	1
Actress*	1
Film maker**	1
Care taker*	1
Cave expert**	1
	1
Token Type	10 9

MALES' JOBS	NUMBER
Scientist*	8
Farmer*	1
Director*	2
Animal caretaker**	1
Writer*	6
Marine biologist*	1

Researcher*	3
Photographer*	1
Archeologist*	3
Kung-fu Master*	1
Worker*	1
Cataphile*	1
Print maker*	1
Urban miner*	1
Sewer worker*	3
Fisher*	1
Author*	3
Flower grower**	1
Parfume authority**	1
Designer*	1
Baseball player*	1
Chemist*	1
Explorer*	2
Psychologist*	1
Sheriff*	1
Ice hunter*	1
Artist*	1
Gardener*	1
Inventor*	3
Instructor**	1
Pilot*	1
Caver*	2
Token	57
Type	31

Gender	Female	Male
Total number of jobs / Percentage	10 / 14%	57 / 86%

When the results in Table 18 are compared, it is obvious that male figures engage in majority of the total workplace. While men enjoy 31 different kinds of occupations out of the total 40 kinds of jobs, women only have nine alternatives in the workplace. Women take place only in 14% of total workforce but men make up

86%. It can be concluded that this result is rather stereotypical showing that women have less opportunities in business than men.

The concept here in traditional and nontraditional jobs is related to the roles for both genders in workforce which is attributed by the society. Women are found to be engaged in traditional jobs, which means traditional for women such as “actress” and “teacher”. A nontraditional job for women, in that case, would be a “cave expert”. For men, on the other hand, traditional jobs would be “scientist” and “pilot”, which have been seen as traditional for men to perform. Consequently, nontraditional jobs for men would be “animal caretaker” and “instructor”.

As for the traditional and nontraditional jobs, Reading Explorer shows four of the females in traditional jobs and five of them in nontraditional jobs. 44% of women have traditional jobs, while 55% of women enjoy nontraditional jobs. This result is favorable in terms of supporting the place of women in nontraditional jobs.

However, when males are examined, the results show that there are only three nontraditional jobs and 28 traditional jobs. As in percentages, 9% of men have moved out from their traditional roles in business life and depicted in nontraditional jobs. However, the majority of 91% still enjoys traditional jobs for men. Therefore, we can say that men are not represented in other fields of occupations while women are given a chance to take place in nontraditional jobs.

Table 18. Diversity and Number of Jobs Attributed to Each Gender in Reading Passages and Texts in Speak Out (* traditional jobs, ** nontraditional jobs)

FEMALES' JOBS	NUMBER
Market worker*	1
Designer **	1

Reporter**	1
Receptionist*	1
Businesswoman**	2
Traveller**	1
Cook*	1
Student	8
Book shop owner**	1
TV Star**	1
Shop assistant*	1
Actress*	1
Blogger**	3
Bus driver**	1
Writer**	1
Type	15
Token	25

MALES' JOB	NUMBER
Boxer*	1
Diplomat*	1
Teacher**	1
Travel writer*	1
Tour guide*	1
Former manager*	1
Doctor*	7
Machine operator*	1
Retired bank manager*	1
Imposter*	1
Author*	2
Millionaire*	1
Amazon boss*	1
Company owner*	1
Newsreader*	1
Journalist*	1
Lawyer*	1
Judge*	1
Thief*	3
Manager*	1
Student	2
Director*	2
Artist *	1
Personal concierge*	1
Producer *	1
Paramedic*	1
Helicopter pilot*	1
Businessman*	1
Personal trainer*	1

Reporter*	4
Actor*	3
President*	2
Painter*	1
Singer*	2
Explorer*	3
Waiter*	1
Formula1 driver*	1
Celebrity*	1
Model*	1
Foreign correspondent*	1
Motorbike courier*	1
Jockey*	1
Type	42
Token	62

Gender	Female	Male
Total number of jobs / Percentage	25 / 28%	62 / 72%

When the results for males and females are compared in Table 19, it is seen that men have more diversity in terms of jobs than women have. Men have 42 different areas of occupation, whereas women have only 15 options. Out of a total 87 occupations, men occur in majority with 62 times and women are minority by represented only 25 times. Men take more place in business than women do.

In the first book, Reading Explorer, women make up 14% of total workplace while in the second book the number is doubled, 28%. Although there is a difference in terms of the frequency of women who are represented in the workplace, men still occupy the majority. The results show that each book fails to create a balance in terms of gender representation in workplace. By not allowing women to take as much place in work as men take, the authors of these books degrade women and

underestimate their position and power in society. Males are quantitatively prioritized in two of the books. They are also depicted as having more respected jobs and earning higher salaries (e.g. doctor, manager, president, judge). Women are also engaged in nontraditional jobs (e.g. designer, shop owner, cave expert). 40% of jobs which allocated for women are traditional jobs and 60% are nontraditional. It is safe to say that women are given a chance to take place in nontraditional jobs and they have other occupational roles in society. In terms of men, there is only one non-traditional job for men, teacher. 2% of overall jobs allocated for men is nontraditional. Majority of men still take place in traditional jobs with 98%. It can be said that women no longer work in traditionally assigned jobs and they have started to enjoy diversity of occupations. In Reading Explorer, 56% of women are represented in nontraditional jobs but in Speak Out the percentage is higher with 60%.

4.1.3.2. Number of indoor and outdoor jobs in written content

In order to find out whether women are able to be seen in a society when doing their job, the data from the previous section has been divided into two categories and the results for each book are listed below.

Table 19. Frequencies of Indoor and Outdoor Jobs for Male and Female Characters in Reading Passages and Texts in Reading Explorer

Number and frequency of indoor and outdoor jobs	INDOOR	OUTDOOR
FEMALES' JOBS	5 / 29%	5 / 10%

MALES' JOBS	13 / 71%	44 / 90%
Total number	18	49

In Table 17 and 18, the number of different occupations and traditional and nontraditional occupations are listed. In this section, Table 19 shows the number of indoor and outdoor occupations for females and males. As it is shown, females are equally represented both in indoor jobs, such as a psychologist, and in outdoor jobs, such as a farmer. However, males' jobs show a greater frequency in outdoor jobs than indoor jobs. 71% of indoor jobs are done by males while only 29% is done by females. In terms of outdoor jobs, only 10% is done by females, while males do 90% of outdoor jobs.

Table 20. Frequencies of Indoor and Outdoor Jobs for Male and Female Characters in Reading Passages and Texts in Speak Out

Number and frequency of indoor and outdoor jobs	INDOOR	OUTDOOR
FEMALES' JOBS	12 / 63%	3 / 7%
MALES' JOBS	7 / 27%	35 / 93%
Total number	19	38

In the first book, Reading Explorer, women have equal chance of working both in indoors and outdoors since the frequency is equal. However, results show that only three out of 15 women occur outside their offices or houses when they work. Majority of women are depicted as working indoors and closed areas.

Men, on the other hand, take place in the majority of outdoor jobs. There are in total 38 jobs that are done outside, and 35 of them belong to men. Only three women are engaged in outdoor jobs. Men make up 93% of outdoor jobs while women make up on 7%. This result shows that men are more dominant in work field compared to women.

This result could be interpreted as the lack of visibility of women who are working in society. Those who work outside their offices and in the fields, have more opportunity to be in contact with outside world and to be seen. On the other hand, those who work indoors (e.g. office, house) have limited options to interact with outsiders. In this book, men occur more in outdoors when they work. Therefore they are more visible to others than women in business and workplace. The jobs which are attributed to men require more physical power. Therefore it implies that men could overcome such jobs while women cannot because women do not have much physical strength to do jobs that require physical power. This also implies that women are weak and men are strong.

4.1.3.3. Diversity of jobs in visuals

For this section, the researcher went through the pictures and illustrations in two books and selected visuals where each gender is obvious and jobs are apparent. In some pictures, there was extra information at the end of the page to clearly state the person's job. These sentences were also utilized to identify jobs. Females and males are shown in two separate tables for each book below.

Table 21. Diversity and Number of Jobs in Visuals in Reading Explorer

FEMALES' JOBS	NUMBER
Archeologist	1
Cave Expert	1
Photographer	1
Worker in a flower shop	3
Skydiver	1
Surfer	2
Actress	1
Number / Percentage Type	10 /13% 7

MALES' JOBS	NUMBER
Diver	1
Skydiver	6
Caver	2
Pilot	4
Explorer	1
Traveller	5
King	1
Hunter	1
Flower shop worker	1
Astronaut	1
Scientist	4
Sewer diver	1
Seed bank worker	1
Street cleaner	1
Animal caretaker	1
Police officer	1
Baseball player	1
Flower expert	1
Archeologist	5
Sheriff	2
Doctor	3
Collector	1
Rescue worker	7
Kung-fu master	2
Researcher	1
Worker	1

Miner	8
Number / Percentage Type	70 / 87% 27

When Table 20 is examined for each gender, the results indicate that female figures are engaged in 13% and male figures are occupied with 87% of total workplace. As for the variety issue, it is obvious that females have fewer options in occupations than males have. There are 34 different types of jobs depicted in the visuals and only seven of them are associated with female figures. The other 27 jobs are attributed to men. When looked at the types of jobs that females are engaged in, it is seen that they are mostly nontraditional jobs for women, such as skydiver and surfer. Women are depicted more energetic and powerful in visuals than in written content. Males still take place in well paid and highly respected jobs, such as doctor, scientist and astronaut. They are also associated with jobs which require physical strength (e.g. caver, hunter, miner).

Table 22. Diversity and Number of Jobs in Visuals in Speak Out

FEMALES' JOBS	NUMBER
Office worker	14
Gardener	1
Actress	1
IT Consultant	1
Personal trainer	1
Teacher	2
Scientist	2
Sales representative	1
Receptionist	2
Doctor	1
Zumba trainer	1
Kungfu master	1
Shop owner	1
Nurse	2
Field worker	1

Cook	1
Businesswoman	1
Housewife	1
Accountant	1
Estate agent	1
Personal assistant	1
Number / Percentage Type	38 / 39% 21

MALES' JOBS	NUMBER
Office worker	7
Fireworker	1
Fish harvester	2
Designer	1
Pilot	3
Motorcycle courier	2
Sales representative	1
Foreign correspondent	1
Rescue worker	1
Scientist	4
Street artist	4
Reporter	2
Businessman	2
Cook	1
Pilot	1
Politician	1
Lawyer	2
Vet	1
Soldier	2
Plumber	1
Chef	1
Architect	1
TV presenter	1
Sales assistant	1
Electrician	1
Jokey	1
Journalist	1
Photographer	1
Airport Security	1
Surfer	1
Doctor	3
Teacher	1
IT consultant	1
Driver	1
Sci-fi hero	2
Valet	1

Formula 1 driver	1
Number / Percentage Type	60 / 61% 37

When female and male figures are examined, the results show that there are some types of jobs that females are associated to a high degree. The majority of females are depicted as office workers. They are seen as sitting on their desk and doing some paper work or looking at the computer screen with formal clothes on. The same is also seen in males' jobs table, as there are seven male figures working in offices. The rest of the figures seem equally distributed among other kinds of jobs. There are in total 57 different jobs. Females have 21 varieties of jobs while males have 38. The number is almost two times more. When looked at total numbers of figures in workplace, it is clear in the table that out of 98 working people, men make up 61%, while women take place in only 39%. It can be concluded that this book fails to avoid stereotypical representation of men in visuals as the number of male figures outnumbers that of female figures.

Female figures are less visible in visuals than males when they are working. It may create a wrong perception for students in terms of appreciation of female characters' role in business life. Women are no longer underrepresented in business and there are powerful women who have achieved many great things. These books represent a very old fashioned and traditional society where women do not take as much place as men do in workplace. There is still absence of female characters in high-status jobs. Rather, the authors should have encouraged societies where women are as strong and visible as men are. However, these results in Table 18 and Table 19

show a stereotyping in visuals in favor of men in terms of occupational roles in society.

4.1.3.4. Number of outdoor and indoor jobs in visuals

In order to understand how female and male figures are represented in occupations and places related to them, the researcher identified pictures and illustrations where the location is quite clear and visible. The number of indoor and outdoor jobs associated with each group of gender in two books is presented below.

Table 23. Number of Indoor and Outdoor Jobs in Visuals in Reading Explorer

Number and percentage of indoor and outdoor jobs	INDOOR	OUTDOOR
FEMALES' JOBS	1 / 12%	6 / 23%
MALES' JOBS	7 / 88%	20 / 77%
Total number	8	26

The results from the first book, Reading Explorer, yield a surprising finding. In this book, women take place in outdoor jobs much more frequently than they do in indoor jobs, as represented in visuals. The result is contradictory with the findings of written content, in which females are more engaged in indoor activities. The book reinforces the representation of female workers outside of workplaces. There is one figure that is depicted working indoors, and there are six others who work outdoors. Males, on the other hand, still take place in outside place when they work, as there as seven figures who work indoors and 20 figures working outdoors. When the total number of figures who work outdoors is calculated, we see that women only make up

23% of total, while 77% is dominated by men. The majority of outdoor workers still constitutes of men.

Table 24. Number of Indoor and Outdoor Jobs in Visuals in Speak Out

Number and percentage of indoor and outdoor jobs	INDOOR	OUTDOOR
FEMALES' JOBS	18 / 50%	3 / 13%
MALES' JOBS	18 / 50%	19 / 87%
Total number	36	22

The findings in Table 23 indicate that women have less opportunity to work outdoors, as represented in this book. In terms of indoor jobs, there is an equal distribution. Half of the indoor jobs are done by males and the other half is done by females. Similar to first book's findings, women only make up a small percentage of overall outdoor workers. There are in total 22 workers who work outside, and only 13% of these workers are women and the majority 87% is men.

Visuals in these two books do not represent a society where women are as visible in workforce as men are. In the first book, outdoor jobs and indoor jobs were mostly done by males with 77% and 88%. In the second book, there are equal numbers of females and males in indoor jobs. However, the majority of outdoor workers are still males, with 87%. Both books describe women workers mainly in closed space work environments, such as offices. They do not have direct contact to outside world. They have fewer opportunities to socialize and to be accepted by the community as people who have a part in business life.

4.1.4. Free Time Activities

In order to find out whether there is gender-based stereotypical representation in these two books, the researcher set “free time activities” as a criterion to investigate. For this purpose, a list of leisure time activities attributes to female and male figures in each of the books is displayed in Table 25 and Table 26 below. The activities are then further detailed by categorizing them into “indoor” and “outdoor” activities. The results of written and visual data are given together.

Table 25. Free Time Activities in Reading Passages, Texts and Visuals in Reading Explorer

Distribution of free time activities	FEMALE	MALE
INDOOR ACTIVITIES	Doing make-up and hair Chatting in a dinner table	Having conversation with friends Checking e-mails
Type	2	2
OUTDOOR ACTIVITIES	Walking Checking mobile phone in a street	Walking Cycling Practicing Kung-fu Visiting touristic places Sitting in a park with friends Shopping
Type	2	6
Total number / Percentage	4 / 33%	8 / 67%

There are in total of 12 types of leisure time activities listed for female and male figures in the first book. The findings show that not much free time activities are presented in the book. Female figures do four activities and male figures do eight

activities in total. The number of free time activities in two times more than the number for females. At first glance, the male dominance in this category is obvious.

When the list is examined, it is seen that the number of indoor free time activities is the same for each gender group, 50% of indoor activities are performed by women and 50% of indoor activities are performed by men. Female and male figures enjoy two types of indoor activities. While doing hair and make-up and chatting are attributed to females, having conversation with friends and checking e-mails are attributed to males.

However, the results of outdoor activities indicate an unbalance between females and males. Females enjoy only three different outdoor activities, while males have six opportunities in outdoors. One of the outdoor free time activities is the same for each gender, “walking”. Another outdoor activity that females do, as represented in this book, is “checking mobile phone when walking”. Male figures have many different outdoor activities, such as cycling, visiting touristic places and shopping. Shopping has traditionally been regarded as stereotypically women behavior. However, in this book men rather than women are depicted as shoppers. “Sitting in a park” can be interpreted as a socializing activity, which is actually traditionally performed mostly by women. The half of men’s outdoor activities relates to physical activities.

This result shows that male figures are depicted as people who take care of their health during their free time. Women, on the other hand, are not engaged in as much physical activities as men are, except walking. The book, in that sense, gives an indirect message representing men as giving importance to their physical

appearance while women do not have to. This finding presents a different position for women since traditionally women seem obsessed with their well-being and physical strength. Overall results show that females are engaged in 33% of total activities, while males make up 67%. There is a difference of 34% in the distribution of free time activities to female and male characters, which indicates male dominance in this category of this book

Table 26. Free Time Activities in Reading Passages, Texts and Visuals, in Speak Out

Distribution of free time activities	FEMALE	MALE
<p>INDOOR ACTIVITIES</p> <p>Having coffee (2) Lying at home Baking at home Visiting grandchildren at home Checking mobile phone at home Surfing the net at home</p> <p style="text-align: center;">Type 6</p>	<p>Ironing clothes Playing video games at home Surfing the net at home (2)</p> <p style="text-align: center;">3</p>	
<p>OUTDOOR ACTIVITIES</p> <p>Sitting in a park Visiting a museum Sitting on a beach Sitting in a coffee shop Reading in a coffee shop Shopping in a shopping mall (3) Kayaking Shopping at street market Walking in a street Going to cinema Skateboarding Practicing yoga in a park Horse riding</p>	<p>Jogging Kayaking Playing fresco ball Sailing (2) Canoeing Hiking in mountains Travelling Tower running Lying on grass Checking mobile phone in a street Playing soccer Playing basketball Playing golf Playing squash Playing handball</p>	

Type	13	Playing tennis Cycling Hanging out with friends in a park Surfing Studying in a library Attending a course	21
Total number and percentage	22 / 45%		26 / 55%

The second book, *Speak Out*, is a course book and includes many sentence examples and short texts. In these written data, more female and male figures have been described doing free time activities. Therefore, the results seem numerically high. However, the researcher's concern is the percentages in each book and percentages of free time activities of each gender will be the focus in this analysis.

Table 26 shows the distribution of female and male figures' indoor and outdoor activities and the total number of activities each gender do. It is found out that females are engaged in indoor activities more than men are engaged. There are six women and only three men who enjoy indoor activities. The number of indoor activities for women is two times more when compared to the number of indoor activities for men. 13 women and 21 men are represented spending their free time outdoors. The number of outdoor free time activities for men outnumber that of women.

When Table 26 is examined closely, it is seen that some untraditional roles have been assigned to male figures (e.g. ironing) while women keep their

traditionally formed identity when spending time at home (e.g. baking). Contrary to the first book, females do more outdoor activities in *Speak Out*. There are 13 different outdoor activities assigned to women. However, the number of outdoor activities for men is still more than the number of outdoor activities for women, with 25. Although the difference is smaller than that of the first book, men still dominate outdoor activities and women are found underrepresented. There are some interesting activities assigned to women such as surfing, horse riding and kayaking. Women are depicted doing sports which require physical strength. However, the number of activities which relates to sports is a lot higher when it comes to men.

When the total numbers are examined, overall results show that 45% of total free time activities are assigned to women whereas men do 55% of total. There is a 10% difference in the distribution of free time activities to female and male figures.

The overall difference in terms of number of free time activities performed by women and men between two books is 25%, indicating that *Reading Explorer* portrays a more male dominant world, while *Speak Out* has a comparatively balanced approach. In both of the books women are found underrepresented in having and doing different types of leisure time activities. There are some untraditional roles assigned to men and women; however the majority of findings still prove stereotypical representation for males and females.

4.1.5. Family Roles

In order to answer research questions as to the representation of female and male figures in two EFL books, the researcher analyzed family roles assigned to each

gender. For this purpose, family related words were identified (e.g. mother, father, son, sister) and counted in the first and second book. The numbers of family related words and gender category is shown in Table 26 below. Then the results are compared.

Table 27. Representation of Family Roles in Reading Explorer

FEMALES	Number	MALES	Number
Wife	4	Husband	4
Mother	4	Father	7
Sister	3	Uncle	2
Girlfriend	3	Brother	2
Daughter	1	Grandfather	1
		Son	1
Total number / Percentage	14 / 45%	Total number / Percentage	17 / 55%

Throughout the analysis of the course book, it is observed that out of 31 characters who are defined by their family roles; eight female characters are represented as “wives or mothers”, while nine male characters are represented as “husbands or fathers”. The number of characters who display the role of a son or daughter is the same; there is only one son and only one daughter in the book. Male group has one elder family member, which is the “grandfather”, but female group does not have any. There are three “sisters” while there are two “brothers”. Women are depicted as “girlfriends” three times but there is no “boyfriend” in this book.

The total numbers suggest that 45% of total family members are female and 55% is male characters. Although the wives and husbands ratio shows that women’s role in society is mostly as wives and mothers, the overall results have a more balanced approach to gender representation in family roles.

Table 28. Representation of Family Roles in Speak Out

FEMALES	NUMBER	MALES	NUMBER
Wife	1	Husband	0
Sister	8	Brother	20
Girlfriend	1	Boyfriend	4
Mother	8	Uncle	4
Daughter	1	Father	5
Grandmother	1	Daddy	1
		Son	4
		Grandfather	1
		Grandson	2
Total number / Percentage	20 / 31%	Total number / Percentage	43 / 69%

When Table 27 is examined, it is seen that the male figures are highly defined as “brothers”, and female figures are highly defined as “sisters and mothers”. There are 20 brothers out of 43 characters, eight mothers and eight sisters out of 20 female characters. Table 27 also shows that when the family members are examined, there is a greater variety in men’s section. There are six different women family member and nine different men family members. The total results indicate that out of 63 family members, 31% is women and 69% is men. The difference in this book cannot be underestimated. There is a difference of 38% between the number of female figures depicted as family members and the number of male figures displayed as family members. Results in this book demonstrate a more male-dominant family in society than the results in the first book.

The analysis in terms of family members and gender representation in each book has shown that the books adopted a different understanding towards the issue. When the number of female family members outnumbers the number of male family

members, it could be said that the representation of family members is rather stereotypical. Surprisingly, this is not the case for these two books. Males in these books were not found underrepresented in the family. On the other hand, they outnumber the number of female members, which is considered to be an interesting finding. It implies that women are no longer limited to their roles within their family. The book allocates women a place other than their home as being more than sisters, daughters and wives. The representation of characters in books reveals their assumed position in the society. In these books, women are taken out of such stereotyping. It emphasizes the changing role of women within society and family. It is a favorable situation where women are no longer depicted as family members in course books. They become visible and feel accepted in the society without their family roles.

4.1.6. Distribution of Adjectives to Define Each Gender

In order to analyze these two course books to find out about gender representation, the last category examined in this study is the number and type of adjectives which are used to define each gender. Adjectives have been classified as words that indicate opinions (e.g. pretty, handsome), words that describe size (e.g. short, tall, big) and words that indicate social status and economic well-being (famous, wealthy, rich, poor). Below is the list of adjectives used to describe female and male figures. The adjectives are further divided as positive adjectives and negative adjectives for females and males.

Table 29. Adjectives Used to Describe Each Gender in Reading Passages and Texts, in Reading Explorer

FEMALE	MALE
<p>Young (7) Independent</p>	<p>Young (5) Curious Modern Important person Wealthy Famous Weak Strong Experienced Calm (2) Confident Careful Terrified (2) Foolish Expert Powerful (2) Unpredictable New king Good king Exhilarated Tall Fascinated Married Divorced As big as a bear Kind Disappointed Unsuccessful</p>
<p>Total variety 2 Total number 8 Percentage 26%</p>	<p>26 35 74%</p>

The findings from Reading Explorer demonstrate a highly male dominant context. The number of total adjectives is 47 and males make up 74% of it, while females make up only 26%. The difference between the number of adjectives used

for males and the number of adjectives used for females is more than double.

Adjectives are used to define male figures three times more than they are used to define female figures. While there are 26 different adjectives used for males, only two options exist to define females. The imbalance is striking. Female characters are only described as young (7) and independent people, whereas males are attributed numerous different adjectives, such as powerful, married, kind, foolish and many more. Female figures are heavily characterized as being young. Age seems to be an important factor when defining women. Although the description of young and independent women might be encouraging for students, it gives an image of woman as young and independent only. The representation is numerically insufficient.

Table 30. Number of Adjectives which Convey Positive and Negative Meaning for Each Gender, in Reading Explorer

	POSITIVE ADJECTIVES	NEGATIVE ADJECTIVES
FEMALES	Young Independent	-
Total number / Frequency	2 / 9%	0 / 0%
MALES	Young Curious Modern Important Wealthy Famous Strong Experienced Calm Confident Careful Expert Powerful	Weak Terrified Foolish Unpredictable Divorced Disappointed Unsuccessful

	New Good Tall Fascinating Exhilarated Married	
Total number / Percentage	19 / 91%	7 / 100%

There are in total 21 positive adjectives; 2 of them describe women and 19 of them describe men. Women are found to be underrepresented in positive adjective group since they only make up 9% of total. On the other hand, 91% of total positive adjectives is attributed to men. The difference in terms of the distribution of positive adjectives is huge. However, Table 28 also shows that out of two adjectives that describe women, both convey a positive meaning. The adjective “young” refers to a physical description. However, the absence of adjectives such as “beautiful” or “lovely” shows that being physically attractive is not a feature for females anymore. No negative adjectives are found to define female characters. An argument related to this kind of a representation could be that women are not described with any negative adjectives because they cannot be negative. Women, unlike men, cannot be “foolish”, “divorced” or “unsuccessful”. The representation of women as having only positive attributes could be related to how publishers want to see women in society. Women need to be smart, successful and powerful all the time.

Out of 26 adjectives which describe men, 26% is negative attributions. None of the negative adjectives describe male characters in terms of physical attractiveness. They are related to intellect or mood. 74% out of total adjectives are

used to attribute positive characteristics to males. Some adjectives, such as wealthy, powerful and strong imply the male power in society one more time. Males are not described as “handsome” or “good-looking”. Their physical appearance is defined as “tall” and “young”. Most of the positive adjectives for males relate to intellect or general mood.

Males’ personality and characteristic features are represented more in detail when compared to women. Although some stereotypical representations are avoided, the number and quality of adjectives to describe women are found to be highly inefficient. Male figures are described as authorities as well as powerful and strong members of society, while women lack these attributions. The book demonstrates a rather unbalanced use of positive and negative adjectives when defining each gender group.

Table 31. Adjectives Used to Describe Each Gender in Reading Passages and Texts, in Speak Out

FEMALE	MALE
Understanding	Tired (2)
Motivated	Unhappy
<i>Healthy</i>	Nervous
Liar	Courageous
Silly	Excited
Powerful	<i>Healthy</i>
Poor	Fat (2)
Thin	Worried
Scared	<i>Successful</i>
Patient	Hero
<i>Angry</i>	Famous (3)
<i>Nice</i>	Good
<i>Busy</i>	Happy
Unemployed	Rich
<i>Successful</i>	Ill (3)

<p>Upset <i>Good-looking</i> Stressed Sick</p>	<p><i>Good-looking</i> Dangerous Young Hungry Careless Annoyed Friendly <i>Angry</i> <i>Nice</i> <i>Busy</i> Lazy</p>
<p>Total variety 19</p> <p>Total number 19</p> <p>Percentage 37%</p>	<p>26</p> <p>32</p> <p>63%</p>

*Adjectives in italics are common adjectives, used to define both gender group.

Table 31 indicates a male dominance in the use of adjectives. Six of the adjectives written in italics are found to be used to describe each gender group; angry, good-looking, busy, nice, successful and healthy. There are 19 different adjectives used to define females and 26 different adjectives for males. In the book, there are in total 51 adjectives, 19 of them describe women and 32 of them define men. In other words, 37% of total adjectives are attributed to women and 63% is used to describe men.

Women are mostly defined with their personality and characteristic features, such as understanding, patient, scared, silly, nice, angry and liar. Women are depicted as unemployed people and as powerful people at the same time. Description of physical features of women is a sign of stereotypical representation; the book describes women only as thin and good-looking figures.

There are quantitatively more adjectives used to define men. Men are described more with their physical attributes, such as fat, young, healthy, tired and

ill. The adjective “good-looking” is used for males, too. As for social status, although no fame is mentioned for women, men are considered to be famous people in society. Also, men are seen as “rich” people. In the literature, being rich is commonly found to be attributed to male characters in course books. Therefore, this book portrays a stereotypical description of men being well-paid people in society while there is no mention of such women.

Table 32. Number of Adjectives Which Convey Positive and Negative Meaning for Each Gender Group in Speak Out

	POSITIVE ADJECTIVES	NEGATIVE ADJECTIVES
FEMALES	Understanding Motivated Healthy Powerful Patient Busy Successful Good-looking Nice	Liar Silly Poor Thin Scared Angry Unemployed Upset Stressed Sick
Total number / Percentage	9 / 41%	10 / 44%
MALES	Courageous Healthy Successful Hero Famous (3) Good Happy Rich Good-looking Young Busy Nice Friendly	Tired (2) Unhappy Nervous Excited Fat (2) Worried Ill (3) Dangerous Lazy Hungry Careless Annoyed Angry

Total number / Percentage	13 / 59%	13 / 56%
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When Table 30 is examined, it is clear that the distribution of positive and negative adjectives seem equal for each gender. There are in total 22 adjectives which have a positive meaning (e.g. rich, powerful, and healthy). 59% of total 22 adjectives are used to define male figures, while 41% is used to describe females. The adjective “busy” which indicates hardworking people in the society is used for each gender equally. The difference between males and females in terms of use of positive adjectives is 18%. This finding implies that males portray more optimistic and favorable characters, as quantitatively represented in the book. Females, on the other hand, are not able to outnumber males in that sense. Although some positive attributes are given to female figures, the number is still below males. When it comes to negative attributions, the number of negative adjectives used for males is higher than the number of negative adjectives attributed to females. Out of total 23 negative adjectives, 56% is males and 44% is females. Males are dominant in this section, too. However, these numbers illustrate only the variety. When Table 30 is closely examined, the total number of adjectives for male is higher. Some frequently used negative adjectives are fat, ill and tired. Men are portrayed with more negative adjectives than women are. Women, again, are not represented to have negative characteristics or feelings as much as men do.

While carrying positive attributes for males in terms of physical appearance does not seem important, being physically unhealthy is surprisingly emphasized. Although females are traditionally defined in course books as “beautiful” and

“pretty”, this book avoids such usage and defines each gender equally as “good-looking”. Therefore, it can be said that the book uses adjectives in a way that they are not stereotypical representations for any gender group. However, the total results the number of positive and negative adjectives for males are higher than the number of positive and negative adjectives for females, which could be explained by the representation of female and male characters in terms of visibility. Both books represent males more than females and there are numerically more males in each book. Therefore, based on the visibility frequencies, it can be stated that distribution of adjectives for each gender group is in accordance with to what extent each gender is visible.

When the results of two books are considered regarding use of adjectives, it can be said that the books have failed to present an equal distribution of adjectives for females and males. The numerical difference is undeniable and cannot be ignored. Being physically attractive was not found to be an important feature for females and males. Each gender is mainly defined by their intellectual and personal characteristics. However, while males have numerous options and descriptions, females are limited to a very few adjectives. In order for women and their personal traits to be visible, there needs to be more adjectives used to define female figures. It plays an important role in creating female portraits in students’ cognition. Besides, in neither of the books women were given a chance to have negative attributions, characteristics or feelings as much as men do. The image of a woman is limited to positive attributes mostly, while men could enjoy being “foolish” or “unsuccessful”.

4.1.7. Summary of the Findings from Content Analysis of Two Textbooks

The overall findings obtained from two textbooks clearly portray that Reading Explorer has a more gender biased representation of gender throughout the book, with some exceptions. In the first category, concerning visibility, Reading Explorer conveys a biased attitude. In terms of presence of characters, only 18% is women in Reading Explorer. When Speak Out is examined, the percentage is still low but higher when compared to Reading Explorer, 43%. When results of two books are taken into consideration, female characters appear in books with only 35%, while 65% is constituted of male characters.

When the number of feminine and masculine words is examined, the results of these two books demonstrate similarity. In Reading Explorer, 35% is feminine words, while 65% is masculine words. In Speak Out, 32% is feminine words, while 68% is masculine words. In this category, Speak Out allocates fewer places for feminine words.

Throughout the content analysis, the number of subject pronouns, object pronouns and possessive adjectives has been counted. The results show that, in Reading Explorer 12% of total pronouns and adjectives are feminine, and in Speak Out it is 32%. In this category, Reading Explorer is found to be more gender biased when compared to Speak Out.

The use of masculine generics is sub-category in visibility. The results regarding the use of generic man show that in Reading Explorer, the masculine generic is used 23 times, while in Speak Out the number is only five. Regarding the

use of generic man, Reading Explorer shows a greater tendency to use the word 'man' to mean 'humankind' than Speak Out.

Words that represent higher positions in society have been counted and the results show that in Reading Explorer, 20% of the words that indicate power in society are for females and 80% of these words are for males. In Speak Out, no such word was found.

In terms of firstness, order of mention in sentences where both genders exist is examined. In Reading Explorer, in four out of four sentences males come first. In Speak Out there are eight sentences where two genders exist together and eight of them are male first. Neither of these two books gives females the first place in these sentences. Thus, they both represent a highly biased attitude towards gender issue.

Frequency of male and female figures based on their ethnic identities are counted in order to find out how ethnic groups are represented in relation with gender. It is revealed that in Reading Explorer, 19% of all characters are white females and 42% of all characters are white males. In total, 61% of the characters in this book is found to be white people. In Speak Out, on the other hand, 25% of characters are white females and 45% of all characters are white males. In total of 24 characters identified with their ethnic identities, 70% is found to be white people. American Indians are not represented in either of these books at all. The representation of white people as English speaking communities is found to be dominant in two of these books although Speak Out demonstrates a higher imbalance.

Under the category of occupation for each gender, number and diversity of jobs for each gender in texts and in visuals are counted. In Reading Explorer, among all the characters who are depicted in workplace in written data, 14% is women and 86% is men, which is a striking result in terms of gender inequity. When the jobs that these women do are examined, it is found that 56% of them work in non-traditional jobs, which is a favorable representation. In terms of outdoor and indoor jobs, 10% of women are depicted in outdoor jobs and 90% is men. Regarding the visuals related to occupational roles, findings of Reading Explorer show that 13% of working figures is female and 87% is male, which again points out an imbalance. In Speak Out, among the number of working characters, only 13% is women, while 87% is men. Regarding traditional and non-traditional jobs, 60% of these working women have nontraditional jobs. Women enjoy 8% of outdoors jobs, while 92% is men's outdoor jobs. In visuals in Speak Out, 39% is women and 61% is men, which shows male dominance in workplace. Concerning outdoor jobs, females have 13% of them, while males have 87%. In both books, males are found be highly priorities both in written language and in visuals. The only good point in representation of jobs is that females moved out of their traditionally assigned roles in workplace since majority of working women have nontraditional jobs. Men, on the other hand, are limited to traditional jobs since 91% and 98% of them still have traditional jobs in these books respectively.

Free time activities for females and males are counted and classified as indoor free time activities and outdoor free time activities. When the total number of free time activities is examined, women enjoy 33% of these activities and men enjoy 67% in Reading Explorer. Considering Speak Out, it is seen that 44% of free time

activities are done by women, while 56% is done by men. In both books, it is found out that the majority of free time activities is done by male characters.

When family roles for each gender are examined, the overall results indicate that men are given more place in families than women. In Reading Explorer, 55% of family members are males and in Speak Out, 69% of family members are males. Although the number of wives is higher than the number of husbands in each book, the total numbers indicate a dominance of males in families. It also shows that females are no longer limited to their roles as family members in society.

The last category in textbook analysis is related to adjectives which are used to define each gender. In Reading Explorer, 26% of all adjectives are used to define females and 74% is used to define males. In Speak Out, 37% of adjectives describe female characters and 63% of adjectives describe male characters. There is an inequity in terms of the number of adjectives that describe each gender in both books, although the difference is higher in Reading Explorer. The reason why the number of adjectives are not distributed equally among genders could be related to the imbalance of representation in terms of visibility.

4.2. Findings of Focus Group Interviews

In this section, findings which are gathered from focus group interviews separately with female and male teachers are presented. The themes formulated from the interviews make up the headings in this section. Under each theme, teachers' statements and their interpretations are presented.

4.2.1. Language Ideologies in Textbooks

Based on the first interview question, all four female teachers and male teachers agreed that ideologies can be transmitted to target people. Teachers' perceived sources and ways of transmitting language ideologies are presented below in the table. Frequencies represent the number of teachers who mentioned the code. Teachers' quotes are presented Turkish and English translations are provided under each quote.

Table 33. Channels of Reflecting Language Ideologies

Teacher group	Categories	Codes	Frequency
Female teachers	1.Written language	1.1.Reading passages	2
		1.2.Vocabulary choice	1
		1.3.Names for characters	2
		1.4. Offered speaking topics	1
		1.5.Dialogues	1
Male teachers	1.Written language	1.1.Reading passages	2
		1.2.Vocabulary choice	1
	2.Audios	2.1.Listening materials	1
	3.Visuals	3.1.Pictures	3
		3.2.Videos	1
	4.Media	4.1. TV	1

Female teachers stated that the ways of transmitting ideologies could be possible in written documents and in books via reading passages, vocabulary, dialogues and names of the characters.

“Kesinlikle, evet. Bunu birçok yoldan yapıyorlar, mesela okuma parçalarında ve kelimelerde.” (F-3)

“Definitely, yes. They do it in several ways, such as in reading passages and vocabulary.” (F-3)

“Kitaplarda karakterlerin isimleri aracılığıyla da yansıtılabilir” (F-2)

“It could be reflected through the names of the characters in books.” (F-2)

They claim that there could be an indirect impact of such ideologies in books on students through language channels like topics in reading passages and speaking activities.

“Kitaplarda okuma parçalarında ve hatta konuşma konularında ideoloji yansımaları yapıldığında zaten bunu dolaylı yapıyorlar. Etkisi de dolayısıyla dolaylı oluyor.” (F-4)

“Even when ideologies are represented in text books, they do it indirectly through reading passages and even speaking topics. The impact then is also indirect.” (F-4)

Teachers stated that they realized how books had been prepared for specific countries and how the content of such books had changed accordingly. They believe that publishing companies select the names of the characters based on the country they want to sell these books. They argue that this is a part of ideology. Female teachers believe that through referring to the target community to sell their books, publishing companies reflect an ideology. By doing this, one teacher stated publishing companies make students feel valued.

“Ben şahsen kitapların asıl amacının kitapları satmak istedikleri ülkelere göre içerik hazırlamak olduğuna inanıyorum. Sadece bazı kültürlere ait spesifik şeyler ekliyorlar.” (F-4)

“I personally believe the main aim of these books is to prepare a content specific to the country where they want to sell these books. They include things special to that culture only.” (F-4)

“Mesela bizim kitaplarımızda Türkçe isim kullanabilirler. Öğrencileri o dile daha yakın hissettirmek için, bu da bu işin bir parçası.” (F-1).

“Like in our books, they might use some Turkish names. This is also a part of it, to make students feel closer to the language” (F-1).

Although female teachers believe that there is an argument of ideologies in textbooks through the language they use, teachers do not really believe its effectiveness. One teacher stated that when students realize some of these ideological tools, they only become aware of what is going on. The teacher did not really believe in the power of such representations to change the students’ mindset.

“Bence bu tip şeyler öğrenciler açısından bakıldığında onların sadece farkındalığını arttırabilir” (F-1).

“I believe that these could only raise awareness on these issues, in students’ perspective” (F-1).

Male teachers also stated that they believe in transmission of ideologies in schools and that some ideological representations exist in textbooks besides mass media. One teacher took the issue to social and political issues and gave examples of how some cultures use language to transfer their ideologies to other nations by using language.

“İdeoloji fikirlerin savunusudur... Bence etkili olabilir. Emperyalist kültürler mesela kendi kültürlerini ve dillerini yazılı, basılı medya, görseller, resimler, dinleme parçaları gibi araçlarla iletebilirler” (M-3)

“Ideology is the argument of ideas... It could be effective. In the case of imperialist cultures, they can transmit their culture and language through many channels like oral or written media, visuals, pictures, listening and so forth.” (M-3)

One male teacher believed that television could also be a way of transferring ideas to larger populations besides written media, books, newspapers, journals, magazines and movies.

“Televizyon da bunu yapmanın bir başka yolu... İnsanları etkilemenin ve ideolojini yansıtmanın” (M-4).

“Television is also another way to do that... to affect people and present your ideology.” (M-4)

One male teacher argued how strongly the content of the books influence students' ideas and use of language. The teacher stated that students learn about the target language's culture and values and they are highly affected by the visuals and videos that are shown to them. The teacher explained his position by stating that students started to take whatever they were given in books and use them in their life. Text books and the content of the books are believed to have an impact on how students behave and speak in real life outside the classroom.

“Onların değerlerini kültürlerini de bu kitaplardan alıyorlar. Görseller ve gösterdiğimiz videolar etkilidir. Biz hizmet ediyoruz bu kültürün yansıtılması için. O kadar etkili ki bu kantinde, radyoda insanlar artık İngilizce kelimeleri iliştirerek konuşuyor. Öğrenciler kitaplardan aldıklarını hemen hayatlarına uyguluyorlar, mesela kantinde konuşurken.” (M-1)

“Students learn about the values and cultures of these people from books. Visuals and the videos that we show in class are really effective in that sense. We actually serve to reflect the culture. It is so effective that people now use English words in radio programs. Students immediately apply what they have learnt from the books in their real life, like in canteen.” (M-1)

When the discussion moved to language ideologies, one male teacher believed in the power these ideologies have. The teacher claimed these are made purposefully to transmit ideas to next generations and create a society based on their criteria. The teacher believed in perception management by stating he had done readings about it before.

“Türkiye’de o algı yönetimi gibi kavramları biliyorum. Dolayısıyla kullanılan kelimelerin ideolojik olarak ya da politik olarak kullanımları kesinlikle olabiliyor. Üzerine pek düşünmüyoruz ama biliçaltını etkileyen şeyler olabiliyor” (M-1)

“I am aware of some perception management policies in Turkey. I strongly believe words might have ideological or political implications when used in that sense. We do not really think about these but they affect our subconscious.” (M-1)

Another male teacher believed that when used wisely, words can transfer too many ideologies and they would have a huge impact.

“Eğer bilinçli kullanılırsa, kelimelerin burada çok önemli ve etkili bir yeri olacaktır.” (M-2)

“If used consciously, words will have a very important and effective role in this.” (M-2)

In terms of transferring ideologies by means of language, two male teachers highlighted the importance of words in texts. Words, in that sense are believed to be effective in reflecting ideologies. However, teachers do not believe that it is always

effective in a good way. They claim that when government and curriculum developers want to transmit an idea to the next generations, it could be either a positive thing or a negative thing. They claim curriculum developers might also use reading passages to transfer their ideas to students besides word choices.

“Hem olumlu hem de olumsuz etki olabilir. Hükümet nerden olaya bakıyorsa ona göre değişebilir. Her zaman olumlu olmak zorunda değil. Kitapların bazı içeriklerini kaldırdılar, yerlerine başka bir şeyler eklediler. Bunları insanlara fikirlerini aktarabilmek için yapıyorlar.” (M-2)

“The impact could be both positive and negative. It changes based on how government takes the issue. It does not always have to be a positive effect. They removed some content from the books and added some others. They do it to transfer their ideas to people.” (M-2)

“Tabii ki de müfredat gelişimciler ve devlet fikirlerini yeni nesillere aktarmak isteyecektir. Bunun için en güzel, en uygun yerler de okullar.” (M-3)

“Of course government and curriculum developers would like to transfer their ideas to new generations. Schools are the best places to put it into practice.” (M-3)

“Okuma parçalarını kullanıyorlar genellikle bilinç altına etki etmek amacıyla.” (M-4)

“They often use reading passages to influence subconscious.” (M-4)

One male teacher pointed out curriculum developers and stated that the objectives that curriculum developers set are based on how they want to shape the perceptions of the target population. The teacher claimed that it is only after these criteria are set that the books are written down. There, the importance of curriculum developers and how they shape the content of books have been mentioned.

“Zaten müfredat politikanın parçasıdır. Müfredatı hazırlamadan önce ilk hedefleri koyarsınız ve sonra müfredatı planlarsınız. O temel hedefler ben zaten şu şekilde insanların düşünmesini istiyorum dediğiniz zaman müfredat ona göre olur, kitaplar ona göre olur. Metinler ona göre yazılır, görseller ona göre hazırlanır. Yani her şey en baştaki o politikaya göre”
(M-1)

“I believe curriculum is purely a part of politics. You first decide on your objectives and then you plan your curricula. When they decide on the objectives, they consider how they would like people to think, to behave. Books are made like this. Texts and reading passages and visuals are prepared accordingly. It is all based on the policy they hold at the beginning.” (M-1)

Concerning ideologies and language ideologies, both female and male teachers agree on the effectiveness of schools and text books in terms of reflecting ideas. Female teachers stress the importance and use of words, topics in reading passages and in speaking activities and names that have been selected and how they play an important role in this process. Female teachers believe that language ideologies are present because publishing companies use this as a strategy to sell books to some countries. They believe books include Turkish names as a part of their ideology because the publishing companies intend to address Turkish people when promoting the book in Turkish schools. Male teachers, on the other hand, strongly believe that vocabulary choice, pictures, videos and reading passages are the main sources to transfer ideas through books. Different from female teachers, male teachers believe that implications of ideologies should be interpreted as reflections of government and curriculum developers' ideas. Unlike female teachers, male teachers did not mention financial concerns of publication companies. Rather, they focused

more on the political implications and how these ideologies are transferred through language.

4.2.2. Gender in Occupational Roles

The findings of textbook analysis reveal that although women were given some non-traditional jobs, they still do not have as much place and power in work place as men do. During the focus group interviews, topics that the researcher and the teachers discussed moved towards gender issue in textbooks. When the researcher asked whether gender related ideas and ideologies could be reflected in textbooks in occupational roles, all female and male teachers agreed to the possibility. The researcher took teachers' attention to the jobs that female and male figures do in the books.

Table 34. Assigned Jobs for Each Gender According to Teachers

Teacher group	Job categories	Jobs	Frequency
Female teachers	Traditional jobs for women	Teachers	2
	Non-traditional jobs for women	Information technologies consultant	1
	Traditional jobs for men	Police Soldiers	1 1
Male teachers	Traditional jobs for women	Teachers	2
	Non-traditional jobs for women	Engineers Professors	1 1

	Traditional jobs for men	Engineer Fisher person	1 1
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One female teacher believed that female figures were represented with their traditional roles mostly, except for one case where a female character was an IT consultant. The teacher believed that these reflect the traditional way of how people perceive women as workers in the society. Teaching was seen as a traditional job for a female figure and being a soldier was specific to males. The teacher further claimed that these representations show discrimination between female and male roles in work place in text books.

“Mesela görseldeki öğretmen bir kadın. Bu, kadınların sadece öğretmen olabileceğini gösteriyor. Hep öyle olur zaten. Kadınsan öğretmen olursun, erkeksen de asker. Bu kitaplardaki en yaygın örnekler bu şekilde. Sadece bir yerde şurada bir kadın IT’ci olarak gösterilmiş ki bu genellikle aslında erkeklerin işidir. Ama bundan başka da cinsiyet eşitsizliği konusunda bir değişiklik yok bence. Kitaplarda hala cinsiyet ayrımcılığı var” (F-4)

“For example the teacher is a woman in the visual. That means that women can only become teachers. This is what happens. If you are a woman, you become a teacher; if you are a man, then you become a soldier. These are the most common examples in these books. Only in one case here a women is represented as an IT consultant, which is generally men’s job, but apart from that there is no change at all in terms of gender imbalance. There is still gender discrimination in books.” (F-4)

Although female teachers believe that gender representations could reflect ideologies, one teacher stated that she did not realize anything different. She claimed that this is how occupational roles and gender are reflected in textbooks. She stated

that these roles have always been the same for years, and these are the same even in books that Ministry of National Education publishes. The teacher believed that the representation was fair enough and the distribution of various jobs for each gender was as usual.

“Çok o konuda beni şaşırtan bir şey olmadı açıkçası. Klasik, alışılmış meslek grupları bunlar. Yabancı dilde bir kitap mesela bizim devlet okullarında da olsa paylaşım cinsiyet açısından ancak bu kadar olabilirdi gibi geldi” (F-1)

“Honestly I have not realized any difference that would surprise me. Occupational roles are classic and usual. In any foreign language text book, even in those that are used in state schools, I believe distribution could be as much as it is in these books concerning gender.” (F-1)

Upon listening to the teacher’s ideas, another teacher suggested that this could also mean that the power that one woman has equals to the power that two men have. Two different teachers had two very different points of views on the same example. While one argued that as a negative example, the other perceived it as a positive one.

“Bu aynı zamanda iki erkeğin bir kadın ettiği anlamına da gelebilir diğer yönden bakılınca” (F-2)

“This could also mean that two men make up one woman, when looked on the other side.” (F-2)

Although teachers stated that they realized gender-biased examples as such, they also said that they did not mention this in class. Neither of these teachers felt the urge to discuss it with the students.

“Sınıfta hiç öğrencilerle bu konu hakkında bir konuşma geçmedi. Ben kendi kendime düşünmüştüm.” (F-3)

“We never talked about this in class with the students. I only thought about it by myself.” (F-3)

Apart from occupational roles, one teacher contributed to the discussion by stating that she was disturbed when she saw a dialogue where two men discuss a topic against one woman. The teacher believed that apart from occupational roles, women are not given enough chance to speak up. The content of the dialogue was also bothering, as stated by the teacher. In that dialogue two men were actually trying to persuade the woman to agree with their ideas. Therefore, it is safe to say that roles that are assigned in a dialogue during a discussion may also reveal a lot about gender representation in books.

“Mesela şurada bir diyalogda bir şeyler hakkında tartışıyorlar ama iki erkeğe karşı bir kadın var. Konuşma boyunca erkekler kadına fikirlerini empoze etmeye çalışıyor. Kadın da tek başına kendini açıklamak için mücadele ediyor. Neden orada bir kadın var? Bunu çok sorgulamıştım” (F-3)

“There for example in a dialogue, there people are discussing about something, but there is one women against two men. During the conversation, men try to impose their ideas to the woman. The woman there is struggling to make her point. Why one woman? I questioned that a lot.” (F-3)

During the focus group discussions with male teachers, it was found out that three male teachers believe in the power of occupational roles in reflection certain ideologies and ideas. One male teacher stated that there was no specific example that captured his attention. He believed that the distribution of occupational roles in books was as usual as always.

“Dürüst olmak gerekirse benim dikkatimi çeken bir şey olmadı. Öğrenciler bir şeyden bahsetmedi, soru da sormadılar bu konularla ilgili.” (M-4)

“To be honest, there was not anything that took my attention. Students did not mention anything and they also did not ask any questions related to it.” (M-4)

The same teacher also realized that women are depicted by their traditionally assigned roles as teachers. He argued that women are also engineers besides being teachers, and that made him think that an equal representation exists.

“Bence dikkat etmişler. Biz genellikle mühendislerin erkek olduğunu düşünüyoruz ama mesela burada bir mühendis kadın var. Bu da bana bir eşitlik ve denge olduğunu ifade ediyor. Ama tabii anaokul ve ilkokul öğretmenleri kadın” (M-4)

“I think they were careful about it. We usually assume that male figures are engineers in text books, but here there is a woman engineer. That makes me think that there is a balance and equality. However, kindergarten and primary school teachers are still women.” (M-4)

About traditional jobs, one male teacher believed that books reflect reality. The teacher gave examples of his own occupation and compared it to the reflections in the books. He stated that even in that school, the number of male teachers was comparatively lower than the number female teachers. In teaching, he believed there are more women than men, so the depictions in books are actually picturing the real life.

“Bizi örnek alalım mesela. Biz erkek hocalar olarak kadın hocalara kıyasla pek fazla değiliz bu okulda. Öğretmenlik kadınların yaptığı bir meslek. Bu yüzden bence sınıfta bu konuyla ilgili bir tartışma yaşanmadı” (M-4)

“Take us as an example. We are male teachers and there are not many of us in this school when compared to female teachers. Teaching is a job that

females do. That's why, I believe, we did not have any discussions in class.”

(M-4)

Another male teacher believed in equal representation of occupational roles for each gender. The teacher stated that in an office, for example, there are not equal numbers of women and men, but on the other hand, women were depicted with non-traditional jobs like professors. He further claimed that if he had realized any imbalance in terms of gender in occupational roles, he would have realized it and mentioned it in class. Although women are depicted less in terms of numerical representation, giving women jobs that requires good qualities is seen enough to claim balance. The teacher referred to the visuals a lot when he was talking about jobs.

“Burada bir ofiste mesela üç erkek ve sadece bir kadın var, ama diğer görsellerde bir kadın görüyoruz muhtemelen bir üniversite hocası. Eşit bir dağılım var gibi görünüyor... Bence yayıncılar bunları tasarlarlarken dikkat etmişler. Beni rahatsız eden bir şey olmadı. Eğer bir eşitsizlik olsaydı ben fark ederdim” (M-1)

“In an office here, there are three men and only one woman. But in other visuals, you see a woman, most probably a college teacher. Seems like there is a balanced distribution... I believe publishers were careful when designing these. Nothing disturbed me. If there had been something unequal, I would have realized it.” (M-1)

Upon talking about occupational roles, the researcher took males attention to a visual where a male figure is depicted as a fishermen and asked about their ideas. One teacher stated that neither he nor his students realized it before. He stated that this is because we are not accustomed to see women fishers around, so we do not

find representations of men fishers in books strange or unusual. However, he claimed that we need to have an image of woman fisher in books.

“Çevremizde kadın balıkçıların olmamasından kaynaklanıyor aslında. Erkek balıkçılar bize tuhaf gelmiyor çünkü alışlagelmiş. Siz gösterene kadar fark etmemiştim. Ama yine de neden kadın balıkçıların olmadığını sorgulamamız lazım. Neden olmasın ki?” (M-2)

“It is mostly because of the lack of women fishers around us. We do not find men fishers strange because we are used to it. I had not realized it until you pointed out. But still, we should question why we do not have women fishers in books. Why not?” (M-2)

The same teacher claimed that both students and teacher have recently started to become aware of such representations. The teacher stated that gender issue in textbooks is relatively new and not everybody is aware of that.

“Bu konu aslında daha çok yeni. Öğrenciler cinsiyet eşitliği konusunda daha yeni yeni bir fikir sahibi olmaya başladılar. Aslında hem öğrenciler hem de öğretmenler.” (M-2)

“This topic is pretty recent, actually. Students have recently started to develop an understanding of gender issues. Both the students and the teachers, indeed.” (M-2)

Although both female and male teachers agreed upon the impact of occupational roles in conveying gender related ideologies, they differed in terms of how they perceive it. Three of the female teachers were not happy and content with how females are represented in work place. Three female teachers believed that there is an imbalance in terms of equal variety of jobs for each gender. On the other hand, one female teacher did not realize any imbalance and gender biased representation in

occupational roles. She stated that the way books picture it, is the way that we are used to.

Different from female teachers, male teachers did not mention any discomfort related to occupational roles for each gender. Although they admit that a numerical imbalance exists, they claim that women are also described in well-paid jobs such as college professors and engineers. They realized that women are described in non-traditional jobs as well. Female and male teachers admitted not discussing anything about gender and occupational roles in class although some of them were aware of the problem.

4.2.3. Generic use of “man”

Through the content analysis of text books, it was found that generic use of man was widely used. Words like “man”, “men” and “mankind” were preferred to refer to a person or a group of people. During the focus group interviews, female teachers were asked whether they realized any generic use of man in the books. The findings of teachers’ statements are categorized and presented in table 31 below.

Table 35. Use of Generic Men According to Teachers

Teacher group	Example of generic man	Meaning according to teachers	Frequency
Female teachers	<i>“Men’s Best Friend”</i>	Human being	1
		Humankind	1
		Groups of people	1
		People	1
		Gender only	1
Male teachers	<i>“Men’s Best Friend”</i>	Human being	2

One female teacher stated that her students asked about the use of man in the text *Men's Best Friend*". The word "men" in that context meant "human being". While explaining her position in this argument, the teacher stated that this is a very technical use in English grammar. She argued that the word "men" does not only have gender related meaning, it also means a group of people in some contexts in English.

"Bazı öğrencilerim bu 'men' kelimesini sordular bana bu okuma parçasında. Tabii ki bu kelime burada asıl birinci anlamında değil. Cinsiyet anlamı dışında düşünebiliriz bunu, homosapiens gibi. Bunu ben 'men' kelimesinin bir grup insan anlamı olan ikinci anlamı olarak açıklamıştım." (F-2)

"Some of my students asked me this 'men' word in this passage. Of course this word is not in its first meaning here. We can think of the word as a gender free word, like homo sapiens. I explained this as the second use of "men" to refer to a group of people." (F-2)

Upon explaining her ideas, the teacher also added that these meaning of "men" as human beings is relevant and still acceptable in the field since many publishing companies and written media use it. She claimed that awareness on this issue has recently begun to take place. This indicates the importance of publishing companies and the books that they prepare since teachers refer to these books when explaining meanings and uses of some words.

"Dürüst olmak gerekirse ben bu 'men' kullanımının yaygın olduğunu düşünüyorum çünkü bu kitaplarda hala kullanılıyor. Bu kullanımı diğer medya alanlarında da görüyoruz. Bu farkındalık daha çok yeni ve yeni başladı daha." (F-2)

“I honestly believe that this meaning of “men” is very widely used since it is still used in these books. We also see this in many other media sources. The awareness is very new and it has just started.” (F-2)

Another female teacher contributed to the discussion by stating that her students also asked the word “men” in that reading passage. She claimed that her female students were uncomfortable and that they did not like the use of “men” instead of “people”. The teacher stated that she explained the use as a general use in English. The teacher did not mention that she was opposing to these kinds of word choice.

“Öğrencilerim bana bu ‘men’s best friend’ cümlesini sordular. Kızlar çok rahatsız oldular bundan. Sevmediler. Neden ‘women’ değil de ‘men’ kullanıldığını sordular. Ben de bu durumu bu kelimenin genel insan topluluğunu ifade ettiğini söyleyerek açıkladım” (F-4).

“My students also asked me the ‘Men’s Best Friend’ sentence. Girls were irritated by that. They did not like it. They wanted to know why they used the word ‘men’ and not ‘women’. I explained that this word refers to humankind.” (F-4).

One female teacher opposed to these arguments and she stated that the use of generic man is not acceptable. She believed that the word could not mean anything without gender. Besides, she mentioned the word “humankind” by stating that this word is not acceptable anymore either.

“Ben buna pek katılmıyorum açıkcası. Ben ‘men’ kelimesinin insan demek olduğunu kabul etmek istemiyorum. Bu kelimeyi cinsiyetsiz düşünemeyiz. Yaygın olarak kullanılmasına rağmen ben bu kelimenin bu anlamda kullanılmasına karşıyım çünkü oldukça cinsiyetçi. Hatta bırakın ‘men’ kelimesini, artık ‘humankind’ kelimesinin kullanımı bile tartışılıyor.” (F-3).

“I do not really agree to this. I do not want to accept the second meaning of ‘men’ as humankind. This word cannot be without gender. I am against the use of this word even though it is widely used since it is pretty sexist... There is even an argument going on about the use of the word ‘humankind’, let alone ‘men’.” (F-3).

The other female teacher mentioned dictionaries related to these arguments. She said that this use of “men” as in this meaning is normal since we have it in widely used dictionaries. She stated that there is an ongoing research for a gender neutral pronoun in English to refer to a singular person. Claiming that the use of “men” could be replaced with another word, the teacher still believed that the intention behind this use was not negative because there is a sentence in the passage that uses the word “human” rather than “men”. It can be inferred that dictionaries and how they represent words play an important role in acknowledging meanings of words.

“Oxford ve Cambridge sözlükleri hala veriyor ‘men’ kelimesinin bu anlamını. Ama yine de ‘she’ ve ‘he’nin yerine geçecek başka bir zamir arıyorlar İngilizce’de, tabii hala bir araştırma sürecinde. Burada ‘men’ kullanmak doğru değil evet ama kitap yine de çabalamış bir sonraki cümlede ‘human’ kullanmış çünkü.” (F-1).

“Oxford and Cambridge dictionaries still accept this meaning of ‘men’ in their resources. However, they try to find another pronoun to replace ‘he’ or ‘she’ in English, but it is still in progress. Using ‘men’ here is not right but the book still made an effort by using ‘human’ in the next sentence.” (F-1).

During the group discussion with male teachers, two of them mentioned that the use of ‘men’ in one reading passage captured their attention. The teachers stated that they felt uneasy when they saw the word in the passage. They claimed that they highlighted the word and told the students that this kind of a use is no longer

acceptable and reasonable in the field. Teachers claimed that students did not have any questions related to this use.

“Bunu ben kendim düzelttim sınıfta. Bu konuyla alakalı bir tartışma olmadı. Öğrenciler ‘humankind’ kelimesi yerine neden ‘men’ kullanıldı diye sormadı. Ben onlara ‘human being’ olarak düzeltin dedim. Bunu ‘men’ kelimesinin genel anlamı olduğunu ama eski bir kullanım olduğunu ve artık geçersiz olduğunu açıkladım.” (M-1)

“I corrected it by myself. There was not any discussion in class about the word. Students did not ask anything about the use of ‘men’ here instead of ‘humankind’. I told the students to correct it as ‘human being’. I explained this meaning of ‘men’ as a general use, but I emphasized that this is used previously and that it is no longer acceptable.” (M-1)

One of them believed that students did not pay attention this word so they did not ask questions related to it. He stated that he himself warned the students on the use of this word.

“Ben de düzelttim bunu sınıfta çünkü öğrencilerin hiçbiri bu konuda bir şey sormadı. Öğrenciler bu konularda çok da dikkatli değiller” (M-2)

“I also corrected it because none of the students asked anything about it. Students are not that attentive to these issues.” (M-2)

Except for these two male teachers, the others did not comment on the generic use of man in the books. Although female teachers stated that they are aware of such use, only one of them opposed to the use of ‘men’ instead of ‘humankind’. The other three teachers had a different point of view. One of them mentioned dictionaries; one mentioned published and widely used books and one of them referred to the second meaning of the word. Two important issues aroused from the discussion related to generic use of man. The first one is that as long as text books

and trusted publishers keep using the generic use of man, teachers would believe that it is still acceptable in English language. Second, dictionaries are found to be significant in ensuring the second meaning of the word ‘men’ since one teacher referred to dictionaries when explaining her point of view.

4.2.4. Culture and Ethnic Groups

In terms of equal representation of different ethnic groups in these textbooks female teachers had different points to make than males. They stated that they can see different groups of people from all around the world mostly in written language rather than in listening materials. Teachers often referred to the visuals when talking about different nationalities in text books. This showed that visuals and written language play a significant role in reflecting ethnic groups in books. Some teachers did not believe that these reflections would have an impact on students in terms of introducing the variety. Teachers’ perceptions of how different ethnic groups are represented in books are presented below in table.

Table 36. Teachers’ Perceptions of Representation of Ethnic Groups

Teacher group	Categories	Codes	Frequencies
Female teachers	1. Written language	1.1. Reading passages	4
		1.2. Names	3
	2. Visuals	2.1. Pictures	3
Male teachers	1. Written language	1.1. Reading passages	3
		1.2. Names	2
	2. Visuals	2.1. Pictures	1
		3. Audios	3.1. Listening materials

When the above table is examined, it is seen that both female and male teachers believed reading passages are one of the most effective source of reflecting different ethnic groups. Besides reading passages, use and choice of names also were found to be important. Both female and male teachers mentioned the importance of visuals, although female teachers referred to them more. Unlike female teachers, male teachers mentioned the use of audios in reflecting different accents and therefore different ethnic groups.

One female teacher stated that as well as visuals, she also realized that there are some representations of other nationalities in reading passages as well. However, the teacher did not agree that the representation is equal throughout the book. She claimed that Caucasians still outnumber the others although there are a few diverse ethnic groups.

“Dikkatimi çeken Asyalı insanlar var. Hikayelerde Hindistanlı insanlar var, Afrikalılar ve onların hikayesi var. Öğretirken benim dikkatimi çekmişti bu. Ama yine de ‘native’ler kadar çok yoklar. İlk bakışta genellikle beyaz ve mavi gözlü insanları görüyoruz.” (F-4)

“There are Asian people that captured my attention. In the stories, there are Indian people, African people and their stories. This took my attention when teaching. But still, they are not as many as natives. At first glance, we generally see the white and blue eyed people.” (F-4)

Another female teacher disagreed to the argument by stating that there is an equal and balanced distribution in Reading Explorer especially. She stated that there are many people from many different race and cultural back ground.

“Dağılım bence eşit görünüyor. Farklı yerlerden bir şeyler katmaya çalışmışlar gibi. Kung-fu ustası ve bir samurai ile ilgili bir okuma parçası

var, bir İsveç kız ve İskandinavyalı kız var, ki bu da bence eşit bir dağılım gösteriyor.” (F-2)

“The distribution seems equal to me. It seems like they have tried to include things from different places. There is a reading passage about a Kung-fu master and a samurai; there is a Swedish and a Scandinavian girl, which seems balanced” (F-2).

One teacher stated that she did not see any point in paying attention to pointing out and arguing these issues. She questioned the reason behind reflecting different ethnic groups in text books and stated that it is related to deep subjects related to governmental issues.

“Neden bunları yapıyorlar? Neden mesela Asyalıları da gösteriyorlar kitaplarda? Derin meselelerle ilgili olabilir bu, devlet politikalarıyla.” (F-1)

“Why do they do these? Why, for example, do they try to reflect Asians in the books? It could be related to deep subjects related to government policies.” (F-1)

Another female teacher claimed that books include Turkish names and that it is also a variety. She mentioned word level diversity in terms of representation of different people from different backgrounds. In terms of students' reaction, she claimed that students do not like seeing Turkish names in books because it does not seem natural. As stated by the teacher, students only want to be exposed to 'natural' English as it is spoken in the U.S. or in the U.K. However, the teacher explained such use as a strategy done by the publishing companies to sell their text books. The teacher did not mention importance by reflecting diverse groups of people who speak English as a second language.

“Öğrenciler kitaplarda neden Türkçe isimler olduğunu sorguladılar. Bir öğrencim eğer İngilizce öğreniyorsak kitaptaki her şey İngilizce ve İngilizceyle alakalı olmalı demişti. Diğerleri de kitapta Türkçe isimler görmek istemediler. Ben de kitapların Türkçe konuşulan ülkelerin pazarında satılması için bunun bir politika olduğunu söyledim.” (F-4)

“Students questioned why we have Turkish names on the texts. One of my students said that if they are learning English, everything in the book should be in English and related to English. Others also did not want to see any Turkish names in the books. I told them that this is a policy to market the books to Turkish speaking communities.” (F-4)

About using names of people from different cultural and ethnic backgrounds, one other teacher stated that her student did not realize the variety. She claimed that whatever the books are doing is made purposefully, but students do not see it and they acquire it implicitly. She said that students are influenced by these although they do not realize that there are such representations.

“Benim sınıfımda hiçbir öğrenci bu farklı isimlerin farkında değildi. Ben şahsen bu kullanımların bilerek eklendiğini düşünüyorum ama öğrenciler bunların farkında değiller. Fakat yine de onların bilinçaltını etkiliyor. Eğer herhangi bir ideoloji yansıtıyorlarsa, bunu alttan alta yapıyorlar isimler ve görseller kullanarak gibi.” (F-3)

“In my class, none of the students were aware of these different names. I personally believe that these uses are included consciously, but students do not realize it. However, it still affects their subconscious. If they are reflecting some kind of an ideology, they are doing it implicitly, like using names and visuals.” (F-3)

One teacher mentioned representation of different cultures and their values in textbooks. The teacher’s point was rather unexpected. She stated that there is no point in reflecting some cultures in text books because students would not be able to

connect to these cultures. On the other hand, they would not care what happens there since the culture has nothing to do with theirs.

“Ben bazı şeylerin boşluk oluşturduğuna inanıyorum. Mesela resiflerle ilgili parça. Yaşadıkları çevrede resifler olmayan öğrenciler bunun ne anlam ifade ettiğini anlamaz. Bu onlar için çok yeni ve farklı ve bence etkili değil.” (F-2).

“I believe some things cause a gap. Like the passage about coral reefs. Students, who do not live in areas where there are reefs around, would not realize the point. This is completely new and different to them and I believe it is not effective” (F-2).

The same teacher added to her argument by stating that students do not care about such representations since they are not familiar to them. The teacher did not believe in the power of books in teaching and reflecting diversity of ethnic groups and their culture. The only reason that books include these people is again because of the policies that publishing companies have to sell their books.

“Öğrencilerin pek umrunda değil, bu yüzden de kültürlerin nasıl yansıtıldığı çok da etkili değil. Öğrenciler bunları kitaplardan öğrenmiyorlar. Kitaplar bu konuları sadece finansal meseleler yüzünden önemsiyor, ki bu da kitapları satabilmek,” (F-2)

“Students do not simply care, so the way that cultures are reflected would not be effective. Students do not learn it from books. Books only care about this because of their financial concerns, which are to sell the book.” (F-2)

One teacher mentioned the reading text about a bride in Sahara. In the text, a young girl marries her cousin and they live in a desert. The teacher believed that for a student who does not live in an area near deserts, this reading passage would not mean anything, let alone creating awareness about diverse ethnic groups.

“Öğrenciler bunları alakasız bulabilirler. İsveç bir öğrenciye ‘The Bride of the Sahara’yı okutursanız öğrenci bunu sadece okur geçer, bu kadar. Bu hikayenin gerçek olduğuna bile inanmazlar çünkü onlar tamamen başka bir dünyada yaşıyorlar” (F-3)

“Students may find them irrelevant. When you make a Swedish student read ‘The Bride of the Sahara’, s/he should just read it and that would be all. The student may not even believe that the story is true because they live in a completely different world.” (F-3)

When discussing how cultures and diverse ethnic groups are represented in books, one male teacher directly pointed out the reading passage named ‘The Bride of the Sahara’. The teacher had the idea that the publishers had put the reading text there on purpose. He believed that the book is humiliating and degrading the culture in Sahara by showing the negative sides of it. He stated that the purpose of this could be related to political issues.

“Bu parça buraya bilinçli olarak eklenmiş. Öğrenciler okuduklarında sanki önyargı yokmuş gibi görünüyor. Ama yayıncılara göre hedef öğrenci kitlesi bunu okuduğunda bu kültürün eski olduğunu düşünecek. Oradaki insanlar ilkel yansıtılmış çünkü kültürlerinde çocuk evliliği ve savaşlar var. Bence burada siyasi yansımalar var.” (M-1)

“This text is included purposefully. When students read it, it seems like there is no prejudice. However, the publishers assume that when the target group of students read it, they would think of the culture as an old-fashioned one. People there are reflected as primitive people because they have child marriage and fighting in their culture. I believe this has political reflections.” (M-1)

The teacher stated that his students reacted to the reading passage. He stated that his purpose of having a discussion with his students was to create awareness, but he described his students’ behaviors as offensive and negative. Having a student

coming from Somali Republic in his class, the teacher stated that the topic was something sensitive because it created discomfort among students.

“Sınıfta tartışmayı ben başlattım. Ben aslında öğrencilerin buradaki kültürel farklılığı görmelerini istemiştim ama öğrencilerin tavrı oldukça olumsuzdu. Bu insanların yaptığı şeyleri onaylamadılar. Bu insanların hala ilkel olduğunu iddia ettiler. Öğrencileri çok da zorlamak istemedim çünkü sınıfta bir Somalili öğrenci vardı. Alınabilirdi, ama yine de kız hiç yorum yapmadı.” (M-1)

“I initiated the discussion in class. I actually expected the students to see the variety but their attitude towards the culture was rather negative. They did not approve their doings. They claimed that these people are still primitive. I did not want to push the students because I had a Somali student in my class. She could have got offended, but she did not comment on it anyway.” (M-1)

Another male teacher also stated that students did not appreciate the different practices in different cultures. On the contrary, according to the teacher, students degraded the culture of these people.

“Benim sınıfımda o kültüre değer vermek yerine eleştirdiler ve o insanları kınadılar.” (M-2)

“In my class, instead of valuing the culture, they criticized it and judged the people.” (M-2)

Concerning the reflections of other cultures and people in visuals and written language, one teacher stated that he think there are people from different ethnic groups, such as Africans and Asians. He claimed that the practice is caused by how outside sources influence the content of the book. He believed that a changing practice in a TV news channel, which accepts people with different accents to report the news, eventually affects English language teaching field. Supporting the variety

in books, he argued that books should reflect real language that is spoken among non-native speakers of English.

“Diğer ülkelerden insanları ben açık açık görüyorum, siyahiler var ve Asyalılar var mesela. Bunun nedeni de artık BBC ve CNN gibi kanallarda bozuk aksanlı muhabirlere yer verilmesi. Artık mükemmel aksan beklemiyorlar. Gerçek hayatta durum buyken, farklı aksanlı, farklı insanlar kitaplarda yansıtılabilir ve yansıtılmalıdır da. Bir dilin tek bir aksanla sınırlı olması saçmalık.” (M-3)

“I can clearly see people from other nations, there are some colored people and Asian people, for example. This is because now even in BBC and CNN there are reporters with broken accents. They no longer require perfect pronunciation. When this is the case in real life, different people with different accents should be and can be reflected in text books. It is nonsense for a language to be limited to only one accent.” (M-3)

Another male teacher agreed to his colleague by stating that there is a difference now when compared to past years. He claimed that previously the books were limited to reflecting white people only. However, because of the increasing demands of the world, the teacher believed that the trend is changing and now there is more variety.

“Bence farklı etnik kökenlerden insanlar var kitaplarda. Önceki basımlarla karşılaştırıldığında daha fazla var. Eskiden sadece Amerika ve İngiltere’den insanlara yoğunlaşırlardı, ama belki de aldıkları eleştiriler yüzünden yayınevleri tavırlarını değiştirdiler. Türkçe isimler var artık, ki isimler geçmişte sadece John ile sınırlıydı.”

“I believe that different ethnic groups exist in these books. There are more of them now when you compare these books with the previous editions. They used to focus on people from the U.S. or from the U.K. However, may be because of the criticism they receive, publishing companies have changed

their attitudes. They have Turkish names now, which used to be John only some time ago.” (M-2)

Similar to some female teachers’ opinions, one teacher believed that the use of Turkish names in these books is not because of ethical concerns. The teacher stated that there are financial reasons of doing so. In order to better market their books, they use these methods to create an emotional bound with the students and also with the administrators.

“Ben bunların finansal kaygılar yüzünden yapıldığına inanıyorum. Türkiye örneğini alalım. İngilizce öğretiminde burada büyük bir pazar var. Bu yüzden, kitaplarını satmak için İstanbul gibi, Türkçe isimler gibi şeyler ekliyorlar. Türk öğrenciler de bunları görünce hoşlarına gidiyor.” (M-1)

“I believe these are done because of financial issues. Take the Turkey example. There is a great market here in English language teaching. Therefore, in order to sell their books here, they include things like Istanbul and Turkish names. When Turkish students see them, they like them.” (M-1)

Another teacher agreed to the fact that these are parts of a financial strategy. He also commented that he realized some Turkish names and that there are more of them nowadays. However, he did not think that the publishers’ attitude and purpose in doing so is not really sincere.

“Benim dikkatimi çeken Türk insanları nasıl yansıttıkları oldu. Burada bir Türk öğrenci var ve arkadaşı onun için çok arkadaş canlısı diyor, bu da olumlu bir özellik. Ama tabii ki bunların yapılma amacı finansla kaygılar. Stratejilerinde büyük bir yeri var bunların.” (M-4)

“What took my attention is how they reflected Turkish people. There is a Turkish student here and his friends say that he is very friendly, which is a positive attribute. But of course all these are done because of financial worries. These have a big role in their strategy.” (M-4)

Teachers also stated that student were not really interested and aware of the content in terms of representations of different people from different background. From teachers' point of view, students' only concern was understanding the grammar when they read a text.

“Öğrenciler genelde okuma parçalarında ne olduğuyula ilgileniyorlar. Bir de gramere ve kelimelere çok odaklanıyorlar, bu yüzden de bu tip konulara çok dikkat etmiyorlar.” (M-4)

“Students generally pay attention to what happens in these reading texts. Besides, they focus on grammatical structures and vocabulary a lot, so they do not really pay attention to these matters.” (M-4)

A general consensus regarding the representation of culture and diverse ethnic groups in text books is that, both female and male teachers believe there is diversity to some degree. However, both groups believe that this diversity is not because of ethical concerns; it is rather a part of publishing companies' marketing strategy. Both groups argued that different cultures in text books do not necessarily reflect effective content and cause positive attitudes. According to teachers, some students cannot relate to these cultures and some other might develop prejudice towards these cultures.

4.2.5. Ways of Ensuring Gender and Ethnic Group Equity in Textbooks

According to teachers' statements, it is possible to ensure equity and balance in text book in terms of gender and ethnic group representation. Both female and male teachers stated that when designing and selecting text books, there are ways to be more attentive to these issues. Teachers' suggestions to represent more diverse

ethnic groups and equal numbers of figures from each gender group are presented below in table.

Table 37. Ways to Ensure Diversity in Ethnic Groups and Gender According to Teachers

Teacher group	Categories	Codes	Frequencies
Female teachers	1.Written language		
	1.1.Reading passages	1.1.1.Stories of successful women	1
		1.1.2.Number of women figures	1
	1.2.Vocabulary choice	1.2.1.Eliminating the use of generic man	1
		1.2.2. Eliminating the word “history”	1
		1.2.3. Eliminating the word “women” as “wife of men”.	
2.Visuals		1	
2.1.Pictures	2.1.1. Successful women		
Male teachers	1.Written language		
	1.1.Reading passages	1.1.1. More common jobs for women	1
		1.1.2. Life of other ethnic groups	1
	1.2.Vocabulary choice	1.2.1.Names of different cities	1

	2. Visuals		1
	2.1. Videos	2.1.1. Life in other cultures	1
	2.2. Pictures	2.2.1. Colored people	
	3. Audios		1
	3.1. Listening Materials	3.1.1. Different accents	

When the above table is examined, it is seen that female and male teachers share some common opinions regarding ways of ensuring diversity. Both female and male teachers stated that balance can be achieved through written language, such as reading passages and vocabulary. In terms of visuals, female teachers stated that pictures are effective, while male teachers stated that besides pictures, videos also have an influence. Different from female teachers, male teachers referred to the use of audios to create a balance and an equal representation.

One of the female teachers believed that giving importance to the characters in stories of success and representing more successful women in these stories could be one way of having more balanced distribution of female and male characters in books. In order to do this, the teacher believed reading passages and visuals would be effective.

“Özellikle cinsiyet eşitliği kitaplarda çok kolay sağlanabilir. Okuma parçalarında başarılı kadınlara daha fazla yer vermeliler, mesela spor dallarında. Sporda madalya kazanan insanlar genelde erkekler. Spor yapıp başarıya ulaşan kadınlar pek yok. Bu insanları okuma parçalarında ve görsellerde fotoğraflarla gösterebilirler.” (F-1)

“Especially gender equity can be done in books very easily. In reading texts, they should allocate more places for successful women, such as in sports. People who receive medals in sports are generally men. There are not many women who do sports and achieve success. They can reflect them in reading passages and in visuals by showing pictures.” (F-1)

One teacher stated that it is possible to represent equity in gender by presenting more women figures numerically. The teacher gave an example of a dialogue where there are two men and one woman. The teacher believed that numerical representation is significant in ensuring equity even in dialogues.

“Diyalog örneğini düşününce bana göre kadın karakterlerin sayısı erkek karakterlerle denk olmalı kitaplarda diyebilirim. Her iki veya üç erkek için sadece bir kadın var. Böyle olmaması lazım. Eşit olması lazım.” (F-4)

“Thinking of the dialogue example, I would say the number of female characters needs to be the same as the number of male characters in books. For every two or three men, there is only one woman. That should not be the case. It has to be equal.” (F-4)

Two female teachers believed that equity and balance can be achieved and the way to do so is being careful when selecting words. One teacher mentioned the generic use of “man”, one teacher mentioned the word “history” and one other mentioned that we should even consider the use of “women” because it might have some sexist interpretations.

“Çok dikkat etmeden kullandığımız bazı kelimelerin anlamlarını tekrar düşünmeliyiz, ‘man’ gibi.” (F-4)

“We should reconsider some words that we generally use without paying any attention, such as ‘man’.” (F-4)

“Bir keresinde ‘history’ kelimesinin de cinsiyetçi olduğunu tartışmıştık. Neden ‘her-story’ olmasın? Bu tip kelimelere de dikkat etmeliyiz.” (F-3)

“Once we argued that the word ‘history’ is also sexist. Why not ‘her-story’? We also need to be careful about such words.” (F-3)

When compared to female teachers, male teachers had different points and suggestions for the same issue. One male teacher believed that equity can be reflected in reading passages by giving examples of women in work place. However, the teacher believed that the existing examples are rare examples of women who achieved great things and that these are not plausible by many students. According to the teacher, the jobs that women widely do need to be in text book to inspire students and to show women exist in work place.

“Kitapların yaptığı şey çok başarılı kadınlardan örnekler vermek. Bu kişiler de sayıca sınırlı. Kız öğrencilerim bunları örnek olarak almıyorlar çünkü herkes astronot olamaz. Çoğu için böyle bir iş ulaşılmaz. Kitaplar üniversitelerde hoca olarak çalışan kadınları gösterebilir çünkü sayıca oldukça çoklar ve bu alanda oldukça yaygınlar. Öğrenciler bu alanlardaki güçlerini görmeliler.” (M-1)

“What books do is giving examples of very successful women. They are limited in terms of number. My female students do not take these as role models because not everyone can be an astronaut. The job is not accessible by many. Books can reflect women in universities as professors, because we have many of them, because that is very common in work force. Students need to see their power in work place.” (M-1)

According to another male teacher, pictures are ways of reflecting and ensuring both different people from ethnic groups and people from each gender.

“Görsellerde siyahi insanlara yer vermek bir çözüm olabilir.” (M-2)

“Picturing colored people in visuals could be one solution.” (M-2)

In terms of number of different ethnic groups in text books, one male teacher stated that authors and publishers of books should include people from different cultures in reading texts and in videos. Besides, having different accents in listening materials was suggested. Including different cities in written materials is also believed to be effective.

“Farklı insanlar okuma parçalarında ve videolarda yansıtılabilir. Dinleme materyallerinde insanların aksanları farklı olabilir. Okuma parçalarında diğer şehirlerden örnekler olabilir.” (M-4)

“Different people can be reflected in reading passages and in videos. Maybe in listening materials, the accents of people could be different. In reading texts, there could be examples of other cities.” (M-4)

Male teachers mentioned the importance of teachers during the process. Two male teachers stated that teachers should not depend on the highly valued and trusted publishing companies; rather they should have a critical eye when selecting books for the new term.

“Öğretmenler birçok seçenek arasından en iyi kitabı seçmeliler. Kriter sadece yayınevi olmamalı, bundan sonra kitapları bu kriterlere bağlı olarak da incelemeliyiz.” (M-3)

“Teachers need to select the best book from many options. The criteria should not be only the publishing company; we should evaluate text books based on these criteria from now on.” (M-3)

“Kriterler sadece yaş ve dil seviyesi değil. Cinsiyet ve etnik çeşitlilik konularını da göz önünde bulundurmalıyız.” (M-2)

“The criteria is not only age and language level. We should consider gender issues and ethnic diversity as well.” (M-2)

4.2.6. Summary of the findings from focus group interviews

Throughout the analysis of interviews, it was found that both female and male teachers believe reflection of some certain ideologies exist in textbooks. According to female teachers, written language is the main source of reflecting ideologies. Male teachers pointed out audios, visuals and media sources as well as written language. While female teachers stated that these practices derive from financial concerns of publishing companies, male teachers believed the main cause is related to governmental decisions and curriculum developers' beliefs.

In terms of occupational roles assigned to each gender, both female and male teachers believe that there are traditional jobs for females and males in books. Both groups stated that being a teacher is a traditional job for females and this is how it is depicted in books. Some male teachers stated that there is equity in terms of distribution of jobs since there are non-traditional jobs assigned to females, such as engineers and professors. However, both groups agree that numerically there are fewer women in work place than men, which is in accordance with the results obtained from content analysis of these books.

Although there were many other examples of generic use of 'man' in each book, both female and male teachers talked about the same reading passage, '*Men's Best Friend*'. That may be because this is the title of the reading passage and captures attention easily. Three female teachers did not oppose to the use of 'men' to refer to 'human' and stated that the use is to refer to a group of people, while only one female teacher rejected such use. Two of the male teachers stated that they corrected the word and warned their students since they do not accept the meaning of

'man' as 'humankind'. Teachers stated that as long as dictionaries and text books include this in their vocabulary, the use and meaning would still be acceptable, which points out the importance of content in text books.

Regarding description of different ethnic groups in text books, one female teacher believed there is an effort but still an inequity. Three other female teachers pointed out some people from different cultural and ethnic groups in pictures and claimed these were enough to claim equity. Male teachers believe that there is more diversity in ethnic groups when compared to past times. Female teachers and male teachers believe that text books include names and cultural values of diverse ethnic groups mainly because of financial and strategic concerns. Neither of the teachers believes cultural representations in text books create positive attitudes in students. Some teachers believe students do not care, some others claimed there is such a gap between cultural values that students cannot relate.

Both female and male teachers suggested some ways to eliminate gender biased representations and to ensure diversity in ethnic groups. Female teachers suggested reflecting different ethnic groups in written language and visuals. Male teachers thought ensuring equity could be done via written language, visuals and audios. Unlike female teachers, male teachers think that by reflecting different accents in listening materials we can reflect different nations who speak English as a second or foreign language. Male teachers also mentioned that teachers need to be careful when selecting appropriate course books and pay attention to gender biased representations as well as different ethnic groups.

CHAPTER 5 DISCUSSION

This chapter provides a summary of the purpose of the present study. Conclusions and interpretations of the findings obtained from the content analysis of two course books and focus group interviews are summarized. The findings will be discussed in relation to the relevant literature. Limitations of the study are mentioned. Lastly, suggestions for further studies are presented.

5.1. Summary

This study was conducted in order to examine gender and ethnic group representations in two ELT course books; (1) Reading Explorer and (2) Speak Out, and exploring teachers' perceptions on these issues. These course books were chosen as the materials and data sources for this study and focus group interviews were conducted in order to gain insights about teachers' opinions.

Considering the first purpose of the study, the first six research questions aim to find answers related to gender biased representations. For this purpose, two course books were examined based on the criteria list prepared by the researcher with the help of the existing literature and previous studies in the field.

To analyze the content of the books, content analysis was chosen as a tool to investigate data. Based on the criteria list, the first category in content analysis criteria was related to the visibility of female and male characters in books. The number of female and male characters was examined as well as the subject pronouns, possessive adjectives and object pronouns that represent gender. Number of feminine and masculine words, representation of sexist language, words that represent higher

position in society and order of mention in sentences were also examined. Besides, an examination of racial identity related to gender was explored to find out whether diverse ethnic groups were represented. The second category was related to occupation and gender. An analysis of visuals and written content was given. Jobs were divided into two; (1) indoor jobs and (2) outdoor jobs. Diversity of jobs and frequencies were calculated. Third category was related to free time activities. The diversity and distribution of free time activities were counted and examined. Then, the distribution of family roles and nouns that represent family relations were counted and presented. As for the last category, adjectives that were used to define each gender were counted and analyzed as conveying positive and negative meanings for each gender group. Results obtained from two books were shown together to reach a conclusion.

It was seen that although *Speak Out* presented a more equal representation of gender, both of these two books failed to provide a balanced and equal representation of females and males. The imbalance between the frequencies were in favor of men, making men more visible in the text books. The imbalance was found to be in favor of male dominance in each book, apart from family roles. When family roles are considered, less female figures were found to be represented by their roles as family members in the society, while male figures had more place in family.

The analysis of focus group interviews with female and male teachers revealed that all interviewees believed that certain ideologies are reflected in text books used in schools. Female teachers believed that the reason behind such practice is financial concerns, while male teachers referred to governmental decisions and

curriculum developers' values and beliefs. Being a teacher was seen as a traditional job for females both by female teachers and male teachers. Teachers believed that women are given a chance in non-traditional jobs in books. However, both groups agree that numerically there are fewer women in work place than men. Majority of female teachers (75%) did not oppose to the use of generic 'man' and explained the use as the second meaning of 'man' referring to 'human being'. Half of the male teachers stated that they did not like the use of the word and corrected it in class by stating that the use is no longer acceptable. The other half stated that the word did not capture their attention at all. Teachers stated that as long as dictionaries and text books include such usages, generic man and its meaning would be acceptable, which points out the importance of content of text books. Regarding the representation of ethnic diversity, 75% of female interviewees claimed an equal representation. Majority of male interviewees, 75%, also claimed that people from different cultural and ethnic backgrounds have started to be represented in books more than ever. Both groups of teachers pointed out strategic and financial concerns as the reasons of representing diverse ethnic groups. Neither of the teachers believes cultural representations in text books create positive attitudes in students. Written language, audios and videos were suggested in order to ensure equity in terms of ethnic diversity and gender.

The overall conclusion showed that each book represented a highly gender-biased attitude and did not pay attention to reflect people from different cultures and ethnic groups, who speak English as an L2. Keeping these facts in mind, based on the interview results it can be stated that teachers did not pay attention to issues regarding diversity in occupation for each gender and the limited number of people

from different ethnic back grounds. Both groups of teachers mentioned the use of generic man in these books, but only a half of them stated that they felt uncomfortable. Therefore, it is safe to say that these two books, examined in this present study, portrayed a highly biased representation of gender and did not successfully represent people who speak English as the second or foreign language. Teachers' perceptions on these issues revealed that they are aware of such representations. Teachers think that there should be balance in representing two genders. According to teachers, males outnumber females throughout each book. This finding is in accordance with the findings of the content analysis of two books, in which males were also found to be highly represented when compared to females. However, teachers did not mention that there needs to be a balance in terms of reflecting people from different ethnic backgrounds. According to teachers, representations of people from different cultures and ethnic backgrounds in these books were enough.

5.2. Conclusions

This study revealed that two course books used in English preparatory school in a private university failed to represent each gender equally and did not reflect people from different ethnic groups by prioritizing Caucasians both in visuals and in written data. Besides, teachers were found to be aware of such representations to some extent. Teachers highlighted the importance of representing equal numbers of females and males, but they did not stress the number of different ethnic groups in textbooks although they admitted the importance of representing them.

Previous studies conducted in the same field of inquiry both in Turkey and abroad, revealed similar results which indicated male dominance in categories such as indoor and outdoor activities, free time activities, frequency and visibility, order of mention and occupation. When compared to previous studies, this study shows a consistency in many categories.

In terms of visibility, the present study revealed that there is male dominance in texts. This finding is similar to findings obtained from studies conducted by Hartmann and Judd (1978), Porecca (1984), Skliar (2007), Sivaslıgil (2007), Diktaş (2011) and Aydınoğlu (2014). When visibility in visuals is considered, the present study found out a male dominance. This finding show consistency with the findings of studies conducted by Hartmann and Judd (1978), Lee and Collin (2008), Arıkan (2005) and Diktaş (2011). An inconsistency has been spotted between the findings of Aydınoğlu (2014) and the present study. Aydınoğlu (2014) found out that each gender is represented almost equally in the text books, which were examined in the study. However, in this study there is a male dominance in visuals and a highly imbalanced representation of gender. Data gathered by the World Health Organization shows that for every 105 males, there are 100 females, considering the overall population of the world (2017). Besides, according to The World Bank (2017), 49% of the overall population in the world is women and 51% is men, which shows that the number of men and women is almost equal. Both of these statistical data show that although the number of men slightly outnumber the number of women, the difference is not striking. These books, in that sense, fail to represent the true nature of the world population. Therefore, the underrepresentation of women in these two books is misleading. One reason for such representation could be women's

traditional place in some societies, as wives and mothers. In some cultures, women are not considered to be part of the population since they do not have recognition in these types of communities.

Concerning visibility of diverse ethnic groups, the present study revealed that people who speak English as the second of foreign language are under-represented. The majority of the characters in these two books were found to be white people. The issue of representing diverse ethnic groups in textbooks has been studied in three studies in the field. Findings of these studies conducted by Yun Yun (2000), Otlowski (2003) and Suppiah and Nair (2016), show similarities with the present study since it has been found that people from different cultural and ethnic backgrounds were not shown equally as white people were. The present study added to the literature by stating that white people are prioritized both in texts and in visuals in English teaching textbooks.

Regarding order of mention, the present study found out that in every sentence where each gender appear together, male figures are mentioned before female figures, which indicates a firstness. In the literature, similar results were obtained from studies by Hartmann and Judd (1978), Porecca (1984) and Lee and Collin (2008). Being supported by the previous studies in literature, it is safe to state that there is a tendency in English language teaching course books to prioritize males over females in sentences where they both occur.

In terms of occupation and gender, in this study the results showed that there are higher numbers of males in work force than females. Besides, males were found to have more diversity in jobs when compared to females. Similar findings were

obtained in studies by Porecca (1984), Diktaş (2011) and Sivaslıgil (2007). This study shows consistency with these previous studies. However, the textbook that Aydınoğlu (2014) analyzed in her study demonstrated an equal representation of gender in work place. Therefore, the present study differs from Aydınoğlu's study. Clearly, the publishers and curriculum developers were much more attentive to gender issue when designing and writing the books which Aydınoğlu has studied. The reason of giving firstness to men and underrepresenting women in work force could be related to cultural beliefs, especially in traditional cultures where men are prioritized in every aspect of the society over women. However, when considering the cultures where it is thought that women are not given enough place in the society, it is seen that during the recent years, many things have changed. For example, in Republic of Iran, women have started to compromise higher percentage in the work force and they also started to take place in highly skilled jobs (Amini & Birjandi, 2012). This fact has not been successfully depicted in neither of these books. It was found out that publishers did not recognize women as working individuals.

In this study, adjectives were counted and categorized for each gender. It was found out that stereotypical characteristics were not attributed to each gender although some exceptions exist. However, males were defined with higher numbers of adjectives. Similar results were found in previous studies by Porecca (1984) and Söylemez (2010). In these studies, female figures were represented with stereotypical depictions and the number of adjectives for males was higher than the number of adjectives for females. These findings are in accordance with the findings of the present study in terms of using some certain adjectives with one gender only. The total results of the number of positive and negative adjectives for males are slightly

higher than the number of positive and negative adjectives for females. Besides, females are not depicted with negative adjectives at all. That indicates that females need to be positive all the time. They cannot have negative characteristics, such as unemployed, divorces, unsuccessful. The way these books represent women constructs an image of women who need to be perfect in the society.

The use of generic man was found to be widely used in previous studies by Porecca (1984) and Lee and Collin (2008). These two studies focused on the use of generic man and the findings of these studies show similarities with those of the present study. The use of generic man excludes women and people who do not define themselves in any gender. Even though the use of masculine generics means neutral to some, the argument is that it is actually supporting a male privileged world since it views women lingually invisible.

Regarding free time activities, the present study revealed that the majority of outdoor activities were done by males. A similar finding was found in a study by Diktaş (2011), where male figures had more diverse free time activities and enjoyed the outdoor activities more than females. The results of the present study demonstrates inconsistency with those of Sivaslıgil (2007) and Aydınoğlu (2014), where each gender was found to be equally represented in outdoor and indoor leisure time activities. The reason for that might be because of the difference in publishing companies and the ideologies they hold. In Aydınoğlu's study (2014) the overall conclusion was demonstrating equity in terms of gender representation, and that is why the number of indoor and outdoor activities for each gender could also be equal.

In these books, on the other hand, it seems like writers did not pay attention to reflect equal numbers of female and males enjoying free time activities.

When the interview results are considered, the existence and influence of some certain ideologies were found to be apparent based on the teachers' explanations in this study. Helvacioğlu (1996) studied ideologies in English course books many years ago and stated that ideologies exist and are highly reflected in English course books. The ideological message in that study was concerning women's place in community, which allocated women little place in society. In the present study, teachers stated that ideological messages were mostly related to address different nations and people from these nations. Teachers stated that the reason behind such an ideology stems from financial concerns and strategies to sell the book. Teachers suggested that gender representations should be criteria in selecting text books. Çubukçu and Sivaslıgil (2007) also claim that all textbooks should be revised scientifically regarding gender equality since textbooks are found to be highly important in reflecting social and personal ideologies to younger generations.

Another conclusion which can be drawn from focus group interviews is that neither of the teachers referred to their professional knowledge when transferring their ideas. When talking about ethnic diversity and people from different cultural backgrounds, none of the teachers mentioned English as lingua franca. They explained their opinions without referring to specific key terms and theories in English language teaching. None of the teachers mentioned Sapir Whorf hypothesis when they were arguing about how languages can shape the way students

think. One possible reason for this could be related to teachers' educational background. Seven out of eight participant teachers in this study hold a BA degree in ELT and in other English related departments. Only one male teacher had a PhD degree. Besides, teachers may not be aware of the fact that the way gender and ethnic diversity is reflected in textbooks is related to theories and concepts of English language teaching.

Throughout the study, it was found out that stereotypical representations and unequal number of female and male figures reflect a biased attitude towards gender. Besides, neither of the books gave importance to reflecting different ethnic groups equally. These facts indicate that from the beginning of gender related studies during the 70s, not much has changed in terms of equal representation of gender and ethnic groups recently. Teachers believe that ideological representations exist in these books and they refer to financial concerns of the publishing companies. Regarding gender issue, Söylemez (2010) points out the importance of language as an ideological tool and how gender is represented in course books by stating its effects on the way students construct their understanding of society. According to Söylemez (2010) it might lead to positive constructions as well as negative ones. Sivaslıgil (2006) also states that the way that gender is represented in course books might reinforce the existing inequity between genders and it might eventually affect ideas of the ideal society. Therefore, it can be said that equal representations of each gender in course books has an important role in ensuring equity in society since prejudice against any gender might stem from such representations (Söylemez, 2010).

Concerning ethnic diversity, Rich (1986) stated that when students do not find reflections of their own culture, they feel left out of the community. Besides, considering the argument of English as lingua franca (Seidlhofer, 2005) and how non-native speakers of English outnumber native speakers (Crystal, 2003) it is a must for English course books to successfully reflect people from different ethnic groups. Reading Explorer and Speak out were found to be unsuccessful and inefficient both in reflecting equity in gender and in representing diverse ethnic groups. The stereotypical representations in these books suggest that authors have not fully developed gender awareness. They might be more concerned with the content of the book than they are with the way they present it. Gender balanced representations were found to be issues of secondary importance.

5.2. Pedagogical Implications

One way to ensure that course books are free from gender bias, publishers and writers should refer to and benefit from studies in the field. Academic research would be highly beneficial for book writers in terms of presenting issues to be careful at. Apart from that, as teachers in this study suggested, those who select course books in schools should also make use of these studies when selecting books. The criteria of analysis in these studies might serve as a check list in evaluating the textbooks. Seminars, in that sense, should be conducted to teach teachers how to carefully examine the content of text books.

Teachers, on one hand, can encourage students to take non-traditional roles in class when doing speaking activities. A male student can be encouraged to be a nurse and a female student can be encouraged to be a prime minister in class activities. This practice would be helpful in widening students' horizons.

When preparing materials to make use of in classes, teachers should make sure they include equal numbers of females and males. They should avoid gender biased structures, such as "Like all women, she enjoys gossip." In the worksheets prepared by teachers, there needs to be people who speak English as their second language and as a foreign language as well as native speakers of English. Teachers, who highly depend on textbooks when teaching, should be able to make changes in the content which seems biased in terms of gender and ethnic diversity. Teachers need to have the freedom and awareness to do so. Materials that include any kind of discrimination should be eliminated.

During pre-service teacher education, gender bias and ethnic diversity issues need to be included in material development courses. In material development courses, pre-service teachers learn how to adapt and evaluate materials as well as how to develop them. During the adaptation and development processes, instructors and students follow the principles of Tomlinson (1998). According to Tomlinson's principles in materials development, students need to be exposed to the authentic language. During the selection of authentic materials to be used in textbooks, it is the teachers' and publishers' responsibility to ensure the authentic materials do not contain biased representation of gender or ethnic groups. Instructors should teacher

pre-service teachers the importance and place of gender and ethnic diversity during the selection, adaptation and development of materials in English language teaching.

One last pedagogical implication for teacher researchers is related to sharing the findings of such research with the related publishing companies. Unless the findings are shared with those publishing companies, the authors of these companies may not be aware of the representation of gender and ethnic groups. It is important to conduct research in these fields and do content analysis of textbooks, but it is also important to share the findings to create awareness.

5.4. Limitations

The study has some certain limitations and the first one is related to the issue of generalizability. The study included and examined only two course books. Not all books published by the publishing companies were included. Therefore, the findings of this study cannot be generalized to all the existing books published by the same publishing company.

The work book of Speak Out was not included in the study. Only the course books were explored. Hence, it does not give a clear picture of the series. Including workbooks and teacher books might help reflecting the true nature of these series.

The present study aimed at understanding teachers' opinions. Only four female and four male teachers were selected as the interviewees for this study. In order to have a clearer picture and understanding of teacher perceptions, more teachers should be interviewed. Besides, students' points of views were not explored

in this study. Insights about students' perspectives would be effective in understanding to what degree these ideologies are transmitted to the students.

There are some methodological limitations, as well. Some problems during the analysis of the visuals were encountered. Some characters in the visuals could not be distinguished by their genders. Therefore, the researcher excluded these visuals since there was ambiguity.

5.5. Recommendations for Further Research

This study focused on two books published by two different publishing companies. However, a detailed analysis of more books from each publishing companies could be effective in truly understanding these companies' point of views. Besides, these publishing companies are private publishers. Course books published by the Ministry of National Education could be examined by comparing them to the private publishers' books in order to see whether these books pay attention to gender and ethnic diversity issues.

Secondly, previous editions of the same two books could be examined in further studies to find out if there has been a change in the way these books represent genders and ethnic groups over time. It would even be more effective when teachers' books and work books are also included to the scope of these studies.

The criteria list used for content analysis in these two books did not involve areas, such as turn taking in gender. A further study might involve these areas of investigation as well by expanding the criteria.

One of the limitations for the present study is that students' perceptions were not explored. In order to gain insights about what students think and understand of the content of these books, interviews with students can be conducted. Apart from that, a higher number of teachers can be interviewed to better understand their perceptions since the number of teacher interviewees is very limited in the present study. Teachers' demographic information was not analyzed with respect to their opinions in this study. Therefore, a suggestion for further studies would be to include teachers' identities as a possible factor in shaping their opinions regarding gender equity and ethnic diversity in text books. Teachers' educational background and age might as well be factors that contribute to their point of view regarding gender equity.

Investigation of cultural elements in these books would be an interesting and fruitful idea. People from different ethnic backgrounds in occupational roles and people from different ethnic backgrounds who are represented as successful people could be interesting topics to explore in text books. Examining how culture is represented in text books in detail would provide more information about how different cultures are valued. This would present a more comprehensive picture of ethnic groups in text books.

Exploring the differences and similarities in books published in Turkey and abroad would also be efficient in understanding whether cultural beliefs affect the way gender and ethnic groups are represented in text books. Besides, a study about comparison of text books published in countries where English is the foreign

language and where it is the second language would be efficient in portraying whether it differs in such countries or not.



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