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GENDER REPRESENTATIONS IN THE 6TH, 7TH AND
8TH GRADE ELT COURSEBOOKS PUBLISHED BY
THE TURKISH MINISTRY OF NATIONAL
EDUCATION

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BY

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Gender Representations in the 6th, 7th, and 8th Grade ELT coursebooks published by
the Turkish Ministry of National Education

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30 May 2013

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Curriculum and
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ABSTRACT

GENDER REPRESENTATIONS IN THE 6TH, 7TH AND 8TH GRADE ELT COURSEBOOKS PUBLISHED BY THE TURKISH MINISTRY OF NATIONAL EDUCATION

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How genders are represented in teaching materials affect social values, behavior; and messages conveyed through gender roles presented in the coursebooks influence the development of students' self-esteem and their attitudes towards genders (Lee and Collins, 2009). Hence, there is a need for guidance through the correct selection of the coursebooks and teaching materials by taking gender representations into account. This study explored how genders are represented in the 6th, 7th and 8th grade English language teaching (ELT) coursebooks published by the Turkish Ministry of National Education and used at state schools. The books were analyzed by using written content analysis for texts and dialogues, and visual content analysis for pictures in the coursebooks within a conceptual framework adapted from the ABC of Gender Analysis by Kabira and Masinjila (1995). The results of the study showed that there is an overall balance between the representations of females and males. However, imbalance is observed when individual categories in individual grade levels were examined more closely. Therefore, the results of this study indicate a need for the evaluation of the content of coursebooks with the purpose of eliminating gender bias.

Key words: Gender, gender roles, content analysis, written analysis, visual analysis

ÖZET

TÜRK MİLLİ EĞİTİM BAKANLIĞI'NCA YAYINLANAN 6., 7. VE 8. SINIF İNGİLİZCE DERS KİTAPLARINDA CİNSİYET TEMSİLLERİ

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Ders materyallerindeki cinsiyet temsilleri sosyal değerleri, davranışları etkilemektedir ve ders kitaplarında sunulan cinsiyet rolleriyle aktarılan mesajlar öğrencilerin öz saygı gelişimini ve cinsiyetlere karşı tutumlarını etkilemektedir (Lee ve Collins, 2009). Bu nedenle, cinsiyet temsilleri göz önünde bulundurularak ders kitaplarının ve materyallerinin doğru bir şekilde seçilmesi gerekmektedir. Bu çalışma Türk Milli Eğitim Bakanlığı'nca yayınlanan ve devlet okullarında kullanılan 6., 7. Ve 8. sınıf İngilizce ders kitaplarındaki cinsiyet temsillerini araştırmıştır. Kitaplar Kabira ve Masinjila'nın (1995) ABC of Gender Analysis'inden uyarlanan bir kavramsal çerçevede metin ve diyaloglar için yazılı içerik analizi ve resimler için görsel içerik analizi kullanılarak analiz edilmiştir. Çalışmanın sonuçları kadın ve erkek temsilleri arasında genel olarak bir denge olduğunu göstermektedir; ancak kategoriler farklı sınıf seviyelerinde birebir daha yakından incelendiğinde farklılıklar gözlemlenmiştir. Bundan dolayı, bu çalışmanın sonuçları kadınların ve erkeklerin temsillerindeki cinsiyet önyargılarını gidermek amacıyla ders kitaplarının içeriğinin değerlendirilmesinin önemini öne çıkarmıştır.

Anahtar Kelimeler: Cinsiyet, cinsiyet rolleri, yazılı içerik analizi, görsel içerik analizi.

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CHAPTER 1: INTRODUCTION

Background

The representation of genders in coursebooks has been the focus of some recent research studies both in Turkey and in the world. Some of these studies analyzed English language teaching (ELT) coursebooks in terms of how genders are represented by using a variety of qualitative research methods such as discourse analysis, content analysis, and visual analysis so on so forth.

In Turkey, one of the studies which explored gender bias in coursebooks was conducted by Sivasligil (2006). The study analyzed the ELT coursebooks published by the Turkish Ministry of National Education (MONE). The study followed content analysis and discourse analysis techniques to analyze the gender representations in those books. Among the analysis of categories were “amount of talk”, “appearance of female and male characters”, “family roles and other social and occupational roles” for content analysis (p.29). This study asserts that there is imbalance in gender representations in most of the categories used for content analysis whereas there is balance in the depiction of genders in the categories used for discourse analysis.

Another study which was conducted by Lee and Collins (2009) in the Australian context focused on gender representations in English language coursebooks studied in Australia. The study made use of content and linguistic analyses. For these analyses, categories such as “male and female characters”, “male and female mentions”, “male and female social roles”, “male and female domestic roles”, “occurrences of generic *they*, generic *he* and paired pronouns *he/she*” and “order of

appearance of female and male characters when mentioned in a single phrase” were used (2009, p.358). The study found out that in most of the categories, male characters dominate female characters.

A similar study in Turkey was conducted by Aksit, Aksit and Atasalar (2008). The study analyzed the grade one social studies textbook of the new primary school curriculum in Turkey. The study made use of visual analysis in the process of analyzing the textbook and developed categories such as “domestic life, occupations and children free time activities” (2008, p.700). It was concluded that the textbooks presented gender bias against females. The textbook studied also represented both genders in non-traditional roles in a few pictures.

One of the reasons why gender representations in coursebooks is a popular topic of study is that there is a significant reliance on coursebooks for teaching any subject area at schools. This reason brings forward the need for careful evaluation and selection of the coursebooks provided by publishers, curriculum developers, material writers and other stakeholders, and used by teachers.

Regarding the importance attached to the representation of genders in school coursebooks, Lee and Collins (2009) suggest the following possible reasons:

Gender portrayal in textbooks and educational materials affects social values, behavior and recall of material, and gendered messages conveyed in textbooks have the potential to influence the development of students’ self-esteem and their attitudes towards the two sexes at an impressionable age. (p.356)

In this sense, “women regularly being shown as housewives or being seen as only able to attain fulfillment in life through their man or being portrayed as illogical or extensively emotional” is an example for gender representation studied through teaching materials, mostly coursebooks (Cunningsworth, 1995, p.91). Within the

scope of this study, gender representations in coursebooks as teaching materials were studied.

Problem

Hidden curriculum is the kind of curriculum through which implicit beliefs, attitudes and values of school and community are conveyed to students by means of daily or established routines. Unlike the official curriculum, hidden curriculum is unwritten and implicit. Posner (2004) suggests that hidden curriculum includes norms and values of the community.

In hidden curriculum, representations of female and male characters in coursebooks through a variety of illustrations and dialogues may have significant effects on adolescents who are in a stage of constructing an identity and a general perspective of the world around them in terms of gender and gender roles. According to Erikson, while adolescents go through stages from childhood to adulthood, they begin to question their roles in the world of adults (as cited in Ormrod, 2006). In relation to that, Cunningsworth (1995) states that:

Coursebooks will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up. This is the so-called 'hidden curriculum' which forms a part of any education program, but is unstated and undisclosed. It may well be an expression of attitudes and values that are not consciously held but which nevertheless influence the content and image of teaching material, and indeed the whole curriculum. (p.90).

Besides what Ormrod (2006) and Cunningsworth (1995) suggest, Inal (2006) states that "the English Language teaching practices in Turkey are currently based heavily upon coursebooks which naturally have a negative influence on effective teaching and learning" (p.19).

In the light of this information, it can be assumed that coursebooks have a significant role in teaching and learning. Since hidden curriculum is indirectly traceable in coursebooks and other teaching materials conveying the beliefs, values and attitudes held in the society and the whole curriculum, hidden curriculum has the potential to communicate and affect the content of any teaching material through images or messages. The fact that language teaching frequently relies on coursebooks in Turkey makes it necessary to analyze the content of teaching materials for gender representation. Therefore, the evaluation of ELT coursebooks is important in terms of what they include and how they represent genders.

Purpose

The purpose of this study is to explore how genders are represented in the 6th, 7th and 8th grade ELT coursebooks published by the Turkish Ministry of National Education.

Research question

This study aims to answer the following main question:

- How are genders represented in the 6th, 7th and 8th grade ELT coursebooks studied in state secondary schools in Turkey?

The sub-questions related to the main question are:

- How are genders represented through written content of the coursebooks?
- How are genders represented through visual content of the coursebooks?

Significance

The significance of this study reveals itself through the need of evaluation of ELT coursebooks that are widely used in state secondary schools in Turkey. These coursebooks need to be investigated in terms of gender roles to explore how females and males are represented in them. Inal (2006) puts forward that teaching English in Turkey is mostly based on coursebooks. Besides, Cunningsworth (1995) states, attitudes and values of society influence the content and image of teaching materials. Söylemez (2010) suggests that “[l]anguage in the coursebooks as an ideology maker and social role determiner leads us to make generalizations about the roles of the sexes in a community. This seems beneficial at first sight although it may create prejudice and discrimination among individuals” (p. 748). Supporting her argument, Söylemez (2010) further adds that “[f]rom birth, a child is surrounded by the pre-determined rules; and, values as female or male social gender roles are being attributed. These roles play a large part in how individuals identify themselves and how society judges them” (p. 748). Therefore, the Turkish Ministry of National Education (MONE), school administrators and teachers should be aware of the content of ELT coursebooks that are studied in state secondary schools.

Although there have been studies conducted in this area of gender representations in school coursebooks all around the world, the studies conducted in Turkey have been limited with a few works including Sivaslıgil’s study on gender ideology in ELT coursebooks which was conducted in 2006. According to the regulations of the Turkish Ministry of National Education and Course Books and Training Tools, the 25th article in section three, a period of five years starting from the academic year in which the coursebooks are published is the specified period for teaching the coursebooks published by the ministry (MONE, 2009). It suggests that the

coursebooks that are published by the ministry and studied in state schools are taught for a time period spanning from one to five years. Within this process, coursebooks need to be evaluated and examined in terms of their content and suitability before being republished or renewed. As presented in Talim Terbiye Kurulu Başkanlığı (TTKB) (2013), “there needs to be a reasonable balance in the examples given and characters presented in the coursebooks in terms of gender” (p. 2). Supporting this statement, the regulations of Coursebooks and Training Tools stated by MONE (2012a) asserts that coursebooks should reject any kind of discrimination. These regulations contribute to the necessity of the evaluation of the coursebooks in terms of potential discrimination against females or males with regard to gender issues.

According to MONE, current ELT coursebooks for the 6th, 7th and 8th grades studied in state secondary schools are *Unique 6, A Step to English 7, My English 7, My English 8, Spot On 6, Spot On 7 and Spot On 8*. Therefore, there is a need for guidance for selecting the right coursebooks, and also for writing coursebook materials by taking the implicit and explicit gender role representations into consideration.

Definition of key terms

In this study, content analysis is used to analyze the written and visual data in the coursebooks that are selected as data sources for this study. Content analysis is defined by Cohen, Manion and Morrison (2007) as “the process of summarizing and reporting written data – the main contents of data and their messages” (p. 475). In this sense, Cohen, Manion and Morrison (2007) further suggest that this kind of analysis can be conducted with any written data ranging from documents to personal interviews. Fraenkel and Wallen (1993) support this statement by arguing that “textbooks, essays, newspapers, novels, magazine articles, cookbooks, political

speeches, advertisements, pictures – in fact, the content of virtually any type of written or visual communication can be analyzed in various ways” by making use of content analysis (p.389).

Written content analysis deals with analyzing any written data such as scripts, linguistic structures, chunks of words, dialogues or any other textual constructions. Freebody (2004) puts forward that this kind of analysis can be conducted in several ways such as categorizing and documenting representations of persons within the framework of linguistic and social resources.

Visual content analysis deals with analyzing visual data such as pictures, illustrations, images, drawings, photographs and so on. Johnson and Christensen (2008) suggest that visual content analysis focuses on what is visible to the researcher in terms of images. Johnson and Christensen (2008) add to their statement by putting forward that “visual content analysis concentrates on studying a representative sample rather than individual instances of images” (p. 533).

Gender is a variety of mental, behavioral and physical features determining femininity and masculinity. Wilson (1988) defines gender as “a basis for defining the different contributions that men and women make to culture and collective life by dint of who they are as men and women” (p. 2). Woodward (2011) supports this statement by defining gender as “ it is based on the existence of two different sexes, which play different roles in the reproduction of the species, and a set of cultural practices and ways of being that are associated with them” (p. 3).

Gender roles are a set of attitudes or behavioral norms that are usually regarded appropriate for men and women in a society. Söylemez (2010) affirms this statement by defining gender roles as “the behaviors that society imposes as ‘correct’ for boys

and for girls” (p. 748). Likewise, Greenglass describes gender roles as “prescribed behavior, attitudes and characteristics associated with gender status” (as cited in Wilson, 1988, p. 17).

Gender bias is discrimination based on genders. The attitudes, behaviors or conditions promoting stereotyping either for males or females are considered to be gender biased.

Frequency of turns refers to taking turns in dialogues between genders in this study. Each time females or males take turn to speak to answer or start a conversation with any expressions such as salutation, a full sentence, chunks of words is counted as a turn.

Conceptual framework is a set of ideas and theories that help a researcher form a structure for linking data collection, research question, literature review and methodology in a research study.

Action is attributed to various activities carried out by females and males such as leisure time activities, daily routines and so on.

Locus is the place or location where females and males are depicted such as outdoor places and domestic places like cinema, home and park.

Visualization refers to seeing, recognizing being seen and being recognized by both females and males in this study.

Power, in this study, is defined and referred to as the power relations, power structure, the source of power and the distribution of power depicted in the representations of females and males with regard to authority over one another.

Language use refers to the nouns, pronouns, adjectives, generic words, forms of address used for portraying females and males.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This study aims to explore how gender images are represented through visual images and various types of texts in the 6th, 7th and 8th grade ELT coursebooks studied at state schools in Turkey. Towards this aim, the representations of genders are analyzed using a conceptual framework derived from relevant literature. This chapter presents a literature review of gender representations in ELT coursebooks in the realm of curriculum development and design, materials design, materials and coursebook evaluation and ELT coursebook evaluation. First, a prior review of curriculum and materials design is presented to provide the background information and basic understanding of the issue necessary to analyze and evaluate gender images. Second, the reasons why and how coursebooks are evaluated to examine how genders are represented are touched upon highlighting their links to curriculum and materials design. Finally, the significance of and need for evaluating gender representations in coursebooks is discussed. While doing so, relevant studies are also presented comparing and contrasting their focus in terms of gender representations.

Curriculum development and design in language teaching

Curriculum development and design deal with choosing content of courses, determining the scope and sequence of planned courses, forming their structure and rationale, preparing materials and evaluating the aims, goals, objectives and use of materials by taking into consideration the needs of learners throughout the process. Therefore, the process of curriculum development and design constitutes a

significantly large part of curriculum and teaching materials. In this sense, Richards (2005) asserts that:

Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured and evaluated. (p.2)

As Richards (2005) states, curriculum development is a sophisticated process going through stages such as determining, planning, measuring and evaluating skills, values, learning experiences, and intended learning outcomes. Therefore, the curriculum development takes students, educational systems, schools and curriculum planners into account in the process of planning the curriculum. Richards (2005) further states that “in developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as the planners’ beliefs and ideologies about schools, learners and teachers” (p.113). Hence, directly or indirectly, the ideologies of the national curriculum developers and other stakeholders may be traced in the content of any teaching materials through texts, dialogues, pictures and so on. Therefore, teaching materials represent and reflect the values and traditions of a society as well as the beliefs and opinions of those in charge of producing and planning such materials. Fairclough (1989) supports this argument by stating that “ideology is pervasively present in language” (p.3).

From a societal aspect, McNeil (1996) puts forward different perspectives and levels regarding the process of curriculum planning:

Curriculum planning, including decisions about what to teach and for what purpose, occurs at different levels of remoteness from intended learners. These levels are societal, institutional, instructional and

personal. Participants at the societal level include boards of education (national, local, or state), federal agencies, publishers, and national curriculum reform committees. (p.112)

The levels of curriculum planning stated by McNeil (1996) address different stakeholders at the societal, institutional, instructional and personal levels. Students, parents and administrators take part in the institutional level whereas teachers play a role in the instructional level. The personal level refers to the students who contribute to the ends and means of curriculum development. McNeil (1996) builds on his statement about the different levels of remoteness:

Curriculum development at the state societal level involves the production of curriculum standards, guides and frameworks. These materials are prepared by professional staffs in the state departments of education assisted by representative teachers, college and university personnel, and curriculum specialists. The purposes and goals set forth in these materials are usually formulated by advisory committees composed of professional educators, representatives from educational agencies, and selected nonprofessionals. (p.113)

Correspondingly, the societal level is reflected in the values, ideals, standards and goals set by the higher educational stakeholders. Hence, the materials prepared by specialists, teachers and other professional staff play a significant role in the production of curriculum and its objectives.

With regard to the curriculum development process, Parkay, Anctil and Hass (2006) claim that “the process of developing a curriculum usually begins with an examination of knowledge, skills, attitudes, and values students should exhibit upon completion of a unit of study” (p.223). The intended learning outcomes are shaped by this examination. Accordingly, Parkay, Anctil and Hass (2006) set forth some factors to be considered at this stage of developing a curriculum such as:

- the desired balance between the acquisition of content and mastery of processes

- sequencing of content
- students' prior knowledge
- identifying methods for assessing student learning
- short-term versus long-term performance
- quality versus quantity. (p. 223)

While setting up goals and objectives for students and their learning progress, these factors present a set of criteria for the examination of skills, knowledge, the scope and sequence of the learning and teaching process for a better development of curriculum and students' needs. The factors listed by Parkay, Anctil and Hass (2006) suggest that the balance between the expectations of curriculum and students' level of learning should be taken into consideration. Parkay, Anctil and Hass (2006) build on their argument by stating that:

While the goals teachers use to guide their planning and those sought by the learners need not be identical, they should overlap. The teacher's and learner's goals for a learning experience must be understood by both the teacher and the learners, and the goals must be compatible or they are not likely to be achieved. An effective way to achieve this congruence is through some form of student-teacher planning. (p.229)

While setting goals and objectives is a starting point for planning and developing a curriculum, they may not match the real experience of learning that students go through. Therefore, Parkay, Anctil and Hass (2006) recommend that students should also take part in the planning process of curriculum and the goals set for curriculum should be consistent with and responsive to students and their needs. When evaluating and developing teaching curriculum, Parkay, Anctil and Hass (2006) propose the following criteria:

- Does the curriculum reflect an appropriate balance between subject-centeredness and student-centeredness?
- Does the curriculum reflect a desired balance between acquisition of content and mastery of processes?

- Are clear, appropriately high standards reflected in the curriculum?
- Does the curriculum development process consider students' prior knowledge?
- Does the curriculum include methods for assessing student learning? (p. 229)

While Parkay, Anctil and Hass (2006) focus on curriculum development and design process from the students' point of view in terms of needs and student learning, Posner and Rudnitsky (1997) examine curriculum development from the teachers' perspective by stating that:

A curriculum is commonly thought of as a guide to instructional planning. If it guided only instructional planning, a curriculum would be important but of limited direct significance in day-to-day classroom teaching. However, we have found that the curriculum, or at least the curriculum development process, can also guide teachers in their responses to daily unexpected classroom events. (p.19)

As Posner and Rudnitsky (1997) suggest that when teachers are involved in the process of curriculum development and design, they teach more effectively and are given the flexibility to adjust the curriculum to meet the needs and abilities of the students.

Materials design

Teaching materials make up a considerable part of curriculum and course development. While curriculum design helps to structure the course and its content in every other aspect of teaching and learning, materials design and development help enrich the content of teaching. Richards (2005) discusses a range of teaching materials:

[Teaching materials] may take the form of (a) printed materials such as books, workbooks, worksheets or readers; (b) non-print materials such as cassette or audio materials, videos, or computer-based

materials; (c) materials that comprise both print and non-print sources such as self-access materials and materials on the internet. (p.251)

In other words, anything can be a material for teaching purposes so long as it is developed or edited according to the needs of learners and the content of units. In this way, the role of materials and their design in educational systems and schools contributes to curriculum development.

In accordance with the roles of materials, the elements that should be taken into consideration during the process of designing materials are, as Richards (2005) states:

- Developing aims,
- Developing objectives,
- Developing a syllabus,
- Organizing the course into units,
- Developing a structure for units,
- Sequencing units. (p.264)

While the elements for designing materials listed by Richards (2005) present a good example built in a sequential order, Pakkan (1997) suggests three different ways to facilitate the creation of teaching materials:

- Selecting the materials among a large variety of existing materials that have already been prepared for the users.
- Adapting materials according to the needs of the learners (making the necessary changes in the materials according to the needs of the learners)
- Developing your own materials in cases like not having any available materials that will satisfy the needs of your learners. (p. 5)

Along with alternatives in regard to designing teaching materials, Pakkan (1997) also puts forward five steps to follow in writing a coursebook such as “identifying the needs, age, educational background, language level, interests, cultural background, and social status of the learners”, “deciding on the content of the coursebook”, “arranging and grading the materials in the book”, “designing the presentation and

practice parts of the book”, and “recycling of the already learned material/materials” (p. 69-70). Although Richards (2005) suggests a more general look at the steps for designing a coursebook, Pakkan (1997) takes a closer look at creating a coursebook by taking into consideration the needs and interests of the students along with the content, arrangement and assessment of the materials included in the book.

Coursebooks constitute a significant part of the curriculum due to students’ and teachers’ reliance on them for guidance in teaching and learning. Cunningsworth (1995) states the importance of coursebooks as:

- A resource for presentation material (spoken and written),
- A source of activities for learner practice and communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, etc.,
- A source of stimulation and ideas for classroom language activities,
- A syllabus (where they reflect learning objectives which have already been determined),
- A resource for self-directed learning or self-access work,
- A support for less experienced teachers who have yet to gain in confidence. (p.7)

Although teaching materials are not limited to coursebooks usually predetermined to be taught in classrooms as a guide for teachers and students, coursebooks are considered to be reliable sources for classroom activities as pre-prepared materials.

In alignment with coursebook and materials design and development, Harwood (2010) sets forth six principles for effective materials development in regard to language teaching:

- Expose the learners to language in authentic use.
- Help learners to pay attention to features of authentic input.
- Provide the learners with opportunities to use the target language to achieve communicative purposes.
- Provide opportunities for outcome feedback.
- Achieve impact in the sense that they arouse and sustain the learners’ curiosity and attention.

- Stimulate intellectual, aesthetic, and emotional involvement. (p. 83)

McGrath (2006, p. 154) comes with a different set of principles for materials development compared to Harwood (2010):

- Materials should be clearly linked to the curriculum they serve.
- Materials should be authentic in terms of text and task.
- Materials should stimulate interaction.
- Materials should allow learners to focus on formal aspects of the language.
- Materials should encourage learners to develop learning skills, and skills in learning.
- Materials should encourage learners to apply their developing language skills to the world beyond the classroom. (as cited in Nunan, 1988b: 1)

Both Harwood (2010) and McGrath (2006) focus on teaching materials and their principles with regard to stimulating students' interests and involvement, authenticity, communicative and practical skills.

Materials and coursebook evaluation

Among coursebooks and other teaching materials, teachers and curriculum stakeholders are responsible for selecting materials and being able to make good judgments about coursebooks and teaching materials. For that purpose, materials and coursebook evaluation is necessary to assess the suitability of the teaching material selected to be taught in the curriculum. Richards (2005) suggests that before evaluating a coursebook, the role of the coursebook and the teachers and learners in the program should be taken into consideration (p.256).

The selection of a coursebook is a process that undergoes stages such as analysis, interpretation, evaluation and selection. However, in this process, the evaluation stage brings forth the most necessary points to consider before selecting a

coursebook for a course. “Learner and teacher expectations; methodological preferences; the perceived needs of the learners; syllabus requirements and personal preferences” (Cunningsworth, 1995) are some of the factors that need to be taken into account in this case (p.9). Since it is a procedure that contributes to the teaching and learning process, the evaluation stage is divided into different sub-stages such as pre-use evaluation, while-use evaluation and post-use evaluation. According to Cunningsworth (1995), “pre-use evaluation is the most difficult kind of evaluation as there is no actual experience of using the book for us to draw on “(p.14). Before determining which coursebook will be used and why it will be selected, an evaluation criterion is needed to objectively evaluate the coursebooks. Objective guidelines for evaluation will help teachers and other stakeholders analyze the book and avoid subjectivity during evaluation.

For the pre-use evaluation, Tomlinson (2003) structures a basic framework for the selection of coursebooks:

- The learners’ needs, goals and pedagogical requirements;
- The teacher’s skills, abilities, theories and beliefs; and
- The thinking underlying the materials writer’s presentation of the content and approach to teaching and learning respectively. (p.45)

While Tomlinson (2003) suggests some principles for the selection of coursebooks by taking into account learners’ and teachers’ perspectives in the learning and teaching processes, Cunningsworth (1995) puts forward a number of purposes for the evaluation of coursebooks and materials in general such as “the intention to adopt new coursebooks”, “to identify particular strengths and weaknesses in coursebooks already in use” and to provide insights and different perspectives for coursebooks and other materials included (p.14).

While Cunningsworth (1995) and Tomlinson (2003) comment on the purpose of and the points to consider when selecting coursebooks, McNeil (1996) criticizes coursebooks by stating that:

Numerous problems have been identified with textbooks. Texts attempt to cover more topics that can be treated in depth, explanations are unclear, and readers are not provided with a context to make the facts meaningful. Texts often do not assist students in understanding why certain ideas are superior to others for given aims but instead present the ideas as prescriptions. Neither do most texts give opportunity to use concepts from many fields of study in examining the same problem. However, under the guidance of a good teacher, textbooks become resources for developing critical studies rather than recipes for instruction. (p. 175)

McNeil (1996) suggests that coursebooks often do not assist students in the learning process; although teachers rely on coursebooks as pre-prepared sources, coursebooks may not provide a contextual background from which students can learn without the guidance of teachers. To address this issue, McNeil (1996) puts forward different types of criteria for selecting teaching materials such as “philosophical, psychological, technological, political and practical” (p. 169). He further suggests that each curriculum places emphasis on a different type of criteria for their own purposes. Among those types of criteria, political criteria stands as important in terms of the portrayal of races, genders, cultures, and other socially significant issues. McNeil (1996) provides the following guidance for teaching materials:

1. Teaching materials must portray both men and women in their full range of leadership, occupation, and domestic roles, without demeaning, stereotyping, or patronizing references to either sex.
2. Materials must portray, without significant omissions, the historical role of members of racial, ethnic, and cultural groups, including their contributions and achievements in all areas of life.
3. Materials must portray members of cultural groups without demeaning, stereotyping, or patronizing references concerning their heritage, characteristics, or lifestyle. (p.173)

As suggested by McNeil (1996), the political criteria for the selection of coursebooks plays a significant role in representing socially sensitive issues such as gender, race and cultures. Therefore, the criteria set forth by McNeil (1996) presents a set of points to consider for guiding the evaluation of teaching materials.

In addition to the standards for the content of teaching materials mentioned above, teachers face many problems choosing, developing, adapting or evaluating the quality of teaching materials. Pakkan (1997) identifies situations in which teachers need guidance, such as when they:

- (1) find themselves without any teaching materials and feel the need to create their own,
- (2) feel dissatisfied with the materials available to them, and think they can make some changes and modify them, or
- (3) select their teaching materials for their learners. (p. 33)

In these situations, teachers need to carefully review the materials they use in their teaching for the reason that they may find that there are some exercises or activities that do not match the needs of their students. If this should happen, Pakkan (1997) suggests that:

The teacher should change or modify those points, exercises or activities to best suit the learners' purposes. The teacher can also leave out or rearrange some of the teaching points, exercises or activities in the coursebooks; or find supporting materials to strengthen a certain activity, exercise, or point in a unit. While making such decision, the teacher should of course take into consideration the individual interests, age, needs, program goals and objectives, attitudes, motivation, and so on of the learners. (p. 66)

As stated by Pakkan (1997), once a teacher finds it necessary to select teaching materials, the selection of materials should be done carefully. Pakkan (1997) states that the choice of materials is affected by:

- a. The age, interests, level of intelligence, and experience of the student;
- b. The physical circumstances of the classroom or laboratory;
- c. The cost and convenience of the materials available. (p. 64)

While Pakkan (1997) brings forward a set of guiding suggestions for reviewing teaching materials, she also highlights the factors that affect the selection of materials by paying attention to learners and their needs and the cost and convenience of the teaching materials. Perhaps, “The selection of materials is a significant issue in regard to effective teaching and the learning process. Brown (1995) presents his ideas with regard to evaluating materials for teachers as:

If teachers individually select the materials that are to be adopted and ordered for their courses, they should be given as much information as possible to draw on in making those decisions. If all the faculty teaching a given course make collective decisions, they will also need information upon which to base their decisions. In both cases, consider looking at reviews by competent professionals in the field in addition to doing a firsthand review. (p.160)

As suggested by Brown (1995), a firsthand review of materials is possible and reasonable by looking through the reviews and criticisms of professionals to be able to make a reliable choice in adopting or ordering teaching materials.

Bearing the information about the evaluation criteria and suggestions presented above in mind, Aksit, Aksit and Atasalar’s (2008) study was based on the societal values in the social studies textbooks. Their study analyzed a first grade social studies textbook published by the Ministry within the framework of intended cognitive gains, intended character traits, global awareness and gender roles. The methodology of the study was based on content and didactic analyses. To analyze gender roles in the textbook, the study used visual analysis to scrutinize explicit and implicit gender representations. Through visual analysis used for gender representations, the study used domestic life, children’s free time activities and occupations for categories to analyze females and males in the pictures. The results of the study show that females are depicted in domestic places more than males with a difference of 36%. In children’s free time activities, boys are represented more than

females in the pictures with a difference of 18%. Finally, in occupations, out of 21 occupations represented in the textbooks, females were depicted as performing 8 of these while males were depicted performing 18 of these occupations. In three of the categories used for visual analysis, males have dominance over females in children free time activities and occupations while females have dominance over males in the depictions of domestic places.

Coursebook evaluation in ELT

In ELT, most teaching is based on coursebooks because they come pre-prepared with instructional guidelines for teachers and a sequenced or planned order of topics (in grammar, reading and so on). Inal (2006) suggests that “in most schools, these books are viewed as the only resources necessary for an effective language-teaching program” (p.19). There is an issue, however, as to whether or not these coursebooks are evaluated in accordance with standardized criteria before selection. Sheldon (1988) states that “coursebooks are perceived by many to be the route map of any ELT program, laying bare its shape, structure, and destination, with progress, program, and even teacher quality being assessed by learners in terms of sequential, unit-by-unit coverage” (p.238).

Like Inal (2006) and Sheldon (1988) who suggest that the reliance on coursebooks is common because they provide guidance for teachers. McGrath (2006) says that the reasons why teachers need a coursebook are because:

- It provides a structure for teaching.
- It saves time. To prepare materials from scratch for every lesson would be impossible.
- It offers linguistic, cultural, and methodological support.
- It is easy to keep track of what you have done and to tell others where you have reached (e.g. when reporting to the Head of Department or briefing a substitute teacher). (p. 11-2)

Like McGrath (2006), Nation and Macalister (2010) also stress some of the reasons why teachers rely on coursebooks:

1. Their school or Ministry of Education requires them to follow it closely. This usually is because of a wish to standardize the quantity and quality of the education that all learners get and sometimes because of a lack of trust in the skills of the teachers.
2. The teacher may be inexperienced or largely untrained and there is security in following the set coursebook closely. The teacher may also have no idea about how to adapt the coursebook.
3. The teacher is convinced of the high quality of the coursebook.
4. The learners wish to cover every part of the coursebook. (p. 160)

ELT coursebooks need to be evaluated because the wrong selection of any of them may reduce the quality of learning process.

In relation to the need for materials evaluation, Sheldon (1988) suggests a set of criteria for the evaluation of ELT coursebooks in terms of:

- Rationale,
- Availability,
- User definition,
- Layout/graphics,
- Accessibility,
- Linkage,
- Selection/grading,
- Physical characteristics,
- Appropriacy,
- Authenticity,
- Sufficiency,
- Cultural bias,
- Educational validity,
- Stimulus/practice/revision,
- Flexibility,
- Guidance,
- Overall value for money. (p.242)

While Sheldon (1988) recommends a set of evaluation criteria for the selection of coursebooks, McGrath (2006, as cited in Grant 1987: 118) introduces some of the

qualities that a good ELT coursebook should possess to fulfill three conditions in terms of suitability and consideration of learners' and teachers' needs as follows:

- It should suit the needs, interests and abilities of your students
- It should suit you. (The best book in the world won't work in your classroom if you have good reasons for disliking it.)
- The textbook must meet the needs of official public teaching syllabuses or examinations. (p. 41)

In addition to what McGrath (2006) suggests are some qualities of a good coursebook, Pakkan (1997, as cited in Ersöz, 1990: 57-8) sets forth five basic qualities to be looked for in a ELT coursebook in terms of practicality, appropriateness, motivation, flexibility and authenticity:

1. A good coursebook should have practicality. It should be easily obtained and affordable. Additionally, it should be durable enough to withstand wear, and its size should be convenient for the students to handle.
2. It should be appropriate for the learners' language level, level of education, age, social attitudes, intellectual ability, and level of emotional maturity, and the general goals of ELT in the country it is used. It should also be relevant to the needs of the learners.
3. It should be motivating. The major aim of a coursebook is to encourage the learner to learn. Without providing interesting and lively texts, enjoyable activities which employ the learner's thinking capacity, opportunities for the learner to use his existing knowledge and skills, a content which is exciting and challenging but which also has relevance to the real world, a coursebook is likely to be regarded as a dull, artificial, and useless part of a language class.
4. It should be flexible. Although a clear and coherent unit structure has many advantages, too tightly structured coursebooks may produce a monotonous pattern of lessons. The structure of a good coursebook should be clear and systematic but flexible enough to allow for creativity and variety to provide opportunities for learners who have different learning strategies.
5. It should have both situational and linguistic realism. A good coursebook should provide situations where language is used for real and genuine communication and where messages are at least realistic and believable. The content and form of messages should have naturalness of expression. If the expressions in the lessons would not be used by people

interacting in real life situations, trying to teach them is nothing but wasting time and effort. (p. 8-9)

While Pakkan (1997) identifies five basic qualities for ELT coursebooks, Nation and Macalister (2010) set forth a systematic approach for the evaluation of coursebooks in a set of questions:

- Does the coursebook suit the environment in which it will be used?
- Does the coursebook meet the needs of the learners?
- Does the coursebook apply sensible principles of teaching and learning?
- Does the content of the coursebook suit the proficiency level of the learners and reflect sensible selection and sequencing principles?
- Does the coursebook include tests and ways of monitoring progress? (p. 165)

Gender representations in ELT coursebooks

Representations of female and male characters in coursebooks through pictures, dialogues and other expressions construct images of gender roles and profiles that are existent in a particular society. According to Erikson, those images have significant effects on adolescents who begin to build their own view of the world in terms of gender and societal roles (as cited in Ormrod, 2006). Söylemez (2010) supports this argument by stating that a child, from birth, is exposed to pre-determined roles, values with regard to gender roles as females and males; and these roles play a significant role in how children see themselves and how society judges them. In this context, Michel, Davies, Helvacıoğlu and Arslan put forward some of the negative effects of gender bias on children conveyed through coursebooks such as:

- The characters who are omitted has the implication that they are of less value, importance and significance in the society;
- Gender stereotyped messages influence boys and girls about their future roles including professional goals and careers;

- A narrow view of the professional goals open to them distort their perceptions of their future roles in society;
- Gender stereotyping in coursebooks perpetuates and reinforces the existing inequality between males and females, not only in the schooling system but also in the community at large;
- The internalization of the perceived gender role messages and expectations would cause the individual feel less about herself or himself and thus distort one's self esteem. Gender stereotyped messages also affect the learners' concept of the self, their potential of achievement and the perceptions of others.
- Gender stereotyping in the long run prevents girls and boys from fulfilling their potential in mastering academic subjects and lead them not to choose careers related to these subjects. (as cited in Sivaslıgil, 2006, p. 4)

Söylemez (2010) points out the importance of coursebooks and why they should be analyzed as:

As a part of school and the educational system, coursebooks and teaching materials are of great importance and they may also pave the way for prejudice and fossilized roles in the education environment. Considering the vital importance of coursebooks, it is crucial that their contents should be analyzed in many aspects as cultural values, international and global issues, gender, and etc. (p. 747)

The gender representations in coursebooks is also an issue brought forward by the Turkish Ministry of National Education (2012a) in that any kind of discrimination in coursebooks should be rejected.

Because of this, the study of gender representations in coursebooks has been a central study in the field of curriculum. These studies have been conducted in a variety of countries because doing so is necessary to evaluate and explore coursebooks in relation with the issue of gender representations. Studies focusing on gender representations worldwide are presented along with those conducted in Turkey.

A study carried out by Porreca (1984) studied sexism in 15 current widely-used ESL textbooks. The study used content analysis to analyze the occurrences of females and

males both in texts and illustrations, instances of firstness, occupational roles, nouns, masculine generic constructions and adjectives. The study showed that there was an imbalance in the depictions of males and females in occupational roles with the dominance of males, and in instances of firstness favoring the dominance of females. Also, adjectives describing females focus on emotions, physical attractiveness and marriage while the adjectives describing males focus on intellect and education. Masculine generic constructions were used extensively.

Kabira and Masinjila's (1995) study under the name of *ABC of Gender Analysis* was a conceptual framework constructed to frame an outline for the analysis of gender representations through coursebooks. The framework was divided into two parts: narration and illustration. The categories built for the analysis of narration consisted of five components which were action, locus, visualization, power and language use. On the other hand, the categories built for the analysis of illustrations consisted of three components: action, visibility and power. The category of action aimed to analyze productive, reproductive and community activities; locus focused on the places where genders were depicted; visualization was based on seeing, being seen, recognizing and being recognized by genders; power focused on the source and nature of the power through genders; language use was centered on pronouns, vocatives, naming and generics referring to genders; and visibility was based on size, color, general appeal or lack of appeal in the pictures.

Jones, Kitetu and Sunderland's (1997) study focused on discourse roles, gender and language textbook dialogues. The study analyzed three English language textbooks which were *Headway Intermediate*, *Hotline Intermediate* and *Look Ahead 2*. To analyze the dialogues in the textbooks, the study aimed at looking at the dialogues through a quantitative analysis. Dialogues were analyzed in terms of the number of

males and females who played roles in the dialogues, the number of times females and males initiated dialogues, the number of turns taken by males and females and the number of words spoken by females and males. The findings of the study were quite positive; there was not found any significant difference between genders regarding the categories of the quantitative analysis.

A study conducted by Lee and Collins (2008) took Hong Kong English textbooks as its focus. The study analyzed twenty English language textbooks and used content and linguistic analyses. Under linguistic and content analyses, the authors analyzed the textbooks in terms of “male and female characters, male and female mentions, female and male social roles, female and male domestic roles, occurrences of generic they, generic he, generic she and paired pronouns she/he, address titles and order of mention of female and male characters” (p. 131). The illustrations were also analyzed with regard to “the number of proportion of men and women in the pictures and the kind of activity undertaken by the main character in each picture” (p. 131). The results of the study show that there is an imbalance between females and males with the dominance of male characters in frequency, social roles, visual representation of men and women, and the order of mention and generics.

Another study conducted by Lee and Collins (2009) focused on the gender issues in Australian English language text books. The study used content and linguistic analysis to analyze the text books in these categories: “female and male characters”, “male and female mentions”, “female and male social roles”, “female and male domestic roles”, “occurrences of generic they, generic he and paired pronouns he/she”, “order or appearance of female and male characters when mentioned in a single phrase” (2009, p.358). Illustrations were also examined according to “the number and proportion of men and women in the pictures” and “the kind of activity

undertaken by the main female/male character(s) in each picture” (2009, p.359). The study showed that with regard to female and male mentions, males dominated female characters. There was an imbalance between the representations of females and males in social and domestic roles, pictorial representation of men and women, and the order of appearance mostly in favor of male characters.

Yang’s (2011) study was based on gender representation in a Hong Kong primary English textbook series, *New Magic*. The study used both qualitative and quantitative methods to analyze the content of the coursebooks. The coding categories for the analysis consisted of male and female characters in the illustrations, male and female mentions, male and female domestic and occupational roles, male and females activities, male and female descriptions, order of mention of females and males, utterances by male and female speakers and functions of the mixed-gender dialogues. The results of the study showed that the coursebook series did not demonstrate an extensive gender bias, at least bias against females. However, in the analysis of the order of mention of gendered terms, in many cases, males were mentioned first more than females.

While the studies conducted worldwide suggest a variety of criteria and structure for the analysis of gender representations through coursebooks, similar studies conducted in Turkey and based on the analysis of depictions of gender are presented below.

Arikan’s (2005) study focused on the analysis of age, gender and social class in two ELT coursebooks: *New Headway* and *Think Ahead to First Certificate*. The study used visual research analysis to analyze the visuals in the coursebooks. With regard

to gender, females were found to be underrepresented compared to males in both coursebooks in terms of distribution of images according to gender of the characters.

In a study published by Sivasligil (2006), the author analyzed gender ideology in 6th, 7th and 8th grade ELT coursebooks published by the Turkish Ministry of National Education. Her study used content analysis and discourse analysis to analyze the books under the categories such as “appearance of female and male characters”, “family roles and other social and occupational roles” “amount of talk”, “occupational activities”, “activities related to household responsibilities” and “distribution of spare time and leisure activities” under content analysis; “power acts” and “speech acts” analysis under discourse analysis (2006, p.28-31). It was found that in terms of frequency of appearances, the 6th grade coursebook showed a balanced distribution of both genders while the 7th and 8th grade coursebooks showed an imbalanced distribution of appearances in favor of male characters. As to the amount of talk, the 6th grade coursebook showed a dominance of female characters whereas the 7th and 8th grade coursebooks showed a dominance of male characters in the amount of speech. The study in general showed an underrepresentation of female characters compared to male characters in terms of representations of family roles and responsibilities and spare time and leisure activities. However, the results of the discourse analysis used in this study displayed a balanced representation of both genders with regard to depowering and empowering strategies.

Söylemez’s (2010) study focused on social gender identity constructed in EFL coursebooks. The study analyzed two coursebook sets, *Face 2 Face* and *New English File* using content analysis. Through content analysis, the adjectives used for females and males were examined in the two coursebook sets in regard to physical, personal features, feelings and other adjectives. The results indicated that adjectives used to

describe females and males displayed an imbalance in terms of gender representations; some adjectives were used only with one gender rather than the other.

Another study conducted by Cubukcu and Sivasligil (2012) analyzed the 7th grade English coursebook, *Let's Speak English* published by the Turkish Ministry of Education in terms of gender representations. The study made use of content and discourse analyses to examine verbal and nonverbal features of coursebooks under categories such as appearance of females and males, occupations, social and domestic roles, outdoor and indoor activities and speech acts. The results of the study show that male characters dominate female characters in frequency of appearance, speech acts, outdoor and indoor activities and traditional roles in occupations and domestic roles.

Conclusion

Gender studies in coursebooks have been taken as a focus in research studies conducted in different countries and different societal contexts in the field of curriculum development and materials design. There have been different methodologies and categories in which gender studies in coursebooks have been analyzed and synthesized. This literature review provides a theoretical background for better understanding the issues and links between curriculum development and design in language teaching and gender representations in ELT coursebooks. It situates the focus of the study within the framework of a background in curriculum development and design in language teaching, and its relation to materials design along with its significance and content. In relation to that, materials design and coursebook evaluation, their significance and necessity are discussed. Afterwards, other studies similar to this study in context are presented with their focus and

frameworks. Accordingly, the links between the issues related to curriculum, materials design and evaluation provide a conceptual framework for the analysis in this study as derived from the relevant literature presented in this chapter. Within this context, Söylemez (2010) states that coursebooks and other teaching materials have a great importance as a part of school curriculum and they may also promote prejudice in terms of social values, gender issues and so on. The effects of gender bias are also discussed in this sense.

CHAPTER 3: METHODOLOGY

Research design

This study aims to explore how genders are represented through the visual images and various types of texts in the 6th, 7th and 8th grade ELT coursebooks studied in state schools in Turkey.

To reach this aim, the study takes qualitative research approach as its focus since qualitative approach is more applicable to the type of data available and the purpose of this research study. Qualitative research presents descriptive data that deal with documents, videos, photographs, records or scripts to be analyzed in detail. Bogdan and Biklen (2006) state that in the qualitative approach “the data collected take the form of words or pictures rather than numbers” (p. 5). Qualitative research studies mainly analyze the data collected in an inductive way. They do not aim to prove any hypothesis before the exploration of the data and its analysis. They only collect data to examine it in every aspect to come to decision or conclusion through analysis of data collected.

In this study, content analysis is used to analyze the data collected. Content analysis deals with written materials in terms of analysis, interpretation, summary, description and examination of data. Cohen, Manion and Morrison (2007) suggest that “content analysis can be undertaken with any written material, from documents to interview transcriptions, from media products to personal interviews” (p. 475).

According to Marshall and Rossman (1999) “the raw material for content analysis may be any form of communication, usually written materials (textbooks, novels,

newspapers, e-mail messages); other forms of communication – such as music, pictures or political speeches – may also be included” (p. 117). For this study coursebooks and the pictures in these coursebooks are utilized as the raw material for content analysis.

Written analysis

Written analysis is a type of methodology that is frequently used to construct a basis for the analysis of scripts, linguistic patterns or structures, chunks of words, dialogues, construction of meanings or any other written texts/textual constructions.

In this sense, it highlights discourse analysis, yet is not limited to it for the reason that discourse analysis is rather dependent on grammatical or linguistic structures. In this study, gender representations through scripts in the coursebooks selected are explored through this type of analysis in detail and they are coded under particular categories. In this context, for the purpose of analyzing educational texts, Freebody (2004) puts forward four analytic steps:

1. Locating and documenting the categorizations of persons that are represented in the text;
2. Showing how it is that certain attributions are made to these categorizations, in the case of texts, through the attachment of processes (often in the form of verbs) and descriptors (generally in adjectival and adverbial forms);
3. Showing how it is that this combination of categorizations and attributions affords a particular line of reasoning that describes, locates, accounts for, explains and elaborates on the topics in the text;
4. Documenting the ways in which the author(s) of the text substantiate these categorizations, attributions, and explications through the deployment of a variety of linguistic and social resources. (p.181)

Freebody (2004) further suggests that the analysis of scripts through texts in this study was conducted by means of categorization and documentation of representations of persons within the context of linguistic and social resources.

Visual analysis

Visual analysis is the kind of methodology that is used to analyze and detect pictures, photographs, drawings and illustrations in general. Johnson and Christensen (2008) state that “visual content analysis is based on what is directly visible to the researcher in an image or set of images” (p. 533). In this study, visual analysis was used to examine female and male characters depicted in pictures of the coursebooks. Grady (2008) states that “visual data may include various kinds of images and pictures that have been consciously constructed to either record or represent the world” (p.3).

With this in mind, the pictures presented in the chosen coursebooks were examined in terms of gender dynamics and gender stereotyping is presented through visual content. Pictures and illustrations, the social messages attached to them and how they are depicted in their representations are discussed by Banks (2001):

‘Reading’ to some extent implies that the ‘message’ being read lies within the visual image, that it is speaking to us and that all we need to do is listen. On the contrary, it is human beings who speak to one another, literally and metaphorically through their social relations. But, as anthropologists are well aware, human beings frequently displace those conversations onto inanimate objects, giving them the semblance of life or agency. When we read a photograph, a film or an art-work, we are tuning in to conversations between people, including but not limited to the creator of the visual image and his or her audience. (p.10)

As Banks (2001) suggests, the meaning attached to pictures and photographs influence the social relationships between people within a particular societal context. When people read pictures, they either make meaning out of them or attach meaning to them. Thus, from the standpoint of gender issues, depictions of female and male

characters in the illustrations of the chosen coursebooks signify gender roles and representations, which are of utmost importance when exploring gender issues and the place of females and males in the society.

The original framework

In this study, a conceptual framework was followed to analyze the written and visual content of the chosen coursebooks. The framework had two main sections: *written content* and *visual content*. The written content was constructed to analyze texts, dialogues and written chunks in the coursebooks whereas the visual content was used to analyze pictures of females and males.

The framework used for this study was adapted from *ABC of Gender Analysis* prepared by Kabira and Masinjila (1995). The original framework was brought to life by the request of the Forum for African Women Educationalists (FAWE) from the Gender Trainers Team to analyze school coursebooks and their content in terms of gender representations. As a result of this analytical study, the framework was put together. The framework was constructed for the benefit of teachers, curriculum developers, researchers and many others who were interested in gender analysis through coursebooks. It aims at building gender awareness against gender stereotypes through narrations and illustrations in coursebooks. Kabira and Masinjila (1995) state that:

Textbooks have to be women and men-friendly by representing and presenting their worlds in such a way that both can identify closely with narration. In this way, none will feel alienated and the content of the textbooks will be easily accessed by both male and female learners. (p.10)

To this end, it is put forward in the framework that “reducing a text to its smaller components and systematically analyzing it, enables one to understand inter-

relationships within the text and their underlying implications” (Kabira and Masinjila, 1995, p.11). Hence, the purpose of the framework is to raise awareness against misrepresentations of both genders and to explore gender portrayals through narration and illustrations in an objective way. From this standpoint, it intends to guide the analysis of representations of women and men under pre-determined categories. Like quantitative analysis, qualitative analysis is also used to interpret and decipher the text and its underlined possible implications with regard to gender. Through this process, a range of questions were constructed in order to analyze both the written text and illustrations. The purpose of these questions under each category is to present “the level of gender responsiveness of a text” (Kabira and Masinjila, 1995, p.11).

Narration

In this original framework (Appendix A), the analysis guide consists of two parts: *narration* and *illustrations*. The narration part focuses on “who tells the story if it is fiction or who the authors are, if it is a textbook” and includes 5 different components: *action*, *locus*, *visualization*, *power* and *language use* respectively (Kabira and Masinjila, 1995, p.12).

Below is a visualized form of the narration section of the framework:

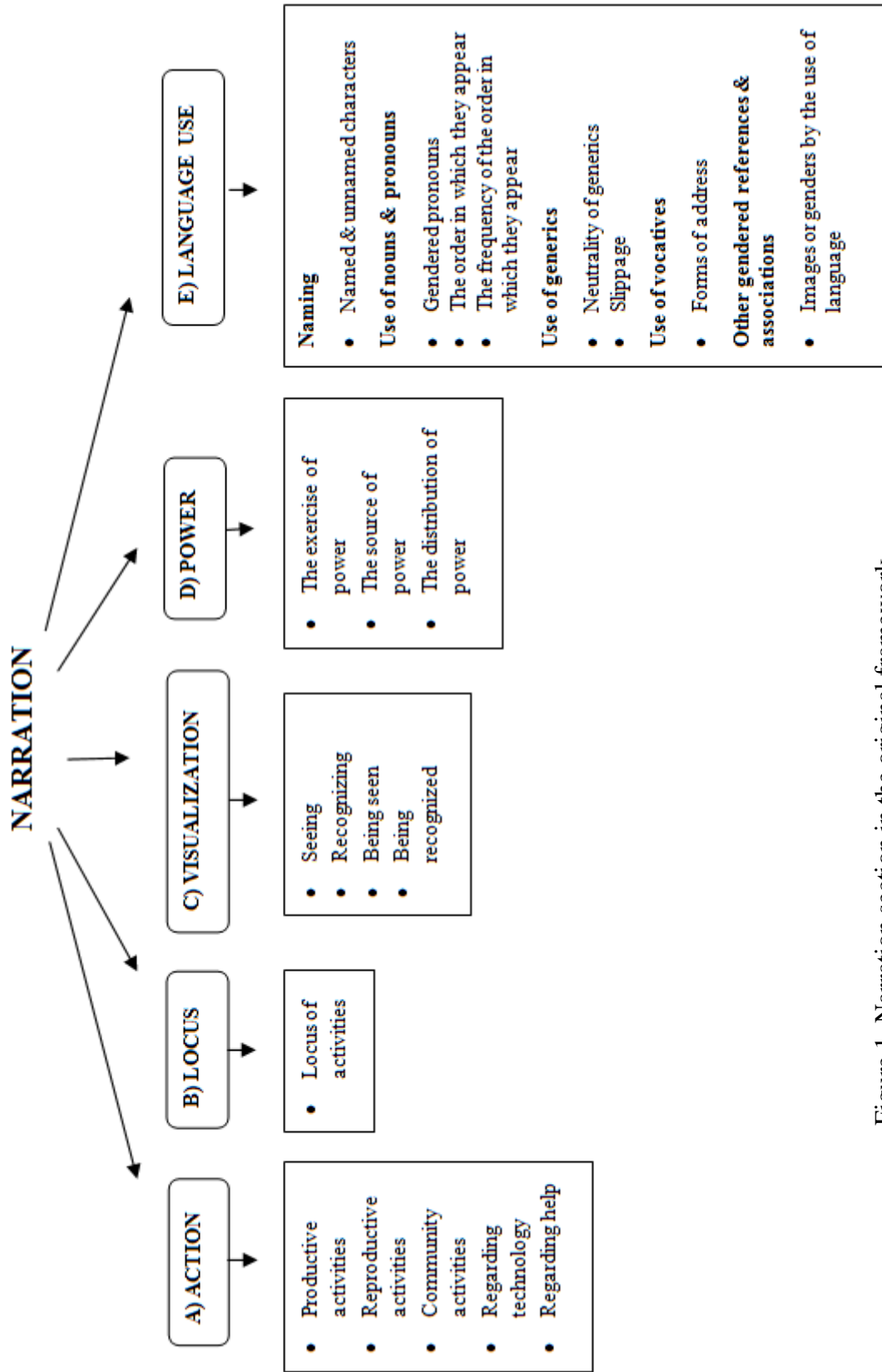


Figure 1. Narration section in the original framework

Action

In action, activities carried out by females and males such as walking, swimming and playing are analyzed. Analyzed activities are categorized into three parts, *productive activities*, *reproductive activities* and *community activities*, within the boundaries of *regarding technology* and *regarding help*. Productive activities are “activities carried out to produce goods and services for the generation of income”; reproductive activities are carried out “for the maintenance of the family”; community activities are “done for general community welfare, and like reproductive activities, are not paid for” (Kabira and Masinjila, 1995, p.13). The aspect of technology concerns the nature of technology, who has the skills to use it and the implications regarding both genders. The aspect of helping deals with “the relationship between the helper and the helped” in terms of “social gender relationships”(Kabira and Masinjila, 1995, p.14). Helping is further examined through questioning how it is defined, who is helping, what form of help there is, who asks for help, who offers help and so on.

Locus

Locus is the place, location or the center of activities where genders are identified. In locus, the focus is on the location of activities carried out by genders such as “home, away from home, within the compound, by the river, on a long journey, etc.” (Kabira and Masinjila, 1995, p. 15). The relationship between locus and gender is analyzed through a series of questions regarding where the activities take place, whether places imply significance and the effect of locus on visibility.

Visualization

Visualization, in this framework, refers to the action of seeing and recognizing, being seen and being recognized by females and males. Therefore, in visualization, the analysis focuses on “the patterns of seeing or recognizing, and being seen or being

recognized” (Kabira and Masinjila, 1995, p.16). Gender issues relating to who sees and recognizes what and who is in the power of seeing or being seen are analyzed by questions concerning who sees or is seen, when one sees or is seen and so on.

Power

In this study, power refers to the power relations, power structure, the source of power and the distribution of power displayed in the actions or occupational/social status of genders. Hence, in power, the focus is on “the source of power” and “the nature of power” in terms of gender (Kabira and Masinjila, 1995, p.17). The significance of this category is put forward by the fact that “carrying out an analysis to find the source of power will lead to determining questions of authority and legitimacy” (Kabira and Masinjila, 1995, p.17). With this in mind, the structure of power is examined through the questions referring to who has power, what the source of power is, who receives it, what its nature is, how it is exercised, how it is maintained and how it is distributed.

Language use

Language use, in this study, refers to the nouns, pronouns, adjectives, generics, vocatives and so on that describe or portray genders. Therefore, in language use, *naming, use of nouns and pronouns, use of generics, use of vocatives and other gendered references and associations* are taken into account for analysis. “Naming or not naming is instrumental in shaping attitudes towards characters in a text” (Kabira and Masinjila, 1995, p.17). Therefore, the impact of naming or not naming is explored through questions regarding which characters are named or not named; how this affects our attitude towards a character; whether naming or not naming change readers’ general impression of the particular character in a text; and the percentage of named and unnamed characters by gender. This study analyzes the frequency and

range of use of nouns and pronouns that often refer to males or females specifically, such as “her, herself, he, his”. The use of generic words, phrases or terms such as man or mankind, referring to all people, are also analyzed with regard to gender neutrality. With the analysis of use of vocatives such as “my dear, my sweetheart” and other gendered references and associations, the portrayal of males and females by the type of language used in addressing or referring to them is examined. This examination involves a series of questions concerning who uses vocatives, when they use vocatives, the impression that the use of particular vocatives create or the image created for males and females through different uses of language.

Illustrations

Illustrations are analyzed under three parts: *action*, *visibility* and *power*. It is stated in the framework that “illustrations also present in pictures a powerful image of what maybe contained in words. In most cases, “the learners’ opinions and attitudes are shaped by illustrations even before reading or being introduced to a text” (Kabira and Masinjila, 1995, p.21).

Below is a visualized form of the illustrations section of the framework:

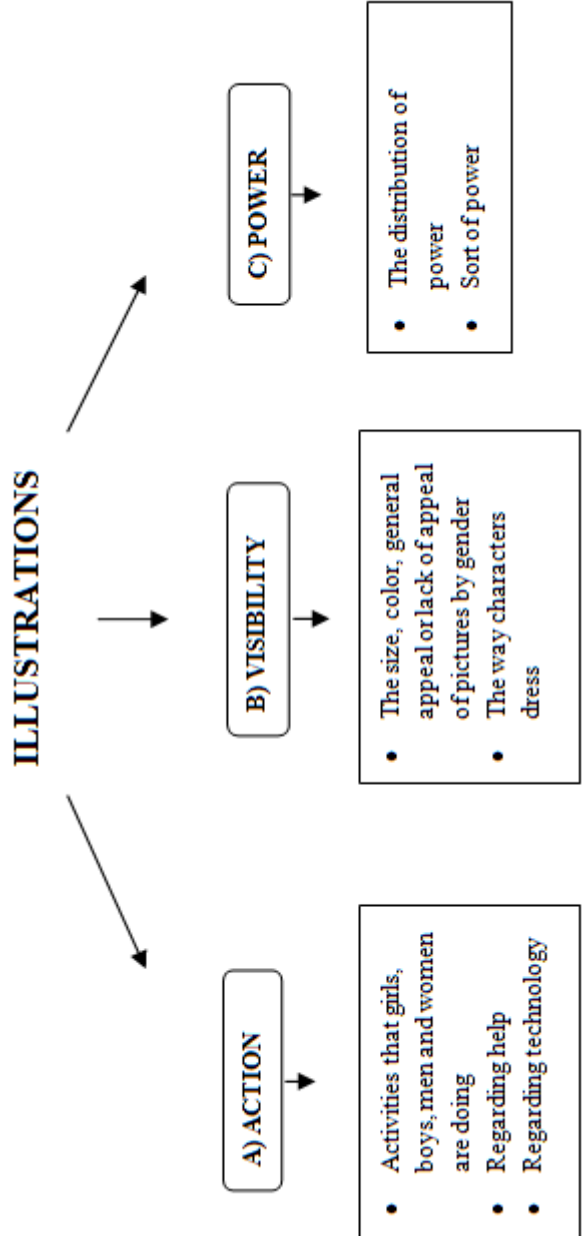


Figure 2. Illustrations section in the original framework

Action, visibility and power

In action, the procedures mentioned for narration analysis/action are followed to analyze pictures by gender. In visibility, the focus is on “how visible or easily recognizable the pictures are by virtue of size, color, and general appeal or lack of appeal for the learner” (Kabira and Masinjila, 1995, p.21). Therefore, the questions regarding the analysis of the visibility of pictures are generally about the size of pictures, who is most visible in pictures, the clothing of the characters in pictures and whether there is a pattern in the sizes by gender or not. In power, the emphasis is on the authority and possession of the power by gender.

Strengths of the original framework

The strengths of the original framework are stated below:

- The framework provides “the basic tools of gender analysis that teachers, researchers, artists and illustrators can easily use to analyse the texts they read, write or illustrate” (Kabira & Masinjila, 1995, p. 8).
- It serves as a guide for the analysis of gender images in coursebooks. It can be used as a starting point.
- The framework can be viewed “as a flexible tool rather than a rigid format to be applied in its entirety to all education materials” (Kabira & Masinjila, 1995, p. 25).

Shortcomings of the original framework

The shortcomings of the original framework are put forward with key points below:

- The original framework by Kabira and Masinjila (1995) is presented in prose form and lack a visual representation. In order to clearly visualize the

categories presented in the framework, a visual representation of the original framework was constructed (Appendix A).

- Some of the sub-categories such as *power* in the narration and illustrations sections of the framework are not defined precisely and concretely in terms of focus of analysis.

The revised framework

The revised framework is presented along with general changes and additions made and visualizations clarifying key points.

General changes and additions

As illustrated in Figure 1 and Figure 2, the visual version of the original framework was prepared in parallel with the questions referring to each category and simplified to its succinct form. However, the categories and questions constructed under the original framework were not clear enough in terms of the focus of the analysis in this study. Therefore, this visualized form of the framework was altered into another form which was more specific and to-the-point for particular categories and their purpose for the written and visual analysis. This new altered form was used as the analysis framework for this study. The original framework, in this case, was extended for the analysis of coursebooks. Although the changes made were minor, some sections needed greater specificity and additional categories to clarify what was being analyzed in each part. For both written content analysis and visual content analysis sections; some parts of the framework were formed and extended throughout the process of the analysis of the coursebooks so as not to skip or exclude any piece of written or visual content.

Changes made in the narration section

The narration part of the framework was renamed as written content for the reason that the term narration was a limiting description of the kind of written material available in the coursebooks studied.

Below is the revised form of the narration section:

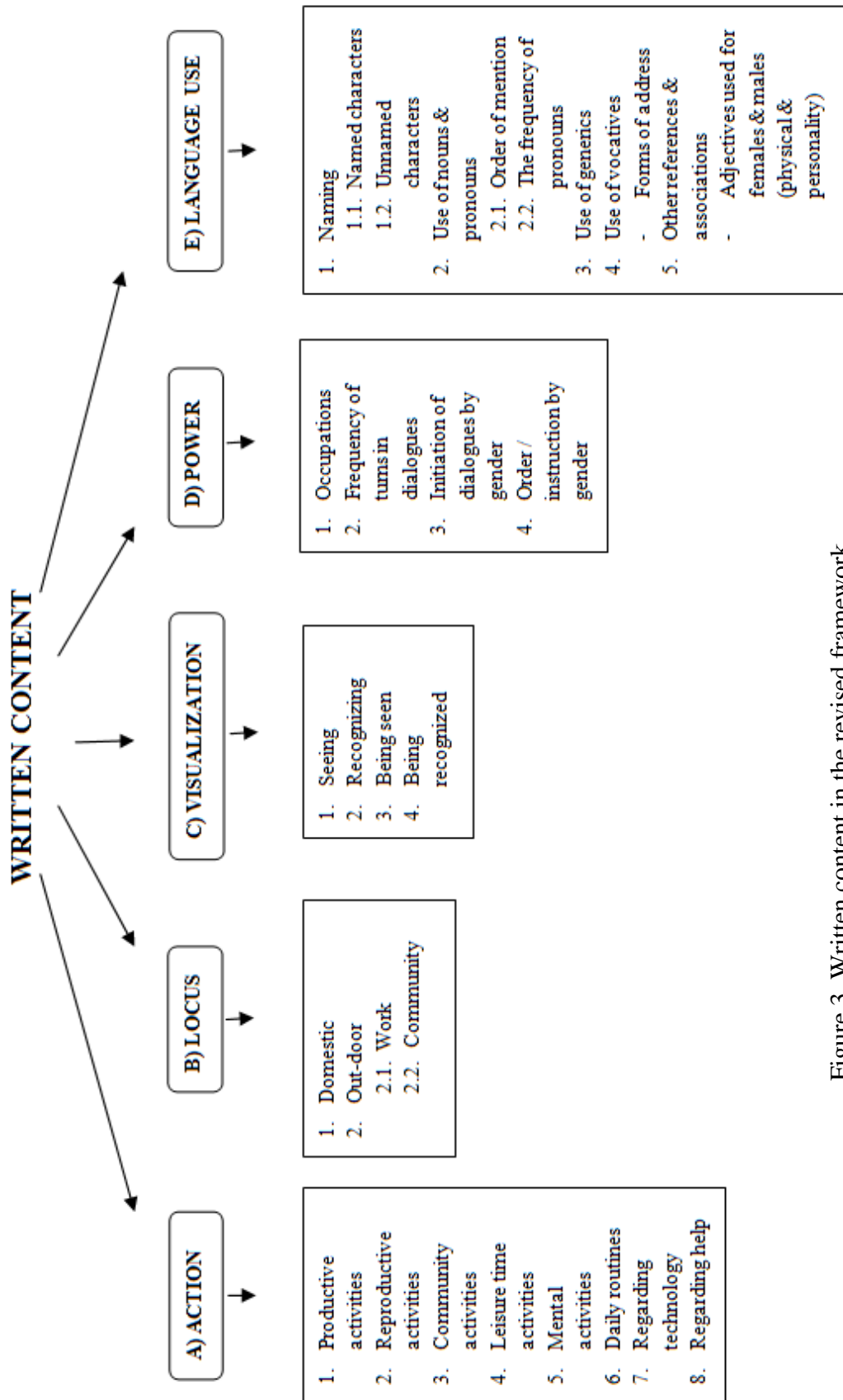


Figure 3. Written content in the revised framework

Action

In this part of the framework, leisure time activities, mental activities and daily routines were added to the categories in the action part. Productive, reproductive and community activities, as they were defined in the original framework, did not cover all the actions and activities covered in the coursebooks. Actions concerning mental activities such as thinking and imagining; daily routines like brushing teeth or going to school; leisure time activities such as swimming, playing tennis or going to the cinema did not fit under any of the precise definitions of the activity types like productive, reproductive and community activities presented in the framework. Therefore, these categories were added to cover all types of actions in the coursebooks.

Locus

In the locus part, the questions and focus concerning locus were not specified for the analysis. Hence, it was extended to include outdoor and indoor places so that the locations of females and males could be identified more easily and interpreted more clearly. Through the process, work and community categories were added under the outdoor category because locations where genders were depicted needed to be categorized under clear-cut sub-categories. “Work” included locations such as classroom, office and school whereas “community” included public places such as cities, restaurants, parks and hotels.

Visualization

In visualization, no change was made to the categories since they were clear enough in terms of what to look for in the analysis of the written content.

Power

In the power part, the analysis of power was examined using the questions presented in the original framework in the prose form regarding the exercise of power and the nature and distribution of it. Since this part of analysis was not clear and precise, the questions were changed into solid categories such as occupations, frequency of turns in dialogues, initiation of dialogues by gender and order and instructions by gender.

Language use

In the language use part, the categories were changed slightly to make them more clear-cut. “The use of nouns and pronouns” was altered to be more precise with “order of mention” and “the frequency of pronouns” used to identify how often pronouns such as ‘he’ and ‘she’ are used and when used together which one comes first. In addition to this, “other references and associations” was made more distinct with the analysis of adjectives used for females and males in terms of physical and personal features such as handsome, sweet, and strong.

Changes made in the illustrations section

In the second part of the framework, which is about illustrations, the title was changed to visual content because the term illustration was considered to be limiting the boundaries of the visual materials used in the coursebooks studied. Therefore, the term visual content was used to include any visual representations such as drawings, photographs, pictures so on so forth. The names for the main sub-sections such as action, visibility and power in the original framework were kept as they were. Minor changes were made for the sub-categories. Below is the revised form of the illustrations section:

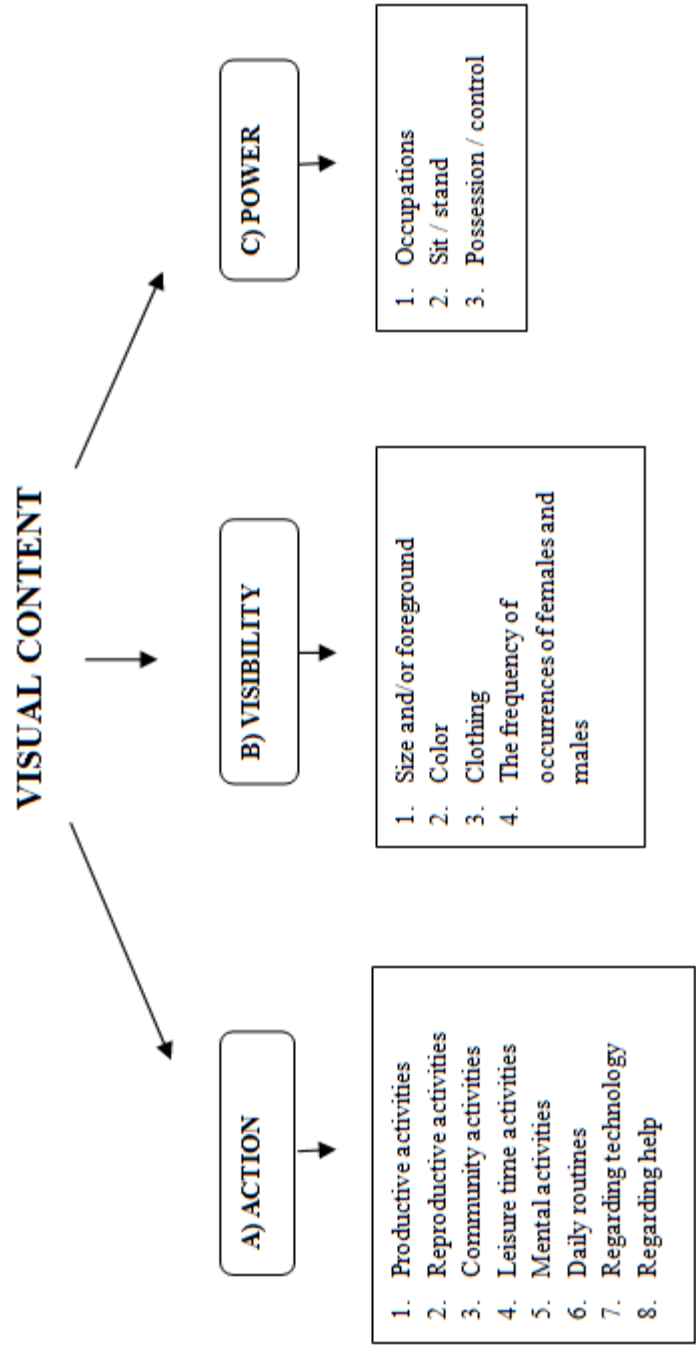


Figure 4. Visual content in the revised framework

Action

The action part was expanded to include the same categories that were added to the action part in the analysis of written content. Leisure time activities, mental activities and daily routines were included due to the necessity of covering all the actions presented in the coursebooks.

Visibility

For the visibility part, the questions referring to general appeal, lack of appeal and the way characters dress were changed to; bigger and/or foreground, color, clothing and the frequency of occurrences of females and males. This was done to improve clarity and specificity regarding size, color, clothing and the frequency of occurrences of characters in the coursebooks. Hence, the definition of visibility was rendered more precise.

Power

In the power part, the definition of the analysis of the illustrations in the original framework was not sufficient. Therefore, the nature and the structure of power to be analyzed in visual content were determined as occupations, sit/stand and possession/control. Occupational aspect of the categories built under this section is signified by Anker (1998) as “occupational segregation by sex has an important negative effect on how men see women as well as how women see themselves by reinforcing and perpetuating gender stereotypes” (p. 7). Therefore, this sub-category was added to analyze the nature of power and status of genders in terms of occupations presented in the coursebooks. This version of the category exhibited and aimed to reflect the position, nature and possession of power by gender.

Context

As the nature of this kind of study suggests, the chosen coursebooks are the focus of qualitative research. Since these coursebooks are published by the Turkish Ministry of National Education, their publication and other relevant information related to their units of work and themes and syllabi are pre-determined by the ministry. The Turkish Ministry of National Education has fixed regulations about the coursebooks that are taught in state schools. In the regulations of the Turkish Ministry of National Education and Course Books and Training Tools, the 25th article in section three, it states that according to the Board's decision, a period of five years starting from the academic year in which the coursebooks are published is the specified period for teaching the coursebooks published by the Ministry (MONE, 2009). This means that the coursebooks that are published by the Ministry and studied in state schools are taught for a time period spanning from one to five years. After the publication date of the coursebooks expires, they need to be republished, revised or changed into new coursebooks following the process of re-evaluation of the new or existent materials. Furthermore, the coursebooks that are studied are listed on the website of the Ministry along with their descriptions and publication information. Among the publishers of these coursebooks, Atlantik, Pasifik and Bilge are the private publishers of ELT coursebooks publishing *Unique 6*, *My English 7* and *My English 8*, *A Step to English 7* respectively. *Spot On 6*, *Spot On 7* and *Spot On 8* are the ELT coursebooks published by the Turkish Ministry of National Education. Schools have the option of selecting the coursebook to be taught from the books available in the list. Since it is highly recommended that state schools are use the educational materials either published or approved by the Turkish Ministry of National Education, the syllabi for how to use and teach them are also presented in the regulations of the Head Council

of Education and Morality. Through these syllabi, the content of the coursebooks and the set objectives about each grade are presented in detail. Because the syllabi align with the coursebooks, it is necessary to include what they aim to teach to make better sense of them.

The Head Council of Education and Morality describes syllabus for the 6th, 7th and 8th grades as follows:

Students have 4 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 4 hours of compulsory English. Part B is designed for those who take 4 hours of English (4 + 2). Part B does not present any new information but aims to reinforce and enrich the things that have been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 6 hours per week. The aim is not to finish units but to teach English. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students and teachers can give feedback to those in the elective course hours. Students can also share their projects with their peers in the class. (2006, p.129, 165 and 200)

As stated above, the syllabi and the main objectives to be achieved for each grade are approximately identical although the content and the level of each coursebook differ from each other. The tasks and assignments integrated into the units in the coursebooks depend on the teacher's and students' progress in learning the target language. Hence, the aim is to teach English as much as possible. With this in mind, the significance of the syllabus and its alignment with the chosen coursebooks are made evident. Due to the firm relationship between the coursebooks and the syllabi, it is clear that the coursebooks and the syllabi are dependent on one another in this sense.

Sampling

The coursebooks studied in state schools, published by both the Ministry and private publishers, are presented below along with their descriptions in Table 1 below. In this study, the coursebooks published by the Turkish Ministry of National Education, *Spot On 6*, *Spot On 7*, and *Spot On 8* are chosen through purposeful sampling. Since the only series available to students in 6th through 8th grades is *Spot On*, published by the Ministry, it is studied within the conceptual framework that this study puts forward for a better understanding of the curriculum goals of the Ministry in terms of gender representations in English language teaching coursebooks.

Table 1

The coursebooks published by the Turkish Ministry of National Education (MONE) and private publishers

Title of coursebook	Grade	Publisher	Date of publication
<i>Unique 6</i>	6	Atlantik	2010
<i>A step to English 7</i>	7	Bilge	2010
<i>My English 7/8</i>	7/8	Pasifik	2008
<i>Spot On 6/7/8</i>	6/7/8	The Turkish Ministry of National Education	2008

Data collection and analysis

For the analysis of the books sampled, a conceptual framework constructed by Kabira and Masinjila (1997) was used as a starting point to analyze the coursebooks through written and visual content analyses. Since the original framework was not presented in visual form, but only in prose, first it was put in a visual form (Appendix A). The framework was used to develop tentative ideas about categories for the analysis of coursebooks. After this, the categories were revised and changed. Alternative categories which covered the questions posed in the original framework for each part were formed and added to the revised framework (Appendix B) along with an illustration of written content categories and visual content categories.

At this point, as Maxwell (2005) states, among analytic options, “categorizing strategies (such as coding and thematic analysis)” were used to develop coding categories (p. 96). Miles and Huberman (1994) define coding as follows:

Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to “chunks” or varying size – words, phrases, sentences, or whole paragraphs, connected or unconnected to a specific setting. (p.56)

In the light of this, a list of coding categories and sub-categories was built under written and visual analysis as presented in the adapted framework (Appendix B).

Coding categories for written content are given in Table 2.

Table 2
Written content (WC) codes

Code	Main category	Sub-category
WC-A-1	Action	Productive activities
WC-A-2	Action	Reproductive activities
WC-A-3	Action	Community activities
WC-A-4	Action	Leisure time activities
WC-A-5	Action	Mental activities
WC-A-6	Action	Daily routines
WC-A-7	Action	Regarding technology
WC-A-8	Action	Regarding help
WC-B-1	Locus	Domestic
WC-B-2	Locus	Out-door
WC-C-1	Visualization	Seeing
WC-C-2	Visualization	Recognizing
WC-C-3	Visualization	Being seen
WC-C-4	Visualization	Being recognized
WC-D-1	Power	Occupations
WC-D-2	Power	Frequency of turns in dialogues
WC-D-3	Power	Initiation of dialogues by gender
WC-D-4	Power	Order/instruction by gender
WC-E-1	Language use	Naming 1.1.named characters 1.2.unnamed characters
WC-E-2	Language use	Use of nouns & pronouns 2.1.order of mention 2.2.the frequency of pronouns
WC-E-3	Language use	Use of generics
WC-E-4	Language use	Use of vocatives (forms of address)
WC-E-5	Language use	Other references & associations (adjectives used for females & males, physical and personality)

Coding categories for visual content are given below in Table 3.

Table 3
Visual Content (VC) codes

Code	Main category	Sub-category
VC-A-1	Action	Productive activities
VC-A-2	Action	Reproductive activities
VC-A-3	Action	Community activities
VC-A-4	Action	Leisure time activities
VC-A-5	Action	Mental activities
VC-A-6	Action	Daily routines
VC-A-7	Action	Regarding technology
VC-A-8	Action	Regarding help
VC-B-1	Visibility	Size and/or foreground
VC-B-2	Visibility	Color
VC-B-3	Visibility	Clothing
VC-B-4	Visibility	The frequency of occurrences of females
VC-C-1	Power	Occupations
VC-C-2	Power	Sit/stand
VC-C-3	Power	Possession/control

The coding categories are illustrated below with two examples used in written and visual content analyses respectively. For leisure time activities in the category of action in written content analysis, VC-A-4 was used as a code. VC stands for Written Content, A for Action, and 4 for the fourth item in the relevant section of the framework (Appendix B). Similarly, VC-C-3 is another code for possession/control in the category of power in visual content analysis (Appendix B).

As Maxwell (2005) suggests, “the initial step in qualitative research is reading” (p.96). By using the list of coding categories, the written and visual content of available in the selected coursebooks were read and coded. However, during the process, new sub-categories were also generated to include verbs, nouns, pictures and actions that were missing in the list created.

To exemplify how the coding analysis was conducted, an example from the 8th grade coursebook is as follows: as seen in Figure 5, the picture depicting a pregnant woman, her daughter and a man on the bus (p. 12) was coded as VC-C-2 M. VC-C-2 M referred to visual content analysis (VC), the category of power (C), the

subcategory of sit/stand (2) and male (M). The male character was counted as sitting and the female characters were counted as standing implying the male's power over the female characters in the picture.



Figure 5. A picture from the 8th grade coursebook

Another example is from the 6th grade coursebook; on page 185, the activity written as “watching a documentary” in Table 4 was coded as WC-A-4 F. WC-A-4 F referred to written content analysis (WC), the category of action (A), the subcategory of leisure time activities (4) and female (F). The female character was counted in the sub category of leisure time activities as watching a documentary.

Table 4

An example from the 6th grade coursebook

<p>B. While You Listen Tessa is watching a documentary on the Geography Channel. to a twelve-year-old Inuit child on the programme.</p>
--

For coding the data, all of the three coursebooks were read from the beginning to the end page by page. First, the category of action in the written content section of the framework was searched, coded and counted in the 6th, 7th and 8th grade coursebooks respectively. The same procedure was followed for the other categories in both frameworks for written and visual content of the three coursebooks. The whole process for analyzing and coding the data available in the coursebooks took eight

weeks. To exemplify the coding process, a page from the analysis of the 6th grade coursebook (p. 62) is displayed in Figure 6 below:

Unit 5 Staff

8th Reading Spot

A. Match the texts with the pictures.

WC-A-1 M
WC-B-2 M
WC-E-2.2 M


WC-E-1.1 M

John works on a farm. He grows vegetables and fruits. He sells the crops at the bazaar every week.

WC-A-1 M

WC-B-2 M

WC-E-2.2 M



WC-D-1 M


An engineer

WC-E-1.1 M

David works for a company. He draws plans and builds bridges or buildings.

WC-A-1 M

WC-A-1 M



WC-E-2.2 M

WC-D-1 F

A nurse


WC-E-2.2 F

Laura works at a hospital. She looks after patients. She sometimes works 24 hours a day. She always wears a white uniform.

WC-A-2 F

WC-A-1 M

WC-E-2.2 3F



WC-D-1 M


A soldier

WC-E-1.1 M

Richard works in the army. He wears a special uniform. He protects his country against enemies.

WC-A-1 M

WC-E-2.2 2M



WC-D-1 M

A farmer

62

Figure 6. A sample page of the analysis from the 6th grade coursebook

As presented in Figure 6 above, the data were analyzed by using the coding categories built for written content and visual content available on page 62 in the 6th grade coursebook in this way and counted with regard to the frequency of females and males. For instance, in the first sentence, “John” was coded as WC-E-1.1 M. WC stands for written content, E for language use, 1.1. for naming/named characters M for male. To give another example, the pronoun “he” in the first, second and the fourth paragraphs was coded as WC-E-2.2 M. WC stands for written content, E stands for the category of language use, 2.2 for the sub-category of the frequency of pronouns and M for male. The word “the bazaar” was coded as WC-B-2 M. In this example, the code WC stands for written content, B for the main category of locus, 2 for the category of outdoor and M for male.

Maxwell (2005) suggests that “in qualitative research, the goal of coding is not to count things, but to “fracture” the data and rearrange them into categories that facilitate comparison between things in the same category and that aid in the development of theoretical concepts” (p. 96). Miles and Huberman (1994) support Maxwell’s statement by pointing out that the main point of qualitative research is that “it goes beyond how much there is to tell us about its essential qualities” (p. 253). Miles and Huberman (1994) support their statement by adding that a lot of counting is made while judging the qualities based on counting; therefore, to be able to claim that something is “significant” or “frequent” in the findings, it should be based on “making counts, comparisons and weights” (p. 253). Consistent with what Maxwell (2005) and Miles and Huberman (1994) suggest, the coded content in the books were displayed in tables that made the counting of the occurrences possible. The coding category for the written content analysis category of action was divided into the sub-categories of productive, reproductive, community, leisure time, mental

and daily activities and any action regarding help and technology as displayed in Table 5 below. The data were counted according to the activities done by females and males. After counting the data according to the coding category, a summary tabulation was created to illustrate the results of the counts for a more objective comparison and analysis of the findings. The numerical percentages and total items of the results of data were put into the tabulation showing the percentages for females/males and a comparison of both genders in accordance with types of activities listed in the category. The tabulation for findings regarding the category of Action in written content is as follows and more information related to this tabulation is also available in Appendix C.

Table 5
Action in *Spot On* the 6th grade coursebook

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	16	18%	14	18%	30	53% / 47%
Reproductive activities	4	4%	1	1%	5	80% / 20%
Community activities	1	1%	2	3%	3	33% / 67%
Leisure time activities	33	37%	27	34%	60	55% / 45%
Mental activities	21	24%	14	18%	35	60% / 40%
Daily activities	13	15%	20	25%	33	39% / 61%
Regarding help	1	1%	1	1%	2	50% / 50%
Regarding technology	0	0%	1	1%	1	0% / 100%
TOTAL	89		80		169	53% / 47%

After the analysis was carried out, the differences between the percentages belonging to females and males were evaluated based on a grading rubric. The grading rubric for the differences between percentages is as follows:

Table 6
Grading rubric

0% - 5%	Balanced
6% - 10%	Almost no difference
11% - 20%	Slightly dominant
21% - 30%	Dominant
31% - 50%	Strongly dominant
51% - 100%	Very strongly dominant

As seen in Table 6, difference between percentages of females and males ranging from 0% to 5% is graded as “balanced”. Similarly, difference between percentages ranging from 6% to 10% is graded as “almost no difference”, from 11% to 20% as “slightly dominant”, from 21% to 30% as “dominant”, from 31% to 50% as “strongly dominant” and from 51% to 100% as “very strongly dominant”. For illustrate with an example, in the category of action in written content analysis in the 6th grade coursebook, females have a percentage of 53% while males have a percentage of 47%. The difference between those percentages is 6%. This difference of 6% between genders is graded as “almost no difference”. In this context, using this grading rubric enabled to grade the differences between percentages belonging to females and males more systematically and more objectively.

To ensure the reliability and the credibility of the results presented, 40% of the tabulations were double checked by a qualified researcher. The percentage of agreement was around 90%.

Throughout the process of the analysis of the chosen coursebooks, some of the written content and visual content were excluded from the analysis due to their ambiguity or nonconformity with any category.

To give some examples in written content categories, WC-E-1, the category of naming, the named characters presented in this kind of expression such as Mr. Brolley/Mrs. Brolley were involved in the analysis. The characters whose gender was ambiguous such as Trevor’s science teacher (6th grade, p. 102) were ignored.

In WC-E-4, forms of address used for both females and males such as the vocative “dear”, used as a salutation in letters was ignored.

In visual content categories, the category of action (VC-A); actions such as coughing and blowing one's nose (p.76- 6th grade) were ignored. As presented in the example (p.156- 6th grade), speech bubbles belonging to the small size pictures of females and males were ignored because the pictures did not exhibit an action in terms of speaking/talking.

In the VC-B-1 categories of size, front, back, color and clothing, size was not involved in the analysis of group pictures that included both females and males. Front/back, clothing and color in the pictures, however, were involved. Front/back analysis was applied to the pictures including both females and males. Visibility of genders was taken into account in size analysis. The size of the frame of pictures rather than the size of genders depicted was ignored.

In the VC-B-4 category, the frequency of occurrences, the pictures that were unrecognizably small were ignored. The pictures in which genders were ambiguous or indistinct were ignored. An example for this is below in Figure 7:



Figure 7. An unrecognizably small picture from the 6th grade coursebook

In possession/control, VC-C-3, only the objects/things used by females and males mutually were taken into analysis; things like holding the book that a girl and a boy are reading at the same time. In physical position (sit/stand), the pictures in which both females and males were in the same physical position were ignored; only the

pictures in which females and males were in different physical positions (one sitting and one standing) were analyzed.

Conclusion

In this section, the qualitative approach employed in this study is discussed along with data analysis methods such as written and visual analysis. The conceptual framework adapted from ABC of Gender Analysis, Kabira and Masinjila (1995) is presented and explained with illustrations, strengths and shortcomings. The adapted framework is further discussed with changes and additions made in both narration and illustrations of the original framework. The changes and additions in the framework are illustrated. Afterwards, context and sampling of this study are presented by providing a background for the coursebooks, regulations and a description of the syllabi for the 6th, 7th and 8th grades. In the section of data collection and analysis, the process of analysis is presented and exemplified with coding categories, a sample page of the analysis, grading rubric for differences between percentages belonging to females and males and tabulation for percentages of genders in the category of action. Finally, the examples for the parts of the data that were not taken into analysis are displayed for a better understanding of the analysis process. In the next chapter, the results of the analysis of the coursebooks are presented with tables of percentages and summary results in visual form.

CHAPTER 4: RESULTS

Introduction

This chapter presents the results of the findings of data collected from the coursebooks analyzed in this study through written content and visual content analyses. First, the results of the findings obtained from the 6th, 7th and 8th grade coursebooks are presented respectively along with the tabulations displaying the percentages of the results of written content and visual content categories. Later, in the final section, the results of the data collected from the coursebooks are compared and contrasted with regard to similarities and differences across the coursebooks.

Written content analysis in the 6th grade coursebook

Through written content analysis, the 6th grade coursebook was analyzed with regard to the categories of action, locus, visualization, power and language use. The summary results for the 6th grade coursebook are presented below in Figure 8:

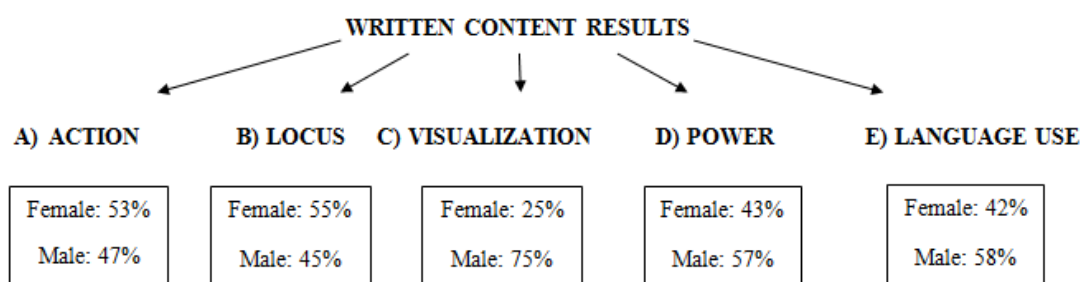


Figure 8. Written content results of the 6th grade coursebook

Action

This category presents the results of the analysis of activities such as productive, reproductive, community, leisure time, mental and daily activities carried out by females and males.

As displayed in Table 7, out of 169 items, 53% of the activities belong to females while 47% of the activities belong to males with a difference of 3%. Although the percentages do not present an imbalance between females and males, there are certain imbalances between females and males with regard to reproductive activities, community activities, mental activities, daily activities and regarding technology.

In regard to reproductive activities, females, with a percentage of 80% are much more often depicted as being engaged in household responsibilities than males, who have a percentage of 20%. This is a difference of 60%. Similarly, females are underrepresented compared to males in terms of community activities with a difference of 34%.

In mental activities, females show dominance with a percentage of 60% while males have a percentage of 40%.

The opposite is true in regard to daily routines, in which activities carried out by males outnumber activities carried out by females with a 22% difference. In terms of regarding help, males are depicted as more engaged with technology with a difference of 100%. More information is available in Appendix C.

Table 7
Action in *Spot On* the 6th grade coursebook

	ACTION					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	16	18%	14	18%	30	53% / 47%
Reproductive activities	4	4%	1	1%	5	80% / 20%
Community activities	1	1%	2	3%	3	33% / 67%
Leisure time activities	33	37%	27	34%	60	55% / 45%
Mental activities	21	24%	14	18%	35	60% / 40%
Daily routines	13	15%	20	25%	33	39% / 61%
Regarding help	1	1%	1	1%	2	50% / 50%
Regarding technology	0	0%	1	1%	1	0% / 100%
TOTAL	89		80		169	53% / 47%

Locus

This category presents the results of the analysis of the locations where females and males are depicted in domestic places such as the home, bedroom, and living room; and outdoor places such as parks, restaurants and cinemas.

Domestic

As presented in Table 8, females have a percentage of 71% while males have a percentage of 29% with regard to domestic places. This is a major imbalance between genders with a difference of 42%. Females are depicted in domestic places more often when compared to males. In this case, females are represented at “home” more than males are. The details of this category can be found in Appendix D.

Table 8
Domestic in *Spot On* the 6th grade coursebook

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
5	71%	2	29%	7

Outdoor

Table 9 shows a great imbalance between females and males with a difference of 22% in general. However, the difference between females and males in community places does not suggest such an imbalance. Yet, in work, females are underrepresented compared to males due to the dominance of males being depicted in “office” with a difference of 34%. This shows that males are represented as working more often than females. More details can be found in Appendix D.

Table 9
Out-door in *Spot On* the 6th grade coursebook

OUT-DOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	13	62%	17	52%	30	43% / 57%
Work	8	38%	16	48%	24	33% / 67%
TOTAL	21		33		54	39% / 61%

Visualization

This category presents the results of the analysis of visualization with regard to seeing, recognizing, being seen and being recognized with respect to females and males.

Table 10 indicates a great difference between females and males in terms of seeing and being seen. While there is no imbalance between genders in terms of “being seen”, the difference stems from the percentages of seeing with a 100% difference of males over females. This implies that males are represented from the perspective of the ones who see.

Table 10
Visualization in *Spot On* the 6th grade coursebook

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	0	0%	2	67%	2	0% / 100%
Recognizing	0	0%	0	0%	0	0% / 0%
Being seen	1	100%	1	33%	2	50% / 50%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	1		3		4	25% / 75%

Power

The category of power signifies the results of the analysis in which females and males are portrayed in the coursebook with regard to occupations, the frequency of turns in dialogues, the initiation of dialogues and giving orders and instructions.

Occupations

Out of 21 total items, 33% of them belong to females while 67% of them belong to males with the dominance of males by a difference of 34%. Females are underrepresented compared to males with regard to occupation. There is an imbalance between genders due to males' dominance over females who are less often depicted to be working than males. Females are represented only as teachers, students and nurses whereas males are represented within a variety of occupations such as engineer, doctor, soldier farmer and so on. In this sense, females are displayed as having more "feminine" jobs compared to males. Details regarding this category are available in Appendix F.

Table 11
Occupations in *Spot On* the 6th grade coursebook

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
7	33%	14	67%	21

Frequency of turns in dialogues

As shown in Table 12, out of a total of 214 items, males' frequency of turns in dialogues outnumbers females' frequency of turns in dialogues with 116 items.

Males take turns in dialogues more than females do with a difference of 8%.

Although the results do not suggest an important difference between females and males in terms of turns, males seem to dominate females in their representations of amount of talk.

Table 12
Frequency of turns in dialogues in *Spot On* the 6th grade coursebook

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
98	46%	116	54%	214

Initiation of dialogues by gender

The initiation of dialogues by gender is another category in which out of 39 items, males initiate dialogues 5 times more often than females. With a difference of 12%, males dominate females with respect to the initiation of dialogues. This difference doesn't display a notable imbalance; however, it indicates that males are more sociable than females in terms of starting a conversation.

Table 13
Initiation of dialogues in *Spot On* the 6th grade coursebook

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
17	44%	22	56%	39

Order/instruction by gender

In the category of order and instruction, as shown in Table 14, there is a balance between females and males with regard to giving orders and instructions to each other.

Table 14
Order and instruction in *Spot On* the 6th grade coursebook

ORDER AND INSTRUCTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Order	1	100%	1	100%	2	50% / 50%
Instruction	0	0%	0	0%	0	0% / 0%
TOTAL	1		1		2	50% / 50%

Language use

In this category, the results of the analysis of the representations of females and males are presented with regard to naming, order of mention, the frequency of pronouns, use of generics, use of vocatives and adjectives used to describe physical and personal features of females and males.

Naming

In this category, females and males are analyzed in terms of named and unnamed characters.

In terms of naming, as presented in Table 15, there is not a major difference between females and males in general. However, with regard to named characters, males show dominance over females with a difference of 8%. Similarly, there is a greater difference in terms of unnamed characters with males dominating by a difference of 60%. Although the overall imbalance indicates a difference of 16%, male characters appear more often compared to females characters. This shows that whether named or unnamed, the presence of males is greater than females.

Table 15
Naming in *Spot On* the 6th grade coursebook

NAMING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Named characters	35	97%	45	92%	80	44% / 56%
Unnamed characters	1	3%	4	8%	5	20% / 80%
TOTAL	36		49		85	42% / 58%

Use of nouns and pronouns

Use of nouns and pronouns attributed to females and males was analyzed with respect to order of mention such as Mr. and Mrs. Thompson, and the frequency of pronouns, such as her, him, his, hers and so on throughout the coursebook.

Use of nouns and pronouns: Order of mention

Table 16 indicates that in order of mention of genders as female-male or male-female there is a difference between the representations of order of mention by gender with males being mentioned first 56% of the time and females 44% of the time, a

difference of 8%. One example of this difference is the representation of “Mr. and Mrs. Thompson”. The details regarding the analysis are available in Appendix G.

Table 16
Order of mention in *Spot On* the 6th grade coursebook

ORDER OF MENTION		
	Items	%
Female-male	25	44%
Male-female	32	56%
TOTAL	57	

Use of nouns and pronouns: The frequency of pronouns

As Table 17 displays, there is an important difference in the representations of the pronouns referring to females and males. Out of a total of 244 items, 161 of them refer to females while 83 of them refer to males with females’ dominance over males by a difference of 32%. Males are underrepresented compared to females.

Table 17
The frequency of pronouns in *Spot On* the 6th grade coursebook

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	114	71%				
Her	47	29%				
Hers						
Herself						
He			42	51%		
Him			8	10%		
His			33	40%		
Himself						
TOTAL	161		83		244	66% / 34%

Use of generics

Although generic words were not encountered often in the analysis of the 6th grade coursebook, a couple of generic words were identified such as “a traffic policeman” and “the waiter” as presented in Appendix G. As is evident, there is a major difference between females and males in terms of use of generics. Females are identified with any generic expression.

Table 18

Use of generics in *Spot On* the 6th grade coursebook

USE OF GENERICS						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	2	100%	2	0% / 100%

Use of vocatives

Through the analysis of vocatives used for females and males, the forms of address attributed to genders were analyzed and the results are presented with the percentages in Table 19.

Use of vocatives: Forms of address

As displayed in Table 19, the forms of address and/or vocatives favor the dominance of males with a major difference of 100%. Females were not referred to by any vocatives in the coursebook.

Table 19

Forms of address used in *Spot On* the 6th grade coursebook

FORMS OF ADDRESS USED FOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	2	100%	2	0% / 100%

Other references and associations

Other references and associations were analyzed with regard to adjectives used to describe both physical and personal features of females and males throughout the coursebook.

Other references and associations: Adjectives used for females and males

As shown in Table 20, the adjectives referring to physical features of females and males display a remarkable difference in the depictions of both genders from a general point of view. Out of 106 items, females have a percentage of 73% while

males have a percentage of 27%. When adjectives are used to describe hair and height, females outdo males with a difference of 62% and 64%. Regarding adjectives used for hair, females are generally depicted as having “long” and “curly” hair while the adjectives used for height show that females are usually tall. It is evident that females are defined or depicted with more adjectives referring to their physical features than males are. More details about the analysis can be found in Appendix G.

Table 20
Adjectives (physical) used for females and males in *Spot On* the 6th grade coursebook

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	3	4%	3	10%	6	50% / 50%
Hair	42	55%	10	34%	52	81% / 19%
Eye	8	10%	9	31%	17	47% / 53%
Height	14	18%	3	10%	17	82% / 18%
Weight	7	9%	1	3%	8	88% / 12%
Age	3	4%	3	10%	6	50% / 50%
TOTAL	77		29		106	73% / 27%

Table 21 displays the results of adjectives referring to personal features of females and males in the coursebook. The results show that females are depicted as “sweet” and “curious” as presented in Appendix G. while males are depicted as “sweet” in character. There is a major difference between the representations of genders with females’ dominance over males in their depictions of personality traits with a difference of 34%.

Table 21
Adjectives (personality) used for females and males in *Spot On* the 6th grade coursebook

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	2	67%	1	33%	3	67% / 33%

Visual content analysis in the 6th grade coursebook

Within the boundaries of visual content analysis, the 6th grade coursebook was analyzed in accordance with the categories of action, visibility and power. The summary results are presented below:

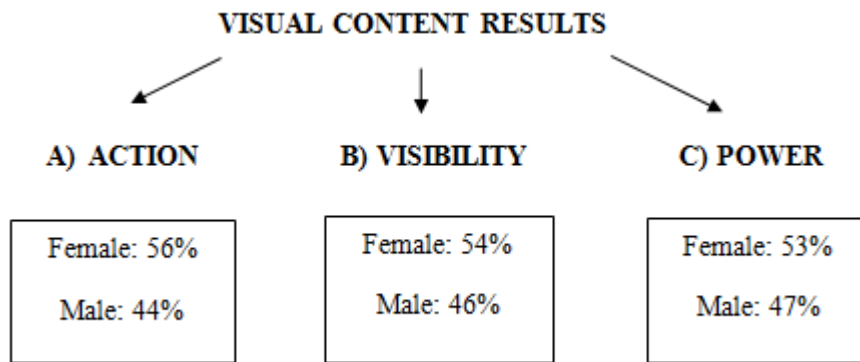


Figure 9. Visual content results of the 6th grade coursebook

Action

As presented in Table 22, the results of activities carried out by genders show at first glance that there is a minor imbalance between females (56%) and males (44%) with a difference of 8%. However, there seems to be a major imbalance between females and males in terms of daily routines, regarding help and regarding technology.

Females are depicted as more engaged in daily routines than males with a difference of 18%. For instance, females are represented as “chatting”, “riding a bike” and “going to school” more often than males. In terms of regarding help, males are depicted as helping someone more than females with a difference of 20%. However, in regarding technology, females are portrayed as more engaged with technology than males with a difference of 34%. More information is available in Appendix H.

Table 22
Action in *Spot On* the 6th grade coursebook

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	23	12%	20	13%	43	53% /47%
Reproductive activities	4	2%	4	3%	8	50% / 50%
Community activities	5	3%	6	4%	11	45% / 55%
Leisure time activities	59	30%	50	33%	109	54% / 46%
Mental activities	0	0%	0	0%	0	0% / 0%
Daily routines	99	51%	69	45%	168	59% / 41%
Regarding help	2	1%	3	2%	5	40% / 60%
Regarding technology	2	1%	1	1%	3	67% / 33%
TOTAL	194		153		347	56% / 44%

Visibility

Through the category of visibility, the representations of females and males in the pictures were analyzed with regard to size and/or foreground of pictures, color, traditional and modern clothing and the frequency of occurrences of females and males in the pictures.

Size and/or foreground

With respect to size and/or foreground, out of 164 total items, 90 of them refer to females while 74 of them refer to males. Although there is a minor difference of 10% with females' dominance over males, females are depicted in front and back in pictures more often than males with a difference of 8% and 12% respectively. However, in terms of bigger size, males appear larger more often, with a difference of 100%.

Table 23
Size and/or foreground in *Spot On* the 6th grade coursebook

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	0	0%	1	1%	1	0% / 100%
Front	35	39%	30	41%	65	54% / 46%
Back	55	61%	43	58%	98	56% / 44%
TOTAL	90		74		164	55% / 45%

Color

As presented in Table 24, the pictures were analyzed by their colorful or black-white aspects. The pictures in black and white were counted as negative while the colorful ones were counted as positive. Out of a total of 482 items, females have a percentage of 53% while males have a percentage of 47% with a difference of 6%. In positivity, females outdo males with a difference of 6%; similarly females dominate males with a difference of 8% in negativity of color in pictures. Both females and males are represented approximately at the same level of positivity and negativity of color in pictures in the coursebook.

Table 24
Color in *Spot On* the 6th grade coursebook

	COLOR					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	249	98%	224	98%	473	53% / 47%
Negative	5	2%	4	2%	9	56% / 44%
TOTAL	254		228		482	53% / 47%

Clothing

Table 25 shows the results of the representations of clothing in terms of traditional and modern clothing through which females and males were depicted in pictures in the coursebook. On the whole, there is a minor difference of 8% in the representations of females and males. Out of 496 items, females have the percentage of 54% while males have the percentage of 46% in their representations of total traditional and modern clothing. With respect to traditional clothing, females and males are on an equal scale in their depictions whereas females outdo males in their depictions of modern clothing with a difference of 8%.

Table 25
Clothing in *Spot On* the 6th grade coursebook

CLOTHING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	7	3%	7	3%	14	50% / 50%
Modern	259	97%	223	97%	482	54% / 46%
TOTAL	266		230		496	54% / 46%

The frequency of occurrences of females and males

As Table 26 shows, out of 482 items, females have 255 items while males have 227 items. In terms of percentages, females outnumber males in their frequency of occurrences in pictures with a difference of 6%. Although this difference is minor, males are underrepresented compared to females in pictures.

Table 26
The frequency of occurrences in *Spot On* the 6th grade coursebook

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
255	53%	227	47%	482

Power

In Table 27, the results of power through occupations, sitting, standing and possession/control are given. At the first glance, in terms of power, out of 86 items, females have a percentage of 53% while males have a percentage of 47%. Females have a dominance of 6% over males. This difference appears to be minor. However, females are depicted as sitting more frequently than males with a difference of 50%, which means that females are represented as active characters. On the other hand, males are depicted as standing more often than females with a difference of 38%. This implies that males are represented as passive characters.

Table 27
Power in *Spot On* the 6th grade coursebook

POWER						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	25	54%	24	60%	49	51% / 49%
Sit	15	33%	5	13%	20	75% / 25%
Stand	5	11%	11	28%	16	31% / 69%
Possession/control	1	2%		0%	1	100% / 0%
TOTAL	46		40		86	53% / 47%

Written content analysis in the 7th grade coursebook

For the written content analysis of the 7th grade coursebook, the same procedures and categories used in the analysis of the 6th grade coursebook were followed. The summary results of the analysis are presented below:

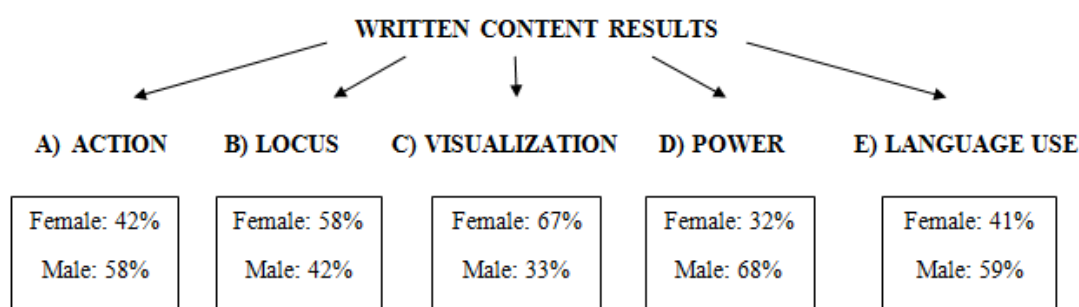


Figure 10. Written content results of the 7th grade coursebook

Action

Table 28 shows that with regard to activities carried out by females and males such as productive, reproductive, community, daily, leisure, mental activities and regarding help and technology; out of 168 items, females have a percentage of 42% compared to males who have a percentage of 58%. In general, there is an imbalance between females and males with a difference of 16%. While males seem to be more active than females in terms of productive activities and reproductive activities and regarding technology, females appear more active in mental activities with regard to

“wanting”, “planning” and “thinking”. More details about the analysis are available in Appendix K.

Table 28
Action in *Spot On* the 7th grade coursebook

	ACTION					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	2	3%	24	25%	26	8% / 92%
Reproductive activities	1	1%	2	2%	3	33% / 67%
Community activities	0	0%	0	0%	0	0% / 0%
Leisure time activities	11	15%	18	19%	29	38% / 62%
Mental activities	27	38%	14	14%	41	66% / 34%
Daily routines	27	38%	32	33%	59	46% / 54%
Regarding help	0	0%	0	0%	0	0% / 0%
Regarding technology	3	4%	7	7%	10	30% / 70%
TOTAL	71		97		168	42% / 58%

Locus

Domestic

As shown in Table 29, out of 10, females share a percentage of 60% whereas males share a percentage of 40% in their depictions in domestic places. There is an important difference in the depictions of females and males as females are depicted in places such as the kitchen and living room more often than males. More information can be found in Appendix L.

Table 29
Domestic in *Spot On* the 7th grade coursebook

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
6	60%	4	40%	10

Outdoor

As presented in Table 30, there is not a noteworthy imbalance between genders in their depictions in outdoor places such as work and community. Females have a percentage of 56% while males have a percentage of 44%. Females dominate males with a difference of 8% in total. In community and work, females outdo males with a

difference of 8% and 14%. The 14% difference, however, does not suggest that females are portrayed as more occupied in the world of business than males.

Table 30
Outdoor in *Spot On* the 7th grade coursebook

OUTDOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	10	71%	8	73%	18	56% / 44%
Work	4	29%	3	27%	7	57% / 43%
TOTAL	14		11		25	56% / 44%

Visualization

In Table 31, the results of the analysis regarding seeing, recognizing, being seen and being recognized indicate that there is a 34% difference between genders signifying the dominance of females with regard to “seeing”. Out of 9 items, females have 6 items while males have 3.

Table 31
Visualization in *Spot On* the 7th grade coursebook

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	6	100%	3	100%	9	67% / 33%
Recognizing	0	0%	0	0%	0	0% / 0%
Being seen	0	0%	0	0%	0	0% / 0%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	6		3		9	67% / 33%

Power

Occupations

Throughout the analysis of occupational roles in the coursebook, it was found out that out of a total of 34 items signifying a variety of occupations, females have a percentage of 32% whereas males have a percentage of 68%. In this sense, females are underrepresented compared to males. Males dominate the business world with a

difference of 36%. Males are portrayed as having a variety of jobs such as police, film star and president while females are limited to a few of jobs such as student, teacher and dancer. More details are available in Appendix N.

Table 32
Occupations in *Spot On* the 7th grade coursebook

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
11	32%	23	68%	34

Frequency of turns in dialogues

As presented in Table 33, there is a minor imbalance in the frequency of turns in dialogues by females and males with a difference of 14%. Females have a percentage of 57% while males have a percentage of 43%. The results reveal that females take more turns in dialogues compared to males.

Table 33
The frequency of turns in dialogues in *Spot On* the 7th grade coursebook

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
63	57%	47	43%	110

Initiation of dialogues by gender

The results regarding the initiation of dialogues by gender indicate that out of a total of 18 items, females were depicted as starting dialogues 39% of the time and males 61% of the time. With males dominating by a difference of 41%, there is a major imbalance in the portrayals of females and males with regard to initiating dialogues. Males are represented as more sociable than females in conversational dialogues.

Table 34

Initiation of dialogues by gender in *Spot On* the 7th grade coursebook

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
7	39%	11	61%	18

Order/instruction by gender

In giving orders and instructions, the results of the analysis show that with a 100% dominance, males are depicted as giving orders and instructions while females are not. This is a major imbalance which favors males' over-dominance.

Table 35

Order and instruction in *Spot On* the 7th grade coursebook

ORDER AND INSTRUCTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Order	0	0%	1	25%	1	0% / 100%
Instruction	0	0%	3	75%	3	0% / 100%
TOTAL	0		4		4	0% / 100%

Language use*Naming*

As the results of naming stated in Table 36 show, out of a total of 149 items, females have 47 items with a percentage of 32% while males have 102 items with a percentage of 68%. From this standpoint, there is a major difference in the portrayals of females and males with regard to naming. In terms of named characters, females are underrepresented with males dominating by a difference of 40%. Concerning unnamed characters, males have more figures portrayed as unnamed when compared to females with a difference of 18%.

Table 36
 Naming in *Spot On* the 7th grade coursebook

NAMING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Named characters	40	85%	92	90%	132	30% / 70%
Unnamed characters	7	15%	10	10%	17	41% / 59%
TOTAL	47		102		149	32% / 68%

Use of nouns and pronouns: Order of mention

Table 37 shows that, with regard to the order in which female and male names are mentioned, females are mentioned first 63% of the time. Males are mentioned first 37% of the time, a difference of 26%. This is a major difference in order of mention with females highlighted more than males.

Table 37
 Order of mention in *Spot On* the 7th grade coursebook

ORDER OF MENTION		
	Items	%
Female-male	31	63%
Male-female	18	37%
TOTAL	49	

Use of nouns and pronouns: The frequency of pronouns

With respect to the frequency of pronouns referring to females and males in the coursebook, it was found out that out of a total of 243 items, females have 68 items with a percentage of 28% whereas males have 175 items with a percentage of 72%. There is a major imbalance in the frequency of pronouns referring to females and males; the pronouns referring to males are used more frequently compared to the pronouns referring to females.

Table 38

The frequency of pronouns in *Spot On* the 7th grade coursebook

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	41	60%				
Her	26	38%				
Hers	0	0%				
Herself	1	1%				
He			116	66%		
Him			8	5%		
His			50	29%		
Himself			1	1%		
TOTAL	68		175		243	28% / 72%

Use of generics

Although Table 39 shows a major imbalance in terms of use of generics attributed to both genders, there was only one generic word “mankind” referring to males in the coursebook.

Table 39

Use of generics in *Spot On* the 7th grade coursebook

USE OF GENERICS						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	1	100%	1	0% / 100%

Use of vocatives: The forms of address

Table 40 shows that out of 6 items regarding forms of address used for females and males, females share a ratio of 4 items with a percentage of 67% while males have 2 items with a percentage of 33%. The forms of address used for females signify dominance over males with a difference of 34%. More details about the analysis of this category can be found in Appendix O.

Table 40

Forms of address used in *Spot On* the 7th grade coursebook

FORMS OF ADDRESS USED FOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	4	67%	2	33%	6	67% / 33%

Other references and associations: Adjectives used for females and males

As seen in Table 41, the results of the analysis of adjectives used to describe physical features of females and males show that there is a minor imbalance in the depictions of genders. Out of a total of 48 items, females have a percentage of 46% while males have a percentage of 54%. In the descriptions of bodies and eyes, more adjectives are used for females than males with a difference of 100% and 72% respectively. The adjectives used to describe physical features of females are generally “beautiful” and “attractive”. On the other hand, in terms of adjectives used for hair, height, weight and age; males are portrayed with more adjectives compared to females with major differences such as 34%, 100%, 34% and 34% respectively. More details are available in Appendix O.

Table 41
Adjectives (physical) used for females and males in *Spot On* the 7th grade coursebook

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	8		0		8	100% / 0%
Hair	4		8		12	33% / 67%
Eye	6		1		7	86% / 14%
Height	0		9		9	0% / 100%
Weight	1		2		3	33% / 67%
Age	3		6		9	33% / 67%
TOTAL	22		26		48	46% / 54%

In Table 42, the results show that there is an exact balance in the amount of adjectives used for describing personal features of females and males. Although females and males are represented on an equal scale with regard to the amount of adjectives, the types of adjectives used to describe females and males are different. Females are often described as nice and happy while males are often depicted as clever, as shown in Appendix O.

Table 42

Adjectives (personality) used for females and males in *Spot On* the 7th grade coursebook

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	15	50%	15	50%	30	50% / 50%

Visual content analysis in the 7th grade coursebook

For the visual content analysis of the 7th grade coursebook, the same procedures and categories used in the analysis of the 6th grade coursebook were followed. The summary findings are presented below:

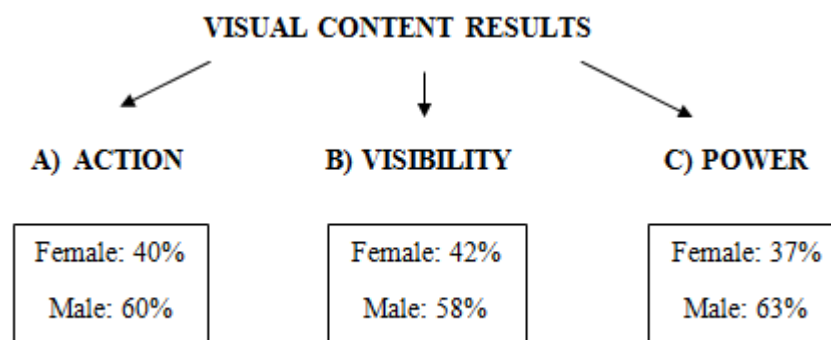


Figure 11. Visual content results of the 7th grade coursebook

Action

As indicated in Table 43, there is an imbalance between genders regarding the activities depicted in the pictures. Out of a total of 223 items, females have a percentage of 40% with 89 items while males have a percentage of 60% with 134 items. Females are portrayed as less active than males with a difference of 20%. However, in reproductive activities and regarding help, females outdo males with a difference of 12% and 100% respectively. On the other hand, males are depicted as more active in productive, leisure time, mental, daily activities and regarding

technology; there is a major dominance of males over females in these categories with percentages of 62%, 63%, 100%, 52% and 87% respectively.

Table 43
Action in *Spot On* the 7th grade coursebook

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	16	18%	26	19%	42	38% / 62%
Reproductive activities	5	6%	4	3%	9	56% / 44%
Community activities	0	0%	0	0%	0	0% / 0%
Leisure time activities	25	28%	43	32%	68	37% / 63%
Mental activities	0	0%	3	2%	3	0% / 100%
Daily activities	40	45%	44	33%	84	48% / 52%
Regarding help	1	1%	0	0%	1	100% / 0%
Regarding technology	2	2%	14	10%	16	13% / 87%
TOTAL	89		134		223	40% / 60%

Visibility

Size and/or foreground

As Table 44 points out, with respect to size and/or foreground, there is a balance between females and males. While females have a percentage of 49% out of 249 items, males have a percentage of 51%.

Table 44
Size and/or foreground in *Spot On* the 7th grade coursebook

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	2	2%	2	2%	4	50% / 50%
Front	39	32%	38	30%	77	51% / 49%
Back	80	66%	88	69%	168	48% / 52%
TOTAL	121		128		249	49% / 51%

Color

As indicated in Table 45, through the analysis of the coursebook, there was found a difference of 20% between females and males implying dominance of males in terms of color and black-white pictures in which genders were depicted. In both color and

black-white pictures, males outdo females with a difference of 20% and 26% respectively.

Table 45
Color in *Spot On* the 7th grade coursebook

	COLOR					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	176	86%	262	85%	438	40% / 60%
Negative	28	14%	48	15%	76	37% / 63%
TOTAL	204		310		514	40% / 60%

Clothing

Through the analysis of clothing in the coursebook with respect to traditional and modern clothing in which genders are represented, the results show that out of 516 items, females have a share of 40% while males have a percentage of 60% in their depictions of total traditional and modern clothing items. Males' dominance in the pictures in terms of modern and traditional clothing in total is highlighted with a difference of 20%. Through wearing both traditional and modern clothes, males were depicted as more traditional and more modern compared to females in their depictions of clothing.

Table 46
Clothing in *Spot On* the 7th grade coursebook

	CLOTHING					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	4	2%	9	3%	13	31% / 69%
Modern	200	98%	303	97%	503	40% / 60%
TOTAL	204		312		516	40% / 60%

The frequency of occurrences of females and males

As shown in Table 47, the results of the frequency of occurrences of females and males indicate that out of a total of 559 items, females have a frequency of 40% while males have a frequency of 60% in the pictures in the coursebook. There is an

imbalance between genders in the portrayals of male characters as they appear more than females in the pictures with a difference of 20%. Females are underrepresented compared to males in terms of frequency of occurrence.

Table 47

The frequency of occurrences of females and males in *Spot On* the 7th grade coursebook

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
222	40%	337	60%	559

Power

With regard to power representations of genders in terms of occupations, sitting, standing and possession/control, there is a major imbalance in the depictions of females and males in general. Out of total 241 items, females have a share of 88 items with 37% while males have 153 items with 63%. With respect to occupations, males are portrayed as superior to females in terms of variety of occupations such as scientist, inventor, student and basketball player as presented in Appendix R. with more details.

Table 48

Power in *Spot On* the 7th grade coursebook

POWER						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	39	44%	92	60%	131	30% / 70%
Sit	26	30%	31	20%	57	46% / 54%
Stand	20	23%	27	18%	47	43% / 57%
Possession/control	3	3%	3	2%	6	50% / 50%
TOTAL	88		153		241	37% / 63%

Written content analysis in the 8th grade coursebook

Through the written content analysis of the 8th grade coursebook, the same categories and procedures used in the analysis of the 6th and 7th grade coursebooks were followed. The summary results of the analysis are presented below:

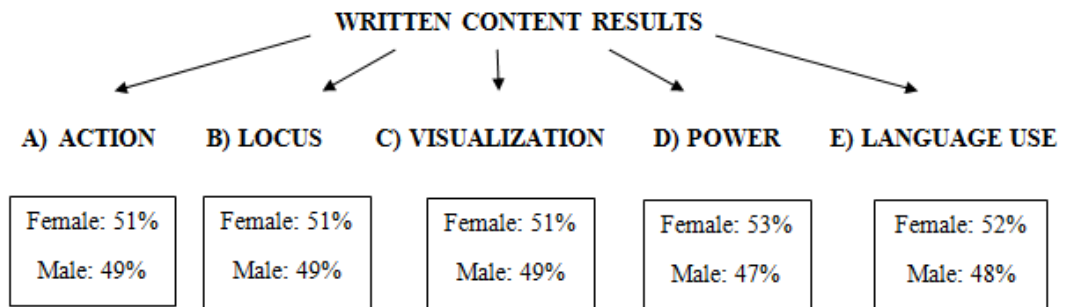


Figure 12. Written content results of the 8th grade coursebook

Action

Throughout the analysis of action in the coursebook, the findings show that there is a balance between females and males with regard to activities. Out of 121 items, females have a percentage of 51% while males have a percentage of 49%. However, in reproductive activities, males are portrayed as more active than females with a difference of 100%. In terms of regarding help, females are portrayed as helping others with a difference of 100% compared to males. Similarly, in mental activities, females are depicted as more active than males with a difference of 34% as shown in Appendix S with more details.

Table 49
Action in *Spot On* the 8th grade coursebook

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	8	13%	11	19%	19	42% / 58%
Reproductive activities	0	0%	2	3%	2	0% / 100%
Community activities	2	3%	4	7%	6	33% / 67%
Leisure time activities	14	23%	16	27%	30	47% / 53%
Mental activities	17	27%	10	17%	27	63% / 37%
Daily activities	19	31%	16	27%	35	54% / 46%
Regarding help	2	3%	0	0%	2	100% / 0%
Regarding technology	0	0%	0	0%	0	0% / 0%
TOTAL	62		59		121	51% / 49%

Locus

Domestic

As Table 50 points out, there is a minor imbalance in the depictions of females and males in domestic places. Out of a total of 7 items, females have a percentage of 43% whereas males have a percentage of 57%. Males are depicted in domestic places more than females with a difference of 14%. More details can be found in Appendix T.

Table 50
Domestic in *Spot On* the 8th grade coursebook

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
3	43%	4	57%	7

Outdoor

Regarding outdoor places where genders are depicted, out of a total of 34 items, females have a share of 59% while males have a share of 41% in general. There is an imbalance in the depictions of females and males due to females' dominance with a difference of 18%. In community places, males dominate females with a difference

of 12%. However, females dominate males with a difference of 12% in work. More information can be found in Appendix T.

Table 51
Outdoor in *Spot On* the 8th grade coursebook

OUTDOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	9	45%	8	57%	17	53% / 47%
Work	11	55%	6	43%	17	65% / 35%
TOTAL	20		14		34	59% / 41%

Visualization

Table 52 shows that there is an imbalance between genders in terms of visualization; out of 5 items, females have a percentage of 60% while males have a percentage of 40%. Females are depicted as the ones who see more often than males. In recognizing, however, males are depicted as the ones who recognize more often than females with a 100% difference.

Table 52
Visualization in *Spot On* the 8th grade coursebook

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	3	100%	1	50%	4	75% / 25%
Recognizing	0	0%	1	50%	1	0% / 100%
Being seen	0	0%	0	0%	0	0% / 0%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	3		2		5	60% / 40%

Power

Occupations

Analysis of occupations in the coursebook show that there is a perfect balance between females and males. More details regarding the category can be found in Appendix V.

Table 53
Occupations in *Spot On* the 8th grade coursebook

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
9	50%	9	50%	18

Frequency of turns in dialogues

According to the results of the frequency of turns in dialogues by gender, out of a total of 102 items, females have 53 items with a percentage of 52% while males have 49 items with a percentage of 48%. The findings signify that there is a balance between genders in terms of the frequency of turns in dialogues.

Table 54
The frequency of turns in dialogues in *Spot On* the 8th grade coursebook

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
53	52%	49	48%	102

Initiation of dialogues by gender

As shown in Table 55, the findings of the analysis of the initiation of dialogues by gender do not point out a major difference between females and males. Females have 10 items out of 18 while males have 8 items out of 18. Females are represented as initiating dialogues more often than males with a difference of 8%.

Table 55
Initiation of dialogues in *Spot On* the 8th grade coursebook

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
10	56%	8	44%	18

Order/instruction by gender

Through the analysis of order and instruction by gender, females and males were not identified as giving orders or instructions to each other.

Language use

Naming

With regard to naming, as shown in Table 56, out of 68 items, females have a percentage of 47% with 32 items while males have a percentage of 53% with 36 items. There is a minor imbalance between the representations of gender in terms of naming with a difference of 6%.

Table 56
Naming in *Spot On* the 8th grade coursebook

NAMING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Named characters	25	78%	28	78%	53	47% / 53%
Unnamed characters	7	22%	8	22%	15	47% / 53%
TOTAL	32		36		68	47% / 53%

Use of nouns and pronouns: Order of mention

The findings of the analysis of order of mention are presented in Table 57 and show that out of 43 items, females are mentioned first with a percentage of 37% with 16 items while males are mentioned first with a percentage of 63% with 27 items. There is a major difference between genders in terms of their firstness of mention with males' dominance with a difference of 26%.

Table 57
Order of mention in *Spot On* the 8th grade coursebook

ORDER OF MENTION		
	Items	%
Female-male	16	37%
Male-female	27	63%
TOTAL	43	

Use of nouns and pronouns: The frequency of pronouns

As presented in Table 58, the frequency of pronouns referring to females and males show that out of a total of 232 items, females have a share of 123 items with a

percentage of 53% whereas males have a share of 109 items with a percentage of 47%. There is a minor difference between genders in the representations of the frequency of pronouns.

Table 58
The frequency of pronouns in *Spot On* the 8th grade coursebook

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	63	51%				
Her	57	46%				
Hers	0	0%				
Herself	3	2%				
He			76	70%		
Him			9	8%		
His			24	22%		
Himself			0	0%		
TOTAL	123		109		232	53% / 47%

Use of generics

Through the analysis of use of generics in the coursebook, there was not found any generic words referring to females or males such as mankind and policeman.

Use of vocatives: Forms of address

Through the analysis of use of vocatives in the coursebook, there was not found any use of vocatives used for females or males such as dear, sweetie and so on.

Other references and associations: Adjectives used for females and males

As pointed out in Table 59, the findings of the analysis of adjectives used to describe physical features of females and males show that out of a total of 9 items, females have 5 items with a percentage of 56% while males have 4 items with a percentage of 44%. There is a minor imbalance between the representations of genders with a difference of 12%. In the analysis of adjectives used for the body, females outdo males with a 60% difference in their representations. Females are referred to as beautiful and ugly. However, with regard to the sub-category of age, the ages of

males are referred to more often than females with a difference of 50%. More information is available in Appendix W.

Table 59
Adjectives (physical) used for females and males in *Spot On* the 8th grade coursebook

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	4	80%	1	25%	5	80% / 20%
Hair	0	0%	0	0%	0	0% / 0%
Eye	0	0%	0	0%	0	0% / 0%
Height	0	0%	0	0%	0	0% / 0%
Weight	0	0%	0	0%	0	0% / 0%
Age	1	20%	3	75%	4	25% / 75%
TOTAL	5		4		9	56% / 44%

The findings of the analysis of adjectives used to describe personal features of females and males in the coursebook show that out of 37 total items, females have 24 items with a percentage of 65% while males have 13 items with a percentage of 35%. There is a major difference between genders in terms of the descriptions of their personal features. Females' personal features are described more often than males' personal features with a difference of 30%. Females are generally referred to as reliable, famous, innocent and clever while males are generally referred to as ambitious and talented.

Table 60
Adjectives (personality) used for females and males in *Spot On* the 8th grade coursebook

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	24	65%	13	35%	37	65% / 35%

Visual content analysis in the 8th grade coursebook

Through the visual content analysis of the 8th grade coursebook, the same categories and procedures used in the analysis of the 6th and 7th grade coursebooks were followed. The summary results are presented below:

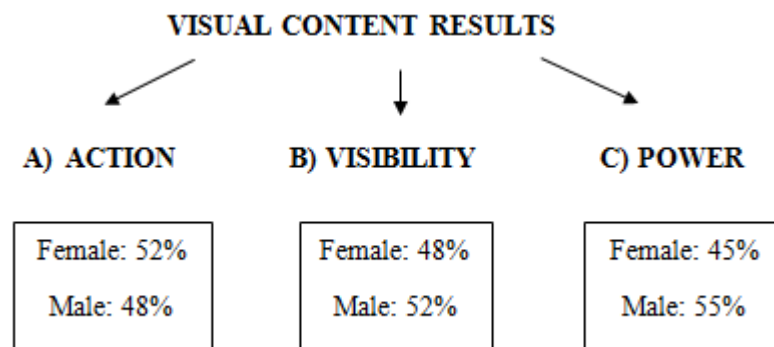


Figure 13. Visual content results of the 8th grade coursebook

Action

As presented in Table 61, the results of the analysis of activities conducted by genders indicate that out of a total of 155 items, females have 80 items with a percentage of 52% while males have 75 items with a percentage of 48%. There is a minor imbalance between genders with a difference of 4%. Although females seem to be more active than males in general; in productive and community activities, males outdo females with a difference of 16% and 100% respectively. In productive and community activities, males are generally represented as investigating or studying. On the other hand, females outdo males in reproductive activities with a difference of 72%. In reproductive activities, females are generally portrayed as making the bed, painting, ironing and washing dishes. More details can be found in Appendix X.

Table 61
Action in *Spot On* the 8th grade coursebook

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	8	10%	11	15%	19	42% / 58%
Reproductive activities	12	15%	2	3%	14	86% / 14%
Community activities	0	0%	2	3%	2	0% / 100%
Leisure time activities	25	31%	30	40%	55	45% / 55%
Mental activities	2	3%	2	3%	4	50% / 50%
Daily routines	32	40%	27	36%	59	54% / 46%
Regarding help	1	1%	1	1%	2	50% / 50%
Regarding technology	0	0%	0	0%	0	0% / 0%
TOTAL	80		75		155	52% / 48%

Visibility

Size and/or foreground

As shown in Table 62, with regard to the analysis of size and/or foreground, out of 137 items, females have 65 items with a percentage of 47% while males have 72 items with a percentage of 53%. There is a minor difference of 6% between genders.

Table 62
Size and/or foreground in *Spot On* the 8th grade coursebook

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	2	3%	2	3%	4	50% / 50%
Front	27	42%	24	33%	51	53% / 47%
Back	36	55%	46	64%	82	44% / 56%
TOTAL	65		72		137	47% / 53%

Color

As shown in Table 63, in terms of genders' representations in color and black-white pictures, out of a total of 376 items, females have 180 items with a percentage of 48% while males have 196 items with a percentage of 52%. There is a minor difference of 4%. However, in black-white pictures, males are portrayed as colorless more often than females with a difference of 68%.

Table 63
Color in *Spot On* the 8th grade coursebook

COLOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	173	96%	160	82%	333	52% / 48%
Negative	7	4%	36	18%	43	16% / 84%
TOTAL	180		196		376	48% / 52%

Clothing

As presented in Table 64, the portrayal of genders according to their traditional and modern clothing show that out of a total of 344 items, females have 168 items with a percentage of 49% while males have 176 items with a percentage of 51%. There is a balance between genders with regard to clothing in terms of being traditional and modern. However, males are represented in traditional clothes more often than females with a difference of 20%.

Table 64
Clothing in *Spot On* the 8th grade coursebook

CLOTHING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	2	1%	3	2%	5	40% / 60%
Modern	166	99%	173	98%	339	49% / 51%
TOTAL	168		176		344	49% / 51%

The frequency of occurrences of females and males

As Table 65 suggests, with respect to the frequency of occurrences of females and males in pictures in the coursebook, out of a total of 393 items, females have 185 items with a percentage of 47% while males have 208 items with a percentage of 53%. Males appear more frequently than females with a difference of 6%. Therefore, there is a minor difference between females and males in the frequency of their portrayals.

Table 65

The frequency of occurrences of females and males in *Spot On* the 8th grade coursebook

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
185	47%	208	53%	393

Power

As Table 66 point out, through the analysis of power in terms of occupations, sit/stand and possession/control; out of a total of 145 items, females have 65 items with a percentage of 45% while males have 80 items with a percentage of 55%.

There is a minor imbalance between genders with a difference of 10%. In occupations, males outdo females with a difference of 16%. Males are often represented as having a variety of jobs such as student, president, veteran, detective, business man and surgeon whereas females are restricted to jobs such as student, teacher, doctor and nurse. More information is available in Appendix Z.

Table 66

Power in *Spot On* the 8th grade coursebook

	POWER					
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	28	43%	39	49%	67	42% / 58%
Sit	11	17%	14	18%	25	44% / 56%
Stand	23	35%	24	30%	47	49% / 51%
Possession/control	3	5%	3	4%	6	50% / 50%
TOTAL	65		80		145	45% / 55%

Comparative results of the 6th, 7th and 8th grade coursebooks

Written content analysis

The results of the 6th, 7th and 8th grade coursebooks with regard to the written content categories of action, locus, visualization, power and language are compared and contrasted with one another in terms of similarities and differences below.

Action

According to the summative results with regard to action; in the 6th grade coursebook, females have a percentage of 53% whereas males have a percentage of 47%. In the 7th grade coursebook, females have a share of 42% while males have a share of 58%. Finally, in the 8th grade coursebook, females have a percentage of 51%, and males have a percentage of 49%. The results of the analysis of the 6th and 8th grade coursebooks indicate that both of the coursebooks have a balance between genders in terms of the activities presented in their representations. However, the results of the analysis of the 7th grade coursebook show that there is an imbalance between females and males; males outdo females with respect to action with a difference of 16%.

Locus

In terms of domestic places where genders are depicted, the results of the analysis of the 6th grade coursebook show that females are depicted in domestic places with a percentage of 71% while males have a percentage of 29%. In the 7th grade coursebook, females are portrayed in domestic places with a percentage of 60% while males are portrayed in domestic places with a percentage of 40%. In the 8th grade coursebook, however, males are depicted in domestic places with a share of 57% while females are represented in domestic places with a share of 43%. In the 6th and 7th grade coursebooks, there is a major imbalance between genders since females are depicted in domestic places more frequently than males. In the 8th grade coursebook, there is also a major imbalance between genders; but in this case, males are portrayed in domestic places more often than females. In both cases, there is a discrepancy between the representations of genders.

On the other hand, regarding outdoor places, the results of the analysis of the 6th grade coursebook indicate that females are represented in outdoor places with a percentage of 39% while males have a share of 61%. In the 7th grade coursebook, females are depicted in outdoor places with a share of 56% while males have a percentage of 44%. In the 8th grade coursebook, females have a percentage of 59% while males have a percentage of 41%. There is a major difference between genders in the 6th grade coursebook; males are represented in outdoor places more often than females. However, in the 7th and 8th grade coursebooks, females outdo males with a difference of 8%; there is a minor imbalance between genders with regard to their depictions in outdoors places.

Visualization

In visualization with regard to seeing, being seen, recognizing and being recognized; in the 6th grade coursebook, females have a percentage of 25% while males have a percentage of 75%. In the 7th grade coursebook, females have a percentage of 67% whereas males have a percentage of 33%. In the 8th grade coursebook, females have a percentage of 60% while males have a percentage of 40%. In the 6th grade coursebook, there is a major imbalance in the representations of genders; males outdo females with a difference of 50%. However, in the 7th and 8th grade coursebooks, there is a major discrepancy between females and males with females' dominance over males in their depictions of visualization.

Power

In the depictions of genders in terms of occupations; in the 6th grade coursebook, females have a percentage of 33% while males have a percentage of 67%. In the 7th grade coursebook, females have a share of 32% whereas males have a share of 68%. In the 8th coursebook, females and males share a percentage of 50% on an equal

scale. In the 6th and 7th grade coursebooks, there is a major imbalance between genders; males are depicted as having more occupations than females. However, there is exact equality between genders in their representations of occupations in the 8th grade coursebook.

With regard to frequency of turns in dialogues, the results of the analysis of the 6th grade coursebook show that females take turns in dialogues with a percentage of 46% while males take turns in dialogues with a frequency of 54%. In the 7th grade coursebook, females take turns in dialogues with a share of 57% while males have a share of 43%. In the 8th grade coursebook, females are depicted as taking turns in dialogues with a frequency of 52% while males have a percentage of 48%. Males take turns more often than females in their representations in the 6th grade coursebook, whereas females take turns more frequently than males in the 7th and 8th grade coursebooks.

In terms of initiation of dialogues; the results show that in the 6th grade coursebook, females are depicted as initiating dialogues with a percentage of 44% while males have a percentage of 56%. In the 7th grade coursebook, females have a percentage of 39% while males have a share of 61%. In the 8th grade coursebook, females have a share of 56% while males have a share of 44% in initiating dialogues. In the 6th and 7th grade coursebooks, there is a major imbalance between genders; males initiate dialogues more frequently than females. In the 8th grade coursebook, females initiate dialogues more often than males.

According to the results of the analysis of giving orders and instructions; in the 6th grade coursebook, females and males have an equal share in their representations in giving orders and instructions. In the 7th grade coursebook, males outdo females with

a difference of 100%. In the 8th grade coursebook, there was no implication regarding giving orders and instructions through the process of analysis.

Language use

In the representations of genders with regard to naming, the results indicate that in the 6th grade coursebook, females have a percentage of 42% with regard to their representations both as named and unnamed characters while males have a percentage of 58% in total. In the 7th grade coursebook, females have a percentage of 32% whereas males have a percentage of 68% in their depictions of both named and unnamed characters in total. In the 8th grade coursebook, females have a share of 47% while males have a share of 53% in total. On the whole, males are depicted more often than females in their representations of named and unnamed characters in the 6th, 7th and 8th grade coursebooks.

With respect to the order of mention in which females and males are mentioned, in the 6th grade coursebook, females are mentioned first less often than males with a percentage of 44%; males are mentioned first more often than females with a percentage of 56%. In the 7th grade coursebook, females are mentioned first more frequently than males with a share of 63% while males have a share of 37%. In the 8th grade coursebook, females have a percentage of 37% while males have a percentage of 63%. In the 6th and 8th grade coursebooks, there is a discrepancy between females and males; males outdo females in terms of their firstness in mention. However, in the 7th grade coursebook, females outperform males with a major difference of 26%.

In terms of frequency of pronouns used for females and males; the results show that in the 6th grade coursebook, the frequency of pronouns used for females has a

percentage of 66% while the frequency of pronouns used for males has a percentage of 34%. In the 7th grade coursebook, females have a share of 28% while males have a share of 72% in the frequency of pronouns used for genders. In the 8th grade coursebook, females have a percentage of 53% whereas males have a percentage of 47%. In the 6th and 8th grade coursebooks, pronouns are more frequently used for females than males; while in the 7th grade coursebook, males outdo females in the representation of pronouns.

According to the results of the analysis of use of generics, in the 6th and 7th grade coursebooks, males outperform females with a difference of 100% in the representations of generics referring to females and males. However, in the 8th grade coursebook, there was no implication regarding either gender.

In the analysis of use of vocatives, the forms of address used for females and males; the results show that in the 6th grade coursebook, 100% of the forms of address were used for males, none were directed at female characters. In the 7th grade coursebook, females have a percentage of 67% while males have a percentage of 33%. In the 8th grade coursebook, there was no implication regarding forms of address used for both genders. While the forms of address used for females outnumber males in the 7th grade coursebook, males outnumber females in the 6th grade coursebook.

With regard to adjectives used to describe physical features of females and males; the results show that in the 6th grade coursebook, the number of adjectives used for females has a percentage of 73% while males have a percentage of 27%. In the 7th grade coursebook, the adjectives used for males have a percentage of 54% while females have a percentage of 46%. In the 8th grade coursebook, females have a percentage of 56% whereas males have a percentage of 44%. On the whole, while

the adjectives used to describe the physical features for females outnumber males in the 6th and 8th grade coursebooks, males outdo females with a minor difference in percentage in the 7th grade coursebook.

From the viewpoint of the analysis of adjectives used to describe personal features, the results show that in the 6th grade coursebook, females have a share of 65% while males have a share of 33%. In the 7th grade coursebook, females and males have an equal share in terms of adjectives used to describe personal features. In the 8th grade coursebook, females have a percentage of 65% while males have a percentage of 35%. In general terms, the adjectives used for females outnumber males with a major difference in the 6th and 8th grade coursebooks.

Visual content analysis

The findings of the coursebooks analyzed in accordance with the visual content analysis categories of action, visibility and power are compared and contrasted in terms of similarities and differences below.

Action

In the visual representations of genders with regard to activities carried out by genders; the results show that in the 6th grade coursebook, females have a percentage of 56% while males have a percentage of 44%. In the 7th grade coursebook, females have a share of 40% whereas males have a share of 60%. In the 8th grade coursebook, females have a percentage of 52% while males have a percentage of 48%. On the whole, through the activities conducted by genders, the activities carried out by females outnumber those of males in the 6th and 8th grade coursebooks while males outdo females in the 7th grade coursebook with a major difference.

Visibility

In terms of size and/or foreground with reference to bigger pictures, front and back representations of females and males; the results indicate that in the 6th grade coursebook, females are highlighted with regard to size and/or foreground with a percentage of 55% while males have a share of 45%. In the 7th grade coursebook, females have a share of 49% while males have a percentage of 51%. In the 8th grade coursebook, females have percentage of 47% while males have a percentage of 53%. While males are highlighted more than females in the 7th and 8th grade coursebooks, females outdo males in the 6th grade coursebook with a minor difference.

With regard to color, the results show that in the 6th grade coursebook, females are highlighted in their representations regarding color and black-white pictures with a percentage of 53% while males have a percentage of 47%. In the 7th grade coursebook, females have a percentage of 40% whereas males have a percentage of 60% in their depictions. In the 8th grade coursebooks, females have a percentage of 48% while males have a percentage of 52%. Although males have dominance over females in their representations of color and black-white pictures in the 7th and 8th grade coursebooks, females outdo males in the 6th grade coursebook.

In the analysis clothing according to traditional and modern clothing in the representations of females and males; the results show that in the 6th grade coursebook females are highlighted more often with regard to traditional and modern clothing with a percentage of 54%, while males have a percentage of 46%. In the 7th grade coursebook, females have a percentage of 40% while males have a percentage of 60%. In the 8th grade coursebook, females have a share of 49% whereas males have a share of 51%. In general terms, although males are highlighted more often

than females in terms of traditional and modern clothing in the pictures in the 7th and 8th grade coursebooks, females outdo in the 6th grade coursebook.

The results of the analysis of the frequency of occurrences in the representations of genders show that in the 6th grade coursebook, females appear in the pictures more often than males with a percentage of 53% while males appear in the pictures with a frequency of 47%. In the 7th grade coursebook, females appear in the pictures with a share of 40% while males appear in the pictures with a share of 60%. In the 8th grade coursebooks, females appear in the pictures with a percentage of 47% whereas males have a percentage of 53%. In total, while the frequency of occurrences of males outnumbered females in the 7th and 8th grade coursebooks, the frequency of occurrences of females outdoes males in the 6th grade coursebook.

Power

According to the results of the analysis of power with regard to occupations, sitting, standing and possession/control by genders, in the 6th grade coursebook, females are depicted as more powerful than males with a percentage of 53% while males have a percentage of 47%. In the 7th grade coursebook, females are depicted as less powerful with a percentage of 37% whereas males have a percentage of 63%. In the 8th grade coursebook, females have a percentage of 45% while males have a percentage of 55% in the representations of power. On the whole, males are depicted as more powerful regarding the categories of occupations, sitting, standing and possession/control than females in the 7th and 8th grade coursebooks while females are depicted as more powerful than males in the 6th grade coursebook.

Conclusion

In this chapter, the results of the 6th, 7th and 8th grade coursebooks have been put forward with the help of tables of percentages for each category starting from the 6th grade coursebook to the 8th grade coursebook. The summary results are displayed in visual form for each coursebook at the beginning of written content and visual content analysis results. Later, the comparative results of the three coursebooks are presented by comparing and contrasting the similarities and differences across the coursebooks. In the next chapter, a discussion of the major findings along with an overview of study, implications for practice and future research and limitations of the study will be presented.

CHAPTER 5: DISCUSSION

Introduction

This chapter presents a quick overview of the study in general and describes the major findings and implications obtained from the analysis of the 6th, 7th and 8th grade coursebooks published by the Turkish Ministry of National Education and used at state schools. The overall purpose of the study, research questions and methodology are summarized below in the overview of the study section.

Conclusions drawn from analyzing the written and visual content in the coursebooks selected are discussed below in the major findings section. In the light of the major findings, the implications for practice and future research regarding ELT are stated. Finally, limitations for the study are touched upon.

Overview of the study

The purpose of this study was to explore how genders were represented in the 6th, 7th and 8th grade ELT coursebooks published by the Turkish Ministry of National Education and used at state schools. With this purpose in mind, the study aimed to answer the main research question below:

- How are genders represented in the 6th, 7th and 8th grade ELT coursebooks used at state schools in Turkey?

To answer this question, this study used written content analysis for the analysis of texts and dialogues and visual content analysis for the analysis of pictures in the coursebooks selected. For the analysis, the study made use of a conceptual framework adapted from *ABC of Gender Analysis* published by Kabira and Masinjila (1995). The framework was put into a visual form (Appendix A) and adapted and

revised (Appendix B). The revised framework had two main sections: written content and visual content. Through written content categories, action, locus, visualization, power and language use were analyzed with regard to females and males. Through visual content categories, action, visibility and power were analyzed in the pictures in which females and males were depicted. The coded data were put into tables of percentages to present an objective and visual comparison of the findings with respect to females, males and comparison of both genders out of total items as presented in the results of this study.

Major findings

The findings of the analysis conducted by using the written and visual content categories in the framework used (Appendix B) put forward that out of a total of 63 tables used for analyzing the 6th, 7th and 8th grade coursebooks, females and males were depicted in equal percentages in three areas: 1) occupation analyzed in the 8th grade coursebook, 2) order and instruction in the 6th grade coursebook and 3) adjectives used to describe personal features of females and males in the 7th grade coursebook. In another three of the categories, there was not found any data to be coded in the categories of order and instruction, use of generics and use of vocatives in the 8th grade coursebook in written content analysis. In the remaining 57 categories, males had dominance in 31 of them (60% of the categories) whereas females had dominance in 26 of these categories (40% of them). There is a balance between the representations of females and males in general. The holistic results of the analysis of the three coursebooks for written content (Figure 14) are presented below in visual form:

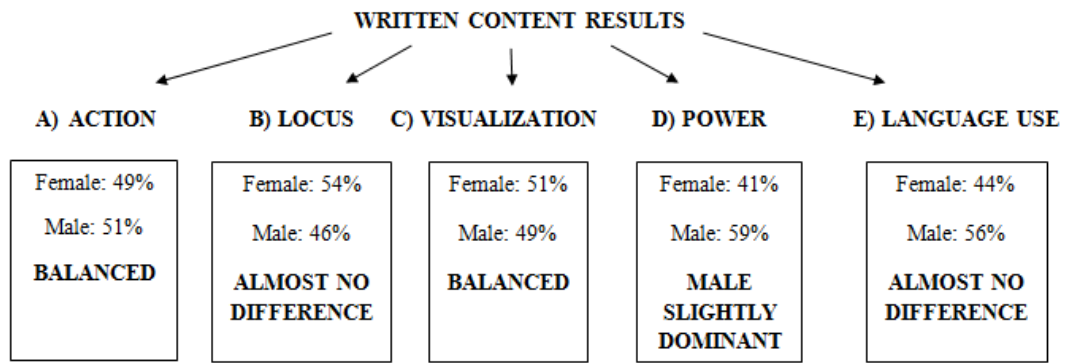


Figure 14. Holistic results of the 6th, 7th and 8th grade coursebooks for written content

According to the findings of written content analysis in Figure 14 above, there is a balance between representations of genders in the categories of action and visualization. In the category of locus, there is almost no difference between genders. In the category of power, males are slightly dominant compared to females. In the category of language use, there is almost no difference between females and males.

The results of the written content analysis conducted in the selected coursebooks put forward that out of a total of 45 categories explored through the framework used, females and males were found to be represented on equal percentages in three of the categories; and no coded data was found in another categories in the coursebooks. In the remaining 39 categories, females had dominance in 19 of them (49% of the categories) while males had dominance in 20 categories (51%).

The holistic results of the analysis of the three coursebooks for visual content (Figure 15) are given below:

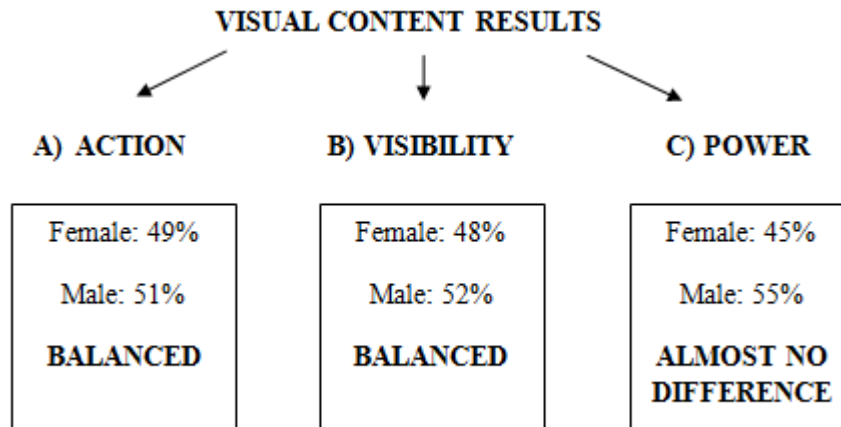


Figure 15. Holistic results of the 6th, 7th and 8th grade coursebooks for visual content

According to the results of visual content analysis in Figure 15, in the categories of action and visibility, there is a balance between the representations of genders. In the category of power, there is almost no difference between females and males in the pictures.

The results of the analysis of visual content available in the coursebooks analyzed show that out of a total of 18 categories coded in the visual content analysis, males were depicted as being more dominant than females in 11 of them (61% of the categories) while females were dominant in seven of these categories (39% of them). Overall, males were found to be slightly more dominant than females with a difference of 20% in general.

Apart from these holistic results, when individual categories in individual grade levels are examined, imbalance between gender representations can be observed throughout the findings.

The major findings for the 6th grade coursebook are given for written content below in Figure 16:

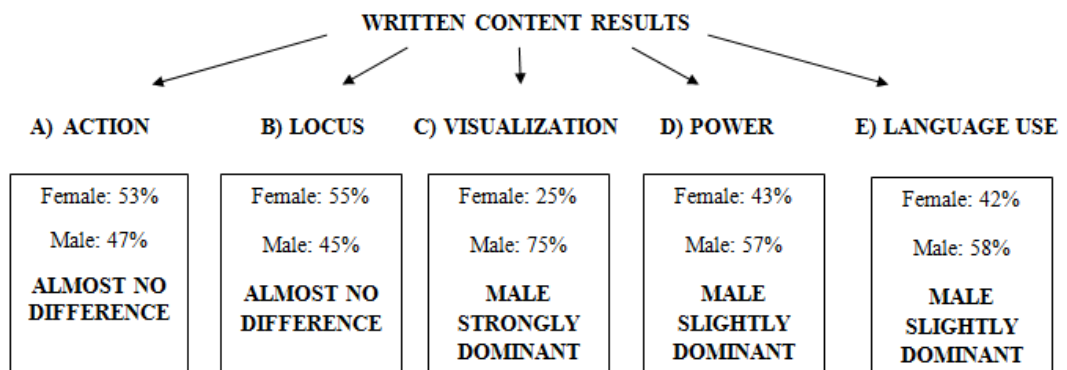


Figure 16. Written content results of the 6th grade coursebook

As seen in Figure 16 above, according to the findings of the analysis of written content, in the categories of action and locus, there is almost no difference between the representations of genders. In the category of visualization, males are strongly dominant compared to females. In the categories of power and language use, males are slightly dominant.

The major findings for the 6th grade coursebook are given for visual content below in Figure 17:

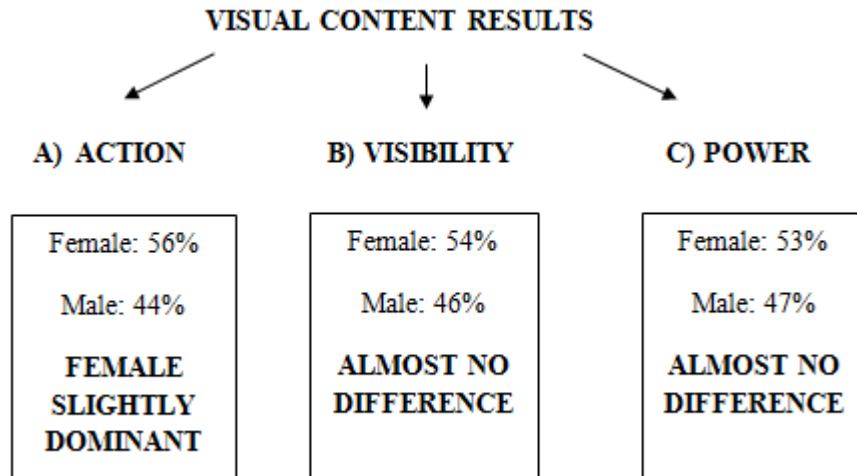


Figure 17. Visual content results of the 6th grade coursebook

With regard to the findings of visual content analysis, in the category of action, females are slightly dominant compared to males. In the categories of visibility and power, there is almost no difference between genders in their representations.

The major findings for the 7th grade coursebook are presented below for written content in Figure 18:

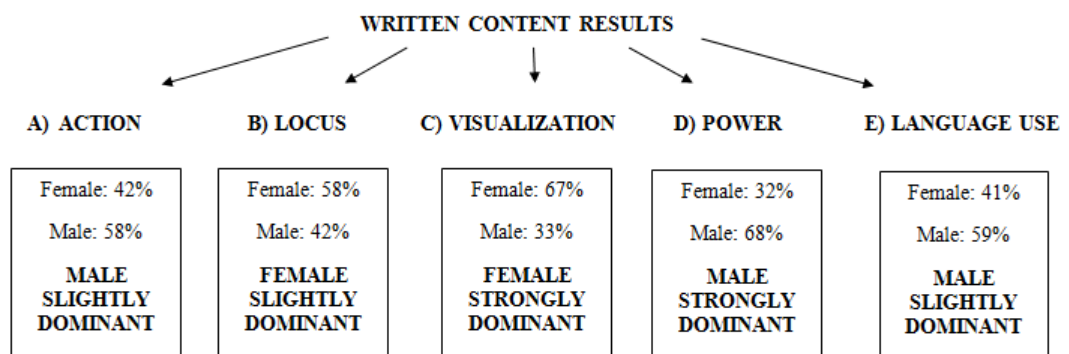


Figure 18. Written content results of the 7th grade coursebook

As presented in Figure 18 above, according to the findings of written content analysis, males are slightly dominant in the categories of action and language use. In the category of locus, females are slightly dominant compared to males. In the category of visualization, females are strongly dominant. In the category of power, males are strongly dominant.

The major findings for the 7th grade coursebook are presented below for visual content in Figure 19:

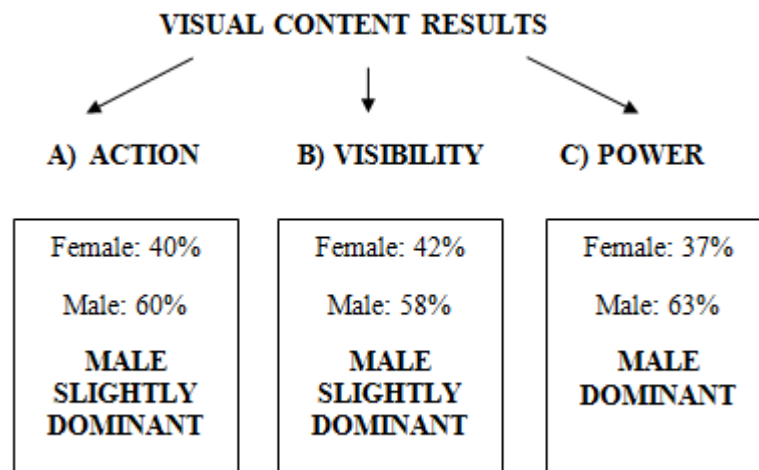


Figure 19. Visual content results of the 7th grade coursebook

According to the findings of visual content analysis, males are slightly dominant in the categories of action and visibility. In the category of power, males are dominant.

The major findings of the analysis of the 8th grade coursebook are displayed below for written content in Figure 20:

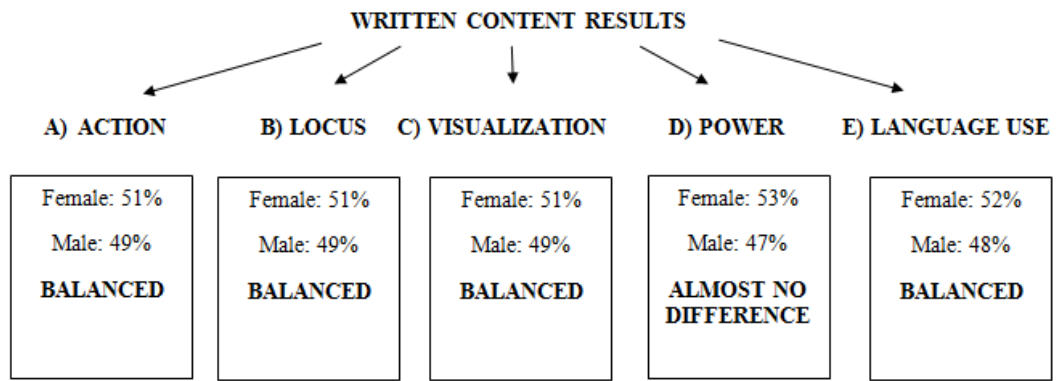


Figure 20. Written content results of the 8th grade coursebook

As seen in Figure 20, according to the findings of written content analysis, there is a balance between the representations of genders in the categories of action, locus, visualization and language use. In the category of power, there is almost no difference between genders in written content.

The major findings of the analysis of the 8th grade coursebook are displayed below for visual content in Figure 21:

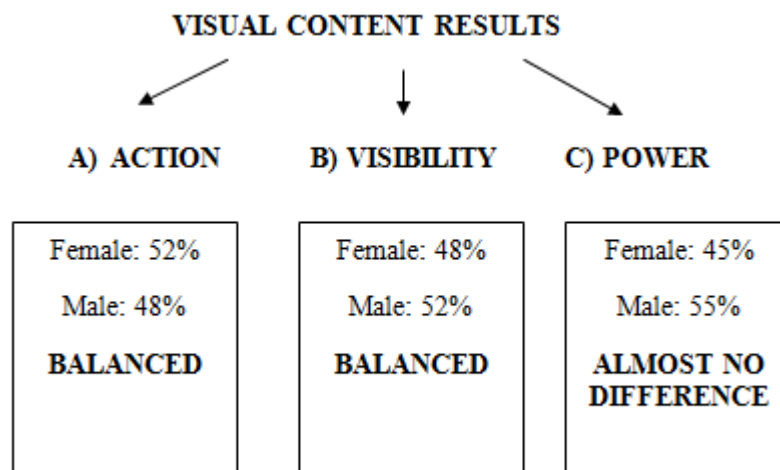


Figure 21. Visual content results of the 8th grade coursebook

With regard to the findings of visual content analysis, there is a balance between gender representations in the categories of action and visibility. In the category of power, there is almost no difference between genders in visual content.

Similar studies in the field of gender representations previously conducted in Turkey and around the world, such as those done by Arikan (2005), Sivasligil (2006), Cubukcu and Sivasligil (2012), Porreca (1984), Yang (2011) and Lee and Collins (2008), all suggested that males were more dominant than females in categories such as frequency of appearance, speech acts, outdoor and indoor activities, spare and leisure time activities, family roles and responsibilities, order of mention and occupations. Compared to these studies, this study does not show a significant difference between females and males in their representations of both written and visual content in the coursebooks in general. However, there are differences between females and males in particular categories analyzed through the study. One similarity with the other studies conducted is that males were found to be more dominant than females in categories such as frequency of occurrences and occupations. On the other hand, this study differed from those studies in that females were not underrepresented in categories such as outdoor places, domestic places and activities conducted by females and males.

Overall, the major findings obtained from the analysis of the 6th, 7th and 8th grade coursebooks indicate that there was a balance between the representations of females and males in general. In this sense, the major findings of this study can be assumed to be in alignment with the regulations of Coursebooks and Training Tools stated by the Ministry (2012a) in that coursebooks should reject any kind of discrimination.

Talim Terbiye Kurulu Başkanlığı (TTKB) (2013) supports this regulation by putting forward that there should be a balance in the examples given and characters presented in the teaching materials with regard to gender. However, differences between the representations of females and males can be observed when the categories are examined individually.

Söylemez (2010) suggests that “language in the coursebooks as an ideology maker and social role determiner leads us to make generalizations about the roles of the sexes in a community. This seems beneficial at first sight although it may create prejudice and discrimination among individuals” (p. 748). Besides, it is stated in Sivaslıgil’s (2006) that “gender stereotyping in coursebooks perpetuates and reinforces the existing inequality between males and females, not only in the schooling system but also in the community at large” (p. 4). With this in mind, it can be assumed that the content of the coursebooks shape the way female and male students think about their social roles and status in the society. Any kind of stereotyping or discrimination against females or males in coursebooks may promote “prejudice and fossilized roles in the educational environment” (Söylemez, 2010, p. 747). The findings of this study showed that the three coursebooks did not promote such a discrimination against females or males. Although imbalance was evident in individual categories and individual grade levels; the coursebooks presented a balanced and equal representation of females and males in terms of holistic results.

When compared to other studies with regard to overall findings, this study shows a similarity with the studies conducted by Jones, Kitemu and Sunderland (1997) and

Yang (2011) in that it does not present a significant difference between the representations of females and males through the language coursebooks in general.

Implications for practice

Through relevant literature presented in the literature review of this study, Richards (2005) suggests that curriculum developers rely on their own understanding of the needs of the learners and society along with the planners' beliefs and ideologies about schools, learners, teachers and other stakeholders. Fairclough (1989) supports the main idea behind these beliefs and ideologies by putting forward that ideology is commonly traceable in language. Therefore, it is one of the main concerns of teachers and curriculum planners to evaluate and assess teaching materials to be taught in classroom since the ideology in language available in the coursebooks may bring forth issues of stereotyping through the representations of genders depicted.

Lee and Collins (2009) highlight the significance of the representations of genders throughout coursebooks by stating that gender portrayals in the coursebooks taught in classrooms affect students, their stance towards social values, and gender roles existent in the society. As this study presents, although there is not a significant difference between the representations of genders; there is an imbalance between the representations of females and males in terms of domestic, occupational roles and power issues across a variety of categories analyzed in the ELT coursebooks selected; if students are exposed to learning through coursebooks, the stereotypical gender images displayed in them may affect students negatively at a stage in which they begin to develop self-esteem and self-image. This issue necessitates teacher awareness in selecting and using these coursebooks to be studied in classrooms.

Besides teacher awareness in selecting and using coursebooks, McNeil (2006) brings forth one of the standards for the guidance of selecting teaching materials by arguing that teaching materials should depict both females and males in their full range of social and domestic roles without stereotyping.

As presented in the literature review of this study, there is a variety of coursebook selection criteria available. There are many studies conducted world-wide and in Turkey presenting such criteria. These studies include but are not limited to Porreca (1984); Kabira and Masinjila (1995); Jones, Kitetu and Sunderland (1997); Lee and Collins (2008); Yang (2011); Arikan (2005); Sivasligil (2006); Aksit, Aksit and Atasalar (2008); Söylemez (2010) and others. The methodology used to analyze the coursebooks selected in this study through written and visual content suggests a comprehensive and extensive outline for the evaluation of coursebooks and other teaching materials for the purpose of analyzing gender representation. Therefore, teachers, curriculum planners, ELT material writers and textbook designers can make use of the guidelines provided throughout the study to examine gender representations in coursebooks they are currently using or planning to use. Furthermore, the committees which decide and choose teaching materials to be studied in schools can use these guidelines to analyze the content of the coursebooks and other materials in terms of gender images before selecting them.

To underline the significance of the coursebooks, Sheldon (1988) states that coursebooks are regarded to be an essential source for ELT programs by many. Hence, material designers should take into account gender images and

representations included or to be included in the teaching materials that are used and relied on by many teachers.

According to the regulations of the Turkish Ministry of National Education and Coursebooks and Training Tools (2012a), coursebooks should present an approach that supports fundamental rights and freedoms and rejects any kind of discrimination. In this sense, policy makers such as the Ministry should take into account the content of the coursebooks and verify that coursebooks published by the Ministry do not include any image or representation that promotes gender discrimination.

Implications for future research

This study focused on exploring gender representations in the 6th, 7th and 8th grade ELT coursebooks published by the Turkish Ministry of National Education and used at state schools through the analyses of written content and visual content available in the coursebooks selected. However, future research can include studies in many other areas.

This study analyzed the ELT coursebooks with regard to written and visual content analyses to explore gender representations. However, the perspectives of teachers and curriculum developers about gender issues and to what extent students are affected by gender roles and images discovered through coursebooks were not in the scope of this study. Therefore, these may be explored in future research by means of surveys or interviews. This would give a more comprehensive picture of gender representations in coursebooks.

In this study, the data analyzed was the ELT coursebooks published by the Ministry. However, coursebooks in other subject areas such as social studies, mathematics and science; and published by publishers other than the Turkish Ministry of National Education can be analyzed using a similar conceptual framework or methodology employed in this study.

The study used a series of coursebooks published by the Ministry through purposeful sampling for a better understanding of the curriculum goals of the Ministry in terms of gender representations in ELT coursebooks. However, the ELT coursebooks published by the local private publishers were not included in the sampling of this study. Comparing and contrasting the gender representations in the written and visual content of these privately published ELT coursebooks to the content of coursebooks published by the Ministry will help expand the boundaries of this research study. As the Ministry suggests (2012a) in the regulations of Coursebooks and Training Tools, coursebooks should not include any kind of discrimination; therefore, extending the sampling of this study to include the coursebooks by local private publishers can help create a more complete picture regarding gender representations.

The scope of this study was limited to the analysis of the ELT coursebooks studied by the age group ranging from 12 to 14. The ELT coursebooks studied by the age groups ranging from 7 to 11 and from 15 to 18 were not included in the sampling of the study. Hence, the analysis of a larger sampling including all age groups may culminate in more comprehensive results.

In another study, the coursebooks mostly used in schools in Turkey and the coursebooks studied mostly in other countries abroad can be compared and

contrasted in terms of how they represent genders. This can provide another perspective for gender representations.

During the data analysis process of this study, a new national curriculum was put into practice by the Ministry of National Education in Turkey. This curriculum was designed for a new system which was called 4+4+4 system. The 4+4+4 refers to the years of study for each division of the compulsory education in the country. The first 4 refers to the elementary education, the second 4 for the secondary education and the last 4 for the high school education (MONE, 2012b). This study is based on the previous system where the elementary education was for the first 5 years, the secondary education was for the next 3 years and the last 4 years were for the high school education. This study can be replicated with the new coursebooks used in the new system by using the conceptual framework employed in this study.

Limitations

The study is limited to the analysis of the 6th, 7th and 8th grade ELT coursebooks published by the Ministry and studied at state schools. Hence, it does not include all ELT coursebooks studied at schools in Turkey. Yet, in another study, coursebooks ranging from grade 1 to grade 5 and from grade 9 to grade 12 can also be analyzed in terms of gender representations.

Moreover, the scope of the study did not include the coursebooks of local private publishers and the coursebooks published by the international market. For this reason, generalizations cannot be made about gender representations available in these coursebooks. A bigger sampling could give a bigger picture of the analysis of gender images in the coursebooks.

Some methodological limitations were encountered during visual content analysis. The problem with the visual content analysis mainly stemmed from the fact that some of the characters in the pictures could not be distinguished as female or male due to the ambiguity of appearance. Therefore, these pictures were not involved in the analysis. Similarly, in the analysis of the category of naming related to written content analysis, the characters whose gender was ambiguous such as Trevor's science teacher (6th grade, p. 102) were ignored.

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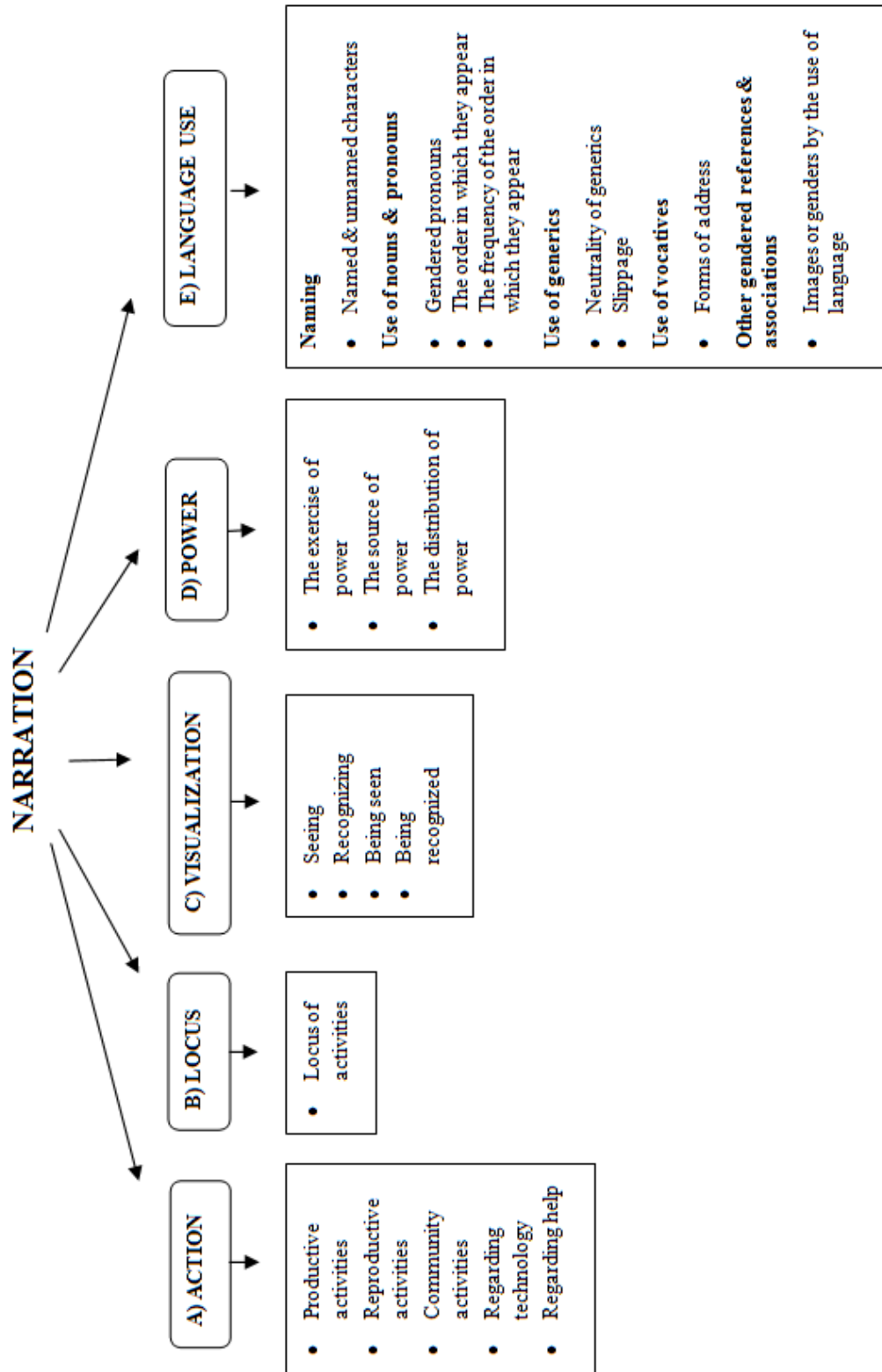
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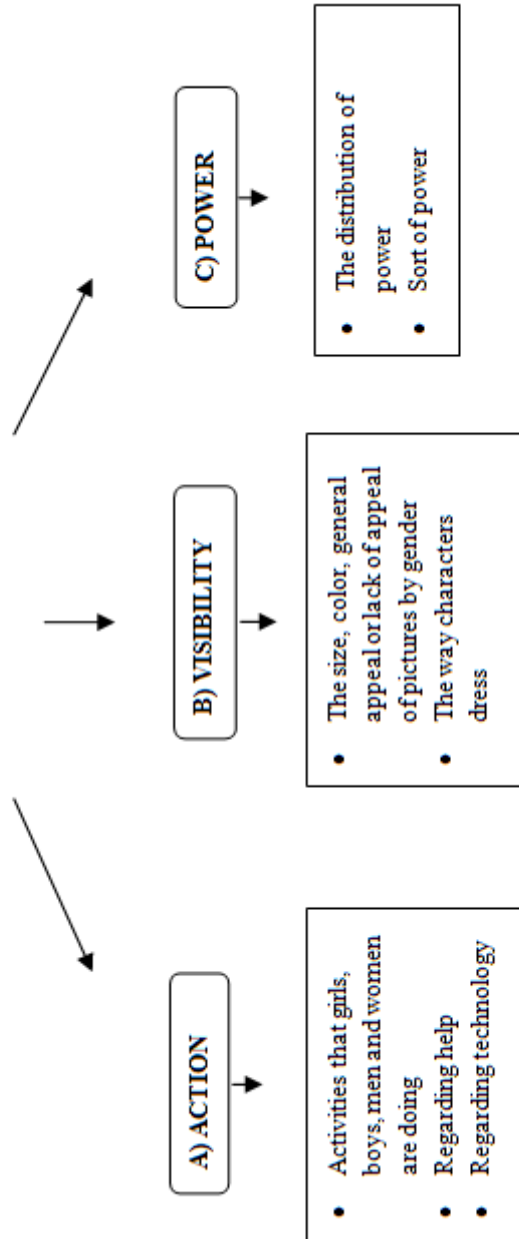
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APPENDICES

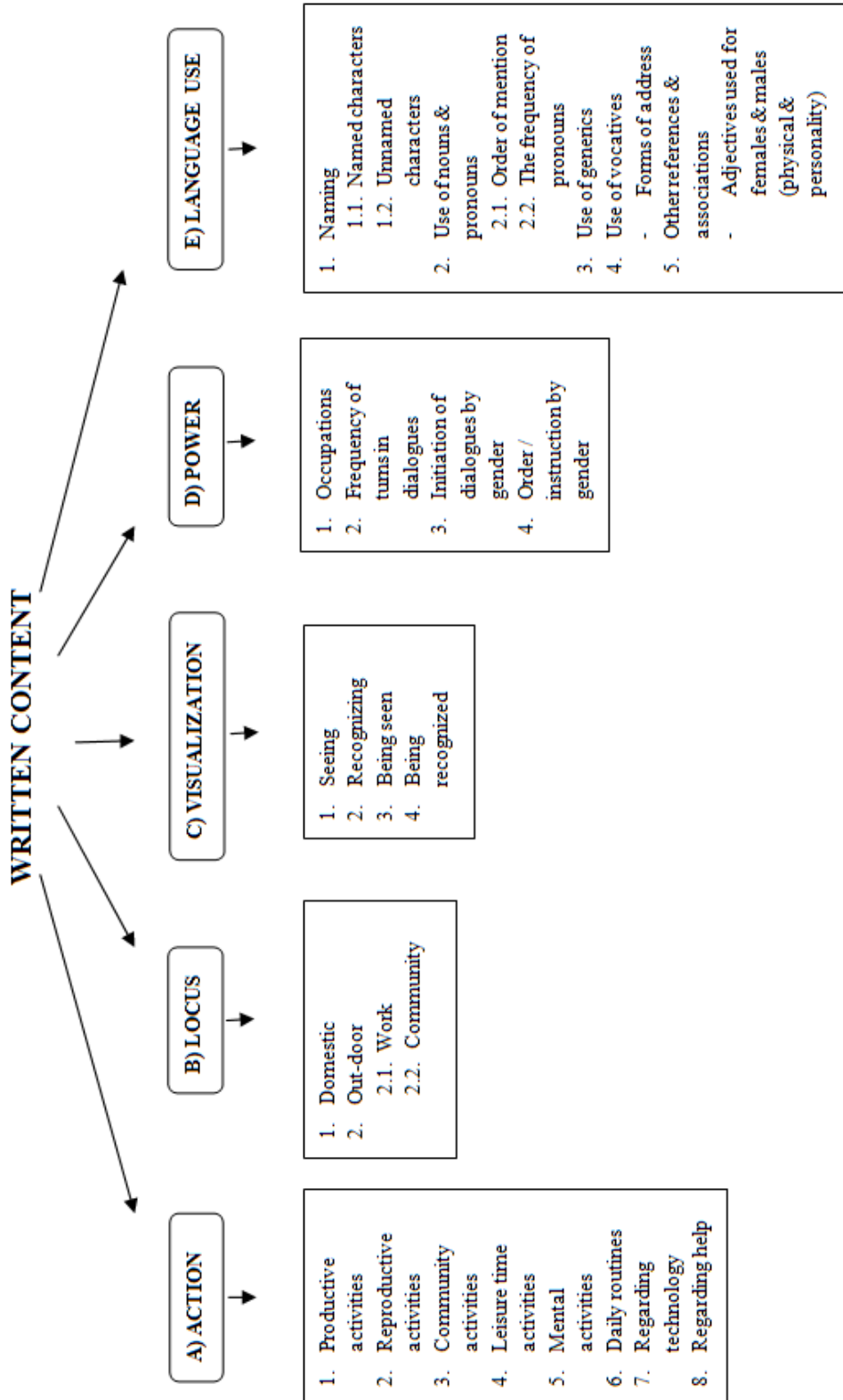
APPENDIX A: The original framework



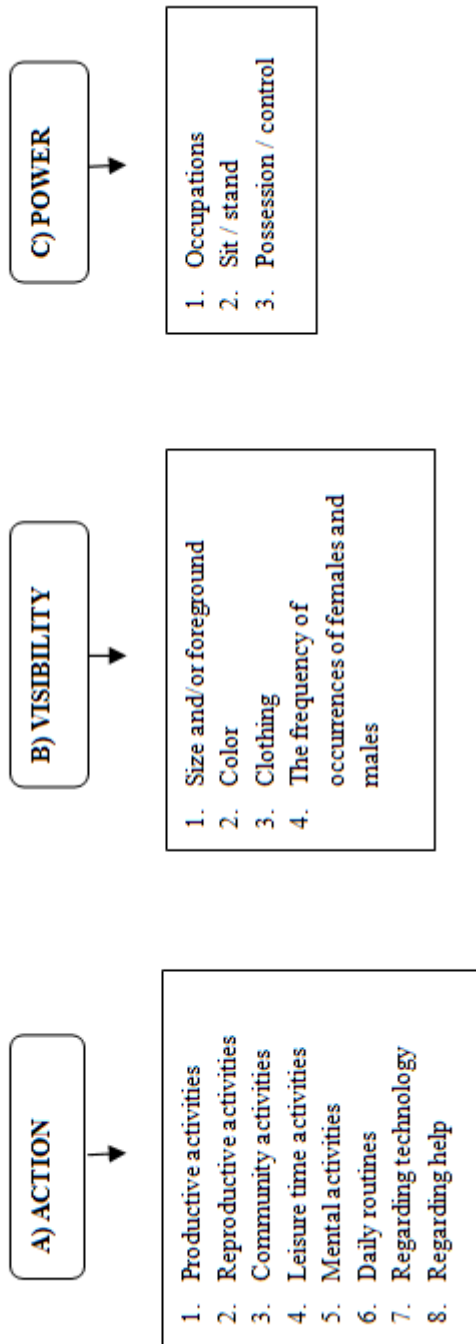
ILLUSTRATIONS



APPENDIX B: The revised framework



VISUAL CONTENT



APPENDIX C: The category of action in written content (grade 6)

	FEMALES	MALES
Productive activities		
Interviewing	1	1
Teaching	4	1
Having swimming class	1	
Playing tennis with students		1
Working on a farm		1
Growing vegetables		1
Selling crops		1
Working for a company		1
Drawing plans		1
Building bridges or buildings		1
Working at a hospital	1	
Working in the army		1
Protecting his country		1
Grading homework		1
Doing an experiment	4	1
Doing research	1	
Going to school	4	1
Reproductive activities		
Cooking dinner	1	
Making the shopping list		1
Preparing a birthday party	1	
Making apple pies	1	
Looking after patients	1	
Community activities		
Organizing the club activities	1	
Meeting parents in the office		2
Leisure time activities		
Doing yoga	1	
Camping	1	
Walking the dog	1	
Doing homework	2	1
Making people laugh	1	
Singing in the shower	1	
Going shopping	1	
Looking at the stars	1	
Laughing	1	
Waking up with a smile	1	
Travelling	1	
Playing the guitar	1	

APPENDIX C: The category of action in written content (grade 6) (cont'd)

	FEMALES	MALES
Dancing	1	
Doing puzzles	1	
Going to concerts	1	
Dancing in the rain	1	
Watching movies	1	
Going to baseball club		1
Practice martial arts		1
Going to library		1
Chatting	1	1
Exercising in the morning		1
Going swimming		1
Writing a letter	2	
Playing with a rock band		1
Playing enjoyable games with students	1	
Telling funny stories	1	
Reading daily newspaper/mag.	1	3
Playing basketball		1
Having tea	1	3
Studying French		1
Writing letters in the office		1
Buying a book	1	
Watching TV	1	1
Giving a party		1
Going to a (fancy dress) party	1	
Studying German in the German Club		1
Being on holiday		1
Having a girls' night	1	
Reading a booklet	1	
Watching a documentary	1	
Eating fruits		1
Listening to weather fore.	1	1
Packing for trip	1	1
Reading	2	1
Staying at a hotel		1
Sitting by the swimming pool		1
Mental activities		
Thinking	1	
Wanting	18	12
Planning	2	2
Daily routines		
Getting up	3	4
Getting ready for school		1
Leaving home		1
Taking the train		2

APPENDIX C: The category of action in written content (grade 6) (cont'd)

	FEMALES	MALES
Having lunch	1	3
Staying in the classroom		1
Eat lunch	1	1
Going home	2	1
Going to bed	1	1
Get dressed for school	1	
Talking		1
Calling		1
Drink tea		1
Taking notes	4	2
Regarding help		
Helping with an idea	1	
Helping the students in Math Club		1
Regarding technology		
Writing an e-mail		1

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	16	18%	14	18%	30	53% / 47%
Reproductive activities	4	4%	1	1%	5	80% / 20%
Community activities	1	1%	2	3%	3	33% / 67%
Leisure time activities	33	37%	27	34%	60	55% / 45%
Mental activities	21	24%	14	18%	35	60% / 40%
Daily routines	13	15%	20	25%	33	39% / 61%
Regarding help	1	1%	1	1%	2	50% / 50%
Regarding technology	0	0%	1	1%	1	0% / 100%
TOTAL	89		80		169	53% / 47%

APPENDIX D: The category of locus in written content (grade 6)

DOMESTIC		
	FEMALES	MALES
Kitchen	1	1
Bedroom		1
Home	4	

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
5	71%	2	29%	7

OUTDOOR		
	FEMALES	MALES
Community		
Basketball court		1
Swimming pool		1
Cafeteria		3
Tennis court		1
French club		1
German club		1
Math club		1
Zoo	3	1
A TV show	1	
Street	2	
Travel agent's	1	1
Department store	1	
cinema		1
supermarket	1	
shop window	1	2
restaurant	1	
hotel	2	3
Work		
Office		6
School	1	1
School canteen	2	2
Farm		1
Bazaar		1
Hospital	1	
Army		1
Class	1	1
School library	2	1
Lab	1	2

OUTDOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	13	62%	17	52%	30	43% / 57%
Work	8	38%	16	48%	24	33% / 67%
TOTAL	21		33		54	39% / 61%

APPENDIX E: The category of visualization in written content (grade 6)

VISUALIZATION		
	FEMALES	MALES
Seeing		2
Recognizing		
Being seen	1	1
Being recognized		

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	0	0%	2	67%	2	0% / 100%
Recognizing	0	0%	0	0%	0	0% / 0%
Being seen	1	100%	1	33%	2	50% / 50%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	1		3		4	25% / 75%

APPENDIX F: The category of power in written content (grade 6)

OCCUPATIONS		
	FEMALES	MALES
Teacher	3	4
Student	3	2
Seller		1
Engineer		1
Nurse	1	
Soldier		1
Farmer		1
Traffic policeman		1
Travel agent		1
Shop assistant		1
Doctor		1

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
7	33%	14	67%	21

FREQUENCY OF TURNS IN DIALOGUES	
FEMALES	MALES
98	116

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
98	46%	116	54%	214

INITIATION OF DIALOGUES	
FEMALES	MALES
17	22

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
17	44%	22	56%	39

ORDER AND INSTRUCTION		
	FEMALES	MALES
Order	1	1
Instruction		

ORDER AND INSTRUCTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Order	1	100%	1	100%	2	50% / 50%
Instruction	0	0%	0	0%	0	0% / 0%
TOTAL	1		1		2	50% / 50%

APPENDIX G: The category of language use in written content (grade 6)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Named characters		
Wendy	1	
Trevor		1
Jack		1
Tessa	1	
George		1
Mrs. Carter	1	
Mr. Carter		1
Dan Carter		1
Ali		1
Sandy	1	
Jim		1
Maggy	1	
Larry		1
Spotty		1
Bart Simpson		1
Mrs. Thompson	1	
Anna	1	
Ted		1
Yumiko		1
Richard Gere		1
Clara	1	
Caroline	1	
Jenny	1	
Jack		1
Yoshi		1
Mr. Thompson		1
Paula	1	
Mrs. Brown	1	
Mr. Brown		1
Mr. Lenson		1
John		1
David		1
Laura	1	
Richard		1
Chris		1
Jane	1	
Kim		1
Mark		1

APPENDIX G: The category of language use in written content (grade 6)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Julie	1	
Stacy	1	
Tony		1
Robert		1
Julia Williams		
John Depp		1
Mrs. Collin	1	
Mr. Stop		1
Mr. Sight		1
Keiko (female)	1	
Erdinç		1
Bartu		1
Mrs. Bloomfield	1	
Charlie		1
Mrs. Raynold	1	
Kate	1	
Greg		1
Susanna Nakulak	1	
Louisa Etok	1	
Sue	1	
John		1
Mary	1	
Jennifer	1	
Karen	1	
Sam		1
June (male)		1
Hakan		1
Özgür		1
Brad		1
Linda	1	
Dan		1
Joanna	1	
Tim		1
Ashley	1	
Katie	1	
Stephanie	1	
Riley Freeman		1
John		1
Carole	1	
Mustafa Kemal Atatürk		1
Ali Rıza Efendi		1
Zübeyde Hanım	1	

APPENDIX G: The category of language use in written content (grade 6)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Makbule Atadan	1	
Unnamed characters		
Grandma	1	
The seller		1
The shop assistant		1
A boy		1
Waiter		1

NAMING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Named characters	35	97%	45	92%	80	44% / 56%
Unnamed characters	1	3%	4	8%	5	20% / 80%
TOTAL	36		49		85	42% / 58%

ORDER OF MENTION		
	FEMALE - MALE	MALE - FEMALE
Jim and Maggy		1
Trevor and Tessa		15
Tessa and Trevor	13	
Tessa and Yumiko	2	
Yoshi and Jenny		1
Mr. and Mrs. Thompson		12
Trevor and Paula		1
Julie Brown and her husband	1	
Mr. and Mrs. Brown		1
Mrs. And Mr. Brown	1	
Ted, Stacy, Robert		1
Stacy and Robert	1	
Mum and Dad	2	
Dad and Mum	1	
Tessa and Jim	1	
Greg, Tessa	1	
Stacy, Tessa, Greg	1	
Grandma and grandpa	1	

ORDER OF MENTION		
	Items	%
Female-male	25	44%
Male-female	32	56%
TOTAL	57	

THE FREQUENCY							
SHE	HER	HERS	HERSELF	HE	HIM	HIS	HIMSELF
114	47			42	8	33	

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	114	71%				
Her	47	29%				
Hers						
Herself						
He			42	51%		
Him			8	10%		
His			33	40%		
Himself						
TOTAL	161		83		244	66% / 34%

USE OF GENERICS		
	FEMALE	MALE
A traffic policeman		1

USE OF GENERICS						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	2	100%	2	0% / 100%

	FORMS OF ADDRESS USED FOR	
	FEMALES	MALES
Honey		1
Sweetie		1

FORMS OF ADDRESS USED FOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	2	100%	2	0% / 100%

	FEMALES	MALES
PHYSICAL		
Body		
Beautiful	2	
Fair		2
Lovely	1	
Well-built		1
Hair		
Long	10	
Curly	11	
Dark	2	3
Brown	7	1
Beautiful		3
Blonde	3	1
Straight	5	1
Short	2	1

APPENDIX G: The category of language use in written content (grade 6)

(cont'd)

	FEMALES	MALES
Wavy	1	
Red	1	
Eye		
brown	3	4
gorgeous	1	4
green	3	1
hazel	1	
Height		
Tall	7	3
Medium	3	
Short	4	
Weight		
Fat	1	1
Slim	5	
Thin	1	
Age		
Seventies	1	1
Fifties	1	
Young	1	1
thirties		1
PERSONALITY		
Sweet	1	1
Curious	1	

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	3	4%	3	10%	6	50% / 50%
Hair	42	55%	10	34%	52	81% / 19%
Eye	8	10%	9	31%	17	47% / 53%
Height	14	18%	3	10%	17	82% / 18%
Weight	7	9%	1	3%	8	88% / 12%
Age	3	4%	3	10%	6	50% / 50%
TOTAL	77		29		106	73% / 27%

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	2	67%	1	33%	3	67% / 33%

APPENDIX H: The category of action in visual content (grade 6)

	FEMALES	MALES
Productive activities		
Interviewing	1	2
Playing a cello		1
Teaching	4	1
Listening to the lesson	8	8
Cooking	1	
Cleaning	1	
Doing an experiment	4	3
Serving		1
Selling	1	1
Examining a patient	1	
Farming		1
Working	2	2
Reproductive activities		
Cooking	1	1
Making the shopping list		1
Preparing dinner	1	
Preparing a b-day checklist	1	
Making apple pies	1	
Visiting a doctor		2
Community activities		
Celebrating a national holiday	5	6
Leisure time activities		
Celebrating a wedding anniv.	6	5
Playing football		2
Playing volleyball	8	
Karate	2	2
Playing tennis		1
Running		2
Reading	2	
Dancing	2	1
Yoga	1	
Playing in the sea	2	
Playing guitar	2	1
Playing with Spotty	1	
Playing flute	1	
Matador		1
Buying tickets(cinema)	2	
Celebrating birthday	3	6

APPENDIX H: The category of action in visual content (grade 6)

(cont'd)

	FEMALES	MALES
Going to the zoo	7	5
Singing		3
Playing a game	1	1
Playing hopscotch	1	
Skipping rope		1
Skating	2	2
Playing chess	1	
Playing "tag"	1	4
Playing blind man's		1
Skiing	1	1
Playing golf		1
Hiking	1	2
Shopping	1	
Planning for a trip	1	1
Writing a letter	1	
Parading	4	3
Fishing	1	1
Watching movie	3	3
Picking apples	1	
Daily routines		
Having lunch	7	5
Shopping	1	1
Getting up	1	1
Having breakfast	2	
Getting on a bus	3	
Going to school	15	6
Doing homework	1	
Going back home		2
Watching TV	1	
Having dinner	4	3
Sleeping	2	1
Chatting	22	17
Packing for a trip	1	1
Washing hands	1	
Eating	1	1
Walking	4	2
Brushing teeth		1
Talking on the phone	7	10
Sitting	3	1
Taking notes	1	1
Taking a photograph	1	
Driving		3
Riding a bike	5	1
Crossing the street	2	1

APPENDIX H: The category of action in visual content (grade 6)

(cont'd)

	FEMALES	MALES
Arranging hotel room	1	1
Having tea	1	1
Reading a magazine	1	1
Studying	2	1
Watching TV	2	1
Having meal	3	2
Buying	1	1
Saluting		1
Saluting a crowd		1
Walking	1	1
Having a quarrel	2	
Mental activities		
Regarding help		
Helping (shop asst.)		1
Helping (travel agent)		1
Helping(receptionist)	1	1
Helping with homework	1	
Regarding technology		
Playing computer games	2	1

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	23	12%	20	13%	43	53% /47%
Reproductive activities	4	2%	4	3%	8	50% / 50%
Community activities	5	3%	6	4%	11	45% / 55%
Leisure time activities	59	30%	50	33%	109	54% / 46%
Mental activities	0	0%	0	0%	0	0% / 0%
Daily routines	99	51%	69	45%	168	59% / 41%
Regarding help	2	1%	3	2%	5	40% / 60%
Regarding technology	2	1%	1	1%	3	67% / 33%
TOTAL	194		153		347	56% / 44%

APPENDIX I: The category of visibility in visual content (grade 6)

	SIZE and/or FOREGROUND	
	Females	Males
Bigger		1
Front	35	30
Back	55	43

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	0	0%	1	1%	1	0% / 100%
Front	35	39%	30	41%	65	54% / 46%
Back	55	61%	43	58%	98	56% / 44%
TOTAL	90		74		164	55% / 45%

Color	FEMALES		MALES	
	+	-	+	-
	249	5	224	4

COLOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	249	98%	224	98%	473	53% / 47%
Negative	5	2%	4	2%	9	56% / 44%
TOTAL	254		228		482	53% / 47%

Clothing	Traditional	Modern	Traditional	Modern
	7	259	7	223

CLOTHING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	7	3%	7	3%	14	50% / 50%
Modern	259	97%	223	97%	482	54% / 46%
TOTAL	266		230		496	54% / 46%

THE FREQUENCY OF OCCURRENCES	
FEMALES	MALES
255	227

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
255	53%	227	47%	482

APPENDIX J: The category of power in visual content (grade 6)

POWER		
	FEMALES	MALES
Occupations		
Football player		1
Tennis player		1
Volleyball player	2	
Karate player	3	1
dancer	1	1
seller		1
cook	1	1
student	7	7
actor		2
cello player		1
teacher	5	1
cleaner		1
engineer		1
nurse	1	
soldier		1
farmer	1	
doctor	2	1
ticket seller	1	
travel agent		1
receptionist	1	1
waiter		1
Physical position (sit/stand)		
Sit	15	5
Stand	5	11
Possession/control		
exam paper	1	

POWER						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	25	54%	24	60%	49	51% / 49%
Sit	15	33%	5	13%	20	75% / 25%
Stand	5	11%	11	28%	16	31% / 69%
Possession/control	1	2%		0%	1	100% / 0%
TOTAL	46		40		86	53% / 47%

APPENDIX K: The category of action in written content (grade 7)

	FEMALES	MALES
Productive activities		
Looking for a robber		1
Interviewing	1	
Preparing an environment project	1	1
Growing giant pumpkins		1
Preparing the first sandwich		1
Producing the first chocolate		1
Developing a gum		2
Publishing the first puzzle		1
Inventing		4
Discovering		3
Writing an opera		1
Composing music		2
Playing the violin		1
Playing the organ		1
Writing music		1
Writing		1
Designing models & mechanic devices		1
Starting school		1
Reproductive activities		
Living in an apartment		1
Marrying someone		1
Making bread, yoghurt and cheese	1	
Community activities		
Leisure time activities		
Reading	5	6
Visiting	1	1
Writing a letter		2
Writing a poem	1	
Staying at grandparents'	1	1
Looking at the family album	1	1
Speaking foreign languages		1
Watching a documentary	2	4
Swimming		1
Playing tennis		1
Mental activities		
Wanting	13	9
Planning	4	1
Thinking	5	2
Imagining	1	

APPENDIX K: The category of action in written content (grade 7)

(cont'd)

	FEMALES	MALES
Feeling	4	2
Daily routines		
Talking	9	10
Asking	3	3
Watching TV	4	3
Taking notes	5	2
Listening to a dialogue	1	1
Writing some notes	1	
Looking through TV guide	1	1
Reporting the incident	1	
Getting up	1	
Eating		2
Going to a friend's		1
Ringing the door bell		1
Rushing		1
Seeing		1
Opening		1
Coming		1
Giving		2
Finding		1
Losing	1	
Walking		1
Regarding help		
Regarding technology		
Designing the first automobile		1
Introducing Microsoft Windows95		1
Starting comp. programming		1
Developing programming lang.		1
Starting Microsoft		1
Searching on the net	3	1
Spending time on the net		1

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	2	3%	24	25%	26	8% / 92%
Reproductive activities	1	1%	2	2%	3	33% / 67%
Community activities	0	0%	0	0%	0	0% / 0%
Leisure time activities	11	15%	18	19%	29	38% / 62%
Mental activities	27	38%	14	14%	41	66% / 34%
Daily routines	27	38%	32	33%	59	46% / 54%
Regarding help	0	0%	0	0%	0	0% / 0%
Regarding technology	3	4%	7	7%	10	30% / 70%
TOTAL	71		97		168	42% / 58%

APPENDIX L: The category of locus in written content (grade 7)

DOMESTIC		
	FEMALES	MALES
Livingroom	4	3
Kitchen	1	
Grandparents'	1	1

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
6	60%	4	40%	10

OUTDOOR		
	FEMALES	MALES
Community		
At the travel agent's	1	1
Çanakkale	2	2
City centre of Çanakkale	1	1
England	1	
Library	2	1
Garden	1	
Car gallery	1	2
Restaurant	1	1
Work		
School	1	1
Science and technology class	3	2

OUTDOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	10	71%	8	73%	18	56% / 44%
Work	4	29%	3	27%	7	57% / 43%
TOTAL	14		11		25	56% / 44%

APPENDIX M: The category of visualization in written content (grade 7)

VISUALIZATION		
	FEMALES	MALES
Seeing	6	3
Recognizing		
Being seen		
Being recognized		

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	6	100%	3	100%	9	67% / 33%
Recognizing	0	0%	0	0%	0	0% / 0%
Being seen	0	0%	0	0%	0	0% / 0%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	6		3		9	67% / 33%

APPENDIX N: The category of power in written content (grade 7)

OCCUPATIONS		
	FEMALES	MALES
Police		3
Robber		1
Talk show presenter	1	
Film star	1	1
Student	1	2
Manager		1
Teacher	2	
President		2
Scientist	1	1
Rock star		1
Singer	2	1
Inventor		1
Writer		1
Founder		1
Leader		2
Musician		1
Ballet dancer	1	
Actress	1	
Director		1
School counselor		1
Pilot		1
Mayor	1	
The history professor		1

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
11	32%	23	68%	34

FREQUENCY OF TURNS IN DIALOGUES	
FEMALES	MALES
63	47

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
63	57%	47	43%	110

INITIATION OF DIALOGUES	
FEMALES	MALES
7	11

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
7	39%	11	61%	18

ORDER AND INSTRUCTION		
	FEMALES	MALES
Order		1
Instruction		3

ORDER AND INSTRUCTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Order	0	0%	1	25%	1	0% / 100%
Instruction	0	0%	3	75%	3	0% / 100%
TOTAL	0		4		4	0% / 100%

APPENDIX O: The category of language use in written content (grade 7)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Named characters		
Tessa	1	
Stacy	1	
Zack		1
Trevor		1
Gary		1
Steve		1
Phil		1
Mrs. Nixon	1	
Mr. Pagon		1
Oprah Winfrey	1	
Brad Pitt		1
Nicole Kidman	1	
Mr. Thompson		1
Mrs. Thompson	1	
Lisa	1	
Sally	1	
Suzan	1	
David Suzuki		1
Mrs. Scott	1	
Danny		1
Jordan		1
Simon Jones		1
Greg		1
Paul		1
Harry Potter		1
Shrek		1
Tom and Jerry		1
Peggy	1	
Phil		1
Pat	1	
Stacy	1	
Ian		1
Dawn	1	
Jim		1
Cheryl	1	
Kyle		1
Ruby		1
Gracie	1	

APPENDIX O: The category of language use in written content (grade 7)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Andy		1
Diana	1	
Sabrina	1	
David		1
Sarah	1	
Miss Graceful	1	
Mustafa Kemal Atatürk		1
Marie Curie	1	
Elvis Presley		1
Marilyn Monroe	1	
Bariş Manço		1
Albert Einstein		1
Alexander Graham Bell		1
Lev Nikolayevich Tolstoy		1
Ali Rıza Efendi		1
Zübeyde Hanım	1	
Makbule	1	
Henry Ford		1
Biruni		1
Archimedes		1
John Montagu		1
Milton Hershey		1
Frank Henry Fleer		1
Arthur Wynne		1
Melinda French Gates	1	
Paul Allen		1
Bill Gates		1
Guglielmo Marconi		1
Louis Pasteur		1
Thomas Edison		1
Bob		1
Neil Armstrong		1
Buzz Aldrin		1
Michael Collins		1
Isaac Newton		1
Benjamin Franklin		1
Cinderella	1	

APPENDIX O: The category of language use in written content (grade 7)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Rapunzel	1	
Aladdin		1
Hansel		1
Gretel	1	
Tom		1
Gabrielle	1	
Mr. Jones		1
Simon Charlton		1
Clara	1	
Katherine Melworth	1	
Uri Geller		1
Wolfgang Amadeus Mozart		1
Mrs. Smith	1	
Matt		1
Mr. Spark		1
Mrs. Redford	1	
Mrs. Tucker	1	
Mr. Moore		1
Madonna	1	
Jack		1
Erman		1
Sabri		1
Tony		1
Mark		1
James		1
Philip Larson		1
Mrs. Spinner	1	
Mr. Howard		1
Ted		1
Michael Webber		1
Mrs. Miller	1	
Mr. Turston		1
Mrs. Mackay	1	
Mr. Skinner		1
Dave		1
Kevin		1
Andy Brown		1
Angelina Jolie	1	

APPENDIX O: The category of language use in written content (grade 7)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Walter		1
Mr. Johnson		1
Anthony		1
Mary Hopkin	1	
Tim		1
Mete		1
Spider man		1
Mr. Brolley		1
Mrs. Brolley		1
Mr. Wise		1
Mrs. Wise		1
Mr. Bragson		1
Mrs. Bragson		1
Mr. Soft		1
Mrs. Soft		1
Mr. Chatterbox		1
Mrs. Chatterbox		1
Mr. Hugebrain		1
Mrs. Hugebrain		1
Unnamed		
A young man		1
A pilot		
An English teacher		
A farmer		
Grandma	1	
Grandpa		1
Little red riding hood	1	
Snow white	1	
Seven dwarfs		1
The frog prince		1
A little old man		1
His wife	1	
The princess	1	
Granny	1	
Her mother	1	
His father		1
Zoo keeper		
The Prince		1
A rich man		1
A wealthy man		1
Rainman		1

NAMING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Named characters	40	85%	92	90%	132	30% / 70%
Unnamed characters	7	15%	10	10%	17	41% / 59%
TOTAL	47		102		149	32% / 68%

ORDER OF MENTION		
	FEMALE - MALE	MALE - FEMALE
Mr. and Mrs. Thompson		9
Tessa and Trevor	20	
Tessa, Greg and Stacy	1	
Peggy, Phil	1	
Jim and Cheryl		1
Kyle, Ruby and Gracie		1
Andy and Diana		1
Pat, Stacy, Ian and Dawn	2	
Sabrina, David	1	
Grandma and grandpa	2	
Snow White and the 7 dwarfs	1	
Hansel Gretel		1
The old man and his wife		1
Trevor and Tessa		2
Tessa, Jim, Mr. and Mrs. Thompson	1	
Jack, Tessa, Trevor, Jim		1
Tessa, Sally, Greg	1	
Tessa and Mr. Jones	1	
Greg, Ted, Stacy		1

ORDER OF MENTION		
	Items	%
Female-male	31	63%
Male-female	18	37%
TOTAL	49	

THE FREQUENCY							
SHE	HER	HERS	HERSELF	HE	HIM	HIS	HIMSELF
41	26		1	116	8	50	1

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	41	60%				
Her	26	38%				
Hers	0	0%				
Herself	1	1%				
He			116	66%		
Him			8	5%		
His			50	29%		
Himself			1	1%		
TOTAL	68		175		243	28% / 72%

USE OF GENERICS		
	FEMALE	MALE
Mankind		1

USE OF GENERICS						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	0	0%	1	100%	1	0% / 100%

	FORMS OF ADDRESS USED FOR	
	FEMALES	MALES
Darling		1
Honey	3	1
Sweetie	1	

FORMS OF ADDRESS USED FOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	4	67%	2	33%	6	67% / 33%

	FEMALES	MALES
PHYSICAL		
Body		
Beautiful	6	
Attractive	2	
Hair		
Long	1	1
Black		1
Dark		1
Curly		1
Short		1
Straight		1
Blonde	3	1
Brown		1
Eye		
Brown		1
Gorgeous	3	
Blue	3	
Height		
Tall		5
Short		1
Small		1

APPENDIX O: The category of language use in written content (grade 7)

(cont'd)

	FEMALES	MALES
Taller		1
Tallest		1
Weight		
fat		2
slim	1	
Age		
forties		1
young	1	3
fifties		1
13	1	
16	1	
34		1
PERSONALITY		
Clever		2
Shy	1	1
Helpful	1	1
Lazy		1
Generous	1	1
Rude		2
Kind		1
Stingy		1
Optimistic	1	
Pessimistic		1
Funny		1
Nice	4	
Loving	1	
Caring	2	
Lucky	1	
Happy	3	1
Great		1
Genius		1

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	8		0		8	
Hair	4		8		12	
Eye	6		1		7	
Height	0		9		9	
Weight	1		2		3	
Age	3		6		9	
TOTAL	22		26		48	

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	15	50%	15	50%	30	50% / 50%

APPENDIX P: The category of action in visual content (grade 7)

	FEMALES	MALES
Productive activities		
Studying	1	2
Taking notes	2	2
Interviewing	2	3
Writing notes	1	
Presenting the news(weather)	1	
Serving		1
Teaching	1	
Playing with a band		4
Making a presentation(class)		1
Walking on the moon		1
Doing an experiment		
Writing on the board		1
Entertaining		1
Taking an exam		1
Listening to argument as jury	7	6
Working		1
Taking a video		1
Taking a picture		1
Examining the patient	1	
Reproductive activities		
Serving food	1	
Getting married	1	1
Visiting a patient		1
Taking a bus ride	3	2
Community activities		
Leisure time activities		
Dancing	5	6
Giving presents		2
Cycling	1	3
Playing golf		1
Skiing	1	1
Hiking	1	1
Watching TV	2	4
Skating	1	
Looking at family album	3	2
Playing with a ball	1	
Playing football		3
Playing basketball	3	7
Playing guitar		1

APPENDIX P: The category of action in visual content (grade 7)

(cont'd)

	FEMALES	MALES
Playing piano		1
Camping	1	3
Playing a game	2	4
Celebrating	2	4
Sitting by the sea	2	
Daily routines		
Talking on the phone	2	2
Sleeping		3
Having lunch	2	
Having a conversation	7	9
Preparing schoolbag	1	
Ordering meal	1	
Reading	2	3
Driving		4
Eating		3
Drinking water		1
Running		2
Walking down the street	4	
Fueling the car up		2
Chatting	2	2
Blowing nose	1	
Conversing	18	13
Mental activities		
Thinking		2
Imagining		1
Regarding help		
Helping the elder	1	
Regarding technology		
Surfing on the net	2	14

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	16	18%	26	19%	42	38% / 62%
Reproductive activities	5	6%	4	3%	9	56% / 44%
Community activities	0	0%	0	0%	0	0% / 0%
Leisure time activities	25	28%	43	32%	68	37% / 63%
Mental activities	0	0%	3	2%	3	0% / 100%
Daily routines	40	45%	44	33%	84	48% / 52%
Regarding help	1	1%	0	0%	1	100% / 0%
Regarding technology	2	2%	14	10%	16	13% / 87%
TOTAL	89		134		223	40% / 60%

APPENDIX Q: The category of visibility in visual content (grade 7)

	SIZE / FOREGROUND	
	Females	Males
Bigger	2	2
Front	39	38
Back	80	88

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	2	2%	2	2%	4	50% / 50%
Front	39	32%	38	30%	77	51% / 49%
Back	80	66%	88	69%	168	48% / 52%
TOTAL	121		128		249	49% / 51%

Color	FEMALES		MALES	
	+	-	+	-
	176	28	262	48

COLOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	176	86%	262	85%	438	40% / 60%
Negative	28	14%	48	15%	76	37% / 63%
TOTAL	204		310		514	40% / 60%

Clothing	Traditional	Modern	Traditional	Modern
	4	200	9	303

CLOTHING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	4	2%	9	3%	13	31% / 69%
Modern	200	98%	303	97%	503	40% / 60%
TOTAL	204		312		516	40% / 60%

THE FREQUENCY OF OCCURRENCES	
FEMALES	MALES
222	337

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
222	40%	337	60%	559

APPENDIX R: The category of power in visual content (grade 7)

POWER		
	FEMALES	MALES
Occupations		
police		1
waiter		3
clown		1
student	18	23
salesman		1
writer	1	2
actor		1
presenter	2	1
businessman		2
jury member	7	6
radio speaker		2
speaker	2	2
sportsman		2
group singer		4
teacher	1	
president		1
scientist	1	7
rock star		1
film star	1	
singer	1	1
inventor		6
explorer		4
billionaire		1
astronaut		1
farmer		3
basketball player	3	7
football player		3
musician		1
chariot driver		1
doctor		1
cook		1
cleaner	1	
nurse	1	
soldier		2
Physical position (sit/stand)		
Sit	26	31
Stand	20	27
Possession/control		
book	1	1
remote control	1	1
photo album	1	
car		1

POWER						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	39	44%	92	60%	131	30% / 70%
Sit	26	30%	31	20%	57	46% / 54%
Stand	20	23%	27	18%	47	43% / 57%
Possession/control	3	3%	3	2%	6	50% / 50%
TOTAL	88		153		241	37% / 63%

APPENDIX S: The category of action in written content (grade 8)

	FEMALES	MALES
Productive activities		
Attending a language school	4	2
Completing the academy		1
Enrolling in military high school		1
Studying	1	2
Interviewing	1	2
Taking some notes	1	
Starting the independence war		1
Becoming the 1 st president		1
Establishing the Turkish rep.		1
Writing on the board	1	
Reproductive activities		
Cleaning car		1
Getting married		1
Community activities		
Leading Turkish troops		1
Leading the independence war		1
Starting the national movement		1
Opening the Turkish Grand National Assembly		1
Visiting uncle	1	
Sharing language learning experiences	1	
Leisure time activities		
Reading	7	4
Watching documentary	1	1
Watching TV	2	1
Painting		2
Telling a story	2	
Playing chess	1	1
Drawing		1
Playing a game	1	1
Travelling		2
Giving a party		1
Meeting fans		1
Spending time with fans		1
Mental activities		
Wanting	8	2
Remembering	2	5
Deciding	6	1
Thinking	1	2
Daily routines		
Talking	5	1
Having breakfast	3	3
Walking	2	2
Listening		1
Sleeping		1
Asking questions	1	
Eating		1
Writing a diary	2	
Having a drink		3
Tidying room	1	
Finishing homework	1	
Asking (request)	1	2
Speaking	1	1
Writing	1	
Going to Samsun		1
Coming	1	
Regarding help		
Helping	2	
Regarding technology		

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	8	13%	11	19%	19	42% / 58%
Reproductive activities	0	0%	2	3%	2	0% / 100%
Community activities	2	3%	4	7%	6	33% / 67%
Leisure time activities	14	23%	16	27%	30	47% / 53%
Mental activities	17	27%	10	17%	27	63% / 37%
Daily routines	19	31%	16	27%	35	54% / 46%
Regarding help	2	3%	0	0%	2	100% / 0%
Regarding technology	0	0%	0	0%	0	0% / 0%
TOTAL	62		59		121	51% / 49%

APPENDIX T: The category of locus in written content (grade 8)

DOMESTIC		
	FEMALES	MALES
Room		1
Living room	2	2
Home	1	1

DOMESTIC				TOTAL
FEMALES		MALES		
items	%	items	%	
3	43%	4	57%	7

OUTDOOR		
	FEMALES	MALES
Community		
the office of student counselor		1
Erzurum		1
Sivas		1
Ankara		1
The back of private exhibit		2
Park	1	
Party	2	2
Restaurant	2	
The sun dance hotel	2	
Bodrum	2	
Work		
The accord language school	4	1
School	5	3
Library	1	
Company		1
NBC news	1	1

OUTDOOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Community	9	45%	8	57%	17	53% / 47%
Work	11	55%	6	43%	17	65% / 35%
TOTAL	20		14		34	59% / 41%

APPENDIX U: The category of visualization in written content (grade 8)

VISUALIZATION		
	FEMALES	MALES
Seeing	3	1
Recognizing noticing		1
Being seen		
Being recognized		

VISUALIZATION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Seeing	3	100%	1	50%	4	75% / 25%
Recognizing	0	0%	1	50%	1	0% / 100%
Being seen	0	0%	0	0%	0	0% / 0%
Being recognized	0	0%	0	0%	0	0% / 0%
TOTAL	3		2		5	60% / 40%

APPENDIX V: The category of power in written content (grade 8)

OCCUPATIONS		
	FEMALES	MALES
The writer of a teen magazine	1	
Singer	1	
Interviewer		1
Pop star	2	1
President		2
Science teacher	1	
Doctor	1	2
Scientist	1	2
student		1
teacher	1	
professor	1	

OCCUPATIONS				
FEMALES		MALES		TOTAL
Items	%	Items	%	
9	50%	9	50%	18

FREQUENCY OF TURNS IN DIALOGUES	
FEMALES	MALES
53	49

FREQUENCY OF TURNS IN DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
53	52%	49	48%	102

INITIATION OF DIALOGUES	
FEMALES	MALES
10	8

INITIATION OF DIALOGUES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
10	56%	8	44%	18

ORDER AND INSTRUCTION		
	FEMALES	MALES
Order		
Instruction		

ORDER AND INSTRUCTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Order						
Instruction						
TOTAL						

APPENDIX W: The category of language use in written content (grade 8)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Named characters		
Trevor		1
Rebecca Swift	1	
Celine Dione	1	
Greg		1
Sally	1	
Paula	1	
Tessa	1	
Richard Hanson		1
Laura Brushley	1	
Mr. Thomson		1
Mrs. Thomson	1	
Rose	1	
Tamara	1	
Larry		1
Jack		1
Mrs. Spoon	1	
Ataturk		1
Stacey	1	
Jim		1
Paul		1
Mrs. Gilbertson	1	
Stacey	1	
Julie	1	
Stephen		1
Mrs. Collin	1	
Ted		1
Carole	1	
Kelvin		1
Caroline	1	
Sarah	1	
Robbie		1
Brandy		1
Kim	1	
Mehmet Öz		1
Antonio Damasio		1
Celal Şengör		1
Daniel Goleman		1
Linda Buck	1	

APPENDIX W: The category of language use in written content (grade 8)

(cont'd)

NAMING		
NAMED & UNNAMED CHARACTERS		
	FEMALES	MALES
Snow white	1	
Cinderella	1	
Rapunzel	1	
Hansel		1
Gretel	1	
Steven		1
Walt Disney		1
William Nelson		1
Frank Green		1
Ivan		1
Angelina	1	
Brandon		1
Dr. Hudson		1
Dr. Jones		1
Hasan Çavuş		1
Unnamed characters		
Grandpa		1
Grandma	1	
The teacher	1	
A man		1
The police		
Dentist		
The interviewer		
Seven dwarfs		1
Little red Riding Hood	1	
Father		2
Mother	1	1
The counselor		
Step sisters	1	
Stepmother	1	
Boyfriend		1
A poor wood cutter		1
An old witch	1	

NAMING						
	FEMALES		MALES		COMPARATIVE	
	item	%	items	%	Total items	F/M %
Named characters	25	78%	28	78%	53	47% / 53%
Unnamed characters	7	22%	8	22%	15	47% / 53%
TOTAL	32		36		68	47% / 53%

ORDER OF MENTION		
	FEMALE - MALE	MALE - FEMALE
Greg, Sally & Paula		3
Tessa & Trevor	10	
Mr. and Mrs. Thomson, Trevor, Tessa, Larry, Grandma		1
Trevor & Tessa		1
Wendy & Mr. Thomson	1	
Greg & Tessa		1
Tessa & Jack	1	
Jack & Tessa		1
Kim, Paula, Julie and Trevor		1
Snow white and the 7 dwarfs	1	
Hansel and Gretel		10
Cinderella and her boyfriend	1	
Tessa & Jim	1	
Jim & Tessa		1
Mr. and Mrs. Thomson		4
Trevor and his grandma		1
Ivan, Angelina, Brandon		1
Dr. Hudson & Dr. Jones		1
Tessa, Trevor and Jim	1	
Mr. and Mrs. Thomson, Trevor, Tessa, or the teacher		1

ORDER OF MENTION		
	Items	%
Female-male	16	37%
Male-female	27	63%
TOTAL	43	

THE FREQUENCY							
SHE	HER	HERS	HERSELF	HE	HIM	HIS	HIMSELF
63	57		3	76	9	24	

FREQUENCY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
She	63	51%				
Her	57	46%				
Hers	0	0%				
Herself	3	2%				
He			76	70%		
Him			9	8%		
His			24	22%		
Himself			0	0%		
TOTAL	123		109		232	53% / 47%

USE OF GENERICS		
	FEMALES	MALES

USE OF GENERICS						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL						

	FORMS OF ADDRESS USED FOR	
	FEMALES	MALES

FORMS OF ADDRESS USED FOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL						

	FEMALES	MALES
PHYSICAL		
Body		
Beautiful	3	
Handsome		1
Ugly	1	
Hair		
Eye		
Height		
Weight		
Age		
16 year old		1
Old	1	
13 years old		1
100 years old		1
PERSONALITY		

APPENDIX W: The category of language use in written content (grade 8)

(cont'd)

	FEMALES	MALES
Good sense of humor		1
Good at making jokes		1
Honest		1
Reliable	2	1
Thankful		1
Famous	2	1
Talented		2
Ambitious		2
Snobbish		1
Innocent	2	
Clever	2	
Creative		1
Successful		1
Capable	1	
Willing	1	
Hardworking	1	
Friendly	1	
Organized	1	
Good at listening	1	
Gets on with people	1	
Has lack of confidence and- Belief in herself	1	
Panics in new situations	1	
Being terrified of doing a job wrong	1	
Improves her communication skills	1	
Gains confidence	1	
Makes new friends	1	
Misunderstands instructions	1	
Has low morale	1	
Not concentrate on something	1	

PHYSICAL						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Body	4	80%	1	25%	5	80% / 20%
Hair	0	0%	0	0%	0	0% / 0%
Eye	0	0%	0	0%	0	0% / 0%
Height	0	0%	0	0%	0	0% / 0%
Weight	0	0%	0	0%	0	0% / 0%
Age	1	20%	3	75%	4	25% / 75%
TOTAL	5		4		9	56% / 44%

PERSONALITY						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
TOTAL	24	65%	13	35%	37	65% / 35%

APPENDIX X: The category of action in visual content (grade 8)

	FEMALES	MALES
Productive activities		
Making people laugh		1
Investigating		4
Teaching	2	
Operating a surgery		1
Interviewing		2
Studying	5	3
Booking hotel room	1	
Reproductive activities		
Making bed	2	2
Ironing	1	
Preparing dinner	1	
Washing dishes	1	
Shopping	1	
Paying the bills	1	
Painting	5	
Community activities		
Giving tip		1
Giving a speech		1
Leisure time activities		
Giving presents		1
Dancing	7	4
Watching TV	2	3
Knitting	1	
Reading newspaper		1
Puzzle	1	1
Drinking tea	2	
Reading	5	7
Climbing		1
Writing a diary	1	
Walking the dog	1	
Playing guitar		1
Playing football		2
Listening to music	2	
Sunbathing		2
Doing sports	1	
Listening to music	1	
Playing volleyball		1
Rafting	1	5
Parachuting		1
DAILY ROUTINES		
Washing face	1	
Chatting	24	17
Sleeping		2
Having breakfast	3	3
Driving		1
Drinking		1
Speaking	3	3
Walking	1	
MENTAL ACTIVITIES		
Imagining	1	
Planning	1	2
Regarding help		
Helping the elder cross the street	1	
Helping a lady to sit		1
Regarding technology		

ACTION						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Productive activities	8	10%	11	15%	19	42% / 58%
Reproductive activities	12	15%	2	3%	14	86% / 14%
Community activities	0	0%	2	3%	2	0% / 100%
Leisure time activities	25	31%	30	40%	55	45% / 55%
Mental activities	2	3%	2	3%	4	50% / 50%
Daily routines	32	40%	27	36%	59	54% / 46%
Regarding help	1	1%	1	1%	2	50% / 50%
Regarding technology	0	0%	0	0%	0	0% / 0%
TOTAL	80		75		155	52% / 48%

APPENDIX Y: The category of visibility in visual content (grade 8)

	SIZE / FOREGROUND	
	Females	Males
Bigger	2	2
Front	27	24
Back	36	46

SIZE and/or FOREGROUND						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Bigger	2	3%	2	3%	4	50% / 50%
Front	27	42%	24	33%	51	53% / 47%
Back	36	55%	46	64%	82	44% / 56%
TOTAL	65		72		137	47% / 53%

Color	FEMALES		MALES	
	+	-	+	-
	173	7	160	36

COLOR						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Positive	173	96%	160	82%	333	52% / 48%
Negative	7	4%	36	18%	43	16% / 84%
TOTAL	180		196		376	48% / 52%

Clothing	Traditional	Modern	Traditional	Modern
	2	166	3	173

CLOTHING						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Traditional	2	1%	3	2%	5	40% / 60%
Modern	166	99%	173	98%	339	49% / 51%
TOTAL	168		176		344	49% / 51%

THE FREQUENCY OF OCCURRENCES	
FEMALES	MALES
185	208

FREQUENCY OF OCCURENCES				
FEMALES		MALES		TOTAL
Items	%	Items	%	
185	47%	208	53%	393

APPENDIX Z: The category of power in visual content (grade 8)

POWER		
	FEMALES	MALES
Occupations		
Clown		1
Waiter		1
Singer	1	1
Student	18	11
President		1
Veteran		9
Detective		4
Teacher	5	
Cashier		1
Surgeon		1
Footballer		2
Nurse	1	
Businessman		5
Doctor	2	2
Receptionist	1	
Physical position (sit/stand)		
Sit	11	14
Stand	23	24
Possession/control		
Book	1	2
Photo album	1	
Car		1
Brochure	1	

POWER						
	FEMALES		MALES		COMPARATIVE	
	items	%	items	%	Total items	F/M %
Occupations	28	43%	39	49%	67	42% / 58%
Sit	11	17%	14	18%	25	44% / 56%
Stand	23	35%	24	30%	47	49% / 51%
Possession/control	3	5%	3	4%	6	50% / 50%
TOTAL	65		80		145	45% / 55%