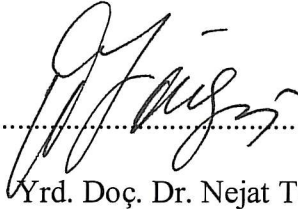


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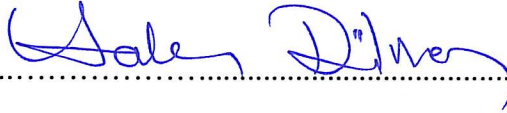
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DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

GENDER REPRESENTATIONS IN EFL

COURSEBOOKS:

**A Comparative Study of Textbooks Designed by
Ministry of Education of Turkey and Non-Turkish**

Publishers

MASTER'S THESIS

MUSTAFA DİKTAŞ

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Supervisor Assist Prof. Dr. Nejat TÖNGÜR

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To the ones chasing their dreams...

To İnan and Evin...

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ÖZET

Bu çalışma 2009-2010 eğitim ve öğretim yılında 6,7 ve 8. sınıflarda okutulan iki ayrı İngilizce ders kitabı setindeki toplumsal cinsiyet sunumlarını incelemek amacıyla yapılmıştır. İlk set devlet okullarında uygulamada olan ve Milli Eğitim Bakanlığınca hazırlanan kitaplardan, ikinci set ise bir takım özel okullarda okutulan ve Britanyalı yayınevleri tarafından hazırlanan kitaplardan oluşmaktadır. Amaç toplumsal cinsiyet sunumları anlamında Milli Eğitim Bakanlığı ve Britanyalı basınevleri (Oxford ve MacMillan) arasındaki benzerlikleri ve ana farklılıkları ortaya koymaktır. Toplumsal cinsiyetin nasıl sunulduğunu belirlemek için araştırmacı sekiz farklı kategoriye yola çıkmıştır. Bunlar: a) resimlerde ve metinlerde toplumsal cinsiyetin ortaya çıkışı, b) konuşma miktarları, c) mesleklerin analizleri, d) evsel roller ve ailedeki sorumluluklar, e) kadınları ve erkekleri tanımlayan önadlar, f) boş zaman etkinlikleri, g) aile rolleri ve h) görsellerin ve metinlerin göstergebilimsel çözümlemeleridir. Çalışmanın odak noktası olan bu sekiz kategori ışığında İngilizce ders kitaplarındaki toplumsal cinsiyet kalıp yargıları, cinsiyet yanlılığı ve kadınlara ve erkeklere verilen toplumsal cinsiyet rolleri ortaya çıkarılmıştır. Sonuçlar niteliksel ve niceliksel olarak incelenmiştir. Milli Eğitim Bakanlığının hazırladığı kitaplardaki resimlerde ve metinlerde kadınlar daha az yer verilmiş olduğu; mesleklerde, ev içi aktiviteler, boş zaman aktivitelerinde ve görsellerin göstergebilimsel çözümlemelerinde de kadına yönelik cinsiyet ayrımcılığının var olduğu tespit edilmiştir. Kadınları ve erkekleri niteleyen ön adların analizinde ise kadın ve erkeğe atfedilen kalıp yargıların devam ettiği gözlemlenmiştir. Britanyalı basınevlerinin kitaplarında ise resimlerde ve metinlerde kadınların sayısal olarak azınlık teşkil ettiği; konuşma miktarları ve boş zaman aktivitelerinde ise görünür bir erkek yanlılığının var olduğu gözlemlenmiştir. Britanyalı basınevlerin kitaplarındaki görsellerin göstergebilimsel çözümlemelerinde ise kadına ve erkeğe biçilen kalıp yargıların geçerliliğinin korunduğu sonucuna varılmıştır.

Anahtar sözcükler: toplumsal cinsiyet sunumları, toplumsal cinsiyet kalıp yargıları, cinsiyet yanlılığı, toplumsal cinsiyet rolleri

ABSTRACT

This study has been carried out in order to investigate gender representations in two separate sets of English language course books which are taught in the 6th, 7th and 8th grades in 2009-2010 academic year. The first set consists of the books designed by the Turkish Ministry of Education which are in use in public schools and the second set includes the course books prepared by British publishers that are taught in some of the private schools in Turkey. The aim is to reveal the similarities and the main differences between the Turkish Ministry of Education and British publishers (Oxford and MacMillan) in terms of gender representations. To determine how gender is represented the researcher set out with eight different categories. These are: a) gender occurrences in illustrations and texts, b) amount of talk, c) analysis of the occupations, d) domestic roles and household responsibilities, e) adjectives used to qualify males and females, f) leisure/spare time activities, g) family roles and h) semiotic analysis of the texts and pictures. Gender stereotypes, gender bias and gender roles given to the females and males in the English language course books have been revealed in the light of these eight categories which are the focal point of the study. Results have been analyzed both qualitatively and quantitatively. In the course books of the Turkish Ministry of Education it has been found out that women are underrepresented in the illustrations and texts. Moreover, in the categories of occupation, family activities, spare time activities and the semiotic analysis of the illustrations, the presence of gender discrimination against women is identified. Traditional gender stereotypes of masculinity and femininity are observed in terms of adjectives which qualify men and women. In the course books of British publishers women constitute minority in pictures and texts. In terms of amount of talk and spare time activities male gender bias is observed. In the semiotic analysis of the illustrations it is concluded that stereotypes attributed to females and males are still preserved.

Key words: gender representations, gender stereotypes, gender bias, gender roles

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CHAPTER 1

INTRODUCTION

1.1 Background

In Turkey, within the principles of Foreign Language Education Regulations (Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, madde: 7) in the public schools students begin foreign language education in the 4th grade. According to the Basic Law of Turkish National Education, one important mission of the school system is to teach students the value of equality and for teachers to teach in a way that supports equality. The curriculum states that “equal opportunities and chances are warranted for girls and boys” (Milli Eğitim Temel Kanunu; madde: 8). While the national curriculum stresses the importance of providing equal learning opportunities for both boys and girls, research shows that this is not always the case in the classroom or in the teaching materials being used in the classroom. UNICEF conducted a study in Turkey about gender issues in education in 2003. The results of the study show that textbooks still contain elements that attribute an active role to men and a passive role to women so, while men are encouraged to take part in the public sphere, women are being limited by their husbands and children and responsibility for domestic work (UNICEF, 2003).

Another research was carried out six years before UNICEF. Helvacioğlu (1996) investigated 1000 course books which had been used between the years of 1928-1995. She found that in the very first years of Republic of Turkey (1924-1940) in the course books, women were shown as educated, independent and actively involved in labor force. Whereas, from the 1940s onwards women representation seemed to have

changed strikingly. Women began to be portrayed as submissive and passive creatures , who were busy with housework all the time, imprisoned in the house. And they turned out to be an image whose uniform was a “kitchen apron” (Helvacıǧlu, 1996, p.92).

Sivasligil (2006) conducted a study for the 7th grade Turkish EFL text book. She argued that in dialogues males take (262) turns out of (397) while females did only (135) in a percentage of (26%) which means they talk less than males. However, another research was conducted on the 8th grade course book and he found that out of the total (190) turns of conversations (84) turns were spoken by females with percentage of (44%) and (106) turns were spoken by male characters (56%).

Tutar (2008) carried out a comparative research and investigated EFL course books used in Turkish schools from 1970 to 2000 to find out if there was a considerable change in terms of gender representations. She found that although the rate of women’s representation in the photos and illustrations has increased, the rate of visibility of men in the photos and illustrations has decreased in the period of 30 years, men are still numerically dominant. There is still an imbalance in the distribution of male and female characters in the course books. Even though women are mostly represented as having career in outside life contrary to the 1970s, they are still given the stereotyped role of domestic characters who are constantly completing the household chores in the course books in the 2000s, which means women are still expected to behave in accordance with the fixed roles the society assign them even in the 2000s.

Some noteworthy steps have been taken in order to purify course books from gender discrimination. In July 2009 a workshop on “gender discrimination in course books” was organized with the participation of Minister of Education, Nimet Çubukçu. The aim of the workshop was to take decision about how to hinder gender discrimination, sexism and gender inequality in the course books taught in the schools of Turkey. Çubukçu stated that it was still possible to observe sexist perceptions everywhere which condition women to remain behind and she added that prejudices continued to take place in education both blatantly and covertly. Çubukçu also claimed that raising consciousness and awareness in terms of gender equality should be targeted emphasizing that gender equality could be achieved only when females and males are represented equally in public and private domains. “Gender equality will reflect in our lives in real sense by demolishing first mental and then societal prejudices. There have been hardships in implementing legal changes in gender equality into real life domains. Radical decisions have been taken but because mental transformations haven’t been accomplished these decisions remained in paper. However serious steps have been taken in order to make it become true.” said Çubukçu (2009). <http://www.kamudanhaber.com/egitim/cubukcudan-cinsiyet-sitemi.htm> (own translation).

Mentioning about Gender Equality National Action Plan, Çubukçu declared that with the help of this action plan it was targeted to make educators, education programs and education material more sensitive about gender equality. She also reminded that a commission on gender equality had been founded within the structure of Committee of Education and Discipline (Talim Terbiye Kurulu). Çubukçu concluded that “I believe there will be innovations and expansions in the stages of course book

writing, analysis and evaluation and this workshop will elicit new understandings in terms of gender equality perceptions.”

<http://www.kamudanhaber.com/egitim/cubukcudan-cinsiyet-sitemi.htm> (own translation).

1.1.2 Gender and Sex

When discussing gender representation, the definitions of the terms ‘sex’ and ‘gender’ need to be defined. The term "sex" denotes the actual physical makeup of individuals that define them as male or female. According to Bridges (1993, p.195) sex is determined by genetic makeup, internal reproductive organs, the organization of the brain (such as in the control of hormone production), and external genitalia. By contrast, the behavior of individuals as males or females, the types of roles they assume, and their personality characteristics, may be a function of social expectations and interactions as their biological makeup. In order to differentiate social roles and behaviors from biological features, scholars refer to these as "gender" and "gender roles." Obviously, sex and gender are intertwined. Social expectations are usually enacted once body parts reveal the biological makeup of the individual (Brigdes, 1993, p.198).

Giddens (2005, p. 505) states that sex is a biological or anatomical difference between men and woman, whereas “gender” concerns the psychological, social and cultural differences between males and females (own translation). Montgomery (1986, cited in Kato 1999, p. 10) clarifies the distinction between sex and gender as sex refers to the genetic code, while gender refers to social codes which influence the linguistic differences between men and women.

World Health Organization clarifies the key points of the terms “gender” and “sex” as below:

Sometimes it is hard to understand exactly what is meant by the term "gender", and how it differs from the closely related term "sex". "Sex" refers to the biological and physiological characteristics that define men and women. "Gender" refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. To put it another way: "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

Some examples of sex characteristics:

- Women menstruate while men do not
- Men have testicles while women do not
- Women have developed breasts that are usually capable of lactating, while men have not
- Men generally have more massive bones than women

Some examples of gender characteristics:

- In the United States (and most other countries), women earn significantly less money than men for similar work
- In Viet Nam, many more men than women smoke, as female smoking has not traditionally been considered appropriate
- In Saudi Arabia men are allowed to drive cars while women are not
- In most of the world, women do more housework than men. (2010)

1.2. Gender Development Theories

It is possible to trace the first hints of gender preference of the families to the very first question which is asked to the parents of a new born child about the sex of the baby. This question signals that our expectations of a child are structured by gender. Namely, the world is perceived through the lenses of gender. Thus it is often claimed that women and men are different kinds of people, with different abilities and aptitudes, different patterns of personality characteristics, different behaviors and different emotional capacities. This is a common sense view, held by many ordinary people, and also a view held by some psychologists. But what are the reasons for these so-called differences? In this section major scientific theories will be given in order to explicate the gender development.

1.2.1. Psychodynamic - psychoanalytic theory

The psychodynamic theory of gender development suggests that gender identity and role are acquired during the third stage of psychosexual development, the phallic stage. Before this, in the oral and anal stages, the child does not have a gender identity and its sexual drives are directed indiscriminately. As the child enters the phallic stage, the focus of its libido moves to the genitals and the development of girls and boys diverge. Boys enter the Oedipus complex. They start to sexually desire their mothers. They realize that their father stands in the way of the satisfaction of their desire and this frustration of the id's desires results in aggressive feelings, which are directed towards the father. At the same time, the boy realizes that his father is more powerful than he is and starts to fear that if the father finds out about the boy's desire for his mother he will castrate him (castration anxiety). The boy deals with the conflict and this causes starting to identify himself with the father and wanting to be like him. This desire leads to him to internalize his father, essentially, to incorporate his father into his own psyche. This becomes his superego and, in taking on his father as part of himself the boy takes on the male gender identity. He deals with his desire for his mother by displacing it onto other women. Girls enter the Elektra complex. Elektra complex starts with the realization that they have no penis. This leads them to believe that they have been castrated, something for which they blame their mother. Because she has no penis the girl sees herself as powerless, and wishes that she had one (penis envy). She starts to desire her father, because he has one and becomes jealous and hostile towards her mother, mirroring the Oedipus complex in boys. Eventually, she starts to identify with and to internalize her mother,

developing a superego and a female gender identity. At this point she represses her desire for a penis and substitutes it for the desire for a baby (Sammons, 2008, p. 2).

In terms of psychoanalytic theory Bem states that:

Psychoanalytic theory emphasizes the child's identification with the same-sex parent as the primary mechanism whereby children become sex typed, an identification that results from the child's discovery of genital sex differences, from the penis envy and castration anxiety that this discovery produces in females and males, respectively, and from the successful resolution of the Oedipus. The theory's "anatomy is destiny" view has been associated historically with quite conservative conclusions regarding the inevitability of sex typing. Psychoanalytic theory is almost certainly the best known outside the discipline of psychology, although it is no longer popular among research psychologists. In part, this is because the theory is difficult to test empirically. An even more important reason, however, is that the empirical evidence simply does not justify either the child's discovery of genital sex differences in particular or the child's identification with his or her same-sex parent as a crucial determinant of sex typing. (1983, p.599)

1.2.2. Social Learning

In contrast to psychoanalytic theory, social learning theory emphasizes the rewards and punishments that children receive for sex-appropriate and sex-inappropriate behaviors, as well as the vicarious learning that observation and modeling can provide. (Mischel, 1970, cited in Bem, 1983, p.609) Social learning theory thus locates the source of sex typing in the sex-differentiated practices of the socializing community. If there is nothing special about gender, then the phenomenon of sex typing itself is neither inevitable nor unmodifiable. Children become sex typed because sex happens to be the basis of differential socialization in their culture. In principle, however, any category could be made the basis for differential socialization (Bem, 1983, p.602).

Bem points out that:

Although social learning theory can account for the young child's acquiring a number of particular behaviors that are stereotyped by the culture as sex appropriate, it treats the child as the relatively passive recipient of environmental forces rather than as an active agent striving to

organize and thereby to comprehend the social world. This view of the passive child is inconsistent with the common observation that children themselves frequently construct and enforce their own version of society's gender rules. (1985 p.345)

Bandura (1977, cited in Sammons, 2008, p. 3) emphasizes the importance of children's imitation of the behavior of others (models). The theory posits that boys learn how to behave as boys from observing and imitating masculine behaviors, especially from their fathers, and girls learn from imitating females, especially their mothers. When children imitate same-sex behaviors, they are rewarded, but imitating the other sex may carry the threat of punishment. Although Bandura's research indicates that most parents value the same behaviors for their sons and daughters, some rewards or punishments are given on the basis of gender typing, particularly during play. This is even more valid for boys than for girls, with fathers being the most punitive if, for example, they observe their sons playing with Barbie dolls or sporting red fingernail polish (Sammons, 2008, p. 3).

Social learning theory regards gender identity and role as a set of behaviors that are learned from the environment. The main way that gender behaviors are learned is through the process of observational learning. Children observe the people around them behaving in various ways, some of which relate to gender. They pay attention to some of these people (models) and encode their behavior. At a later time they may imitate the behavior they have observed. They may imitate behavior regardless of whether the behavior is 'gender appropriate' but there is a number of processes that make it more likely that a child will reproduce the behavior which is deemed appropriate for its sex by the society (Sammons, 2008, p.4).

Sammons states that:

First, the child is more likely to imitate those people it perceives as similar to itself. Consequently, they are more likely to imitate behavior modeled by people the same sex as it is. Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. It is likely that the child will be reinforced for acting in gender appropriate ways and punished or ignored for gender inappropriate behavior. Third, the child will also have observed the consequences of other people's behavior and will be motivated to imitate the behavior it has seen reinforced and avoid imitating the behavior it has seen punished (reinforcement and punishment). For example, three siblings, James (4 years), John (5 years) and Sarah (6 years). Sarah and John play 'dressing up' and both put on dresses. Their dad reinforces Sarah for this behavior, by saying she looks pretty but punishes John by saying he looks silly and boys should not dress that way. In future, Sarah is more likely to wear dresses but John is unlikely. James, who has been watching all this, is unlikely to imitate the behavior of wearing a dress because he has seen his brother (who he perceives to be similar to himself) getting punished for doing it. (2008, p.4)

Peer interaction is another factor in gender development. Children reward each other for gender-appropriate activities and punish for gender inappropriate behaviors (Lamb, Easterbrooks, & Holden, 1980, p.1245). Moreover, boys are much more likely to be criticized for activities considered to be feminine than are girls for engaging in male-typical activities. Evaluative reactions from boys such as 'You're silly, that's for girls'. 'Now you're a girl'. 'That's dumb, boy's don't play with dolls' provide strong disincentives to do things linked to girls or spend much time playing with them (Fagot, 1985, p.87).

1.2.3. Cognitive-Developmental Theory

Unlike social learning theory, cognitive-developmental theory focuses almost exclusively on the child as the primary agent of his or her own sex-role socialization, a focus reflecting the theory's basic assumption that sex typing follows naturally and inevitably from universal principles of cognitive development. Children work

actively to comprehend their social world. In essence, then, cognitive-developmental theory postulates that, because of the child's need for cognitive consistency, self-categorization as female or male motivates her or him to value what is seen as similar to the self in terms of gender. This gender-based value system, in turn, motivates the child to engage in gender-congruent activities, to strive for gender-congruent attributes, and to prefer gender-congruent peers. "Basic self-categorizations determine basic valuing. Once the boy has stably identified himself as male, he then values positively those objects and acts consistent with his gender identity (Bem, 1981, p.356).

According to Sammons :

Kohlberg (1966) conceived of gender development as a three-stage process in which children first learn their gender-labeling "I am a boy", then gender stability "I will always be a boy and grow up to be a man", and finally gender constancy "Even if I wore a dress, I would still be a boy", all by about six years of age. Children develop the stereotypic conceptions of gender from what they see and hear around them. Once they achieve gender constancy - the belief that their own gender is fixed and irreversible - they positively value their gender identity and seek to behave only in ways that are congruent with that conception. Erikson (1968) believed that adolescence represented a crucial turning point in the development of a sense of identity. All of the physical, social, and cognitive changes of these years lead to frequent soul-searching about "Who am I?" Such uncertainty and insecurity also can further promote conformity into one's gender role, or gender intensification. (2008, p.5)

1.2.4. Gender schema theory

Gender schema theory contains features of both the cognitive developmental and the social learning accounts of sex typing. In particular, gender schema theory proposes that sex typing derives in large measure from gender-schematic processing, from a generalized readiness on the part of the child to encode and to organize information about her/himself and the culture's definitions of maleness and femaleness. Like cognitive-developmental theory, then, gender schema theory proposes that sex typing is mediated by the child's own cognitive processing. However, gender schema theory further proposes that gender-schematic processing is itself derived from the sex-

differentiated practices of the social community. Thus, like social learning theory, gender schema theory assumes that sex typing is a learned phenomenon and, hence, that it is neither inevitable nor un-modifiable. Gender schema theory begins with the observation that the developing child invariably learns his or her society's cultural definitions of femaleness and maleness. In most societies, these definitions comprise a diverse network of sex-linked associations (Bem, 1983, p.600).

Gender schema theory proposes that, in addition to learning such content-specific information about gender, the child also learns to invoke this heterogeneous network of sex-related associations in order to evaluate and assimilate new information. The child, in short, learns to encode and to organize information in terms of an evolving gender schema. A schema is a cognitive structure, a network of associations that organizes and guides an individual's perception (Bem, 1983, p.601).

Gender-schematic processing in particular thus involves spontaneously sorting attributes and behaviors into masculine and feminine categories or "equivalence classes," regardless of their differences on a variety of dimensions unrelated to gender, for example, spontaneously placing items like "tender" and "nightingale" into a feminine category and items like "assertive" and "eagle" into a masculine category. Gender schema theory thus construes perception as a constructive process in which the interaction between incoming information and an individual's preexisting schema determines what is perceived. (Bem, 1983, p. 613)

As children learn the contents of their society's gender schema, they learn which attributes which are associated with their own sex and, with themselves. Children's self-concepts become sex typed, and two sexes become, in their own eyes, not only different in degree, but different in kind. Simultaneously, the child also learns to evaluate his or her adequacy as a person according to the gender schema, to match his or her preference, attitudes, behaviors, and personal attributes against the prototypes stored within (Bem, 1983, p. 610).

According to Bem (1983, p.611-612) the gender schema becomes a prescriptive standard or guide, cultural myths become self-fulfilling prophecies, and thus, according to gender schema theory, we arrive at the phenomenon known as sex typing. She also stresses that gender schema theory is a theory of process, not content. Because sex-typed individuals are seen as processing information and regulating their behavior according to whatever definitions of femininity and masculinity their culture happens to provide, the process of dividing the world into feminine and masculine categories is central to the theory. Accordingly, sex-typed individuals are seen to differ from other individuals not primarily in the degree of femininity or masculinity they possess, but in the extent to which their self-concepts and behaviors are organized on the basis of gender rather than on the basis of some other dimension. According to Bem

Many non-sex-typed individuals may describe themselves as, say, nurturing or dominant without implicating the concepts of femininity or masculinity. When sex-typed individuals so describe themselves, however, it is precisely the gender connotations of the attributes or behaviors that are presumed to be salient for them. (1983, p.612)

1.2.5. Social role theory

Eagly (1987) offers another explanation of gender development that is based on socialization. Eagly's social role theory suggests that the sexual division of labor and societal expectations based on stereotypes produce gender roles. Eagly (1987, p.26) distinguishes between the communal and agentic dimensions of gender-stereotyped characteristics. Eagly states that:

The communal role is characterized by attributes, such as nurturance and emotional expressiveness, commonly associated with domestic activities, and thus, with women. The agentic role is characterized by attributes such as assertiveness and independence, commonly associated with public activities, and thus, with men. Behavior is strongly influenced by gender roles when cultures endorse gender stereotypes and form firm expectations based on those stereotypes. (1987,p.26)

Like other stereotypes, gender role stereotypes reflect perceivers' observations of what people do in daily life. If perceivers often observe a particular group of people engaging in a particular activity, they are likely to believe that the abilities and attributes required to do that activity are typical of that group of people. For example, if perceivers observe women caring for children, they are likely to believe that characteristics which are considered to be necessary for that activity, such as nurture and warmth, are typical of women (Eagly, 1982, p.978). Social role theory suggests that gender differences are likely to change under the changing socio-economical conditions (Eagly&Wood, 1999, p.410).

Lewontin emphasizes the relevance of the socialization process by stating that the development of a person's gender identity depends on what label was attached to him or her as a child. Thus biological differences become a signal for, rather than a cause of differentiation in social roles (Lewontin, 1982, cited in Wodak, 2003, p.30).

From the view of Unger and Crawford (1989, cited in Crawford, 1995, p.33) gender is not an attribute of individuals but a way of making sense of transactions. Gender exists not in persons but in transactions: it is conceptualized as a verb, not as a noun. All known societies recognize biological differentiation and use it as the basis for social distinctions. Although there is considerable difference in the genetic, hormonal and anatomical factors that form the basis for the label 'male' or 'female' they are treated as socially dichotomous categories . Gender is what culture makes out of the raw material of biological sex (Crawford, 1995, p.33).

Burr (1998, p.28) offers another explanation to the issue of gender development by what is referred to as the nature-nurture debate. She discusses different points of views about whether behaviors and psychologies of males and females are determined by biological mechanisms, such as genes, hormones and evolution or the product of environmental influences. Later she puts forward the commonly accepted nature-nurture view in which both biology and environment interact in complex ways to produce the psychological and social phenomena that human beings experience and she claims that our psychology is determined by biology and environment interact. Thus she highlights crucial role of socialization.

Longman Dictionary of Contemporary English (1996, p.1360) defines socialization as the process by which people, especially children, are made to behave in a way that is acceptable in their society. In order to emphasize her idea about the importance of socialization in gender development, Burr states that:

If personality differences and differences between women and men in their participation in society (often referred to as gender roles) were simply an outcome of biological predispositions, we would expect to find the same gender differences and divisions of labor in all human societies. Studies of other cultures have shown that this is not the case, and therefore suggest that gender differences and roles are acquired through socialization processes. Malinowski's (1932) famous anthropological study of the Trobriand Islanders found them to have a very different conception of appropriate male and female sexuality to our own. (1998, p. 50)

Socialization theory brings the fact that female-male differences heavily depend on 'cultural conditioning' rather than biological sex. Anthropologist Margaret Mead believed in cultural relativity in terms of gender perceptions and she even got further by saying that "anatomy is not our destiny" (Dökmen, 2010, p.25) (own translation). Mead (1935, cited in İlbars, 1987, p.4) investigated the Arapesh, the Mudugumor and Tchambuli cultures. She found that in the Arapesh culture, both men and women

were expected to be equal. This culture was found to be very simple as both genders actively raised the children. On the other hand, the Mudugmor culture was very fierce; both men and women were mean and aggressive.

In the Tchambuli culture, Mead found that the sex roles were reversed. The women were brisk, hearty and they played aggressively dominant role, holding the power and the society's labor. The men, on the other hand, seemed to have perceived feminine roles according to the commonly accepted criteria of modern times. They were in charge of the household and child-care. Even, while their wives were bearing a child, the men drew themselves back somewhere in the house and acted out a parody, pretending as if they were suffering the same pain as their wives felt. Obviously these societies have different concepts of male and female personalities, compared to our own. Mead's findings show that female-male differences are, up to a great extent, culturally learnt. Culture influences personality, not genetics. "Feminine fearfulness" and "masculine boldness" are as a result of culture doctrines (Ilbars, 1987, p.5). (own translation).

1.2.6. Androgyny

Femininity and masculinity have been viewed as opposite poles of a continuum. The more feminine a person is, the less masculine that person can be. Bem concludes as follows:

Femininity and masculinity are independent personality dimensions. Individuals, female or male, who exhibit high levels of both feminine and masculine personality traits are said to demonstrate androgyny. People who have many masculine but few feminine traits are termed masculine; those with many feminine but few masculine characteristics are feminine. People who show few masculine and feminine traits are designated as undifferentiated. Many individuals might be androgynous; that is, they might be both masculine and feminine, both assertive and yielding, both instrumental and expressive depending on the situational appropriateness of behaviors. (1974, p.160)

Several studies carried out by Bem (1974) indicate that androgynous persons are better adjusted psychologically, more popular, and have higher self-esteem than are masculine, feminine, or undifferentiated persons.

1.2.7. Multi-factorial gender identity theory

Spence (1993, cited in Koastner & Aube, 1995, p.690) proposes that the various categories of attitudes, traits, interests, preferences, and behaviors that distinguish men and women in a given culture do not contribute to a single, underlying factor but instead to a number of largely independent factors. She argues, therefore, that gender identity should be conceptualized as a multi-factorial construct in which the factors have various kinds and degrees of association with one another. Spence (1993, cited in Koastner & Aube, 1995, p.690) suggests that gender-related phenomena can be divided into four critical domains: (a) gender identity which is defined as one's basic sense of masculinity or femininity, which is referred in the present article as one's global self-concept of gender; (b) instrumental and expressive personality traits that are stereotypically associated with men and women in Western society; (c) gender-related interests, role behaviors, and attitudes (such as the degree to which one endorses egalitarian roles for women and men in society); and (d) sexual orientation (Koastner & Aube, 1995, p.690).

1.3. Gender Stereotyping

Gender stereotypes can be defined as socially shared beliefs that certain qualities can be assigned to individuals based on their sex. In Western cultures, men are generally perceived to possess qualities of action and instrumentality such as aggression,

objectivity, logic, whereas women are perceived to be more emotionally expressive and more concerned with relationships talkative, emotional, kind. Although social stereotypes are cultural constructs and can hence vary from one country to another, there is general agreement on many stereotypes between countries that share a common cultural background. For instance, Williams and Best's studies (1982, 1999, cited in Plante&Teorette, 2009, p.385) show that gender stereotypes held by men and women in different Western societies, such as American, Australian, English, Canadian, and New Zealander are highly similar but somewhat different to those held by Japanese or Pakistani. Thus, although some cultural variations in gender stereotypes have been found, Western societies appear to share most of their gender stereotypes. Within a given culture, gender stereotypes have been known to evolve over time, especially with changes in social context. In Western culture, recent decades have seen important social changes that include, among other things, integration of women into male-dominated professions. As a result, women's endorsement of masculine traits has been shown to have increased over recent decades. In the school context, many measures have been taken to eliminate various kinds of gender bias from textbooks and other pedagogical materials.

According to Talbot (2003) for an individual to be assigned to the category of male or female has far reaching consequences. Gender is often thought of in terms of bipolar categories, sometimes even as mutually exclusive opposites. People are perceived through a lens of gender polarization and assigned to apparently natural categories accordingly. On the basis of this gender assignment, naturalized norms and expectations about verbal behavior are imposed upon the people. There is a strong tendency for gender stereotyping to set in. Stereotyping involves a reductive

tendency. To stereotype something is to interpret their behavior, personality and so on in terms of a set of common sense attributions which are applied to whole groups. e.g. ‘Italians are excitable’; ‘Black people are good at sport’ (Talbot, 2003, p.64).

People are stereotyped according to the complexes of classificatory schemes in our culture, in terms of the social positions they inhabit, their group membership and personality traits. Our understanding of who a particular person is built up from the accumulation of such classificatory detail. Power is a key consideration here. Stereotypes tend to be directed at subordinate groups (ethnic minorities and women) and they play an important part in hegemonic struggle. For example women are consistently portrayed as chatterboxes; endless gossips endured or kept in check by strong and silent men. The English language has remarkable variety of words for vocal, particularly aggressive, women. Some of them are: scold, gossip, nag, parrot, fishwife, dragon and bitch. (Talbot, 2003, p.65)

Gender stereotyping is a form of linguistic sexism that researchers have inspected explicitly and implicitly, promoted by various kinds of media. Mischel (1970, cited in Flerx et al., 1976, p.999) argues that exposure to traditional gender-typed symbolic models in children’s books, television, and movies play a role in the vicarious learning of traditional gender role standards. Although it can serve for children’s socialization, the problem is that it could also ‘restrict children’s role behavior’ and ‘shortchange girls by limiting their horizons and expectations’. In the book Alt and Kirkland (1973, cited in Hartman and Judd 1978, p.387) wrote examples of gender stereotyping that have crept into language learning can be traced.

“Dogs are animals. /Tadpoles become frogs. /Boys become men. /Girls become ()”.

The missing word in the last sentence is not women but housewives. Obviously girls are expected to become housewives just as much as boys are expected to become men. Mineshima (2003) believes that this kind of implicit conditioning of learners toward gender-role stereotyping is dangerous because, children can quickly and easily integrate such gender biases into their own value systems (2000, p.3).

1.3.1. Prejudice

Prejudice, as defined by Baron and Byrne (1997, p.50), is a negative attitude toward members of a specific social group that is exclusively based on their membership in that group. Prejudice is similar to stereotypes in that information that is relevant or related to the prejudice is given more attention and processed deeper than information that is not relevant or related to the prejudice. Since information that is relevant to the prejudice receives more attention and is processed more deeply, it is also remembered more accurately and tends to increase the strength of the prejudice views over. Baron and Byrne (1997, p.51) reported that prejudice, as a special kind of attitude, may involve more than negative evaluations of a specific group. Prejudiced persons may also experience negative emotions or feelings when they think of or are in the presence of members of the group they do not like (Baron & Byrne, 1997, p.52).

1.3.2. Discrimination

Discrimination is a [sociological term](#) referring to the treatment taken toward or against a person of a certain group based solely on class or category. Discrimination is the actual behavior towards another group. It involves excluding or restricting members of one group from opportunities that are available to other groups (<http://en.wikipedia.org/wiki/Discrimination>).

1.3.4. Gender Roles in Turkish Culture

Traditionally, Turkey has been seen as a geographical and cultural bridge between East and West. This mediator role of Turkey is seen in social values, too. In terms of collectivism and individualism, Turkish culture has repeatedly been described as a

“culture of relatedness” (Kağıtçıbaşı, 1986, p.487). As a result, the modern urban family is defined as an emotionally but not economically interdependent unit with “a combination, or coexistence, of individual and group (family) loyalties” (p.487).

Kağıtçıbaşı and Sunar point out that:

The socialization of gender roles begins in the Turkish family even before the child is born. In Kağıtçıbaşı’s study, Turkish parents preferred a son (84%) to a daughter (16%) in a forced choice question. Why a son especially in the rural traditional context is preferred seems to be related to parents’ wish that a male child would carry the family name to next generation, contribute to the family’s welfare through financial and practical help, and take care of the aging parents. However, a daughter is perceived as “the property of strangers”. (1992, p.79)

These expectations are likely to be the driving forces to make a child to fit his or her gender stereotype. For instance, Turkish parents let their sons behave more independently and aggressively, whereas more dependence and obedience is expected from their daughters. This difference increases with the child’s age (Başaran, 1974, cited in Özkan&Lajunen, 2005, p.105). Gender role differentiation can be seen in the division of labor between men and women. For example, men are responsible for farm-related tasks, physically heavy jobs, and external relations. Women are responsible for household tasks, gardening, care of domestic animals, and childcare. It is considered as a shame if men do “women’s work” (Kağıtçıbaşı, 1982, cited in Özkan&Lajunen, 2005, p.107).

In addition to different work roles, men and women are considered to have different personality traits. In Sunar’s (1982, cited in Özkan&Lajunen, 2005, p.109) study, Turkish men evaluated Turkish women as more childish, more dependent, less intelligent, more emotional, more irrational, more submissive, less straightforward, more passive, more ignorant, more honest, more industrious, and weaker than men. Gürbüz (1985, cited in Özkan& Lajunen, 2005, p.109) found that the BSRI (Bem

Sex Role Inventory) items “affectionate,” “cheerful,” “gentle,” “sympathetic,” “soft-spoken,” “eager to soothe hurt feelings,” “sensitive to the needs of others,” and “loyal” were equally descriptive for both sexes. Also, “independent,” “aggressive,” and “individualistic,” which are instrumental characteristics, were undesirable for both sexes, whereas “dependency” was desirable for both sexes in Turkey. These findings support the notion of Turkey as having a “culture of relatedness” (cited in Özkan&Lajunen, 2005, p.110).

Nora Rathzel in her article “Gender and Racism and Discourse” (1994) analyzed gender issues in Turkish citizens of Germany. What she stated is interesting:

Turkish women look overlooked at a young age (if they have children), sacrifice themselves for their families,[they are women] standing beside their men, they are dependent, outside the men’s community, dominated, oppressed, have to subordinate themselves to their men, arrange themselves with certain limits, but in the end have to accept the decisions made by their husbands, they are surrounded by small children,[are] often pregnant, from being dependent on their fathers they change to being dependent on their husbands,[the question is always their] honour. (1994, p.67)

When she look at the categories depicting Turkish men, she states that Turkish men usually sit in teahouses for Turkish men where they play cards together and drink tea. They sit all in front of the Turkish shop, walk in men’s group on the streets, become sociable amongst themselves and form a men’s society (Ratzel, 1994, p. 68).

In Turkey women’s access to education is achieved at literacy, primary education, secondary education and higher education. More than half a million girls do not attend school each year, even though in Turkey it is compulsory to receive education for at least 8 years. There is a complex range of economic and social factors that contribute to the non-attendance of girls at school. One of the main reasons is the reluctance of families to send girls to school. Especially in the South East region,

where the number of girls not attending school is disproportionately large, schools are often situated far from home and many parents do not want their children, especially girls, to travel far, mainly for security reasons. Many families suffer economic hardship; therefore they try to augment domestic income by keeping children at home to work. Among the other reasons are the traditional gender bias of families that favors the needs of men and boys over those of women and girls and the fact that many parents consider the early marriage of their girls to be more important than their education. Furthermore, the shortage of schools and classrooms and the poor physical state of the schools are other reasons for low interest at education (Sancar&Bulut, 2006, p.4).

According to labour market participation data, the Turkish employment rate of women is currently around 27% in 2004, whereas in 1998 the figure was still 35%. This points to a chronic decrease in the participation of women in the Turkish official labour market. This means more and more women are losing out on the labour market. This trend needs to be stopped and reversed. The reasons for the decrease in women's participation are diverse. Economic growth in Turkey is not followed by an increase in job opportunities. Many women have a low level of education which hinders their access to the labour market. Discrimination of women in the labour market also remains a problem, revealing the underlying biases of a society which is to some degree still patriarchal. (Sancar&Bulut, 2006. p.4)

In the last years, some important education projects have been launched in order to tackle this problem and they have had positive effects on the enrolment rate of the girls. Some of them are 'Dad, send me to school', 'Let's go to school girls', 'Snowdrops' and 'Pick your sibling'. The 'Campaign to support national education' has reached 5 million adults in 4 years, most of whom are women from rural areas and girls who couldn't go to school.

1.4. Gender and Language Use

The traditional debate is that gender differences are biological. Children are born with different genitalia and different hormones and therefore have different ways of thinking and behaving. For example, Marrin (1991, cited in Swann, 1992, p.6) suggests that boys have greater levels of testosterone and therefore greater aggression while girls have less testosterone and therefore are less aggressive and assertive. The problem with this explanation is that differences of boys and girls are seen as determined by their biology and this implies that there is little one can do to promote change (Swann, 1992, p.6). Another debate is that gender differences result from the different social practices that boys and girls experience from birth. “Is it a boy or a girl?” is the most frequently asked question to the parents of an infant (Swann, 1992, p.21). The general view is that children are socialized from birth into gender stereotypes: nurseries, clothes, ways of responding are all different. This argument sees children as passively accepting the gendered messages of society and being socialized into these gender roles.

People have certain expectations from males and females about how they should use the language. Gender is an important factor that affects the way we speak. Kramer (1977) carried out a research with students in US high schools and a university with a list of 51 speech traits. She asked students to determine which of these speech characteristics are peculiar to ‘female speakers’ and ‘male speakers’. The students responded that male speakers were more likely to have deep and demanding voices; their speech was louder and more confident, militant, authoritarian and dominating. Female speakers, on the other hand, were said to have a high speaking pitch; their speech was fast, gentle, and smooth; they were friendly, smiled a lot when talking,

showed concern for the listener, they were open and enthusiastic and emotional and used good grammar and polite speech (Kramer, 1977, p.6).

According to Swann (1992) one of the most pervasive images of female speakers is that of the talkative sex; women are the gossips and nags, whereas men are the strong, silent sex. Yet studies that have been carried out in laboratory studies, classrooms, meetings, analyses of television chat shows prove the contrary. Spender (1985, cited in Talbot 1998, p.64) states that women are perceived as too talkative because how much they talk is measured not against how much men talk, but against an ideal of female silence. Ideally women should be saying nothing at all. So there is a double standard. Swann (1992) identified several conversational features used more often by female and male speakers. Below are the examples:

- Male speakers tend to interrupt more than female speakers. In mixed-sex talk, female speakers receive interruptions from male speakers.
- Male speakers use more 'direct speech' than female speakers; for example, they make direct rather than indirect requests.
- Female speakers give more conversational support than male speakers – they use 'minimal responses' such as 'Mmh', 'Yeah' and 'Right' to encourage another speaker to continue and questions that enable another speaker to develop their topic.
- Some studies have suggested that female speakers, more than male speakers, use features that indicate tentativeness, such as 'tag questions' ('that's good, isn't it?'), hedges ('I wonder, 'sort of', 'I guess'), and other expressions that make them sound hesitant or uncertain. Other studies have failed to find evidence to support this. Some research suggests that, rather than being associated directly with female speakers; 'tentative' features are used by speakers of either sex in a relatively powerless position. (Swann,1992, p.28)

Brend (1975, cited in Wardhough, 1992, p.314) claims that the intonation patterns of women and men somehow vary. Women use certain patterns associated with surprise and politeness more often than men. According to Lakoff (1973, p.55) women may answer a question with a statement that employs rising intonation pattern usually associated with a question rather than the falling intonation pattern associated with making a firm statement. Women do this because they are less sure about themselves

and their opinions than men. For the same reason she says that women often add tag questions to the statements, e.g., They caught the robber last night, didn't they? Women are likely to use more precise terms for colors such as mauve, plum and have richer vocabularies in areas that are female specialties (specialized vocabulary). Women use softer forms (expletives) such as 'Oh, dear!' or 'Darn!' whereas men use stronger ones: 'Dammit!' or 'Oh, shit!' Empty adjectives which only transmit emotional reaction rather than specific information are frequently used by women, such as divine, adorable, sweet, cute, lovely, adorable, terrific, and great. Women tend to use super polite forms and euphemism: 'I wonder if you would mind handing me that book?'. Hypercorrect grammar is another conversational feature that women often employ, such as sounding the final g in words such as 'going' instead of the more casual 'goin'' (Lakoff, 1973, p.55).

According to Giddens (2005, p.209) for the infants, learning their genders is almost unconscious. Infants receive a series of non-verbal signals before they name them as boys or girls. Systematic differences in dressing and hair styles provide them with visual signals in learning process. The toys, picture books and TV programmes always tend to emphasize the differences between male and female features. Even some toys which seem to be neutral in terms of gender are not that unbiased as they seem. For example, while toy rabbits and cats are recommended for girls, lions and tigers are thought to be suitable for boys. In the study of Lenore Weitzman (1972) it was seen that in the school course books male and female activities are differentiated. Males carry out adventurous activities which require physical strength and independence. Girls, on the other hand, are represented as more passive beings who are often involved in housework. Girls do cleaning and wait for their "men"

coming back home. The women who are not either mothers or wives are generally depicted as imaginary characters such as witches or fairies. Though recent studies show that this situation has changed a bit, the majority of children literature still remains almost the same (Weitzman, 1972, p.1230).

This kind of approach causes discrimination between sex and gender. The infants bring sex by birth and acquire gender during childhood. Social roles and expectations which are thought to be related with their sexes are not determined biologically but produced culturally. The reason for gender inequalities are; socialization of males and females according to different roles (Giddens, 2005, p.209). (own translation)

1.5. Reflections of Gender Ideology

1.5.1. Gender in Educational Setting

Classroom and schools are among society's primary socializing institutions. In them, children come to understand their social identity relative to each other and relative to institution. Although schools are certainly not responsible for teaching their gender – differentiated social roles, they often reinforce subordinate role of girls and women through curricular choices and classroom organizations that exclude, denigrate, and/or stereotype them. However schools are also the sites in which inequalities which may be based on gender, race, ethnicity, language background, age, and sexuality can be challenged and potentially transformed by selecting materials that represent identity groups more equally. In the process of education, course books are one of the most significant tools to help children's socialization process (Freeman&McElhinny, 1996, p.242). Through textbooks young children have the

opportunity to learn about socially sanctioned relationship patterns and about social constructs such as gender (Wharton, 2005, p.245).

According to Arıkan (2005) because schools are places where teachers, course books, classroom materials, activities, and attitudes of all members of a given school or classroom contribute to the cognitive and emotional formation of students through knowledge-based and value-laden practices, an infinite number of messages or values are passed on to students. Such values, then, may turn into stereotypical thinking of students towards others in society, inevitably building onto the malpractices such as hatred, intolerance, or belittling of others, resulting in the erosion in societal peace and solidarity (Arıkan, 2005, p.38). A closer look at the number of visual materials in English Language Teaching course books, from past to present, also indicates that visual materials are becoming an important part of instruction in a growing manner.

1.5.2. Gender bias in language

Gender bias which is often called as sexism in language refers to underestimation and devaluation of one sex against the other; that is, any language articulation whether it is oral or written which turns a blind eye to one sex. This invisible sex is the female in most cases. The notion of superiority of the male in referring to third person singular, referring to God, giving job titles, taking into account their beliefs and attitudes as those of all males and females, and a lot more has its roots far back in history. This notion has followed to present time and has been perpetuated as women are referred to as the weaker sex (Ebrahimi, 2009, p.5). In terms of sexism in language Wardaugh states that:

Language reflects sexism in society. Language itself is not sexist, but it can connote sexist attitudes as well as attitudes about social taboos and racism. Intrinsically masculine terms like men, meaning human beings, are inclusive of both sexes whereas terms like women, do not even suggest both sexes. (1992, p.314)

Sexism has many different forms, including blatant, covert, and subtle sexism. Blatant sexism is defined as obviously unequal and unfair treatment of women relative to men whereas covert sexism is defined as unequal and unfair treatment of women, which is recognized but purposefully hidden from view. Both blatant and covert sexism are intended but only covert sexism is hidden. In comparison to these two forms, subtle sexism represents unequal and unfair treatment of women that is not recognized by many people because it is perceived to be normative, and therefore does not appear unusual. Thus, like covert sexism, subtle sexism is hidden but unlike covert sexism, subtle sexism is not intentionally harmful. Subtle sexism is particularly interesting from both theoretical and practical perspectives because it may be quite prevalent (Benokraitis & Feagin, 1999, cited in Swim, Marlett & Stragor, 2004, p.120).

In her study about sexism in language books Ebrahimi claims that:

Major types of sexism in English language can be stated as: Terms and phrases that rule out women; man-made, person, a perfect man is one who Masculine pronouns; he, him. Job titles; businessman, chairman, foreman. Feminine suffixes; for instance, -ess, -ette, -trix, and -enne which bring about condescension toward the female; actress, usherette, executrix, and comedienne. Sex-connected terms; lady doctor, he writer, working mothers. Unequal-gender-related language; boys and women, men and wives and disparaging terminology; girl, busboy. (2009, p.7)

The Sapir-Whorf hypothesis states that language can determine thought and behavior and that different kinds of language can shape different views of the world. Sapir and Whorf were anthropological linguists and were not primarily concerned with gender

issues, but with cross cultural differences in language and forms of life. Although the strong form of this hypothesis has attracted much criticism, a more moderate form that language can influence thought and behavior is more widely accepted. Here, thought and language are seen as inseparable, and the forms of representation we use in daily life, including our spoken and written language, embody and reproduce power relations including gender. Language and its everyday use is here seen as having a key role in the production and reproduction of society and its inequalities, and language and social practices are seen as inextricably bound up with each other. This production and reproduction of gender and its inequalities is seen as operating both in the ways that language is used in interpersonal interactions and in the representations of women and men that are embedded in the very form and content of our native language (Burr, 1998, p.125).

1.5.3. Reflections of Gender Discrimination on Course Books

The term 'sexism', which has been with us now for more than a decade, has become a popular word. It is probably most often associated with economic issues, such as equal pay for equal work. The role played by language in maintaining and strengthening sexist values, however, is less widely understood or acknowledged. This is probably because linguistic sexism is much more deeply rooted and far more subtle than other forms of sexism. Language is so intimately intertwined with culture that it is often quite difficult to stand back and take an objective look at one's own language. The specific ways in which sexist attitudes are conveyed through the language in textbooks should be explored.

Singh (1998) suggests that there is imbalance in the representations of characters in ELT course books as they appear in reading passages, activities, or visual materials.

Research has shown that not only are girls portrayed less often than boys in children's books, but also both genders are frequently presented in stereotypical terms. For example, while girls are trapped in passive and whiny roles, boys and men are rarely described as people demonstrating emotions of sadness and fear, having hobbies/occupations that are not stereotypically male and in roles they aren't competing or meeting high expectations (Singh, 1998, p.19). Furthermore, a review of ELT textbooks being taught in Iranian language institutes by Gorbani (2009, p.12) has shown that women are mainly engaging in domestic chores such as cleaning, cooking and doing such things is rarely found for men. This portrayal of women in such stereotypical roles only reinforces and perpetuates the traditional view that women must stay at home and men only go out to work mostly portrayed as devoted mothers and wives who take care of the house, children, husband, who wash, clean, and cook.

Graham discusses another reflection of sexism in language-nouns used to describe women and men. Before compiling their own dictionary, the lexicographers analyzed 5 million words from American children's textbooks. It was found that although there are actually more women than men in the real world, these textbooks contained over seven times as many men as women and more than twice as many boys as girls. Yet, in spite of these ratios, the word mother occurred more frequently than father. One of the lexicographers suggested that this was because, to a child, the mother has the primary parenting role. However, an analysis of the words daughter and son revealed that four times as many sons as daughters were referred to as the child of a male parent. Furthermore, two out of every three mothers were referred to in relation to their sons, and four out of five fathers had sons as children. Altogether, there were

twice as many sons as daughters. Further, four times as many aunts had nephews as had nieces. There were also three times as many wives as husbands, indicating that the main character or speaker in the text was male (Graham, 1975, p.112).

Hartman and Judd (1978) studied several popular TESOL textbooks and examined the images of men and women, firstness and stereotyped roles for females and males. They demonstrated that sexist language is built into English and ESL textbooks model this sexist usage and these sexist attitudes and values reinforce the second place of women in society. In their studies Hartman and Judd consider the shunting of women and men into stereotypical roles as “pervasive sexism”. They found that stereotypical roles are widely prevalent in reference to household work and child care, which are still relegated overwhelmingly to women. Women cook, bake, clean, polish, mend, sew and wash. On the other hand, if men are assigned household tasks they consist, without exception, of painting, gardening, repairing malfunctioning appliances or automobiles, or taking out the garbage. Mothers appear holding or feeding or walking babies, but fathers seldom have anything to do with them, except for taking a son to a ball game or sharing outside chores with him (Hartman & Judd, 1978, p.389).

Hellinger's (1980) study of 131 passages from English language textbooks found that women were rarely engaged in any "demanding, interesting, or successful" activities, while male roles represented a broad range of occupational options (p.270).

According to Porreca (1984, p.708) there is a number of problem areas in recent textbooks and other educational materials. One of the most widely examined

manifestations of sexist attitudes is omission. When females do not appear as often as males in the text as well as in the illustrations which serve to reinforce the text, the implicit message is that women's accomplishments, or that they themselves as human beings, are not important enough to be included. Related to omission is the order of mention, which means firstness. It was found that, given two nouns paired for sex, such as male/female, the masculine word always came first, with the exception of the pair ladies/gentlemen. This reinforces the second-place status of women and could, with only a little effort, be avoided by mixing the order.

Another reflection of sexism is in the portrayal of males and females in occupational roles. Porreca (1994, p.710) found that men were portrayed in four times as many paid occupations as women and that the females were most frequently portrayed in a housewife-mother capacity, occupied with household tasks and serving their children and husbands. Occupational roles for women were traditional and limited, with a very limited number of token professionals; on the other hand, those for men were quite varied. Illustrations reflected and reinforced this pattern, although photographs tended to portray females more realistically than drawings did

Animal words for females and males reinforced contrasting passive/active roles. Men were called by such words as stud, buck, and wolf while words for women were generally restricted to names for helpless creatures such as bunny, chick, and kitten. Another manifestation of sexism is the use of the masculine as generic. This problem, more than the other features discussed, is rooted in the grammar of the English language itself. It is assumed that masculine generic constructions, which include words such as man, mankind, and the use of masculine pronouns when the

sex of the referent is unknown, refer to people in general and that the distinction between a sex-specific word e.g., man as a male and its generic equivalent (man as a human being) is clear from the context. However, many studies have shown that people, including textbook writers, rarely conceptualize females when hearing or reading masculine generic nouns and pronouns. With few exceptions, women were underrepresented in the textbooks; the worst ratio of males to females was 73 percent to 27 percent. In general, throughout the textbooks, stereotyped sex roles were rampant, including the over-emotional female; house-work and child care as female-exclusive domains; passive, weak female children; and active, bold male children. Women were generally portrayed as selfish and superficial, while men were cast as helpful and patronizing (Porreca 1994, p.715)

Porreca (1984, p.720) stated that even five years after the Hartman and Judd study, sexism continued to flourish in ESL materials. Although females comprise slightly over half the population of the United States, they are depicted or mentioned only half as often as males in both text and illustrations. Male firstness is three times as prevalent as female firstness—a ratio which does not reveal the tendency in these textbooks to address a male audience, which thereby raises the number of instances of female firstness and creates the appearance of balance. Women are far less visible than men in occupational roles. For each working woman appearing in the text, there are six male workers. For every woman worker shown in an illustration five more illustrations depict men at their jobs. Occupations for women are often restricted to the traditional service and entertainment jobs, as women are portrayed to be waitress, nurse, secretary, and actress, occasionally having a token professional job as teacher or doctor. Interestingly, the latter is often a doctor of another nationality. In both text

and illustrations, the overall diversity of occupations for women is one quarter that of occupations for men. Among nouns expressing sex and family relationships, which occur more frequently than other nouns, those designating motherhood or marital status and the noun lady occur far more frequently for females than do their male counterparts in both proportion and actual numbers. All other nouns occur more frequently for males than for females. This can be explained by the apparent refusal of many writers to relinquish the traditional female role requirements of marriage and motherhood and by the fact that lady, a word which stresses manners, has long been employed as a euphemism for woman, which has a slight sexual connotation. Although studies have shown that people rarely visualize both males and females when hearing the words man or he, and despite the fact that growing numbers of women find them offensive and exclusive of women, masculine generic constructions are used extensively.

Attempts to avoid the masculine generic are often incomplete and confused, even in passages or sentences where the masculine generic could be easily avoided. Finally, the adjective categories which are proportionately dominated by females reveal that adjectives used to describe females focus on emotions, physical attractiveness, marriage, and gender itself. The adjective categories dominated by males stress renown, intellect, and education. These results reflect traditional stereotyped sex roles for men and women in our society (Porreca, 1984, p.721).

According to Swann (1992, p.29) school books are discriminatory in that there is an unjustifiable imbalance in the way women and men, and girls and boys are presented. Many analyses of books have looked at language use: for instance, how female and

male characters in stories are described. But there is a variety of other ways in which female and male images are represented in books.

When considering imbalances in books and printed material, it is necessary to take account of how females and males represented on several levels; for instance, in stories it is important to consider the number and the type of female and male characters and how they are represented visually as well as in printed world.

Educationists have been concerned about sexism in print resources because of the local or immediate effects these may have; for instance, the predominance of male examples in science textbooks may suggest to girls that science is not really for them. In assessment tasks, girls and boys may be disadvantaged, depending on whether “male or female” experiences are drawn upon. Children reading materials help reinforce gender as a social division, and perpetuate inequalities between girls and boys and women and men (Swann 1992, p.29).

During the 1970s and 1980s several analyses were carried out of children stories, reading schemes, textbooks and information books used in schools across a variety of subjects. The overall pattern that emerged was as follows:

Males simply feature more often than females as characters in stories and as illustrations and examples in textbooks. There are more men than women and more boys than girls. There are even more male than female animals. Some stories have no female characters. There are rare stories with no male characters

It tends to be males who take on leading roles or feature as main characters; females often play secondary roles

Males are more active than females. They simply do more things. In stories they have more adventures, and they go further away from home. Females are more passive; and often dependent; in stories they need to be helped or rescued and so on

Males feature in wider range of activities than females

Female characters in stories are often restricted to traditional stereotyped roles: playing at home, doing the house work, and so on

In information books, women's experiences and their contributions to society are often unacknowledged or undervalued. (Swann, 1992, p.96, 98)

In her study Harland (1985 cited in Swann, 1992, p.92) investigated twelve story books that constitute the core of the scheme of many British classrooms. As a result she states that:

We find that in four of these books no women appear at all; in six of these books women appear either as mothers providing tea or scolding the boys after their adventures, or as onlookers. Jennifer [one of the main characters] is to be seen occasionally holding her skipping rope, hovering on the edge, and staying out of the trouble. The only book which she takes the leading role is where she looks ,listens and follows a cat through the wood at night, while wearing a night dress-hardly the kit for action. Harland (1985) claims that reading such books has a negative effect on children ;it affects how they see themselves as girls and boys; it hammers their fullest intellectual and social development. (cited in Swann,1992, p.101)

Teachers and researchers have been concerned about imbalances in children's reading materials because of their potential immediate and local effects: they may affect the way pupils respond to a particular book and the subject with which it is associated. They may also affect pupils' performance on assessment tasks. There is further concern that, in the longer term, such imbalance may help to reinforce gender differences and inequalities. They may influence children's perceptions of what are appropriate attributes, activities occupations and so forth for females and males. Introducing alternative images may redress the balance and also have a disruptive effect, causing pupils to question accepted views of girls and boys and women and men (Swann, 1992, p.113).

1.6. The aim of the study

The aim of this thesis is to investigate gender representation in EFL textbooks. This study sets out to examine two different sets of English course books for 6,7 and 8 graders which have been designed by the Ministry of Education of Turkey, and by British publishers from the perspective of ‘gender ideologies’. Both sets are currently being used in all the state school around the country and some private schools. The objective is to determine how the gender ideologies of the British and Turkish publishers are represented through course books that are used in Turkish schools. To identify whether they exhibit any elements of gender discrimination is another purpose of this study. So the study seeks to find answers to the following questions:

- 1) How is gender represented in EFL course books designed by the Turkish Ministry of Education and British publishers?
- 2) How are the gender ideologies of the Turkish Ministry of Education and British publishers represented through the course books?
- 3) Do the course books exhibit any elements of gender discrimination or gender stereotypes?

1.7. The significance of the study

Selected course books have been designed for 6, 7, 8 graders. Target audience of these course books consists of the pupils between the ages of 10 and 14, which means the pre-adolescence period. This is a crucially critical period when the child learns and consolidates gender values, terms and perceptions. Erikson (1968) believed that adolescence represented a crucial turning point in the development of a

sense of identity. All of the physical, social, and cognitive changes of these years lead to frequent soul-searching about "Who am I?" Textbooks are important tools of school education by which students are exposed to their 'target' social roles determined by the society. 'Gender representations' are embedded in the texts, pictures, dialogues of the textbooks and acquired naturally by students. Investigating course books from the point of gender representation and revealing any possible discriminatory aspects will be significant in terms of children education. Lastly, it is seen that limited studies have been carried out on gender representations in EFL course books in Turkish context and this study may provoke or guide scholars from other disciplines such as sociology, women's studies, social psychology, education, linguistics and anthropology.

CHAPTER 2

METHODOLOGY OF THE STUDY

2.0 Introduction

This chapter focuses on the methodology of the research which is conducted in the study.

2.1. The Data

The methods used to collect information about a situation, phenomenon, issue or group of people can be classified as primary sources and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study. Primary sources offer an inside view of a particular event. Some examples of primary sources are books, magazine and newspaper articles published at a particular time, hand-written documents like diaries and journals, maps, speeches, interviews, letters, memoirs and autobiographies, literary manuscripts, records of government agencies, records of organizations, public opinion polls, fiction from a particular time and place, interviewing, observation and the use of questionnaires are the main methods classified under primary sources. All the sources where the information required is already available, such as government publications, reports and previous research are called secondary sources (Williams, 2003, p.58). Since the aim of this study is document analysis, English language course books may be regarded as primary sources (Kumar, 1996, p.125).

In this thesis a comparative study will be carried out. English language coursebooks for the 6th, 7th and 8th grades which are designed by the Ministry of Education and taught in Turkish public schools in the 2009-2010 Academic year and the coursebooks written by British publishers and taught in some of the private schools in the same term will be analyzed comparatively. Because the purpose is a comparative study, two separate sets of coursebooks have been selected from each category: the coursebooks designed by the Ministry of Education and the ones prepared by British publishers. The descriptions of the coursebooks are as follows:

Set 1

TITLE	PUBLISHER	GRADE	DATE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
<i>MY ENGLISH 6</i>	Pasifik Publishing/ Ministry of Education	6	2009/Ankara	152	Lütfi Yalçinkaya Lamia Bağdu Ayşe Beyhan Sazer
<i>MY ENGLISH 7</i>	Pasifik Publishing / Ministry of Education	7	2009/Ankara	160	Lütfi Yalçinkaya Lamia Bağdu Ayşe Beyhan Sazer
<i>MY ENGLISH 8</i>	Pasifik Publishing/ Ministry of Education	8	2009/Ankara	168	Lütfi Yalçinkaya Lamia Bağdu Ayşe Beyhan Sazer

Set 2

TITLE	PUBLISHER	GRADE	DATE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
<i>SMASH</i>	Macmillan	6	2007	127	Michele Crawford
<i>OXFORD TEAM</i>	Oxford	7	2002	135	Norman Whitney Liz Driscoll Jenny Quintana
<i>ATTAIN</i>	Oxford	8	2004	110	Jayne Wildman David Bolton

2.2. Method of Analysis

In conducting a research, the choice of data collection methods depends mainly on the purpose of the research and the issues that are under investigation. In this study, the objective is to determine the manner of the comparative portrayal of gender in the books of Ministry of Education and British publishers.

The specific focus on the 6th, 7th and 8th grade students also stems from the view that the ages of the students of these grades constitute a critical period as children develop into adolescence. Gençay (2000, cited in Sivaslıgil, 2006, p. 15) defines adolescence as the period in which female and male gender characteristics start to appear in children. This period starts approximately at the ages of 13-14 for the girls and at the ages of 14-15 for boys. In this period, children categorize concepts of gender and undergo a process of gender construction. Course books are one of the external factors which help them construct their gender.

Based on the objective of the thesis, the current study was conducted using the content analysis method, which is within the qualitative research paradigm. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language (Carley, 1990, p. 7).

In the course books, concepts and words which include texts and pictures are analyzed to infer if they exhibit any type of message to be conveyed to the reader in terms gender bias, stereotypes or discrimination. In order to reveal gender representations content analysis of gender roles is used in analyzing the non-verbal portrayal of gender roles in the course books. The use of the method has facilitated a deep understanding of the depiction of gender roles in course books that are taught in Turkish state primary schools and private schools. In this study, content analysis has been performed through descriptive statistics. In carrying out the research, sets of categories have been set to determine the manner of the representation of gender displayed by the characters in the coursebooks. The categories have been used for counting and calculating the frequencies and the percentages; and for presenting the existence of the concepts in the categories. Quantitative data analysis has been applied to the findings and the frequencies are analyzed using descriptive statistics. To facilitate data analysis, tables from 1 to 60 have been used

to summarize the findings.

2.3. Categories for Content Analysis

The following part will give the descriptions of the specific categories taken into consideration for the investigation of the gender representation in the course books. While determining these categories several previous studies are referred. Occurrence of female and male characters in pictures and texts, family activities and responsibilities are inspired by the study of Sivaslıgil (2006). In terms of occupations and family roles Helvacıoğlu (1996) is referred. In the categories of amount of talk and adjectives Tannen's study (1993) provided insight. Spare time activities and semiotic analysis are determined by the researcher.

2.3.1. Occurrence of Female and Male Characters in Pictures and Texts

The frequency of the physical appearance of male and female characters is a significant sign of gender balance/imbalance in course books (Arslan, 2000, p.41). The frequencies of the physical appearances of the illustrated female and male characters have been determined by counting. In order to determine the physical appearances of both female and male characters in terms of frequencies, percentages have been calculated and compared. The underrepresentation or the exclusion in terms of the physical appearances of female and male characters have been looked into. If females or males as a group were underrepresented or excluded, this shows the gender bias in the course book.

2.3.2. Amount of Talk

According to Tannen (1993, p.34) assessing the amount of talk is a key issue in determining the gender equality in course books. The conversational exchanges in the course books have been analyzed and the female and male talk by turns have been counted and displayed numerically.

2.3.3. Family Activities and Responsibilities

Household responsibilities and domestic roles assigned to females and males are considered to be crucial indicators of gender roles in a society. Upon this fact the activities or responsibilities distributed to males and females in a domestic environment have been analyzed. The major responsibilities and activities have been listed and the percentages of distribution are shown in the tables.

2.3.4. Occupations

In the analyzed course books, both female and male characters have been presented in occupational activities. In this study, the focus on the occupational activities in the portrayal of gender roles has been the issue of investigation in order to determine whether a specific gender has been presented in a wide range of occupational roles more than the member of the other gender.

Also it is investigated whether these occupations have traditionally been related to females and males as some are perceived as traditional or non-traditional female and male occupations. The list of occupations traditionally assigned to female and male characters in the study of Hansen (2009), Helvacioğlu (1996) and Arslan (2000) are referred. Moreover the statistical results of TISK (Confederation of Turkish Employer's Union) have been used when analyzing the occupations under investigation in this study.

2.3.5. Adjectives Used for Females and Males

Adjectives used for females and males typically show the attitudes towards the sexes in a society. Adjectives reveal the hidden beliefs and covert manners that the culture possesses for the specific gender. In this study all the adjectives used for males and females have been neatly counted and analyzed. The most frequent ones are represented.

2.3.6. Spare Time and Leisure Time Activities

Finding out the types of spare time and leisure activities which are permitted for males and females by the society is a matchless way of observing the borderlines that the culture draws for the genders. The leisure time activities that the females and males carry out have been counted and the frequencies are shown in the tables.

2.3.7. Family Roles

The portrayal of males and females in family roles represents the stereotypical and traditional points of views. To what extent the females are shown as mothers or daughters and to what extent the males are shown as fathers or sons are the major focus of this study.

2.3.8. Semiotic Analysis of Pictures

Semiotics is the scientific study of signs and the way in which these signs construct and reconstruct meaning. Cambridge Advanced Learner's Dictionary (2010:) describes semiotics as the study of signs and symbols, what they mean and how they are used. Chandler, D. (2001) states that:

Semiotics can be applied to anything which can be seen as signifying something - in other words, to everything which has meaning within a culture. Even within the context of the mass media you can apply semiotic analysis to any media texts (including television and radio programmes, films, cartoons, newspaper and magazine articles, posters and other ads) and to the practices involved in producing and interpreting such texts. Within the Saussurean tradition, the task of the semiotician is to look beyond the specific texts or practices to the systems of functional distinctions operating within them. The primary goal is to establish the underlying conventions, identifying significant differences and oppositions in an attempt to model the system of categories, relations (syntagmatic and paradigmatic), connotations, distinctions and rules of combination employed. (2001, p.94)

In this study semiotic analysis is applied on the cartoons and the pictures which are thought to carry gender biased values. This kind of examination helps to find out covert or blatant kinds of gender bias in the course books.

CHAPTER 3

FINDINGS

3.0. Introduction

In this chapter the results of the findings gathered from the content analysis are presented. Firstly the course books designed by the Turkish Ministry of Education and secondly the course books written by British publishers are investigated according to content analysis categories mentioned in the previous chapter.

3.1. *My English 6*

3.1.1. Occurrence of female and male characters in pictures and texts

Table 1. Gender Occurrence in Illustration and Texts

Textbook	Illustrations				Text		
	Female	Male	Female&Male	Total	Female	Male	Total
My English 6	56 (26.5%)	101 (47.8%)	54 (25.5%)	211	33 (44%)	42 (56%)	75

Singh (1998, p.19) suggests that there is imbalance in the representations of characters in ELT course books as they appear in reading passages, activities, or visual materials. In this study as it is shown in Table 1, totally 211 female and male characters have appeared in the illustrations. Female characters have appeared 56 times with the percentage of 26.5 and for 54 times female and male characters have been shown together in the pictures. As it is obvious from the table, male characters have been visualized for 101 times which means the males hold the dominance in the visuals.

In terms of texts, in total, 75 characters have been counted. The utterance of males with the percentage of 56 and females with 44, shows that males outnumber females in textual area, as well. Upon this data, it can be concluded that masculinity keeps the dominance over the femininity in *My English 6*, in the category of illustration and texts.

3.1.2. Amount of Talk

Table 2. Amount of Talk in the 6th Grade Coursebook.

amount of talk (by turns)	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	183	43.67	236	56.33	419

As shown in Table 2, out of 419 turns have been made to utter by the speakers in the book; 183 turns have been spoken by female characters (43.67%) and 236 turns have been spoken by the males (56.33%). Males seem to talk more than females. This striking imbalance in terms of spoken representations implies the male dominance over femininity. Swann (2003, p.630) states that females are considered to be the talkative sex although studies prove the contrary.

3.1.3. Family Activities and Responsibilities.

Table 3. List of Family Activities and Responsibilities.

Family Activities and Responsibilities	
FEMALE	MALE
Shopping (2)	Shopping (1)
-	Taking care of the pets (1)
Cooking/Baking(3)	-
Taking care of the children(2)	-

	Making a barbecue (1)
	Helping with the housework (1)
Cleaning the house (2)	-
Washing the clothes (1)	-
Ironing (1)	-
Giving pocket money(1)	-

Table 4. Family Activities and responsibilities in Percentages in the 6th Grade Coursebook. (*My English 6*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	12	75	4	25	16

The results on Table 4 demonstrates that out of 16 activities related with house, female characters are responsible for 12, which constitutes the 75% of the total. Whereas, males seem to be less involved in housework. Only 4 of the activities are carried out by male characters. The main and the most tiring responsibilities such as cooking, baking, cleaning, washing the clothes, ironing and taking care of the children are assigned to females. However, in the tasks like making a barbecue and taking care of the pets, males seem to be involved more. Data gives the impression that males and females are still expected to comply with traditional domestic roles. As Bandura's social learning theory (1977), emphasizes the importance of children's imitation of the behavior of others (models). The theory posits that boys learn how to behave as boys from observing and imitating masculine behaviors, especially from their fathers, and girls learn from imitating females, especially their mothers. If children take this role division as a model they are likely to perpetuate them.

3.1.4. Occupations

Table 5. List of Occupations in the 6th Grade Course book. (*My English 6*)

JOBS	
FEMALE	MALE
Actor (3)**	Actor (2)*
Vet (1)**	Vet (1)*
Dancer(1)**	Dancer (1)**
Teacher (7)*	Teacher (1)*
Service attendant(1)*	Service attendant (2)*
Secretary(1)*	Secretary (1)**
Singer(2)**	Singer (1)*
Dentist (1)**	Doctor (3)*
Nurse (3)*	Mechanic (1)*
Archeologist (1)**	Basketball player (3)*
Gardener (1)**	Swimmer (1)**
Bus driver (1)**	Engineer (1)*
	Astronaut (1)*
	Banker (2)*
	Football player (1)*
	Detective (2)*
	Farmer (1)*
	Boxer (1)*
	Pilot (3)*
	Cook (7)*
	Worker (1)*
	Post officer (1)*
	Baker (1)*
	Stationer (1)*
	Athlete (2)*
	Police person (3)*

* Jobs defined as “traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

Table 6. Traditional and Non-traditional Jobs in the 6th Grade Coursebook.
(*My English 6*)

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	12	%17.64	11	%16.17	23	%33.82
MALE	42	%61.76	3	%4.41	45	%66.18

A total of 68 occupations have been identified. Out of 68 occupations, with the percentage of 66.18 males outnumber the female in labor force. Females appeared as involved in occupations with the percentage of 33.8. Both males 61.76% and females 17.64% tend to lead more traditional occupations. Females are frequently featured in the traditional occupations such as teaching ‘7’ and nursing ‘3’. Only one teen girl is represented as an archeologist which is considered as a non-traditional job in the book (p. 100). Interestingly, a girl is dreaming of being a bus driver when asked what she wants to be in the future. Bus driving for females is counted as a non-traditional occupation.

Males as cook, basketball player, police officer and pilot are frequently shown in the book. All in all, males are more active in the labor force and females and males tend to have stereotypical jobs more than non-traditional ones.

3.1.5. Adjectives used for females and males

Table 7. Adjectives used for Females and Males.

Adjectives used for Females and Males	
FEMALE	MALE
Thin	Thin
Sad	Sad
Beautiful (4)	Friendly
Cheerful	Tall (2)
Pretty	Strong
Ugly	Fat (3)
Short	Noisy
Busy	Handsome
Lovely (3)	Angry
Bad	Tired
Small	Afraid
Little	Happy (3)
Bored	Suprised
	Sleepy
	Famous

Adjectives are important indicators of gender representations. Through observing the adjectives used, a lot of clues about the stereotypes and attitudes towards the sexes can be understood such as how females and males are portrayed and qualified, what they are meant to be or how they should look like. In the book the adjectives above have been found out. The frequent usage of ‘beautiful’ and ‘lovely’ for females gives the impression that beauty and elegance are / should be important.

‘Tall’, ‘fat’ and ‘happy’ are used mainly for males. For a male, physically, being tall is a stereotypical expectation in the society. For males fatness doesn’t seem to be perceived as offensive as it is for females because in order to exemplify or contextualize the word fat always males are used.

3.1.6. Spare time and Leisure Time Activities

Table 8. Spare time and Leisure Time Activities in the 6th Grade Coursebook. (*My English 6*)

Distribution of Spare time and Leisure Time Activities		
	FEMALE	MALE
Walking	-	1
Doing exercise	1	2
Going to the movies	1	2
Taking photographs	1	1
Walking the dog	1	2
Running	1	3
Judo	-	3
Reading	2	8
Playing a musical instrument	1	3
Swimming	3	3
Playing basketball	1	6
Playing football	-	9
Dancing	3	1
Skiing	2	1
Fishing	-	1
Skipping rope	1	-
Driving a car	-	3
Playing computer games	1	-
Going on a picnic	1	1
Playing table tennis	1	3
Flying a kite	-	1
Playing hide and seek	2	2
Blind man's buff	1	1
Climbing	-	2
Wrestling	-	1
Playing scrabble	-	1
Riding bicycles/horse	3	4
Meeting friends	1	-
Playing volleyball	1	2
Playing tennis	3	6
Watching TV	1	3
Listening to music	1	2
Shopping	1	2
Going to the concerts	1	1
Singing	1	1
Taking care of the pets	2	-
Going to the library	1	1
Diving	1	1

Table 9. Spare Time and Leisure Time Activities in Percentages in the 6th Grade Coursebook (*My English 6*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	41	32.8	84	67.2	125

As shown in Table 9, out of 125 leisure time activities males tend to carry out 84 of the total 67.2%. Females are underrepresented blatantly with the percentage of 32.8%. Females seem to be excluded from activities related to sports such as playing football, playing basketball, tennis, climbing, wrestling and judo. However females do skiing and dance more than males. Apparently males are engaged in reading more often than females.

In the outdoor activities and social events the presence of masculinity is stronger than females. Males go to the movies, listen to music, drive, and do shopping twice as much as girls. Females are more visible in taking care of the pets, skipping rope and using computer. In terms of spare time activities, as expected traditionally, males seem to be more actively involved. Social learning theory regards gender identity and role as a set of behaviors that are learned from the environment. As stated before the main way these gender behaviors are learned is through the process of observational learning.

3.1.7. Family Roles

Table 10. Family Roles in the 6th Grade Coursebook (*My English 6*)

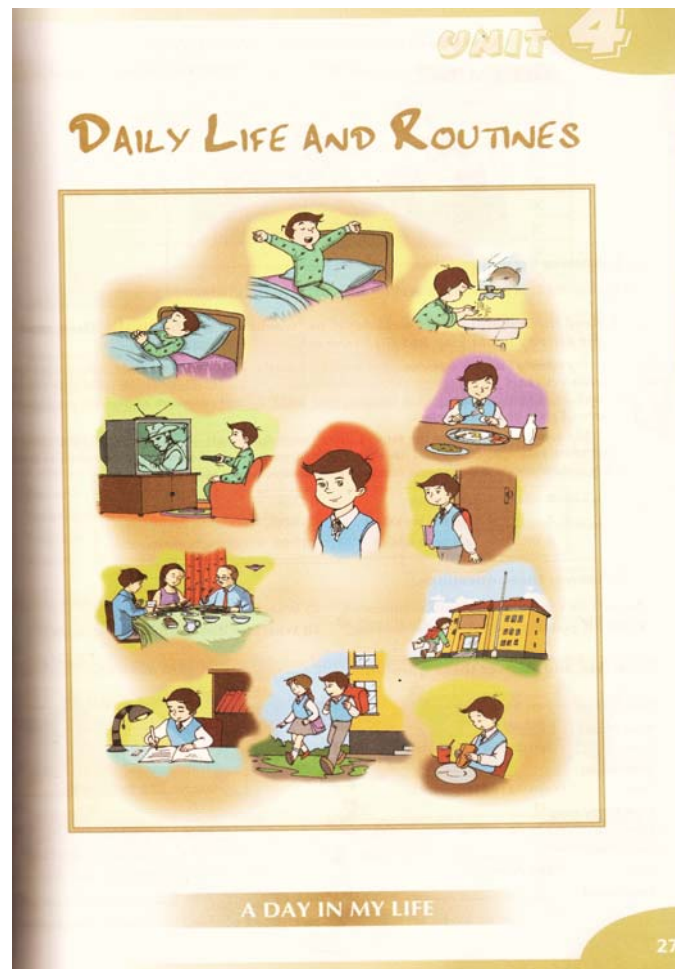
FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	
Wife/mother	23	27	Husband/father	21	25	85
Female child	16	19	Male child	25	29	

Based on Table 10, traditional family role for female which is either being a mother or a wife is highly respected and encouraged. The role of being a wife and a mother is not separated in the book. If a female is a wife then she is expected to be a mother as well. No single parent is observed in the whole book. As divorce and single parent are realities of life, it could have been reflected into the coursebooks.

Although there isn't a significant difference among the roles, somehow male child has the biggest percentage (29). Traditionally in Turkish culture male child is preferred over female child (Kağıtçıbaşı, 1992, p.490).

3.1.8. Semiotic Analysis of Pictures

Picture 1.



In the cover page of the unit a daily routine of a student is seen. From the waking up until going to bed all daily activities are illustrated. The protagonist of the story is a male - a school boy. The only female characters in the picture are the mother and the girl friend but they are less apparent. Male centeredness is observed in the illustration.

Picture 2

4


My Mother's Weekly Activity List

15. Answer these questions.

A) Is your mother a housewife? B) Do you help her?

16. Look at the pictures, read the text and fill in the blanks.

My mother is a housewife. She is very busy because she has different activities on different days.



Sunday Monday Tuesday Wednesday Thursday Friday Saturday

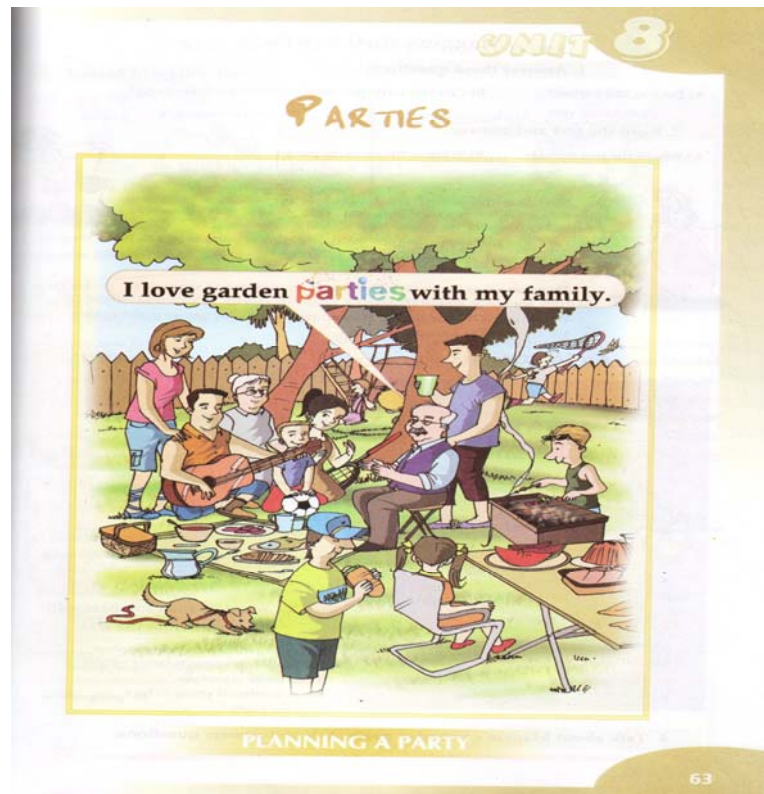
She goes shopping on Sundays.
She cleans the house on _____ 1
She goes to a painting course on Tuesdays.
She _____ 2 the clothes on Wednesdays.
She irons the _____ 3 on Thursdays.
She meets her friends on Fridays.
She goes to the _____ 4 on Saturdays.
What about cooking? She cooks every day.
She is a good _____ 5

17. Answer these questions.

A) Does Lisa's mother go to a painting course on Wednesdays?
B) Does she meet her friends on Saturdays?
C) When does she cook?

The page above is extracted from the book *My English 6*. The topic of the unit is daily life and routines. In the picture we see a young girl telling us about what her mother, who is a housewife, usually does in weekdays. It is frequently stressed that the mother is a housewife. Through the visuals we happen to learn about the stereotypical chores that the mother carries out. She goes for shopping, cleans the house, washes the dishes, irons the clothes, cooks and meets her friends at home. The only time the mother manages to go out for herself is Saturdays when she goes to the movies and painting course but it is not clear if she can go there on her own or not. The mother seems to be imprisoned in the house and excluded from the outdoor activities apart from going to the movies and painting course once a week. Here we observe a shortcut female portrayal as a traditional housewife who is in compliance with traditional expectations of the society from a woman. As stated earlier, the constant exposure of such models might lead the developing child to process a culturally based gender schema.

Picture 3



Gender issues are a field of anthropological studies. Gender specific reflections into societies have been investigated by numerous anthropology scholars. In social anthropology, patrilocal residence or patrilocality is a term referring to the social system in which a married couple resides with or near the husband's parents. In a patrilocal society, when a man marries, his wife joins him in his father's home or compound, where they raise their children. These children will follow the same pattern: Sons will stay, and daughters will move in with their husbands' families. Families living in a patrilocal residence generally assume [joint ownership](#) of domestic sources. The household is led by a senior member, who also directs the labor of all other members (Haviland, 2002, p.481; Cottak, 1993, p.482; Bates, 2009, p.292). In the picture above a male centered family pattern is illustrated. Family members are having a party in a circle and in the

center of the crowd we see the grandfather who utters “I love having parties with my family”. This picture typically exemplifies patrilocal residence.


Picture 4

4

My Father's Daily Activity List


11. Look at the pictures and answer: How many people are there in Lisa's family?


12. Match the pictures and the sentences. Then, listen and check.
































1. He eats breakfast at eight o'clock.
2. He eats lunch at twelve o'clock.
3. He starts work at nine o'clock.
4. He comes home at half past six.
5. He gets up at seven o'clock.
6. He takes the bus at half past eight.
7. He always goes to bed at eleven o'clock.
8. He eats dinner at half past seven.
9. He finishes work at five o'clock.
10. He reads the newspaper at half past twelve.
11. He watches TV at half past eight.
12. He usually takes a shower at half past seven.

Let's learn.

- cook - cooks
- want - wants
- go - goes
- do - does
- watch - watches
- finish - finishes

In picture 4, in a way similar to the picture 2, a person's daily activities are seen. The same young girl gives us information about how her father spends his ordinary day. This time things seem very different. He starts the day with having a fancy shower and a nice breakfast on his own. Then he goes to work. From the pictures we understand that he works in a bank. At lunch break he can even read a newspaper. After work he comes back home and has dinner with his family. And like all traditional family men he watches TV after the dinner. The father is somehow portrayed as an independent man because in all the illustrations apart from the dinner scene we see him alone. Traditional gender roles impose the male to work and win

the bread and contrastingly lead the female stay at home and take care of the children and do the housework as the pictures 3 and 4 represent. As it is emphasized in introduction, this kind of male representation may lead the developing child learn the contents of their society's gender schema and attributes that are linked with their own sex and, hence, with them-selves. Children's self-concepts become sex typed.

3.2. *My English 7*

3.2.1. Occurrence of female and male characters in pictures and texts

Table 11. Gendre Occurence in Illustration in Texts. (*My English 7*)

Textbook	Illustrations				Text		
	Female	Male	Female&Male	Total	Female	Male	Total
My English 7	57 (27.4%)	113 (54.3%)	44 (21.1%)	208	49 (36%)	87 (63.9%)	136

In the course books in terms of illustrations, totally 208 characters have been identified. Out of the total characters 113 males have occurred with a higher percentage 54.3. Females are seen only 57 times. In the 44 pictures both females and males are portrayed together. In this book again, similar to the *My English 6* males are more visible than females.

In the texts 49 females have been seen compared to males who overwhelmingly constitute the 63.9% of the whole characters. Females are less frequently mentioned in the texts.

3.2.2. Amount of Talk

Table 12. Amount of Talk in the 7th Grade Coursebook (*My English 7*)

Amount of talk (by turns)	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	448	64.6	245	35.4	693

In total, 693 conversational turns have been found out. Females are traditionally considered as the talkative sex (Swann, 1992, p.33). In the course book we can easily see the essence of this prejudice. Females talk more than males. While males take 245 take in the conversations females speak 448 times.

3.2.3. Family Activities and Responsibilities

Table 13. List of Family Activities and Responsibilities (*My English 7*)

Family Activities and Responsibilities	
FEMALE	MALE
Cooking/Baking(3)	Cooking/Baking (2)
-	Mending (1)
Shopping (4)	-
Taking care of the children (2)	-
Decorating the house (1)	-
Setting the table (1)	-
Washing the dishes (4)	-
Serving tea, coffee (1)	-
Watering flowers (2)	-
Knitting (1)	-

Table 14. Family Activities and Responsibilities in Percentages in the 7th Grade Coursebooks (*My English 7*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	19	86.36	3	13.64	22

In the above listed household activities, females carry out the overwhelming majority. With the ratio of 86.36 females are responsible for the tasks related with the house. Males are shown only once while mending something which requires masculine strength and twice when cooking which is a stereotypical chores of females. Though small in amount we observe cooking males. Domestic activities are shown mostly as the duty of females. Females are represented in their stereotypical roles.

3.2.4. Occupations

Table 15. List of Occupation in the 7th Grade coursebook

JOBS	
FEMALE	MALE
Dentist (1)**	Dentist (1)*
Shop assistant (1)*	Shop assistant (1)*
Service attendant (1)*	Service attendant (1)*
Musician (2)**	Musician (2)*
Singer(1)**	Singer (1)*
Writer (1)**	Writer (1)*
Scientist/Invernter (1)**	Scientist/Invernter (11)*
Artist (2)**	Artist (3)*
Discoverer (1)**	Discoverer (2)*
Teacher (1)*	Teacher (2)*
Doctor (1)**	Doctor (9)*
Model (1)*	Soldier (3)*
Nurse (2)*	Worker (1)*
News-caster (2)**	Athlete (2)*
Vet (1)**	Cook (1)*
Secretary(2)*	TV Producer (1)*
	Composer (4)*
	Poet (1)*
	Detective (1)*
	Architect (1)*

	Explorer (6)* Officer (1)* Pilot (1)* Pharmacist (4)* Mechanic (1)* Psychologist (1)* Actor (1)* Business person (3)* Astronaut (2)*
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* Jobs defined as “traditional” by Helvacıoğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacıoğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

Table 16. Traditional and Non-traditional jobs in the 7th Grade Coursebook.

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	8	8.88%	13	14.44%	21	23.44%
MALE	69	76.66%	0	0%	69	76.66%

Totally 90 occupations are detected in the course book. There is a remarkable imbalance between males and females in the labor field. Men constitute the vast majority of the occupations with the percentage of 76.66. However females who are engaged in occupations emerge only 21 times. Females are stereotypically employed as nurse ‘2’, news-caster ‘2’, secretary ‘2’ and musician ‘2’. The two musicians are the internationally acclaimed pianist İdil Biret and the violist Suna Kan. The portrayal of such gifted female musicians may inspire the female students. This kind of female presentation may also help the female students believe in themselves that they can become successful, skilled musicians in a field of art which is traditionally regarded as masculine. Eagly (1987, p.26) in social role theory suggests that the sexual division of labor and societal expectations based on stereotypes produce gender roles.

3.2.5. Adjectives used for females and males

Table 17. Adjectives used for Females and Males

Adjectives used for Females and Males	
FEMALE	MALE
Bored (1)	Bored (1)
Tall (1)	Tall (1)
Angry (1)	Angry (1)
Thin (3)	Fat (2)
Short (2)	Free (1)
Happy (1)	Happy (1)
Beautiful (4)	Popular (1)
Strong(1)	Successful (1)
Famous (1)	Handsome (2)
Sweet (2)	Young (5)
	Clever (1)
	Bad (2)
	Rich (1)
	Powerful (2)
	Good (1)
	Brave (3)
	Gifted (1)
	Sad (1)
	Excited (1)

The adjectives used for males and females in the course book are listed above. The crucial point is males are qualified with more adjectives than females. The mostly used adjectives for females are thought-provoking: ‘Beautiful’, ‘sweet’ and ‘thin’. The covert expectations of the society which imposes females to be beautiful, thin and sweet are revealed through the adjectives.

On the other hand, male are frequently supported with the adjectives: ‘handsome’, ‘powerful’, ‘brave’ and ‘young’. For a male to be brave, powerful, handsome and young is desirable. Having all these qualifications is a very tough task. Society puts the heavy burdens on the males’ shoulders just as it does on females’ since females are expected to be gifted with beauty, slimness and prettiness. However different

societies have different concepts of male and female personalities. Margaret Mead's findings (1931) show that female-male differences are, up to a great extent, culturally learnt. Culture influences personality, not genetics. Feminine fearfulness and masculine boldness are as a result of culture doctrines.

3.2.6. Spare time and Leisure Time Activities

Table 18. Spare time and Leisure Time Activities in the 7th Grade Coursebook

Spare time and Leisure Time Activities in the 7 th Grade Coursebook		
	FEMALE	MALE
Reading	1	4
Dancing	4	4
Shopping	6	2
Surfing	-	1
Using the internet	2	2
Watching football matches	-	1
Travelling	3	3
Watching TV	6	9
Meeting friends/having a party	4	3
Going to the theatre	1	1
Singing	3	1
Visiting museum	1	1
Going to the movies	1	1
Playing chess	1	-
Playing a musical instrument	1	4
Going to a circus	-	2
Helping animals	1	1
Swimming	3	1
Playing tennis	1	1
Listening to music	1	-
Going on a picnic	1	1
Playing football	-	1
Climbing	1	1
Diving	-	1

Table 19. Spare Time and Leisure Time Activities, in Percentages in the 7th Grade Coursebook.

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	42	47.72	46	52.28	88

In terms of leisure time activities in the book *My English 7* there is little difference in percentages between males and females. Males engage in 46 activities, and females 42. Watching TV, reading, watching football matches and playing a musical instrument are represented to be the domain of masculinity. Shopping, meeting friends and swimming are associated mostly with femininity. Stereotypes in terms of leisure time activities for males and females are reflected. While males are shown as keen on football, females are busy with shopping and meeting friends.

3.2.7. Family Roles

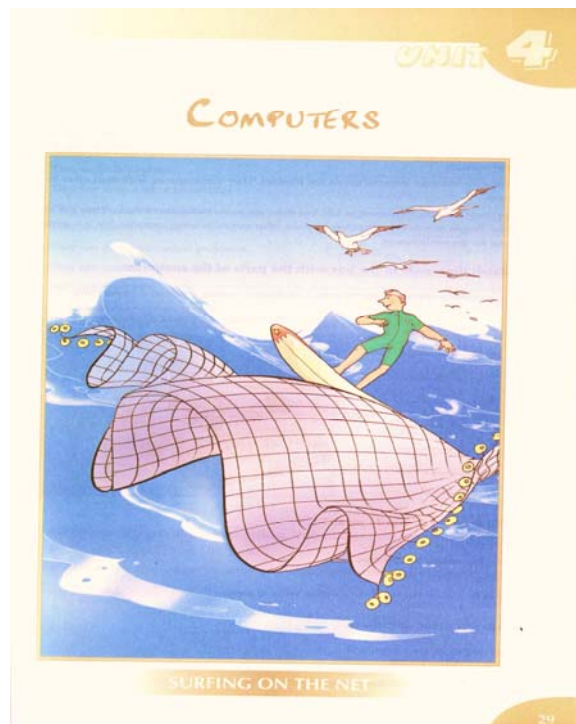
Table 20. Family Roles in the 7th Grade Coursebook

	FEMALE		MALE		TOTAL	
	Tokens	%	Tokens	%		
Wife/mother	14	33.33	Husband/father	9	21.42	42
Female/child	8	19	Male/child	11	26.25	

Family role distribution is similar to the results of *My English 6*. Maternity occupies the highest percentage 33.33. The role of being a mother or a wife is highly respected and promoted. The second highest percentage belongs to male child 26.25. As mentioned previously in Turkish context male child is more desirable and preferable than the female child (Kağıtçıbaşı, 1992, p.490). The results also prove this preference as female child is only shown for 8 times in the percentage of 19.

3.2.8. Semiotic Analysis of Pictures

Picture 5



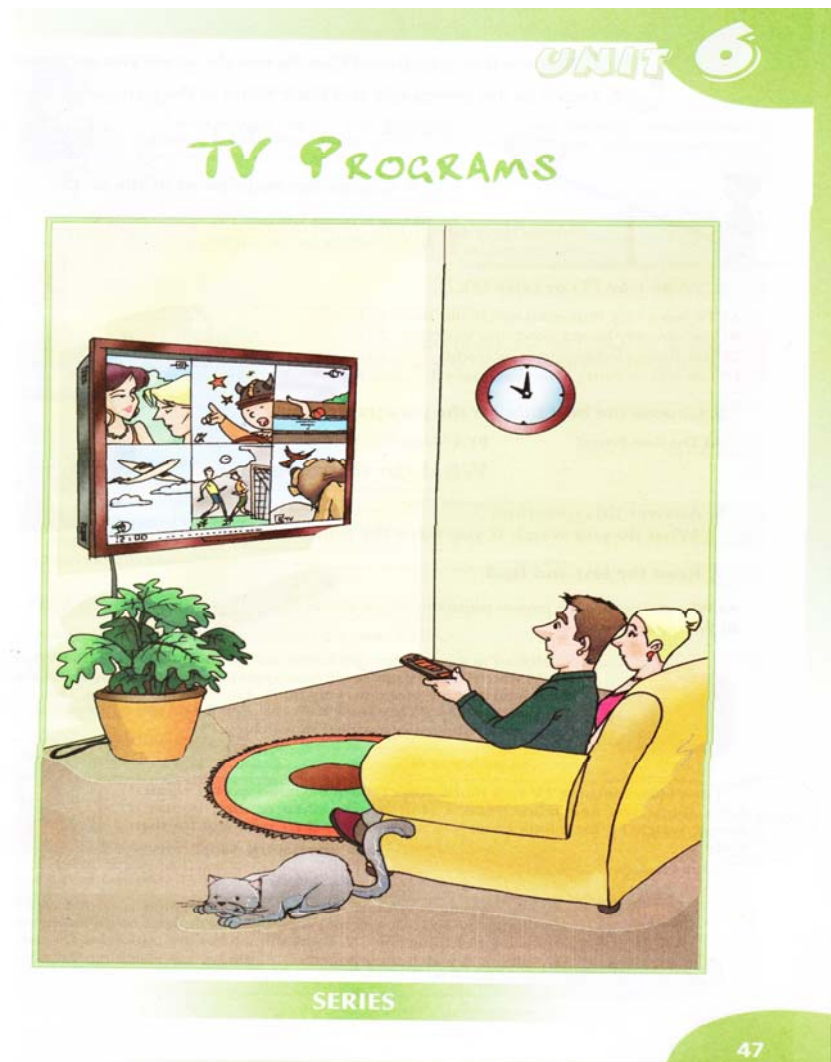
In the cover page we see a man surfing on fishing net, shaped like the waves. Here both surfing as a sport and internet usage seem to be associated with masculinity.

Picture 6



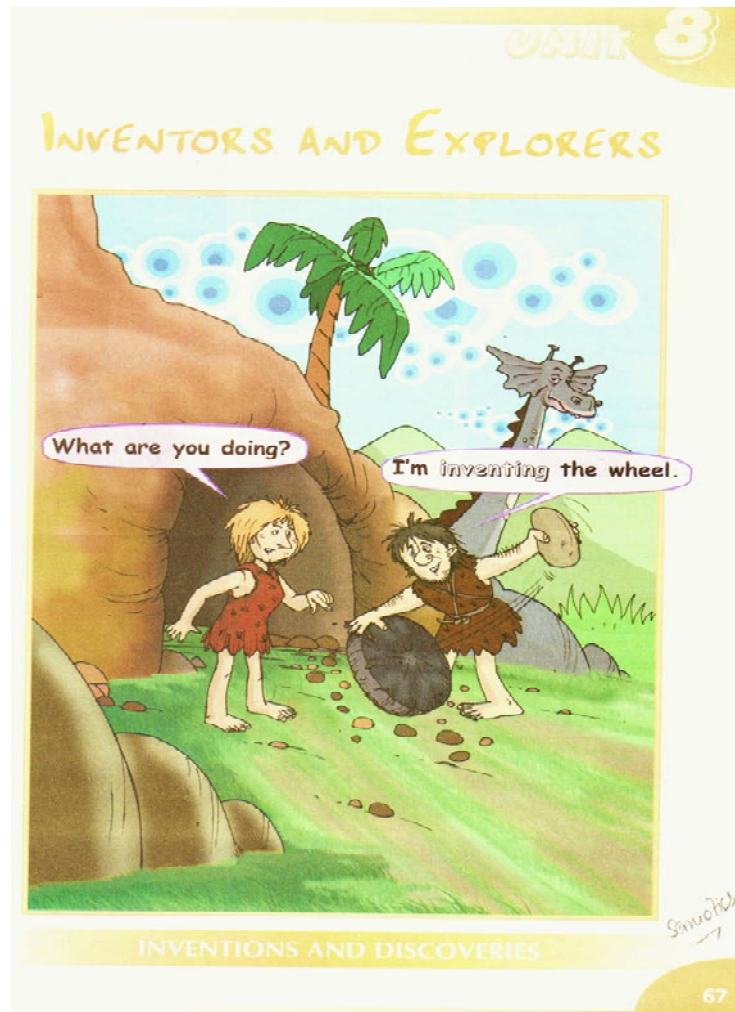
In the picture a very stylish hotel room is seen by such an exotic island view. The room is decorated with the latest technology, like a smart telephone, a mobile television and a fax machine. In the room there is a man who seems to be a rich business man, lying on a fancy and comfortable armchair. He is having his feet massaged and he is relaxing. At the same time he is using his note-book computer and talking to someone on a mobile earphone. Two robots are serving a sandwich and a soft drink for him. The picture gives us the impression that everything is under the man's command and the world is spinning around him. Male centered business life and richness are implied to be associated with masculinity through this illustration.

Picture 7



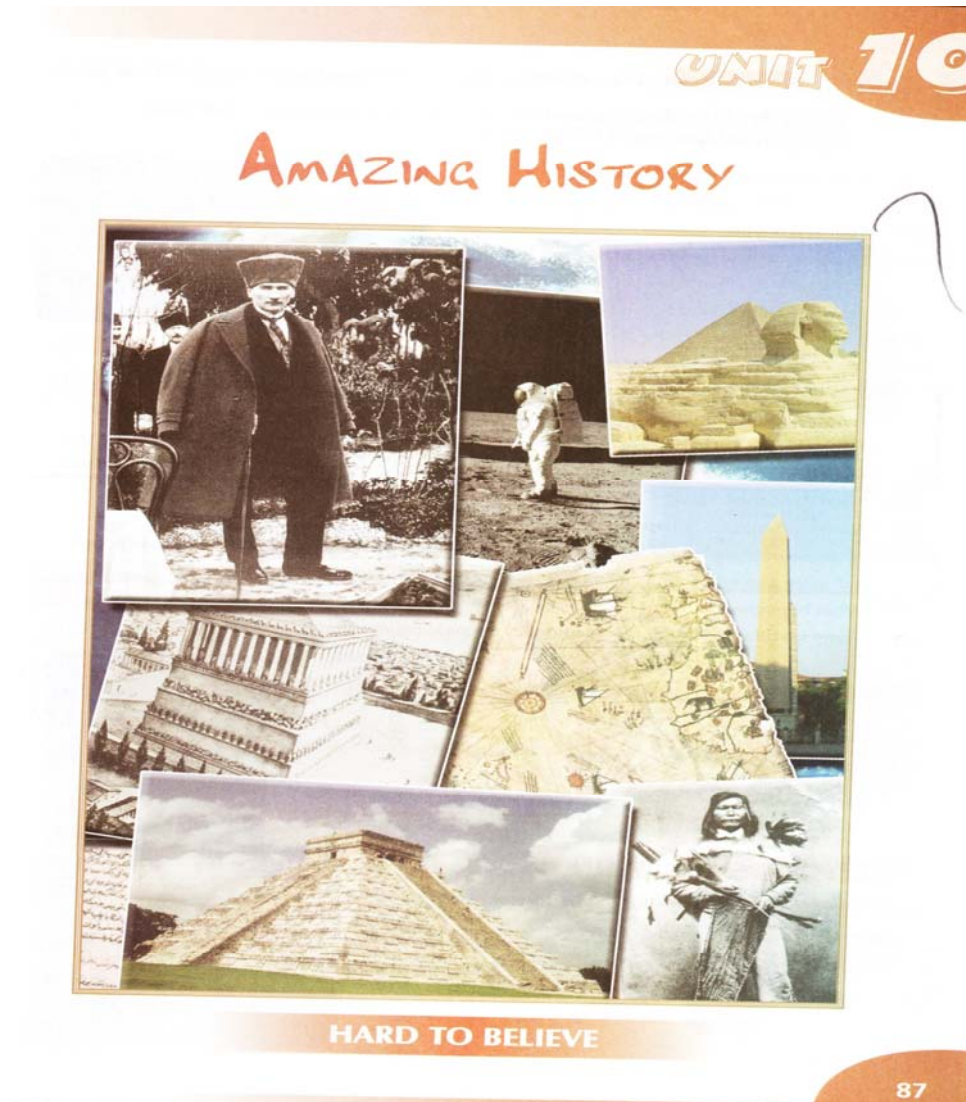
In the cover page we see a couple sitting on a sofa in a living room. They are looking at an LCD television which has channel options as the screen is divided into 6 squares. Different kinds of TV programs can be seen on the screen: a romantic film, a cartoon movie, sports, news and documentary. The couple seems to be confused about what to watch. But the striking point is, the remote controller is in the husband's hands and the wife seems to comply with whatever the husband prefers. Remote controller can be considered as a literary symbol of power and authority here, again the dominance of masculinity is implied since the husband is deciding what to watch.

Picture 8



In the cover page a primitive man and a woman in front of a cave are depicted. In the speech bubbles, the woman is asking with surprise: “What are you doing?” In return, the man, while giving circular shapes to a piece of rock, responds: “I am inventing the wheel”. This picture gives us the idea that even in the very beginnings of human history the inventions were designed by men. Here we observe a common stereotype for males and females. Masculine authority in science and inventions and female passivity are covertly conveyed through this illustration. As it is mentioned before people are stereotyped according to the complexes of schemas in our culture, in terms of the social positions they inhabit their group membership and personality traits.

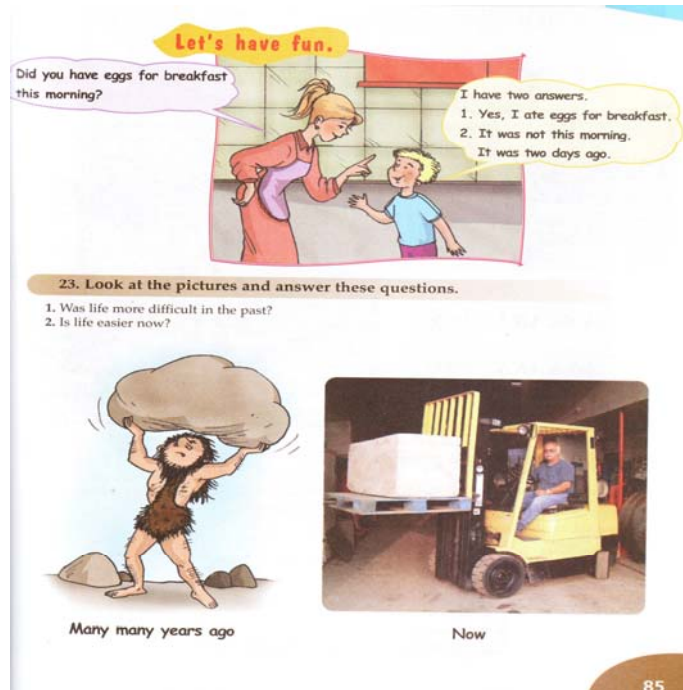
Picture 10



In the cover page we see gorgeous historical places like the Sphinx of Egypt, Maya Temples and Obelix. There are also three pictures of different men who have world-wide reputation. One of them is Ataturk, the second is Neil Armstrong (the first person on the moon) and the third is, an Indo-American tribe leader. Theme of amazing history is supported with three amazing and powerful men. Power and glory of masculinity are reflected in the picture. Exposure to traditional gender-typed symbolic models in children's books, television, and movies play a role in the vicarious learning of traditional gender role standards. Although it can serve for

children's socialization, the problem is that it could also 'restrict children's role behavior' and 'shortchange girls by limiting their horizons and expectations'.

Picture 11



In the page above we see a mother probably a housewife as well. She is checking if her son has eaten eggs for the breakfast. Clemency and tenderness are represented through a mother image. The role of soft-hearted housewife mother is encouraged. Conveyed male images are somehow more different than the image of female. We see a cave man lifting a heavy piece of rock and a modern worker driving a vehicle to do the same task. In the picture it can be inferred that male species of human beings have been involved in tasks which require strength since the prehistoric times. Despite the advances in the technology and the inventions of brand new vehicles males are still illustrated while doing the similar tasks. Strength and outdoor work are assigned to masculinity. All known societies recognize biological differentiation and use it as the basis for social distinctions. As mentioned earlier although there is

considerable variability in the genetic, hormonal and anatomical factors that form the basis for the label 'male' or 'female' they are treated as socially dichotomous categories . Gender is what culture makes out of the "raw material" of biological sex.










Picture 12



In the illustration above a stereotypical female gypsy fortune teller looking through the crystal ball and her young female client is seen. In all the course books which are analyzed for this study, in the representations of fortune telling or superstitions it is a cliché to use feminine images. According to Weitzman (1972, p.1130) the women who are not either mothers or wives are generally depicted as imaginary characters such as witches or fairies. Though recent studies show that this situation has changed a bit, the majority of children literature still remains almost the same. Here, it is seen neither a witch nor a fairy but another supernatural depiction of female as a fortune teller.

Picture13

5. Look at the list and write legend (L) or tale (T) in the parenthesis.
Then, add 2 legends and 2 tales to the list.

•Robin Hood	()			
•Ergenekon	()			
•Keloglan	()			
•William Tell	()			
•Gulliver's Travels	()			
•Nasreddin Hodja	()			
•Cinderella	()			
•King Arthur	()			
•Hansel and Gretel	()			
•Köroğlu	()			
• _____	()			
• _____	()			
• _____	()			
• _____	()			

In the picture above various Turkish and non-Turkish imaginary and legendary characters are shown. Koroglu, Cinderella Gulliver, Keloglan, King Arthur, Nasreddin Hodja, William Tell and Robin Hood. A clear male hegemony is observed as male characters constitute the vast majority. Moreover those male characters are known to be powerful, courageous, smart and have good sense of humor. However the only female character Cindrella is young and helpless girl who is rescued from a life of drudgery by her fairy godmother and eventually marries a handsome prince. There seems to be two types of discrimination against femininity. First, female images are underrepresented in the pictures. Secondly, Cinderella in a way is associated with submissiveness and passivity because in the end of the fairy tale she is rescued by a prince who symbolizes hegemonic masculinity.

3.3. MY ENGLISH 8

3.3.1 Occurrence of female and male characters in pictures and texts

Table 21. Gender Occurrence in Illustration in Texts (*My English 8*)

Textbook	Illustrations				Text		
	Male	Female	Female&Male	Total	Male	Female	Total
My English 8	112 (51.3%)	53 (24.3%)	53 (24.3%)	218	101 (58.7%)	71 (41.5%)	172

In the course book 218 illustrations have been counted. Male occurrence is overwhelmingly more frequent in percentage which is 51.3. Females are only visualized for 53 times which equals 24.3% of the total. 53 times we can see males and females in the same picture which forms the 24% of the total. Males again make up the majority of the illustrations. In the texts similar results are observed. Males have emerged for 101 times out of the total 172 characters. Females remain in the percentage of 41.5. Representation of masculinity is evident once more.

3.3.2. Amount of Talk

Table 22. Amount of Talk in the 8th Grade Coursebook (*My English 8*)

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
amount of talk (by turns)	371	51.67	347	48.33	718

In talking by turns, the results above have been identified. Though there is no significant difference between the tokens, out of 718 conversational turns females take 371 turns which makes it 51.57%. On the other hand males constitute 48.33%

of the total results. Similar to the previous book- *My English 7* female reputation as the talkative sex still remains. According to Swann (1992, p.92) one of the most pervasive images of female speakers is that of the talkative sex; women are the gossips and nags, whereas men are the strong, silent sex. Yet studies that have been carried out in laboratory studies, classrooms, meetings, analyses of television chat shows prove the contrary.

3.3.3. Family Activities and Responsibilities

Table 23. List of Family Activities and Responsibilities

Family Activities and Responsibilities	
FEMALE	MALE
Shopping (1)	Shopping (1)
Setting the table (1)	Setting the table (1)
-	-
-	Taking care of the pets (1)
Cleaning the house (2)	-
Washing the dishes (1)	-
Nursing the children (4)	-
Cooking (1)	-
-	Mending (1)
Tidying up the room (1)	-
	Helping the children with the school subjects (1)

Tablo 24. List of Family Activities and Responsibilities in Percentages in the 8th Grade Coursebooks (*My English 8*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	11	68.75	5	31.25	16

In *My English 8* it is clear that domestic roles and household activities are seen as the duty of females. Major tasks like nursing the children, washing the dishes, cooking, cleaning the house, tidying up the room seem to be in the responsibility of females. Males are represented while mending something, taking care of the pets and helping the children with the school subjects which in a way requires cognitive ability. Except for setting the table for once and going for shopping males seem to be excluded from housework. There seems to be ‘blatant sexism’ in the approach because household work and child care, which are still relegated overwhelmingly to women. As stated before women cook, bake, clean, polish, mend, sew and wash. On the other hand, if men are assigned household tasks they consist, without exception, of painting, gardening, repairing malfunctioning appliances or automobiles, or taking out the garbage. Mothers appear holding or feeding or walking babies, but fathers seldom have anything to do with them, except for taking a son to a ball game or sharing outside chores with him.

3.3.4. Occupations

Table 25. List of Occupation in the 8th Grade Coursebook (*My English 8*)

JOBS	
FEMALE	MALE
Gardener (1)** Chemist (1)* Pharmacist (1)* Detective (1)** Doctor (3)* Officer (1)* Nurse (2)* Reporter (2)** School manager (1)* Shop assistant (2)* Image maker (1)* Receptionist (1)**	Gardener (1)* Chemist (3)* Pharmacist (1)* Detective (6)* Doctor (10)* Security guard (1)* Biologist (2)* Tour guide (1)* Physician (3)* Business person (1)* Scientist (1)* Singer (1)* Soldier (5)* Worker (1)* Fire fighter (1)* Dry cleaner (1)* Service attendant (2)* Engineer (1)*

* Jobs defined as “traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

Table 26. Traditional and Non-traditional jobs in the 8th Grade Coursebooks.

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	12	20.33%	5	8.47%	17	28.81%
MALE	42	71.17%	0	0%	42	71.19%

In the course book 59 occupations have been found. From the occupations listed above, males constitute the 71.19%. Females have been shown to be engaged in

occupations only 17 times. Though small in amount, still females are shown to be prestigiously employed as reporter, school manager, doctor and chemist. Males have never engaged in non-traditional occupation. It can be interpreted that males are encouraged to preserve their traditional gender roles.

Occupational stereotypes are apparent in the course book. Being soldier, engineer, worker, safety guard, business person, fire person, doctor and detective is associated with masculinity. Many women have a low level of education which hinders their access to the labor market. As mentioned before, discrimination of women in the labor market also remains a problem, revealing the underlying biases of a society which is to some degree still patriarchal.

3.3.5. Adjectives used for females and males

Table 27. Adjectives used for Females and Males

Adjectives used for Females and Male	
FEMALE	MALE
Angry	Angry (3)
Clever	Clever
Helpful	Kind
Nice	Friendly
Beautiful	Famous (3)
Absent-minded	Ideal
Pessimistic	Important
Adventurous	Tall
Optimistic	Handsome
Unselfish	Bad
Shy	Sleepy
Mean	Bored
Generous	Young
	Perfect (3)
	Tired
	Right
	Terrified
	Unhappy (2)
	Lonely
	Sad (2)

	Successful Lazy (2) Hardworking Selfish Talkative Friendly Easy going
--	---

In terms of adjectives, females are less qualified with adjectives than males. In the results above, males' stereotypical adjectives such as handsome, young, tall, hardworking and perfect are encountered again as in the results of the previous book *My English 7*. In addition, the word angry is used three times for males. Anger or fierceness seem to be linked to masculinity. Though we are able to see adjectives with negative connotation in the list, females are positively qualified and idealized with the adjectives like beautiful, nice, helpful, shy, generous, unselfish and optimistic.

3.3.6. Spare time and Leisure Time Activities

Table 28. Spare time and Leisure Time Activities in the 8th Grade Coursebook

Spare time and Leisure Time Activities		
	FEMALE	MALE
Reading	2	3
Playing games	3	4
Playing basketball	-	1
Swimming	2	2
Playing with animals	1	1
Playing chess	-	2
Playing computer games	-	2
Meeting with friends	10	7
Doing gymnastic	4	1
Watching TV	-	1
Travelling	6	7
Sky diving	-	1
Doing a scouts practice	1	1
Parachuting/bungee jumping	-	1
Playing a musical	-	1

instrument		
Chatting on the internet/internet using	3	1
Drawing	1	-
Water skiing	1	3
Shopping	1	-

Table 29. Spare Time and Leisure Time Activities in Percentages in the 8th Grade Coursebook.

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	35	47.29	39	52.71	74

There is a little difference between the tokens. Out of 74 spare time activities 52.71% are carried out by males and 47.29% are done by females. However males are more visible in leisure time activities. Activities which require courage and physical strength such as playing basketball, parachuting, bungee jumping, and water skiing are practiced by males. Moreover, males read and play musical instrument more than females again similar to the previous course book results.

Başaran (1974, cited in Özkan&Lajunen, 2005, p.80) states that Turkish parents let their sons behave more independently and aggressively whereas more dependence and obedience is expected from their daughters. In this study, females do shopping, chat on the internet, draw and do gymnastics more than males. But fewer females are seen while doing extreme sports like bungee jumping or parachuting. Stereotypical expectations push the genders into specific activities some of which listed above.

3.3.7. Family Roles

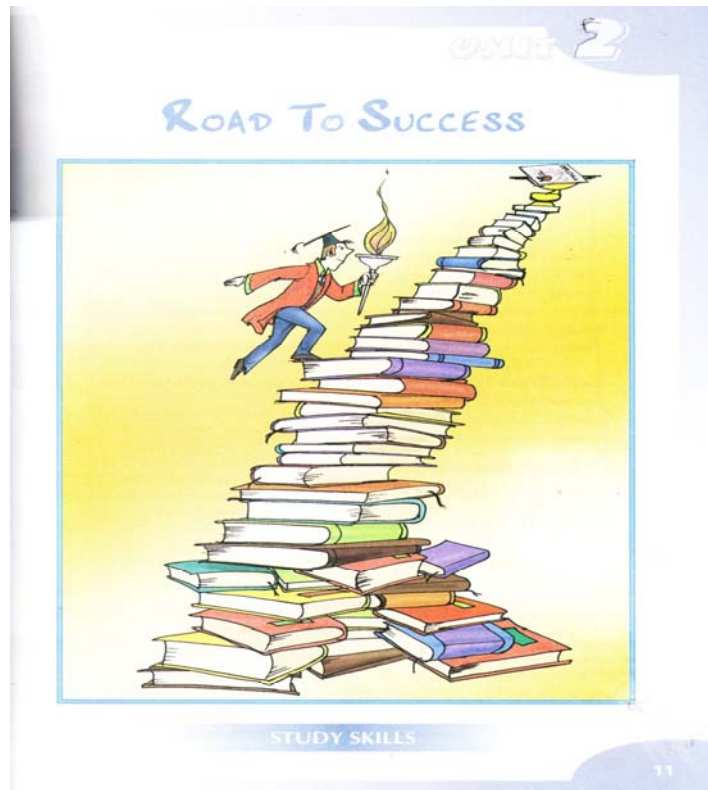
Table 30. Family Roles in the 8th Grade Coursebook

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	
Wife/mother	14	32.55	Husband/father	9	20.93	43
Female child	6	13.95	Male child	13	30.22	

Maternity makes up the majority in family roles with a percentage of 32.55. the Second highest rate belongs to male children with 13 time-occurrences and the percentage of 30.22. Mothers and male children are highly represented just like the previous *My English 6* and *7*. Female child is the least represented role with the frequency of 6. Females are only dominant in occurrence when they are mothers or wives. These roles are encouraged and covertly conveyed through the course book.

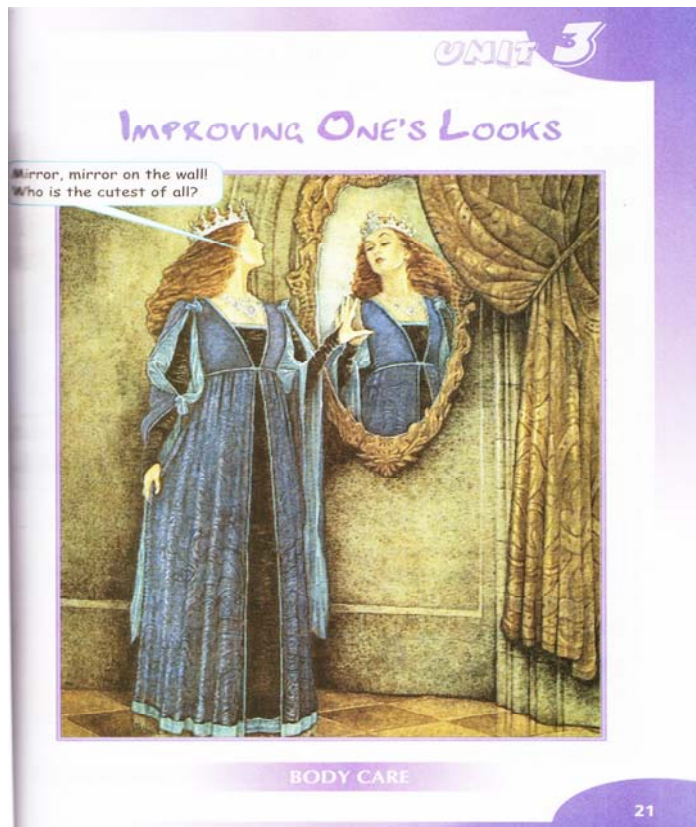
3.3.8. Semiotic Analysis of Pictures

Picture 14



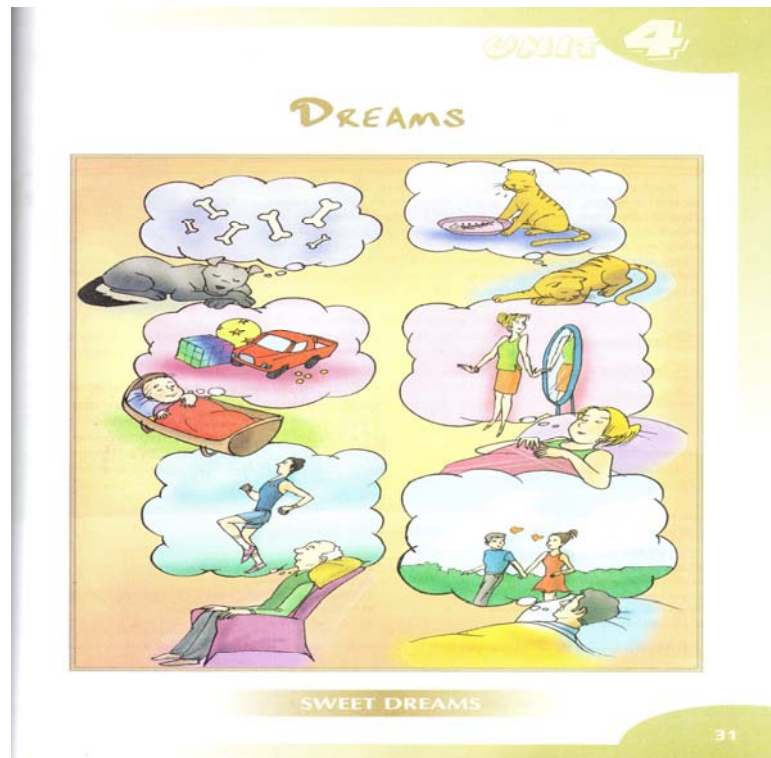
In the cover page we see a load of books put on each other like the shape of a ladder. At the top of a ladder there is a big Olympic type of torch and in it we see a diploma and a quill which symbolizes academic success. A student with a mortarboard and black gown of graduation, probably university student, is climbing up the ladder with a burning torch in the hand, ready to light the fire of success at the top. This student is male. With this picture, academic success is somehow related to masculinity. This illustration might cause negative effects over female readers and the constant exposure to such pictures where success is associated with masculinity may lead females underestimate themselves and lose their enthusiasm and interest in learning.

Picture 15



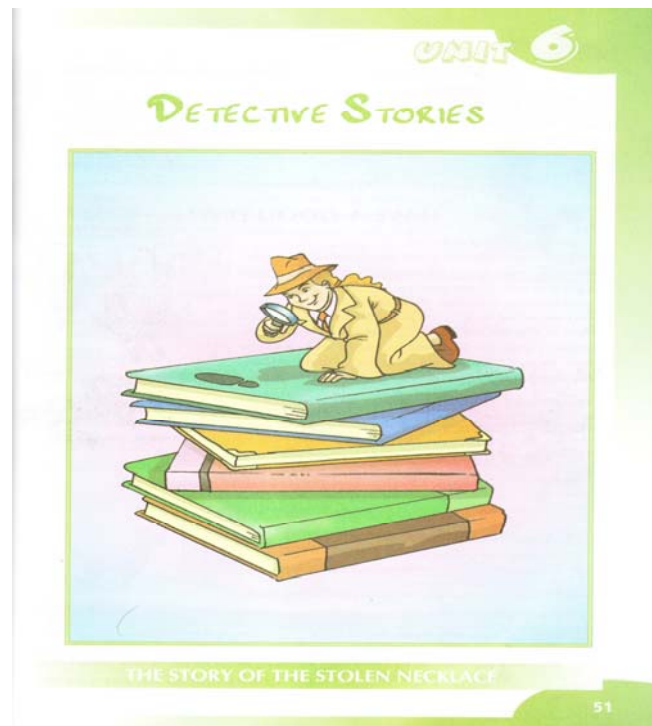
In the cover page we see a room furnished in the old Victorian style, with the curtains and a mirror. In the room there is a woman, elegantly dressed and she has a crown on her head. She is looking herself in the mirror, asking “Mirror mirror on the wall, who is the cutest of all?” It is obvious that beauty is important for her. Through this picture we understand that beauty and elegance are very important feminine assets. “To live to be beautiful” as a feminine role seems to be valid in the picture. However nowadays, men, just like women, take care of themselves physically. Representing such a beauty model seems to be sexist in its nature.

Picture 16



In the coverage we see three different people sleeping. We are also able to see what they are dreaming of with the help of the bubbles. A young man who is sleeping alone is dreaming of having a female lover because he is walking hand in hand with a beautiful girl and hearts are flying in the air. Another man is old, in his 70s. In his dream bubble we see an athletic, strong young man jogging. The last person is a woman. In her dream she is looking herself in the mirror. In her dream she is much thinner and slimmer. This picture reveals the subconscious desires of males and females. For example the dream of the old men, his seeing himself stronger and younger is actually what the society describes a man to be. 'Strong, good-looking and sexually active' and in the young man's dream senses and emotions come to the surface. For a woman, on the other hand, beauty is such an important qualification that she dreams herself slimmer. Via this illustration we learn gender-specific schemas and ambitions for women and men.

Picture 17



In the cover page we see a detective. Though it is not easy to determine the sex of the figure, when we look closer to the shape and the curves of the body and the long hair we come across with a woman, who is disguised with masculine detective clothes: a coat and a hat. This is very interesting because the profession of secret agency seems to be associated with masculinity. For a woman, to become a detective, she needs to conceal her sex or look like a man. There seems to be no way to express femininity in this professional field.

Picture 18


8

28. Read the dialogue and act it out. Use the keywords in the box and make similar dialogues.

Mother : Have you finished your homework, Mary?
Mary : Yes, mum. I've just finished it.
Mother : Have you brushed your teeth?
Mary : No, not yet, mum. I'll brush them after I put on my pyjamas.

1. make bed / have breakfast / school uniform
2. telephone your father / pay the bills / go shopping

29. Read the dialogue and practise it.



Let's learn.
It's 5 o'clock in the afternoon now.
She is at school.
She left home at 1 o'clock.
She has been at school for four hours.
She has been at school since 1 o'clock.

Father : Oh, darling. You're still in the kitchen. How long have you been in the kitchen?
Mother : I've been here since breakfast.
Father : Oh, you have been in the kitchen for many hours. What have you done so far?
Mother : I've cooked five different dishes. We have guests for dinner.
Father : Oh. That's nice. Has Mary helped you?
Mother : No, she hasn't. She has been in her room for two hours.
Father : What is she doing?
Mother : She is doing something on her computer.
Father : Mary! Will you come and help your mother, please? She has been in the kitchen for a long time. She's tired.
Mary : Okay, dad. I'm coming. I've just finished my homework.

30. Read the situation and make a similar dialogue for three people.

Situation: Mother comes home and talks to Jerry. Jerry is in his room since he came home from school. He is trying to solve mathematical problems. He needs his sister's help. His sister Cherry is in the living room and watching TV.

78

In the illustration and the dialogue above traditional gender roles are conveyed either directly or indirectly. In the picture we see a female who is obviously a housewife with the kitchen apron that she wears. In her outstanding study of 1000 students books between the years of 1924-1995 Helvacioğlu (1996) found out that females began to be represented in the course books mostly as housewives after the 1950s. They began to be portrayed indoors mostly restricted in the house or locked in the kitchen and turned into workers whose uniforms were kitchen aprons.

From the illustration and the dialogue we learn the male who is the husband and the father comes back from the work. He is in charge of winning bread. He comes into the kitchen and asks his wife how long she has been in the kitchen. The wife's response is shocking. She informs him that she has been in the kitchen since the morning busy with cooking a wide variety of dishes for the guests she is expecting for the evening. She managed everything by herself without any help because she highlights that her daughter who is supposed to help her has been in her room for two hours doing something on the computer. Because female children are perceived as potential assistants of their mothers. Upon learning this, father gets annoyed and calls the daughter for the assistance of the mother. He seems to take pity on his wife and show sympathy but he has no intention of helping her, instead, he calls the girl. It's clear that both the female and the male have internalized the traditional roles that have been given to them: Women must cook, men must win the bread. Mineshima (2003, p.3) believes that this kind of implicit conditioning of learners toward gender-role stereotyping is dangerous because, children can quickly and easily integrate such gender biases into their own value systems.

Picture 19

5. Read the dialogue and practise it.

Father : Listen to this piece of news. Prof. Yaşargil has come to this city to operate on a child.

Mother : Oh! Is Prof. Yaşargil a surgeon?

Father : Yes, he is a neurosurgeon. He is very famous in this field.

Mother : What does a neurosurgeon operate?

Father : A neurosurgeon operates on the nerves. There are nerves all over the body and they are inside the body parts.

Mother : What do nerves do?

Father : They carry messages between the brain and other parts of the body. They are very thin, so it is very difficult to operate on the nerves. Prof. Yaşargil is the founder of microneurosurgery. Prof. Yaşargil has also created some special instruments for these operations.

Mother : Where did he get his education?

Father : He was a student at Ankara Atatürk High School and Ankara University between 1931 and 1943. He received his Doctor of Medicine degree in 1950 in Switzerland.

Mother : When did he become a professor?

Father : He became a professor in 1973.

Mother : How long has he been a professor, then?

Father : He has been a professor for over 35 years.

Mother : How many patients has he operated on?

Father : I think he has operated on over 7500 patients.


Mother : Has he written many books?

Father : Yes, of course. He has published his experiences in papers. He wrote "Microneurosurgery" between 1984-1996.

Mother : Has he got any awards?

Father : Oh, he has got a lot of awards. He has also been honorary doctor and professor of many universities and honorary member of many societies.

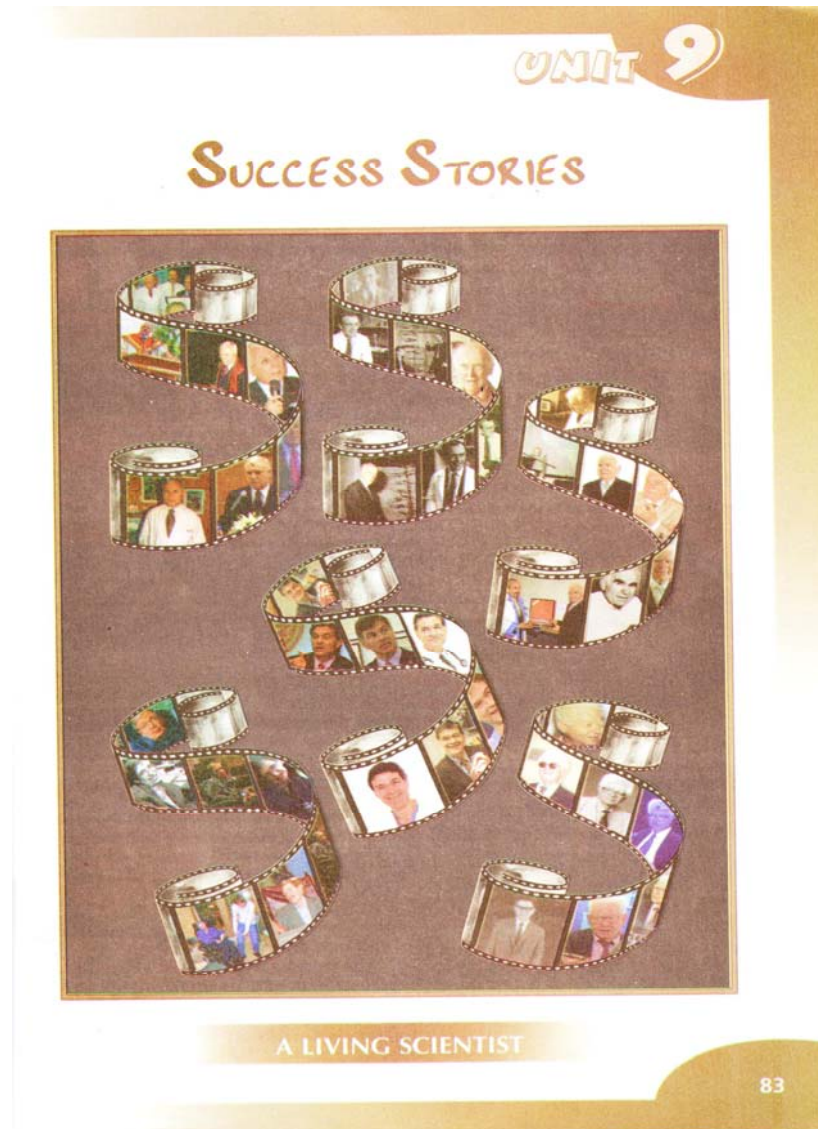
Mother : I think I'll read his life story on the Internet. I'm impressed by his achievements.



The text above is taken from *My English 8*. In the picture related with the texts we see a couple sitting in the living room, exchanging a conversation. The husband is reading aloud a piece of news about the famous Turkish neurosurgeon Prof. Dr. Gazi Yaşargil. Yaşargil has come to the city to operate on a child. The husband knows a lot of information about the life and achievements of Gazi Yaşargil but his wife seems to know nothing and keeps asking questions such as what a neurosurgeon is, what nerves do, where Yaşargil took his education, when he became a professor, how long he has been a professor, how many patients he has operated on so far, if he

has written any books or not or he has got any awards. The husband successfully responds her questions. In the text it is implied that it is the male who is intellectual and brainy. Because, the one who is discussed Dr. Yaşargil and the info-giver -the husband are both males. Female on the other hand gets information about a specific topic only through a male a husband in this context. Intellect and sophistication are associated with masculinity. In Sunar's (1982, cited in Özkan&Lajunen, 2005, p.81) study Turkish men evaluated Turkish women as more childish, more dependent, less intelligent, more emotional, more irrational, more submissive, less straightforward, more passive, more ignorant, more honest, more industrious, and weaker than men.

Picture 20



In the cover page we see the snapshots of different scientists. Internationally acclaimed Turkish surgeons Mehmet Haberal, Mehmet Oz and Gazi Yasargil; famous professor of mathematics, Cahit Arf, professor of Chemistry Oktay Sinanoglu and Stephen Hawking. Obviously all these scientists are male. The coverage picture seems to be sexist in approach. The rationale behind representing male figures is controversial. Is it because all scientists are male or aren't there any female scientists worth mentioning? Similar to picture 10 "Road to success" academic success seems to be related with masculinity.

Picture 21



In the picture above we see a housewife. She has come back from shopping. She looks confused out of the errands and shopping she has carried out so far. In the speech bubbles she says: "I've done all the errands but, I think I've forgotten something". It is impossible not to have pity on this woman because what she has forgotten due to business and fatigue is her baby because in the buggy there is no baby. It is missing. The burdens of household responsibilities are put on the shoulders of a female. This kind of female representations may cause female readers to gain a concept of normality in their minds.

Picture 22

8

SHARING THE WORK

1. Answer these questions.


A) Do you share the work at home?
B) What kind of work do you do to help your family?

2. Read the diary and answer: How many people shared the work at home on Tuesday?

Monday 15, March

My mother went to a meeting about "Running errands for the family". We didn't go to this meeting. I asked my father: "What is running errands for the family?" He said: "I think it is doing something for the family at home and outside home. I am sure your mother will come with some bad news for me and you."

My father and I watched a film on television and had biscuits and lemonade. We left the plates and glasses in the living room, as usual. Then, my mother came home and said: "Things are going to be different in our house." She went to the kitchen and made a list. It was for the family members. She put the list on the fridge and said: "We will start tomorrow. Come and read the list."




Tuesday 16, March

I made my bed, cleaned the bathroom after I had a shower and put my dirty clothes in the washing machine. My father prepared breakfast while my mother was making an omelette for us. Then, he took the dog out for a walk.

I went to school and had a short visit to my grandmother. I went shopping for her.

After I came home, I set the table and my father made the salad. My father fed the dog and he made tea for us. I took the cups to the kitchen after we drank tea.

I am in my bedroom now. I have just finished running errands for my family, but my day hasn't finished yet. I have had a busy day.




In the page above we see a female who challenges the traditional roles given to her. In the text the father and the son are talking. The mother has gone to a meeting called "running errands for the family". The father is worried because he fears that his wife will come back home with brand new ideas about role division in the domestic environment. The father and the son have eaten something and left all the plates and the other stuff around the room. They sit lazily. The room is in a mess. The mother shows up, frustrated and says that things will be different from then on. She makes a list about what errands each one in the family is responsible for. Gender role

differentiation can be seen in the division of labor between men and women. For example, men are responsible for farm-related tasks, physically heavy jobs, and external relations. As it is stated earlier women are responsible for household tasks, gardening, care of domestic animals, and childcare. It is considered a shame if men do women's work. The next day the female seems to have achieved her goals. The boy makes her bed and puts his dirty clothes into the washing machine. The father prepares the breakfast and makes salad and tea for the family. This kind of activist female representation may in a way help the reader, the students, internalize the role division in the household activities and change their gender-schematic opinions.

Picture 23

7. Read the dialogue and act it out.

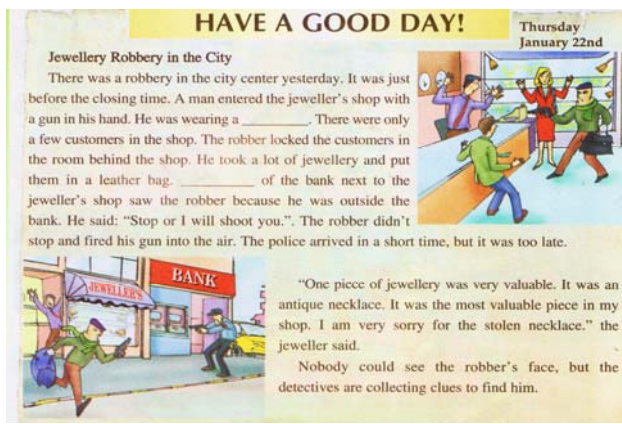
Rose : What is your fiancé like?
Sara : He is tall and handsome. He is a sensitive person.
Rose : It's good because sensitive people understand other people's feelings and problems.
Sara : Yes, I know. I like his personality.
Rose : Do you get on well with him?
Sara : Yes, we get on very well. We share a lot of things.
He is easy-going, too.
Rose : Easy-going? What do you mean?
Sara : I mean he is not easily unhappy or worried when an unpleasant thing happens.
Rose : That's nice. Aren't there any bad points about him?
Sara : I think he is lazy, but I don't care.

An illustration of two women, Rose and Sara, standing outdoors under a large tree. Rose is on the left, wearing a yellow top and a red skirt. Sara is on the right, wearing a blue dress. They appear to be in conversation. Above them, a circular inset shows a man in a suit, likely Sara's fiancé, looking thoughtful. The background shows a green landscape with a path and some rocks.

The dialogue above shows us the feminine dream of how an ideal male should be. Rose and Sara are talking about Sara's fiancé. Rose asks about the man. According to Sara her fiancé is tall, handsome, sensitive and easy-going. The only bad point about him is his laziness. Surprisingly Sara claims that she doesn't care his laziness.

There seems to be a paradox about expectations of females from males between picture 22 and 23. In the previous picture the female is fed up with the laziness of the males in the house and she is taking precautions to make them help her. However in picture 23, Sara doesn't mind the laziness of her fiancé as long as he is handsome, tall, sensitive and easy-going.

Picture 24



Picture 25



In the course books analyzed so far, thieves and robbers have always turned out to be males. The two pictures above exemplify this argument. Crimes like robbery or theft are represented as if only males could commit them. There seems to be sexist approach against masculinity.

3.4. SMASH

3.4.1. Occurrence of female and male characters in pictures and texts

Table 31. Genre Occurrence in Illustration in Texts.

Textbook	Illustrations				Text		
	Female	Male	Female&Male	Total	Female	Male	Total
<i>Smash</i>	63 24.9%	128 50%	62 24.5%	253	84 48.27%	90 51.73%	174

According to Wharton (2005, p.239) books categorized as sexist may represent more males than females. In this study out of total 253 illustrations males show overwhelming dominance. Males constitute 50% of the total. Females, however occurred only 63 times with the percentage of 24.9. For 62 times we see the pictures which portray both females and males together. Masculine hegemony is observed in terms of illustrations. In the texts female characters have emerged for 84 whereas males 90 times. There seems to be a superiority of masculinity over femininity.

3.4.2. Amount of Talk

Table 32. Amount of Talk in the 6th Grade Coursebook (*Smash*)

amount of talk (by turns)	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	78	47.86	85	52.14	163

Males are taking 85 and females 78 turns in the conversations it is so apparent that males talk more than females. Masculine voice is heard more.

3.4.3. List of Family Activities and Responsibilities

Table 33. Family Activities and Responsibilities

List of Family Activities and Responsibilities	
FEMALE	MALE
Making cake (1)	Cooking (2)
Serving food (1)	Fixing the roof (1)
	Painting walls (1)

Table 34. List of Family Activities and Responsibilities in Percentages in the 6th Grade Coursebooks (*Smash*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	2	33.3	4	66.7	6

In the course book *Smash*, females and males are rarely shown indoors. For this reason only a few activities or responsibilities related with domestic life are identified. This time males are more active when we look at the role distribution percentages. Males perform 4 activities while females do 2. Females make cake and serve food. Males on the other hand are shown to be cooking twice. Males also perform stereotypical tasks which require masculine physiology such as fixing the roof and painting the walls.

3.4.4. Occupations

Table 35. List of Occupation in the 6th Grade Coursebook (*Smash*)

JOBS	
FEMALE	MALE
Actor ** (4) Cook ** (1)	Actor* (6) Cook* (1)
Model *(1) Acrobat ** (1) Singer ** (2) Service attendant *(1)	Athlete* (5) Cyclist* (1) Swimmer* (2) Tennis player *(1) Magician* (3) Soldier* (1) Scientist* (1) Explorer* (1) Fire person* (1) News-caster * (1) Business person* (2) Captain* (1) Service attendant *(1) Police person*(1) Doctor* (1) Gardener* (1) Football player* (2) Banker* (1) Teacher *(1)

* Jobs defined as “traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

Table 36. Traditional and Non-traditional jobs in the 6th Grade Coursebook (*Smash*).

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	2	4.44%	8	17.99%	10	22.33%
MALE	35	77.77%	0	0%	35	77.77%

In the light of the findings, it is obvious that males tend to be more active in occupational field. Out of total amount males constitute 77.77%; however, females

constitute only 22.22%. Although females are in minority they are likely to lead non-traditional occupations more than men who have never been shown to be involved in non-traditional occupations.

3.4.5. Adjectives used for females and males

Table 37. Adjectives used for Females and Males

Adjectives used for Females and Male	
FEMALE	MALE
Impatient	Impatient
Shy	Shy
Organised	Nervous
Bossy(2)	Quiet
Different	Dissappointed
Honest	Young(3)
Patient	Famous
Kind	Funny
Miserable	Generous
Ordinary	Patient
Unfriendly	Impolite
Gentle	Dishonest
Sensible	Upset
Beautiful	Lucky
Superstitious	Rich
Clumsy	Strong
	Strict
	Successful
	Lazy

Females are qualified with 16 and males with 19 adjectives. Bossiness with twice occurrence is associated with femininity and youth with 3 times occurrences is associated with masculinity. Richness, success, strength and fame stand out with males. ‘Dishonest’, ‘impolite’ and ‘lazy’ which possess negative connotation are used for males. Females are shown to be ‘superstitious’, ‘beautiful’ and ‘sensible’. ‘Miserable’, ‘clumsy’ and ‘unfriendly’ negatively qualify females. The rest of the adjectives don’t seem to stand out with gender bias.

3.4.6. Spare time and Leisure Time Activities

Table 38. Spare time and Leisure Time Activities in the 6th Grade Coursebook (*Smash*)

Spare time and Leisure Time Activities		
	FEMALE	MALE
Playing guitar	-	1
Playing tennis	1	-
Watching film	1	-
Playing computer games	-	1
Playing in the street	2	3
Going out with friends	-	1
Singing	1	1
Skiing	-	1
Cycling	-	1
Running	-	1
Going to the beach	4	2
Watching TV	1	1
Going to the movies	-	1
Camping	2	2
Climbing	-	1
Listening to music	1	-
Travelling	3	2
Dancing	1	1
Shopping	1	-
Having a party	1	1
Walking the dog	2	2

Table 39. Spare Time and Leisure Time Activities in Percentages in the 6th Grade Coursebook (*Smash*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	21	47.72	23	52.28	44

There is a little difference between the leisure time activities that males and females perform. Still, masculinity seems to be hegemonic, though small in number. Males perform 23 activities whereas females do 21. Females are excluded from sports like skiing, running, cycling and climbing. On the other hand, we can't see any males

while shopping, playing tennis and listening to music.

3.4.7. Family Roles

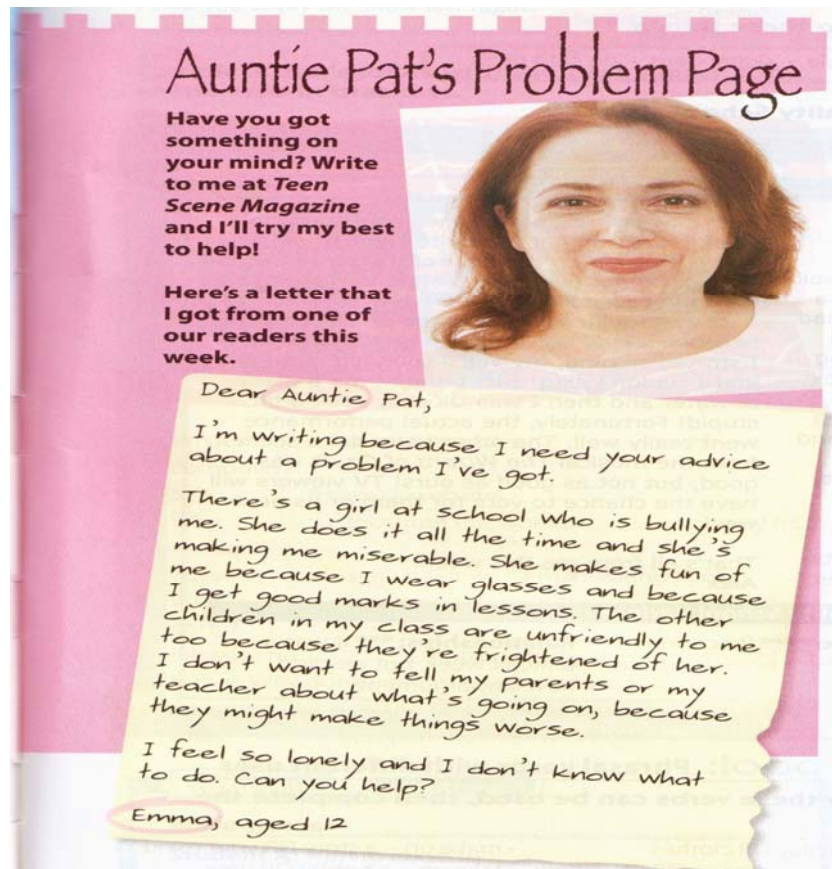
Table 40. Family Roles in the 6th Grade Coursebook (*Smash*)

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	33
Wife/mother	14	42.4	Husband/father	16	48.4	
Female/child	1	3	Male/child	2	6	

Out of 33 family roles masculine role of husband/father is represented the highest in degree with 48.4%. Wife/mother is the second highest family role with the percentage of 42.4. In terms of children male child has occurred more than female child. Masculine roles are more hegemonic than feminine family roles.

3.4.8. Semiotic Analysis of Pictures

Picture 26



The picture and the texts are extracted from the course book *Smash*. In the picture we are able to see an internationally acclaimed female stereotype, an agony aunt. Webster's New World College dictionary (2010) defines **agony aunt** as a person, especially a woman, who replies to the letters of readers in a newspaper or magazine column (**agony column**) giving advice, consolation. In addition, the letter to agony aunt is written by a teenager girl, a female, who seems to be really desperate. She is begging for an advice. A kind of intimate relationship is observed between agony aunts her followers because they call her in an informal way, as auntie, just like they do their own aunts.

Picture 27

King of the mountains

1 An unusual athlete
Andy Doyle is a top athlete. At the age of twenty-six, he has already won several medals in world skiing championships. Yet Andy can't walk. When he isn't skiing, he uses a wheelchair to get around.

2
Andy has been a skier since he was a child. He started skiing at the age of three and racing at the age of seven. When he was sixteen, he represented the United States in an international skiing competition in Switzerland.

3
Then, at the age of seventeen, Andy had the accident that changed his life. While he was skiing on the mountain near his home, he lost control. He crashed into some trees and broke his back. After that, he thought he would never ski again. Although he knew that disabled people could ski using a special monoski with a seat, Andy didn't think he could do it.

4
'Skiing used to be my way of relaxing,' he says. 'I didn't want something that

I loved to become a challenge.' After a while, however, Andy missed skiing so much that he decided to take it up again.

5
Learning to ski again as a disabled person wasn't easy, but Andy didn't give up. With the help of his instructor, Tyler Pierce, he took part in his first monoski race. He won the race, continued training and in 1999 he was chosen for the US national team.

6
Andy believes his story shows that you can get over any difficulties in life. However, he thinks other people's attitudes towards disabled people need to change. 'Disabled people don't want others to feel sorry for them,' he says. 'They just want the same chances as everyone else.'

2 Comprehension

Match the subjects to the paragraphs. The first one has been done for you.

- a The result of hard work
- b Born to ski
- c Changing the way people think
- d An unusual athlete
- e What skiing meant to him
- f A tragic event



18

In the text above, information about a disabled skier, Andy Doyle is given. However, what makes it deserve to be analyzed is the title: 'King of the mountains'. Above, strength, glory, ambitiousness and durability are associated with masculinity with a male figure. The text and the picture give us the impression that even if a male is disabled he can accomplish his desires or ambitions. Moreover, terms and phrases that rule out women such as 'king' is one of the major types of sexism in English language as it is explained previously.

Picture 28

4 Make nouns for people from these words and use them to label the pictures.

gym • music • running • comedy • skiing
cycling • singing

1 

2 

3 

4 

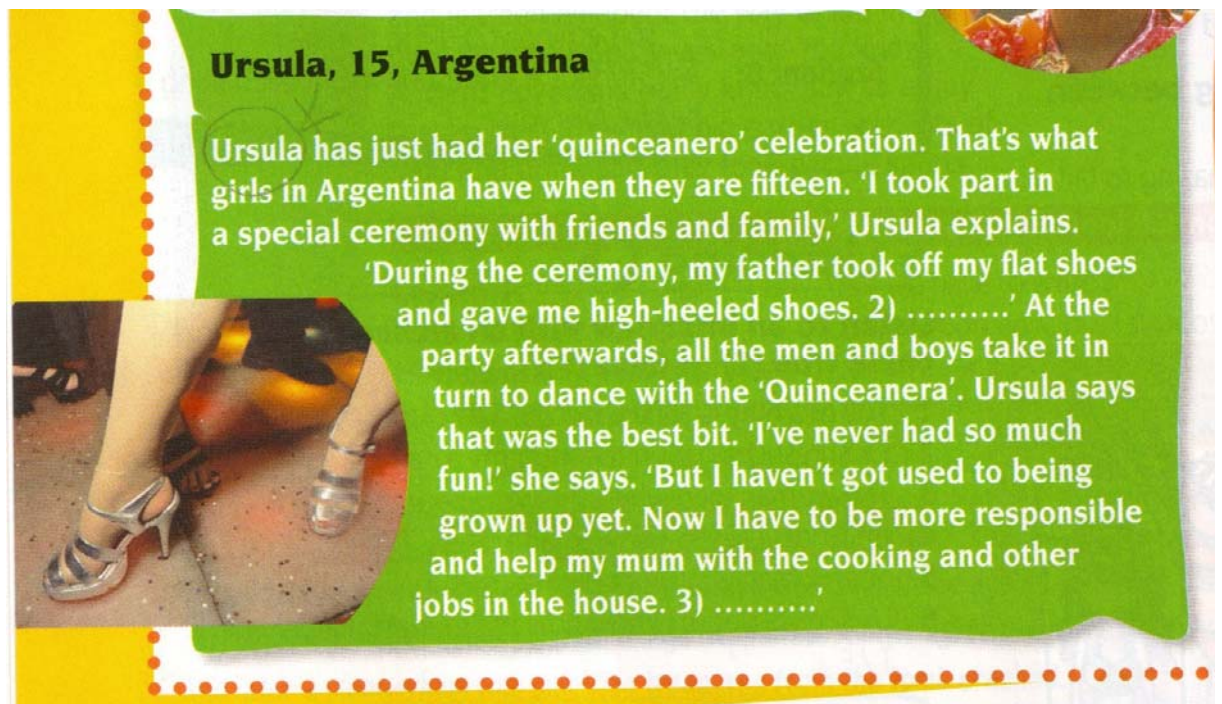
5 

6 

7 

In the picture seven different activities are seen. However, it is obvious that males are dominant. There is only one female and she is singing. Males are portrayed while carrying out demanding activities such as skiing, running, cycling aerobics, comedy and playing the guitar. However, the female is represented as a singer. As stated earlier being a singer is regarded a traditional occupation for females.

Picture 29




The text above is really worth analyzing in terms of gender representation. An Argentinean girl called Ursula is talking about her first meeting with femininity. In a ceremony called “quienceanero” her father takes off her shoes and gives high-hilled shoes which seem to be a symbol of adult femininity. High hilled shoes have for so long been used as an accessory of elegance in order to symbolize femininity in many aspects of art including photography, stage arts and dance. Here as well, high heeled shoes stand for a feminine stereotype.

At first Ursula seems to be happy with the brand new gift given to her but gradually she begins to be worried about the fact that she has officially grown up. Because there are various domestic chores waiting for her now that she is a grown up woman. As mentioned previously traditional expectations from a female such as helping the mum, cooking and other jobs in the house are valid for an Argentinean girl as well.


Picture 30

Test your historical knowledge! Take a tour through history and see how much you know about the past!




Situation 1
The last dinosaur has just died. Over 90% of the Earth's surface is covered in water and there are lots of trees and plants. Human beings and most animals have not appeared on Earth yet.
How long ago is it?
a 5 million years
b 15 million years
c 65 million years

Situation 2
Thomas Edison has just invented the electric light bulb and people will soon start using telephones. No one has ever driven a car, but people have been riding bicycles for a few years.
What year is it?
a 1790
b 1879
c 1920



Situation 3
Christopher Columbus has just left Spain on his ship the *Santa Maria* and is about to discover a new country – America. Some people still believe the Earth is flat!
What year is it?
a 1200
b 1367
c 1492

Situation 4
The ship the *Titanic* has just sunk and about 1513 people have drowned.
What date is it?
a 12th July 1880
b 14th April 1912
c 26th October 1945



Situation 5
The astronomer Aristarchus has claimed that the Earth moves around the Sun, but no one believes him.
What period is it?
a the 3rd century BC
b the 10th century
c the 14th century

Situation 6
The Berlin Wall has just come down. People are now free to cross between East and West Germany.
What year is it?
a 1926
b 1972
c 1989

B Listen to see if you were right!

Do you know?

- 1 the difference in meaning between 'invent' and 'discover'?
- 2 how long a century is?
- 3 the difference in meaning between 'date' and 'period'?
- 4 what the letters 'BC' stand for?

The activity above claims to test the students' historical knowledge. Six situations are put forward and students are asked to choose correct choices. The activity talks about the famous discoverer Christopher Columbus, inventor Thomas Edison and astronomer Aristarchus. However, no female historical character is mentioned. It seems clear that inventions and discoveries are associated with masculinity.

Picture 31



The picture above once more proves previously stated idea that demanding, extreme sports, power, courage and durability are linked to masculinity as no female image is seen.

Picture 32

Lesson Three
Unit 8

Success stories

1 Reading

A Which of these people do you think is the most successful? Why?

B Read about the film star Will Smith.

Will Smith is one of America's biggest stars. His films make millions of dollars a year and he himself is a very rich man. There have been hard times for Will in the past, though. If he hadn't been such a strong person, he wouldn't have survived in the world of show business.

Will (short for Willard) was born in 1968 in West Philadelphia, one of four children. His family was neither well off nor very poor. His father was very strict and made sure that his children worked hard at school. In fact, Will did so well that he was offered a place to do a degree at one of the best universities. He turned it down, however.

Music was Will's first love and he was determined to make this his career. It was his grandmother, not his parents, who encouraged him. If she hadn't believed in Will's talent, he might never have become a star.

By the age of twenty, Will had become one of the most popular rap singers in the United States. He found it hard to deal with his sudden success, however. Although he had already made thousands of dollars, he spent it all and became bankrupt!


In spite of his personal problems, Will continued to be successful in his career. He started to act, first in a TV comedy show and later in action films like *Bad Boys* and *Men in Black*. Indeed, Will Smith is now more famous as an actor than as a singer and has millions of fans around the world.

The picture above was extracted from the unit cover page. The title of the unit is success stories. The theme of success is supported with the pictures of different British and American celebrities. David Beckham is a footballer. Bill Gates is the owner of Microsoft. Michael Johnson is an athlete. Catherine Zeta Jones is an actor and Britney Spears is a pop singer. Out of 6 pictures, female images are only 2. Numerically female celebrities are underrepresented. Moreover the unit's main focus is on Will Smith, an American rap singer and an actor. The text is about Will's biography and his path to success. In a way there seems to be a male bias in terms of success and fame.

Picture 33

Unit 9

Complete what Alex thinks with *might*, *might not*, *must* and *can't*.



'Computers are intelligent, but human beings
1) be more intelligent than computers.
That's because computers can only do the things that we
make them do. Some people say there's a possibility that
computers **2)** control the world one day.
That **3)** be true – it's just science fiction!
You **4)** agree, but that's what I think.'

According to Porreca (1984, p.714) there are a number of problem areas in recent textbooks and other educational materials. One of the most widely examined manifestations of sexist attitudes is *omission*. In the activity above the question of whether human beings or computers are more intelligent are discussed. In order to represent humans a male image utilized. Females are in a way omitted.

3.5. *Oxford Team*

3.5.1. Occurrence of female and male characters in pictures and texts

Table 41. Gender Occurrences in Illustration and Texts.

Textbook	Illustrations				Text		
	Female	Male	Female& Male	Total	Female	Male	Total
<i>Oxford Team</i>	71 33.17%	106 49.53%	37 17.29%	214	77 45.03%	94 54.97%	171

As shown in the table, totally 213 pictures have been counted. Out of 213 pictures the pictures in which only males appear are 106. Females, on the other hand constitute 33.17% of the total appearance. Females and males are shown together in 37 illustrations. Females are underrepresented in visuals. The results of the texts are identical with the results of the illustrations. Out of total 171 characters males have occurred 94 times whereas female visualization remains 77 times. Masculinity is more dominant in both categories.

3.5.2. Amount of Talk

Table 42. Amount of Talk in the 7th Grade Course book (*Oxford Team*)

Amount of talk (by turns)	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	47	45.63	56	54.37	103

Out of 103 talks males take 56 turns with the percentage of 54.37. Females seem to be more silent than males because they are shown in only 47 conversational turns. Contrary to the reputation as the talkative sex, females are pushed to remain silent this time.

3.5.3. List of Family Activities and Responsibilities

Table 43. Family Activities and Responsibilities(*Oxford Team*)

List of Family Activities and Responsibilities	
FEMALE	MALE
Washing the dishes (1)	-
-	Giving money to children (1)
-	Giving advice (1)
Taking care of the children (1)	-

Table 44. List of Family Activities and Responsibilities in Percentages in the 7th Grade Coursebook (*Oxford Team*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	2	50	2	50	4

In *Oxford Team* household responsibilities or domestic roles are represented very little in amount. Characters are rarely presented indoors. Only four activities related with the house have been observed in the whole book. There seems to be a pure balance between what genders are responsible for in domestic life. However when the tasks are analyzed it is seen that major tasks such as washing the dishes and taking care of the children are given to females. Giving money and advice are considered to be the duty of the male- most probably the father. Traditions draw the borderlines of the gender specific responsibilities.

3.5.4. Occupations

Table 45. List of Occupation in the 7th Grade Coursebook (*Oxford Team*)

JOBS	
FEMALE	MALE
Actor (2)** Teacher (1)* Singer (4)* Make up artist (1)* Tennis player (1)** Hair stylist (1)*	Actor (6)* Teacher (1)* Singer (3)* Director (1)* Screen director (1)* Technical assistant in a movie studio (2)* Football player (1)* Hockey player (1)* Baseball player (1)* Wood cutter (1)* Astronaut (2)* Cook (1)* Service attendant (1)* Song writer (1)* Manager (1)* Sound engineer (1)*

* Jobs defined as “traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacioğlu (1996), Arslan (2000 and TISK (Confederation of Turkish Employer’s Union)

Table 46. Traditional and Non-traditional jobs in the 7th Grade Coursebook.

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
	Count	Percentage	Count	Percentage	Count	Percentage
FEMALE	7	20.00%	3	8.57%	10	28.57%
MALE	25	71.43%	0	0%	25	71.43%

A total of 35 occupations have been identified. Males are represented as more actively engaged in occupations than females because females make up the 28.57% of the total when males show dominance with the percentage of 71.43.

3.5.5. Adjectives used for females and males

Table 47. Adjectives used for Females and Males

Adjectives used for Females and Male	
FEMALE	MALE
Young (2)	Young
Successful	Successful
Famous	Famous (2)
Great	Great
Unlucky	Mad
Shy	Cheerful
Short (2)	Good
Tall	Angry (2)
Strong	Excited
Tired	Excellent
Jealous	Wonderful
Bossy	Talented

As shown in the table above males and females are qualified with almost the same number of adjectives. In the analysis it is seen that femininity is associated with youth and shortness. Moreover females are described with shyness and jealousy. It is the first time in the course books analyzed so far that bossiness has been shown as a trait of females. On the other hand, for males, fame and anger are emphasized with twice occurrences. Except for the adjective ‘mad’, the rest of adjectives used for males have positive connotation.

3.5.6. Spare time and Leisure Time Activities

Table 48. Spare time and Leisure Time Activities in the 7th Grade Coursebook
(*Oxford Team*)

Spare time and Leisure Time Activities		
	FEMALE	MALE
Playing football	-	2
Watching TV	4	1
Listening to music	2	1
Reading	3	2
Having a party	3	3
Playing bowling	1	-
Meeting with friends	1	-
Swimming	-	2
Walking the dog	1	1
Walking	1	1
Running	1	-
Chatting on the internet	-	2
Painting	-	1
Going to football matches	-	1
Shopping	1	-
Eating out	-	1
Singing	3	2
Dancing	-	1
Playing tennis	1	1
Playing a musical instrument	2	1
Climbing	1	1
Snowboarding	-	1
Skiing	1	1
Hang-gliding	-	1
Scuba-diving	1	1
Snorkeling	-	1
Surfing	1	1
White water rafting	1	1
Going to the movies	-	1

Table 49. Spare Time and Leisure Time Activities in Percentages in the 7th Grade Coursebook (*Oxford Team*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	29	47.54	32	52.46	61

In the results only a little difference is seen between the tokens of the activities performed by two genders. Males perform 32 activities and females constitute 47.5% of the total 61. In the course book females are excluded from snowboarding, eating out, dancing, painting, going to the movies, chatting on the internet and swimming and playing football which is a sort of stereotypical masculine sport. However they are illustrated in some other extreme sports such as rock climbing, white water rafting, scuba diving, and skiing. Males, on the other hand, are invisible in shopping, bowling, running and meeting friends. In the rest of the leisure time activities both genders seem almost equal.

3.5.7. Family Roles

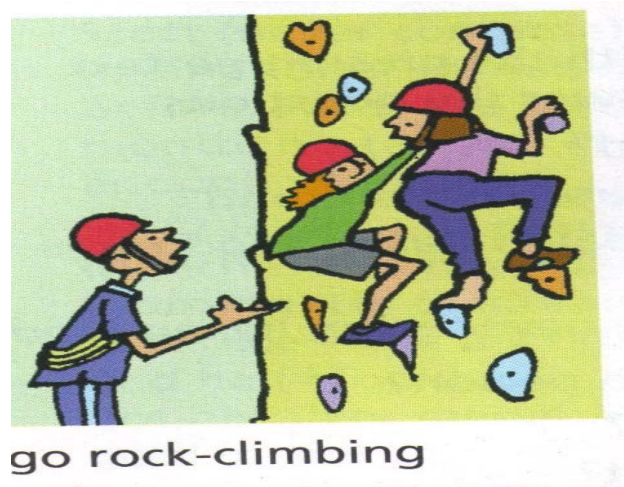
Table 50. Family Roles in the 7th Grade Coursebook

	FEMALE		MALE			TOTAL
	Tokens	%		Tokens	%	
Wife/mother	8	34.78	Husband/father	6	26.08	23
Female/child	4	17.39	Male/child	5	21.72	

As it is seen from the results above the role of motherhood and wife are emphasized with the biggest percentage. Husband and father are linked to each other. In other words if a person is a husband he is supposed to be a father as well. This linkage is valid in motherhood and wifeness, too. Husband/father constitutes the second highest frequency. No single parent is observed in the book. Female child is represented the least. Here again, females show dominance only when they are mothers or wives. That seems the only way they can justify feminine existence.

3.5.8. Semiotic Analysis of Pictures

Picture 35



Different from the course books of the Ministry of Education, girls are illustrated several times while performing extreme sports. In the picture above two girls are struggling to climb the rock. However, on closer examination, there is a man who is trying to show how to climb. A male is in a way an authority in this sport. No matter how hard the girls may try to rock climb, in the eyes of men they are always to be followed.

Picture 36

Model text

- 3 Read Jessica's description of her party. Why does she say people will get wet?



In the study of Lenore Weitzman (1972, p.1230) it was seen that the women who are not either mothers or wives are generally depicted as imaginary characters such as witches or fairies. The picture above shows us a famous female stereotype, a witch. Female witch image together with a pumpkin is frequently featured in Halloween days.

3.6. *Attain*

3.6.1. Occurrence of female and male characters in pictures and texts

Table 51. Gender Occurrence in Illustration in Texts (*Attain*)

Textbook	Illustrations				Text		
	Female	Male	Female&Male	Total	Female	Male	Total
<i>Attain</i>	44 (32.35%)	61 (44.85%)	31 (27.80%)	136	102 (50.74%)	99 (49.26%)	201

In the course book illustrations masculine dominance is observed. Male images occur 61 times when females are only seen in 44 pictures. Females and males are visualized together in 31 pictures. In terms of texts, oddity is observed. There is a balance between male and female characters with a slight difference. Females this time are over represented with the percentage of 50.7 and males constitute 49.2% of the total.

3.6.2. Amount of Talk

Table 52. Amount of Talk in the 8th Grade Coursebook (*Attain*)

amount of talk (by turns)	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	33	42.31	45	57.69	78

From the results above it is seen that males talk more than females in amount. This result demolishes the stereotype image of females as the talkative sex. Male take 45 turns in conversations while females do it 33 times.

3.6.3. Family Activities and Responsibilities

Table 53. Family Activities and Responsibilities

List of Family Activities and Responsibilities	
FEMALE	MALE
Nursing the children (3)	Nursing the children (3)
	Giving pocket money to the child (1)

Table 54. List of Family Activities and Responsibilities in Percentages in the 8th Grade Course book (*Attain*)

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	3	42.85	4	57.15	7

In the course book '*Attain*' only few activities related with domestic life are identified when compared to the results of the previous books. Out of 7 household responsibilities, females and males nurse the children equally. Roles are equated between females and males. However, in the book a father is seen when giving pocket money to his child. This gives the impression that money management is in the hands of the male.

3.6.4. Occupations

Table 55. List of Occupation in the 8th Grade Coursebook (*Attain*)

JOBS	
FEMALE	MALE
Police person (1)* Reporter (1)** Singer (3)** Cyclist/motorcyclist (1)** Matchmaker (1) ** Tennis player (3)** Swimmer (1)** Doctor (1)* Boss (1)**	Police person (1)* Reporter (1)* Singer (1)* Cyclist/motorcyclist (3)* Scientist (2)* Secret agent (1)* Basketball player (2)* Football player (5)* Athlete (1)* Security guard (1)* Bus driver (1)* Bussiness person (2)* Actor (2)*

* Jobs defined as “traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

** Jobs defined as “non-traditional” by Helvacioğlu (1996), Arslan (2000) and TISK (Confederation of Turkish Employer’s Union)

Table 56. Traditional and Non-traditional Jobs in the 8th Grade Coursebook.

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	2	5.55%	11	30.77%	13	36.12%
MALE	23	63.88%	0	0%	23	63.88%

There is an imbalance between the genders in the labor force representation. Males here again are more actively engaged in occupations than females. Males own the 63.9% of occupation whereas females just make up the 36.1% of the total. Nevertheless, females are involved in more non-traditional jobs than males.

3.6.5. Adjectives used for females and males

Table 57. Adjectives used for Females and Males

Adjectives used for Females and Males	
FEMALE	MALE
Amazing	Exciting
Slim(2)	Attractive
Attractive	Sensitive
Tall	Good-looking
Beautiful(2)	Well-built
Selfish (2)	Easy-going
Bad-tempered	Sensible
Moody	Confused
Arrogant	Contended
Famous	Anxious
Independent	Depressed
Brave	Irritated
Jealous	Satisfied
Resentful	Relaxed
Unhappy	Dishonest
Unfriendly	Stupid
Lucky	
Competitive	

As shown in the table above, almost the same number of adjectives is used for males and females and the adjectives used for males and females are totally different, there is nothing in common. ‘Gender’ is perceived as dichotomous. Femininity and masculinity are portrayed in separate frameworks, in other words, males and females are considered as totally different creatures. With a traditional point of view beauty, slimness, jealousy and selfishness are emphasized for females with twice occurrences. In the course book independent, competitive and brave females are seen as well. Males are qualified with non-traditional adjectives as well as traditional ones. For example: adjectives like good-looking and well-built have been frequently associated with masculinity in the adjective analysis of the course books designed by Ministry of Education. Tough and masculine schematic males have been encouraged

so far. But this time we see sensible, sensitive and easy-going gender unschematic males.

3.6.6. Spare time and Leisure Time Activities

Table 58. Spare time and Leisure Time Activities in the 8th Grade Coursebook (*Attain*)

Spare time and Leisure Time Activities		
	FEMALE	MALE
Going out	1	1
Playing basketball	1	2
Jet skiing	1	-
Running	-	1
Going to the concerts	1	1
Swimming	2	1
Playing tennis	-	1
Meeting with friends	4	4
Having parties	3	3
Using internet	1	2
Playing computer games	1	-
Watching TV	1	1
Reading	1	-
Travelling	-	1
Camping	1	-

Table 59. Spare Time and Leisure Time Activities in Percentages in the 8th Grade Course book.

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL 36
	Tokens	%	Tokens	%	
	18	50	18	50	

The results above show a pure balance between males and females in terms of leisure time activities. Out of 36 activities female and male performances are the same (50%-50%). A real equality is observed.

3.6.7. Family Roles

Table 60. Family Roles in the 8th Grade Coursebook (*Attain*)

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	34
Wife/mother	5	14.70	Husband/father	4	11.76	
Female child	10	29.41	Male child	15	44.33	

Unlike the previous family role results, in this course book wife/mother role does not dominate. Children are more visible than the parents. Male child, which makes up almost the half of the total roles, the most dominant. The role of female child has the second highest frequency. Male bias is observed in terms of gender representation of the children in family roles.

3.6.8. Semiotic Analysis of Pictures

Picture 37

Superstar of the virtual world

A It may seem strange that a two-dimensional computer character is as famous as Madonna, but every week Lara Croft receives thousands of e-mails from fans all over the world. While girls look up to her for her strength and independence, boys fall in love with her cyber star looks. "Will I ever meet anyone like her in real life?" asks one boy. "Bold, brave and beautiful," says another. But it must be frustrating for Lara's fans. They can't watch her on chat shows or read about her life. They can't ask for her autograph or take her picture, and they don't know her opinions because she doesn't have any. All they can do is press a computer key and make her move.

B According to her cyber biography, Lara Croft was born on St. Valentine's Day, the daughter of Lord Henshingley Croft. As a teenager she was a keen skier and often went on winter skiing trips. Unfortunately, on one trip to the Himalayas, her plane crashed in a remote part of the mountains. Lara was the only survivor and she had to learn how to live in a cold, harsh environment. After two weeks fighting for survival, she walked into a small mountain village and was saved. The experience made her a determined adventurer, and since then she has travelled all over the world.

C The reality behind Lara Croft is less glamorous. In 1996, computer programmers at Core Design needed a character for a new computer game. After months of development, they presented Lara to the world. Lara was unique. She was the first female cyber star, so Core Design was taking a big risk. Luckily the risk paid off and the game was a huge success.

D So how has Lara lived with fame? Since 1996, she has been working hard. She has starred in Hollywood films and has appeared on the covers of magazines. At times, life has been difficult for the young cyber star. Popular tabloid newspapers have gossiped endlessly about her friendships with celebrities and pop stars. Other people have had problems because of Lara, too. One famous footballer blamed Lara when he lost an international match. He hadn't trained the day before the game because he was playing Tomb Raider instead! Then a pop group said that Lara had delayed their new album. Apparently they were spending too much time with her.

E But Lara won't complain if you spend less time with her, and she'll never leave you. While other stars grow old and become unfashionable, Lara will always remain the same. She'll never lose her looks or let you down. She'll always be perfect. And that's why we adore her.

Unit 2 13

The page above is extracted from the course book *Attain*. What makes it worth analyzing is the female image it represents. So far in the course books analyzed, such a female image hasn't been observed. The character introduced above is a world-wide cyber celebrity "Lara Croft". As it is mentioned in the text she has become as famous as Madonna, the pop star, for her power and independence. Lara Croft is such an adventurous and a brave character that she can even survive in the harsh environments.

It is read in the text that boys fall in love with Lara Croft and they wish to meet anyone like her in real life. What makes Lara Croft so much desirable is "She is bold, brave and beautiful" says a male fan of her. Lara somehow meets the dream desires of masculinity. She seems to be an outcome of masculine fantasies. She is beautiful, strong, slim and brave.

Picture 38



Fortune-telling is the practice of [predicting](#) the future or [destiny](#) of a person, often commercially. In contemporary [Western culture](#), it appears that women consult fortune-tellers more than men: some indication of this comes from the profusion of advertisements for commercial fortune-telling services in magazines aimed at women. It is quite common for young women to seek out fortune tellers as they embark on adulthood, and many women maintain decades-long relationships with their personal readers or fortune-tellers. (<http://en.wikipedia.org/wiki/Fortune-telling>)

Upon the information above the interpretation of the picture above becomes easier. Gypsy female fortune teller stereotype has featured in literature, cinema and other stage arts for countless of times. Here again a gypsy women and a young female client of her are seen. The fortune teller is reading the young woman's palm. As seen frequently, fortune telling is perceived as a feminine stereotype in the course books.

Why do girls drop out of sport?

In a recent survey in Britain it was discovered that 42% of teenage girls had given up all sports before the age of 18.

5 Why do we play sport? Is it because we want to get fit or stay healthy? Is it to measure how strong or skilful we are? Or maybe it's because we just enjoy it. Whatever the reason, why is it that girls don't seem to enjoy sport as much as boys?

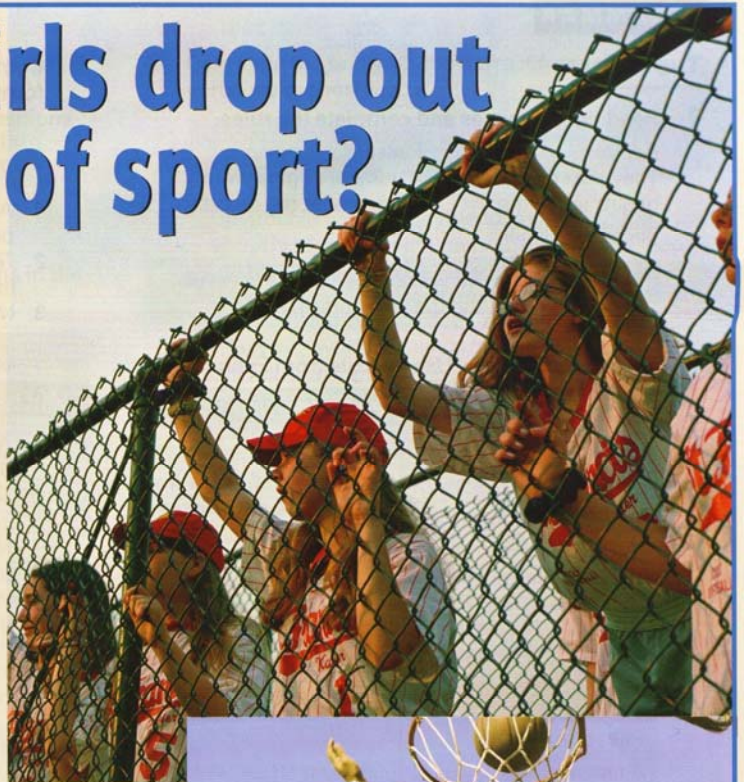
Psychologist David Parker thinks he knows the answer. 'Basically sport is all about competing, either against another player or another team, and most people enjoy competition. We get satisfaction from developing a skill and enjoy it even more when we put it to the test against an opponent. Girls are usually far less competitive than boys, and this explains why so many girls drop out of sport. From a very early age, boys fight with each other or organize games that test their physical courage or strength. They love competing and winning. In complete contrast, girls play together amicably. It's therefore no surprise that girls give up sport. It just doesn't appeal to their natural instincts.'

30 But a different explanation was suggested by sociologist Anna James. She thinks it comes down to self-image. 'Most boys want to see themselves as fit, athletic and sporty. That's a very positive male thing. Teenage girls, on the other hand, are usually obsessed by the way they look. They're worried that if they play sport they'll somehow be less attractive to boys. The fact is, according to the popular stereotype, girls who are dressed for sport simply don't look good. That's why they drop out.'

40 Shortly after the report had been published, we asked a number of girls about its findings. 17 year-old Lucy Dawson is a typical sports drop-out. 'They're right about the image problem that sport has for girls. But I also think that schools don't try hard enough to make sport interesting to girls. They're too busy concentrating on the boys. At our school we aren't allowed to play basketball with the boys. I've never been picked to play in the school football team, although I'm just as good as some of the boys.'

Her friend, 16-year-old Suzanne Corfield, who was interviewed at the same time, said, 'Girls like me are put off by sports that are all about competition. I want to keep fit, but I'd rather work out or do aerobics on my own in the gym. The trouble is, the school just wants us to play in teams.'

So in spite of the fact that sport is very good for you, both David Parker and Anna James seem to be right. On the whole, girls don't enjoy sport because they're not keen on competing, and because sport just doesn't do anything for their self-image. However, this is not the complete picture. It seems that schools could also do a lot more to encourage girls to be more interested in sport.



The text above is extracted from the course book *Attain*. Gender representations in the text are worth analyzing. The text talks about why girls drop out sports in the early age and don't seem to be interested in sports in Britain. Two scholar's views from two separate disciplines are referred. The first one is a psychologist David Parker and the second one Anna James is a sociologist.

Davis Parker, the psychologist emphasizes the biological reasons. According to him boys are intrinsically more competitive and they are keen on activities which test their strengths and courage. However it is not always the case. There are several gender development theories and social learning theory defends that gender behaviors cannot be reduced solely on biology or instincts. This theory posits that boys learn how to behave as boys from observing and imitating masculine behaviors, especially from their fathers, and girls learn from imitating females, especially their mothers. Social learning theory regards gender identity and role as a set of behaviors that are learned from the environment. The main way that gender behaviors are learned is through the process of observational learning. Children observe the people around them behaving in various ways, some of which relate to gender. Gender-schema theory is another gender development theory and like social learning theory, gender schema theory assumes that sex typing is a learned phenomenon and, hence, that it is neither inevitable nor un-modifiable. Gender schema theory begins with the observation that the developing child invariably learns his or her society's cultural definitions of femaleness and maleness. In most societies, these definitions comprise a diverse network of sex-linked associations (Bem, 1983, p.600).

The scholar from sociology Anna James suggests another reason why girls are not interested in sports. She emphasizes ‘self-image’ phenomena. According to her boys want to see themselves fit and athletic which is a good thing for masculinity. And girls are obsessed by the way they look and they believe if they do sports they will be less attractive to boys. As it is obvious from the ideas that a sociologist puts forward, masculinity is perceived as a standard and even girls judge themselves from the eyes of the boys. The ideas of Anna James might be quite right but inadequate in terms of why girls are ‘so obsessed by the way they look’. As it is stated in Introduction chapter Eagly's social role theory suggests that the sexual division of labor and societal expectations based on stereotypes produce gender roles. Like other stereotypes, gender role stereotypes reflect perceivers’ observations of what people do in daily life. If perceivers often observe a particular group of people engaging in a particular activity, they are likely to believe that the abilities and attributes required to do that activity are typical of that group of people.

Finally in the text a 17-year-old-sport-drop-out-girl called Lucy Dawson talks. According to her, schools ought to be blamed for the girls dropping out the sports. She believes that there is a male bias in sports activities and schools don’t do anything to overcome such discrimination. Schools should try hard to make sports more interesting to girls in order to involve them. Here we are able to see the gender bias in educational setting.

CHAPTER 4

DISCUSSION

4.0. Conclusion

In this chapter findings of the course books analysis will be discussed by comparing and contrasting the gender representations of the books of the Turkish Ministry of Education and the books of British publishers.

In *My English* (6, 7, and 8) males are overwhelmingly dominant in the illustrations and texts whereas female images are less visible. In these books female characters are underrepresented in the texts. At this point the findings of this study are obviously in parallel to those of Tutar (2008) where she states that males are numerically dominant in pictures and texts. In the course books of British publishers the results aren't different. Male hegemony is observed in the illustrations of British publishers' course books (*Smash*, *Oxford Team* and *Attain*) in a similar manner to the course books of the Turkish Ministry of Education. Female representation in *Oxford Team* and *Smash* resembles the course books of the Turkish Ministry of Education's dominance of masculinity; however, in *Attain* there is a balance between the number of emerged male and female characters.

In the analysis of amount of talk in *My English* series except for 6, females talk more than males. In terms of talk amounts, this study differs from the research of Sivashgil (2006) where she states that males talk more than females in the dialogues of the Turkish Ministry of Education's course books. Showing females as actively engaged in conversations is a fruitful way to overcome the traditional belief that women must remain discreet. It is also possible to derive from these results that females

stereotypically are believed to be talkative and in case they talk more than the desired amount they are called with names which have negative connotation such as fish, parrot, or iron maiden (Porreca, 1984, p.714). Whether deliberately or not portrayal of females talking more might be the result of the stereotypes or the prejudice against females. In the course books of British publishers, a rigid male dominance is observed in amount of talk. Underrepresentation of femininity in conversational exchanges may hinder the female reader to express themselves and may discourage them to initiate a conversation.

In the light of the findings of the course books of the Turkish Ministry of Education it is seen that masculinity dominates femininity in labor force. The only positive thing about female representation in labor force is that females are represented more in non-traditional occupations than males in all three course books; nevertheless, the books also reinforce males to preserve traditional occupational expectations. In the books of British publishers as far as occupational existence is concerned male hegemony is observed; however, females are involved in non-traditional occupations more than males. This gives a positive message to the female readers that they can survive and make a living in the so-called non-traditional occupations. Males are pushed to preserve their traditional roles and masculine occupations because they have never been shown in non-traditional jobs in all three books. Traditional perception of masculinity in labor force seems to be encouraged.

Being a housewife as an occupation has been investigated exclusively. It is clear that being a housewife is the common stereotype for females in gender issues. And it deserves to be taken into consideration specially. In the set of the course books

designed by the Turkish Ministry of Education 24 housewife images and word utterances are identified. On the other hand, in the course books written by British publishers only for 4 times the illustration of housewives is observed. This means that the role of being a housewife is emphasized by Turkish authors. Frequent representation of females as housewife might strengthen the stereotype idea that a female's real aim of existence should be remaining in the house and taking care of the children or being responsible for the household activities. In this study overrepresentation of women as housewives match with the findings of Helvacıoğlu (1996).

There is blatant sexism against females in the ideology of the Turkish Ministry of Education. In the course books of Ministry of Education females are located into the centre of the roles and responsibilities related to house and overrepresented in domestic life. In the course books of British publishers' people are rarely shown indoors. That's why very few activities related with the house are found. However, the domestic roles given to genders seem to be different from the ones in the books of Ministry of Education. Indeed, domestic roles seem to be reversed.

The covert expectations of the society from a female to be beautiful, thin and sweet are revealed through the adjectives. On the other hand, males are frequently supported with the positive adjectives like 'handsome' 'beautiful' 'brave' and 'young'. Anger or fierceness seems to be linked to masculinity. Though adjectives with negative connotation are seen in the list, females are positively qualified and idealized with the adjectives like 'beautiful' 'nice' 'helpful' 'shy' 'generous' 'unselfish' and 'optimistic'. In the course books of British publishers there are

‘sensible’, ‘sensitive’ and ‘easy-going’ gender unschematic males unlike the books of the Turkish Ministry of Education where toughness and masculine schematic male perception are encouraged.

In the outdoor activities and social events the presence of masculinity is stronger than females. Traditional interests of males and females are reflected. In the course books of British publishers there is a little difference between the leisure time activities that males and females perform. Still, masculinity seems to be hegemonic though small in percentage.

In the course books of the Turkish Ministry of Education mother/wifedom is always the most emphasized family role and the only field where femininity shows dominance. Male child is the second most dominant family role with a high percentage. This study verifies the study of Kağıtçıbaşı (1992) where she claims that traditionally in Turkish culture male child is preferred over female child. However, in the books of British publishers, despite the fact that there is a slight male hegemony, the representation of family roles is unstable and changeable which means in each book the most dominant family role changes.

Semiotic analysis of the texts and pictures of the Turkish Ministry of Education’s course books show that people are very often impelled to play gender-schematic roles. Masculinity is associated with academic success, physical strength, internet usage, richness, business life, authority in the house, power, extreme sports, legends, inventions, fatherhood and intellect whereas femininity is associated with beauty, silence, elegance, passivity, child care and domestic life. However in British

Publishers' course books people are less pushed into gender specific roles but gender specific stereotypes still prevail.

4.1. Limitations of the Study

Throughout this study two different sets of course books have been investigated. Each set consists of three course books. The limited number of the course books might be considered one of the limitations of the study. Gender based language usage in the course books; that is, how males and females use the language hasn't been studied. This might be perceived as another limitation of the study. In the light of these limitations following further researches can be recommended.

4.2. Recommendations for Further Research

Further research on gender representations can include studies in the following areas:

- Investigation of teacher trainees', students' and teachers' perceptions in the field of gender issues and the
- Reflections of social changes in terms of gender into the course books,
- Investigation of classroom use of course books from a gender perspective,
- Investigation of teacher-student classroom interactions and the carrying out of extra-curricular activities from a gender perspective,
- Analysis of gender-biased use of English language in the course books.

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APPENDICES

APPENDIX 1

Occurrence of Female and Male Characters in Pictures and Texts

Illustrations					Text		
Textbook	Female	Male	Female&Male	Total	Female	Male	Total
My English 6	56	101	54	211	33	42	75
	26.5%	47.8%	25.5%		44%	56%	
Illustrations					Text		
Textbook	Female	Male	Female&Male	Total	Female	Male	Total
My English 7	57	113	44	208	49	87	136
	27.4%	54.3%	21.1%		36%	63.9%	
Illustrations					Text		
Textbook	Male	Female	Female&Male	Total	Male	Female	Total
My English 8	112	53	53	218	101	71	172
	51.3%	24.3%	24.3%		58.7%	41.5%	
Illustrations					Text		
Textbook	Female	Male	Female&Male	Total	Female	Male	Total
Smash	63	128	62	253	84	90	174
	24.9%	50%	24.5%		48.27%	51.73%	
Illustrations					Text		
Textbook	Female	Male	Female&Male	Total	Female	Male	Total
Oxford Team	71	106	37	214	77	94	171
	33.17%	49.53%	17.29%		45.03%	54.97%	
Illustrations					Text		
Textbook	Female	Male	Female&Male	Total	Female	Male	Total
Attain	44	61	31	136	102	99	201
	32.35%	44.85%	27.80%		50.74%	49.26%	

APPENDIX 2

Amount of Talk

	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>My English 6</i>	Tokens	%	Tokens	%	419
	183	43.67	236	56.33	
	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>My English 7</i>	Tokens	%	Tokens	%	693
	448	64.6	245	35.4	
	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>My English 8</i>	Tokens	%	Tokens	%	718
	371	51.67	347	48.33	
	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>Smash</i>	Tokens	%	Tokens	%	163
	78	47.86	85	52.14	
	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>Oxford Team</i>	Tokens	%	Tokens	%	103
	47	45.63	56	54.37	
	FEMALE		MALE		TOTAL
Amount of talk (by turns) <i>Attain</i>	Tokens	%	Tokens	%	78
	33	42.31	45	57.69	

APPENDIX 3

Family Activities and Responsibilities in *My English* Series

Activities and Responsibilities	<i>My English 6</i>		<i>My English 7</i>		<i>My English 8</i>	
	Female	Male	Female	Male	Female	Male
Shopping	2	1	4		1	1
Taking care of the pets		1				1
Cooking /baking	3		3	2	1	
Making a barbecue		1				
Cleaning the house	2				2	
Helping with the housework		1				
Washing the clothes	1					
Ironing	1					
Giving pocket money	1					
Taking care of the children			2			
Decorating the house			1			
Mending				1		1
Serving tea coffee			1			
Knitting			1			
Watering the flowers			2			
Setting the table					1	1
Washing the dishes					1	
Tidying up the room					1	
Helping with the school subjects						1
Nursing the children					4	

APPENDIX 4

Family Activities and Responsibilities in *Smash, Oxford Team, Attain*

Activities	<i>Smash</i>		<i>Oxford Team</i>		<i>Attain</i>	
	Female	Male	Female	Male	Female	Male
Making cake	1					
Cooking		2				
Serving food	1					
Fixing the roof		1				
Painting the wall		1				
Washing the dishes			1			
Giving money to the children				1		1
Giving advice				1		
Taking care of the children			1			
Nursing the children					3	3

APPENDIX 5

Family Activities and Responsibilities in *My English* Series and in *Smash*, *Oxford Team*, *Attain*

<i>My English 6</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	16
	12	75	4	25	
<i>My English 7</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	22
	19	86.36	3	13.64	
<i>My English 8</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	16
	11	68.75	5	31.25	
<i>Smash</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	6
	2	33.3	4	66.7	
<i>Oxford Team</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	4
	2	50	2	50	
<i>Attain</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	7

APPENDIX 6

Occupations in *My English Series*

	<i>My English 6</i>		<i>My English 7</i>		<i>My English 8</i>	
	Female	Male	Female	Male	Female	Male
Actor	3	2		1		
Vet	1	1	1			
Dancer	1	1				
Teacher	7	1	1	2		
Bus driver	1					
Service attendant	1	2	1	1		2
Secretary	1	1	2			
Singer	2	1	1	1		1
Dentist	1		1	1		
Nurse	3		2		2	
Archeologist	1					
Gardener	1				1	1
Doctor		3	1	9	3	10
Mechanic		1		1		
Basketball player		3				
Swimmer		1				
Engineer		1				1
Astronaut		1				
Banker		2				
Football player		1				
Farmer		1				
Boxer		1				
Pilot		3		1		
Cook		7		1		
Worker		1				1
Post officer		1				
Baker		1				
Stationer		1				
Athlete		2		2		
Police person		3				
Shop assistant			1	1	2	
Musician			2	2		
Writer			1	1		
Artist			2	3		
Discoverer			1	2		
Model			1			
Soldier				3		5
News caster			2			
TV producer				1		
Composer				4		
Poet				1		
Detective				1	1	6
Architect				1		
Explorer				6		
Officer				1		1
Pharmacist				4	1	1

Psychologist				1		
Business person				3		1
Chemist					1	3
Reporter					2	
School manager					1	
Image maker						
Receptionist					1	
Security guard						1
Biologist						2
Tour guide						1
Physician						3
Scientist						1
Fire fighter						1
Dry cleaner						1

APPENDIX 7

Occupations in *Smash*, *Oxford Team*, *Attain*

	<i>Smash</i>		<i>Oxford Team</i>		<i>Attain</i>	
	Female	Male	Female	Male	Female	Male
Actor	4	6	2	6		2
Teacher		1	1	1		
Bus driver						1
Service attendant	1	1		1		
Secretary						
Singer	2		4	3	3	1
Archeologist						
Gardener		1				
Doctor		1			1	
Mechanic						
Basketball player						2
Swimmer		2			1	
Astronaut				2		
Banker		1				
Football player		2		1		5
Baseball player				1		
Pilot						
Cook	1	1		1		
Matchmaker					1	
Athlete		5				1
Police person		1			1	1
Boss					1	
Model	1					
Soldier		1				
News caster		1				
Wood cutter				1		
Secret agent						1
Explorer		1				

Song writer				1		
Business person		1				1
Reporter					1	1
Manager				1		
Security guard						1
Sound engineer				1		
Scientist		1				2
Fire fighter		1				
Acrobat	1					
Cyclist		1				3
Tennis player		1	1		3	
Magician		3				
Captain		1				
Make up artist			1			
Hair stylist			1			
Director				1		
Screen director				1		
Technical assistant				1		

APPENDIX 8

<i>My English 6</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	12	17.64%	11	16.17%	23	33.82%
MALE	42	61.76%	3	4.41%	45	66.18%
<i>My English 7</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	8	8.88%	13	14.44%	21	23.44%
MALE	69	76.66%	0	0%	69	76.66%
<i>My English 8</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	12	20.33%	5	8.47%	17	28.81%
MALE	42	71.17%	0	0%	42	71.19%
<i>Smash</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	2	4.44%	8	17.99%	10	22.33%
MALE	35	77.77%	0	0%	35	77.77%
<i>Oxford Team</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	7	20.00%	3	8.57%	10	28.57%
MALE	25	71.43%	0	0%	25	71.43%
<i>Attain</i>	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL OCCUPATIONS	
FEMALE	2	5.55%	11	30.77%	13	36.12%
MALE	23	63.88%	0	0%	23	63.88%

APPENDIX 9

Adjectives Used for Females and Males in *My English Series*

	<i>My English 6</i>		<i>My English 7</i>		<i>My English 8</i>	
	Female	Male	Female	Male	Female	Male
Thin	1	1				
Sad	1	1		1		
Beautiful	4		4		1	
Cheerful	1					
Pretty	1					
Ugly	1					
Short	1		2			
Busy	1					
Lovely	3					
Bad	1					
Small	1					
Little	1					
Bored	1		1	1		1
Famous		1	1			3
Tall		2	1	1		1
Friendly		1				1
Strong		1	1			
Fat		3		2		
Noisy		1				
Handsome		1		2		1
Angry		1	1	1	1	3
Tired		1				
Afraid		1				
Happy		3	1	1		
Surprised		1				
Sleepy		1				
Thin			3			
Sweet			2			
Free				1		
Popular				1		
Successful				1		
Young				5		1
Clever				1	1	1
Bad				2		1
Rich				1		
Powerful				2		
Good				1		
Brave				3		
Gifted				1		
Excited				1		
Helpful					1	
Nice					1	
Absent minded					1	
Pessimistic					1	
Adventurous					1	

Optimistic					1	
Unselfish					1	
Shy					1	
Mean					1	
Generous					1	
Kind						1
Ideal						1
Important						1
Sleepy						1
Perfect						3
Tired						1
Right						1
Terrified						1

APPENDIX 10

Adjectives Used for Females and Males in *Smash*, *Oxford Team*, *Attain*

	<i>Smash</i>		<i>Oxford Team</i>		<i>Attain</i>	
	Female	Male	Female	Male	Female	Male
Impatient	1	1				
Shy	1	1	1			
Bossy	2		1			
Different	1					
Honest	1					
Patient	1					
Kind	1					
Miserable	1					
Ordinary	1					
Unfriendly	1					
Gentle	1					
Sensible	1					1
Beautiful	1				2	
Superstitious	1					
Clumsy	1					
Organized	2					
Nervous		1				
Quiet		1				
Disappointed		1				
Young		3	2	1		
Famous		1	1	1	1	
Funny		1				
Generous		1				
Patient		1				
Impolite		1				
Dishonest		1				
Upset		1				
Lucky		1			1	
Rich		1				
Strong		1	1			

Strict		1				
Successful		1	1	1		
Lazy		1				
Great			1	1		
Unlucky			1			
Short			2			
Tall			1		1	
Jealous			1		1	
Amazing					1	
Slim					2	
Attractive					1	1
Selfish					2	
Bad-tempered					1	
Arrogant					1	
Moody					1	
Brave					1	
Resentful					1	
Independent					1	
Unfriendly					1	
Competitive					1	
Unhappy					1	
Exciting						
Sensitive						1
Good-looking						1
Well-built						1
Easy-going						1
Confused						1
Contended						1
Anxious						1
Depressed						1
Irritated						1
Satisfied						1
Stupid						1
Dishonest						1
Relaxed						1

APPENDIX 11

Spare Time and Leisure Time Activities in *My English* Series

	<i>My English 6</i>		<i>My English 7</i>		<i>My English 8</i>	
	Female	Male	Female	Male	Female	Male
Walking	-	1				
Doing exercise	1	2				
Going to the movies	1	2	1	1		
Taking photographs	1	1				
Walking the dog	1	2				
Running	1	3				
Judo	-	3				

Reading	2	8	1	4	2	3
Playing a musical instrument	1	3	1	4	-	1
Swimming	3	3				
Playing basketball	1	6			-	1
Playing football	-	9	-	1		
Dancing	3	1	4	4		
Skiing	2	1				
Fishing	-	1				
Skipping rope	1	-				
Driving a car	-	3				
Playing computer games	1	-			-	2
Going on a picnic	1	1	1	1		
Playing table tennis	1	3				
Flying a kite	-	1				
Playing hide and seek	2	2				
Blind man's buff	1	1				
Climbing	-	2	1	1		
Wrestling	-	1				
Playing scrabble	-	1				
Riding bicycles/horse	3	4				
Meeting friends	1	-	4	3	10	7
Playing volleyball	1	2				
Playing tennis	3	6	1	1		
Watching TV	1	3	6	9	-	1
Listening to music	1	2	1	-		
Shopping	1	2				
Going to the concerts	1	1				
Singing	1	1	3	1		
Taking care of the pets	2	-				
Going to the library	1	1				
Diving	1	1	-	1		
Shopping			6	2	1	-
Surfing			-	1		
Using the internet			2	2		
Watching football matches			-	1		
Travelling			3	3	6	7
Going to the theatre			1	1		
Visiting museum			1	1		
Playing chess			1	-	-	2
Going to a circus			-	2		
Helping animals			1	1		
Swimming			3	1	2	2
Playing games					3	4
Playing with animals					1	1
Doing gymnastic					4	1
Sky diving					-	1
Doing a scouts practice					1	1
Parachuting/bungee jumping					-	1
Playing a musical instrument						
Chatting on the					3	1

internet/internet using						
Drawing					1	1
Water skiing					1	1

APPENDIX 12

Spare Time and Leisure Time Activities in *Smash*, *Oxford Team*, *Attain*

	<i>Smash</i>		<i>Oxford Team</i>		<i>Attain</i>	
	Female	Male	Female	Male	Female	Male
Playing guitar	-	1				
Playing tennis	1	-			-	1
Watching film	1	-				
Playing computer games	-	1			1	-
Playing in the street	2	3				
Going out with friends	-	1				
Singing	1	1	3	2		
Skiing	-	1				
Cycling	-	1				
Running	-	1	1	-	-	1
Going to the beach	4	2				
Watching TV	1	1	4	1	1	1
Going to the movies	-	1				
Camping	2	2			1	-
Climbing	-	1	1	1		
Listening to music	1	-	2	1		
Travelling	3	2			-	1
Dancing	1	1	-	1		
Shopping	1	-	1	-		
Having a party	1	1				
Walking the dog	2	2	1	1		
Playing football			-	2		
Reading			3	2	1	-
Having a party			3	3	3	3
Playing bowling			1	-		
Meeting with friends			1	-	4	4
Swimming			-	2	2	1
Walking			1	1		
Chatting on the internet			-	2		
Painting			-	1		
Going to football matches			-	1		
Eating out			-	1		
Playing tennis			1	1		
Playing a musical instrument			2	1		
Snowboarding			-	1		
Skiing			1	1		
Hang-gliding			-	1		
Scuba-diving			1	1		
Snorkeling			-	1		

Surfing			1	1		
White water rafting			1	1		
Going to the movies			-	1		
Going out					1	1
Playing basketball					1	2
Jet skiing					1	-
Going to the concerts					1	1
Using internet					1	2

APPENDIX 13

<i>My English 6</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	125
	41	32.8	84	67.2	
<i>My English 7</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	88
	42	47.72	46	52.28	
<i>My English 8</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	74
	35	47.29	39	52.71	
<i>Smash</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	44
	21	47.72	23	52.28	
<i>Oxford Team</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	61
	29	47.54	32	52.46	
<i>Attain</i>	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	36
	18	50	18	50	

APPENDIX 14

Family Roles

FEMALE			MALE			TOTAL
<i>My English 6</i>	Tokens	%		Tokens	%	85
Wife/mother	23	27	Husband/father	21	25	
Female child	16	19	Male child	25	29	
FEMALE			MALE			TOTAL
<i>My English 7</i>	Tokens	%		Tokens	%	42
Wife/mother	14	33.33	Husband/father	9	21.42	
Female/child	8	19	Male/child	11	26.25	
FEMALE			MALE			TOTAL
<i>My English 8</i>	Tokens	%		Tokens	%	43
Wife/mother	14	32.55	Husband/father	9	20.93	
Female child	6	13.95	Male child	13	30.22	
FEMALE			MALE			TOTAL
<i>Smash</i>	Tokens	%		Tokens	%	33
Wife/mother	14	42.4	Husband/father	16	48.4	
Female/child	1	3	Male/child	2	6	
FEMALE			MALE			TOTAL
<i>Oxford Team</i>	Tokens	%		Tokens	%	23
Wife/mother	8	34.78	Husband/father	6	26.08	
Female/child	4	17.39	Male/child	5	21.72	
FEMALE			MALE			TOTAL
<i>Attain</i>	Tokens	%		Tokens	%	34
Wife/mother	5	14.70	Husband/father	4	11.76	
Female child	10	29.41	Male child	15	44.33	

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2010-. : Ahmet Refik Oral Primary School/İstanbul
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2009 : International Symposium on Turkish Teaching/Ürgüp
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Languages

English : Fully Expert (KPDS:96, UDS:97, TOEFL IBT:90)
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