

**THE UNIVERSITY OF UKUROVA
THE INSTITUTE OF SOCIAL SCIENCES
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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

Pınar SİVASLIGİL

Supervisor: Asst. Prof. Dr. Hatice UBUKU

MA. THESIS

ADANA/2006

**THE UNIVERSITY OF UKUROVA
THE INSTITUTE OF SOCIAL SCIENCES
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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

Pınar SİVASLIGİL

MA. THESIS

ADANA/2006

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

(Supervisor)

Asst. Prof. Dr. Hatice ÇUBUKÇU

(Member of Examining Committee)

Assoc. Prof. Dr. Zuhâl OKAN

(Member of Examining Committee)

Asst. Prof. Dr. Silvia ZİNZADE

Certified that this thesis conforms to be standards of the Institute of Social Sciences and I confirm that these signatures belong to the committee members.

(Director of the Institute)

Prof. Dr. Nihat KÜÇÜKSAVAŞ

P.S.: The uncited usage of the reports, charts, figures, and photographs in this dissertation, whether original or quoted for mother sources, is subject to the Law of works of Art and Thought No: 5846.

NOT: Bu tezde kullanılan özgün ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ÖZET

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

Pınar SİVASLIGİL

Master Tezi, İngiliz Dili Anabilim Dalı

Danışman: Yrd.Doç. Dr. Hatice ÇUBUKÇU

Eylül 2006, 101 Sayfa

Dil kullanımının ideolojilerin iletildiği toplumsal bir süreç olduğu (Fairclough, 1998) görüşünden yola çıkan bu çalışma, Milli Eğitim Bakanlığı'nca yayınlanan ve 2005-2006 Eğitim ve Öğretim yılında 6., 7. ve 8. sınıflarda okutulmakta olan İngilizce ders kitaplarında sunulan kadın ve erkek imgelerinin altında yatan cinsiyet ideolojilerini betimlemeyi amaçlamaktadır.

Özellikle bu ders kitaplarının seçilmesindeki neden, bu sınıflarda okuyan çocukların yaş gruplarının çocukların ergenlik dönemine girmeleriyle kritik bir dönem olmasıdır (Gençay, t.y.). Ergenlik dönemi, çocukların cinsiyet kavramlarını kategorize ettikleri ve cinsiyet yapılanma sürecinden geçtikleri kritik bir dönemdir (Erdoğan, t.y.).

Bu konuda batıda cinsiyet ideolojilerinin İngilizce ders kitapları yoluyla iletildiğini gösteren birçok çalışma yapılmış olmasına karşın, Türkiye'de bu alandaki çalışmalar oldukça kısıtlı kalmıştır.

Çalışmamızda kullanılan ders kitabından hem sözel hem de görsel veriler toplanarak, bu verilere içerik analizi ve söylem analizi yapılmış ve sonuçlar niteliksel ve niceliksel olarak değerlendirilmiştir.

Anahtar Kelimeler: Cinsiyet, Cinsiyet Roller, Cinsiyet Tektipleyciliği, Söylem Analizi, İçerik Analizi.

ABSTRACT

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

Pınar SİVASLIGİL

Master of Arts, English Language Teaching Department

Supervisor: Asst. Prof. Dr. Hatice ÇUBUKÇU

September 2006, 101 pages

This study aims to investigate the gender ideology presented through female and male representations in 6th, 7th and 8th grade coursebooks published by the Ministry of Education and taught in 2005-2006 Year of Education, considering that language use is a social process that ideologies are transmitted (Fairclough, 1998).

The reason for the investigation of these coursebooks is that the ages of the students of these grades constitute a critical period as children enter adolescence, a period which starts at the ages of 13-15 in Turkey (Gençay, n.d.). In this period, children categorize concepts of gender and undergo a process of gender construction (Erdoğan, n.d).

Although there are many studies conducted in Western countries which demonstrate that gender ideologies are transmitted through language, studies regarding this subject in Turkey has been limited.

In this study, both verbal and visual data have been collected. Content Analysis and Discourse Analysis have been applied to the data and the results have been analyzed both qualitatively and quantitatively.

Keywords: Gender, Gender Roles, Gender Stereotyping, Discourse Analysis, Content Analysis.

ACKNOWLEDGEMENTS

This study has been possible with the contribution of many people in various ways. Firstly, I would like to express my thankfulness to my thesis supervisor, Asst. Prof. Dr. Hatice ÇUBUKÇU, both for her priceless constructive feedback, everlasting support, expert commands and for her encouragement during the study. I am very happy to work with her because not only she has informed me about Critical Discourse Analysis and she has heartened me to study on this field, but also she has shared her knowledge and experiences about it every time.

I want to thank my Master course teachers for sharing their expertise and knowledge, and for their support in my studies.

I also would like to state my gratefulness to all my teachers at the University of Hacettepe Department of American Culture and Literature for their support and belief in me since the beginning of this study.

I wish to express my thankfulness to all my family members; my father Refik, my mother Melek, my brother Buğra, my fiance Zahit Güneş, and my friends, especially Hicran Sürmeli; for their encouragement, support, and for their patience.

TABLE OF CONTENTS

ÖZET	I
ABSTRACT	II
ACKNOWLEDGEMENTS.....	II
LIST OF TABLES	VII

CHAPTER I

1.0. Introduction	1
1.1. Operational Definitions	2
1.2. Statement of the Problem.....	3
1.3. Theoretical Background	5
1.3.1. Gender Roles.....	5
1.3.1.1. Psychoanalytic Theory	5
1.3.1.2. Social Learning Theory.....	7
1.3.1.3. Cognitive Development Theory	8
1.3.1.4. Gender-Schema Theory	9
1.3.2. Socialization.....	10
1.3.2.1. The Function of School in the Process of Socialization....	11
1.3.3. The Role of Education in the Imposition of the Sexist Point of View	12
1.4. Purpose Of The Study.....	13
1.5. Research Questions.....	13
1.6. Limitations Of The Study.....	14

CHAPTER II

REVIEW OF LITERATURE.....	15
2.0. Introduction	15
2.1. The Relationship Between Language and Ideology	15
2.2. Language and Gender	17
2.3. The Portrayal of Female and Male Characters in Coursebooks.....	19

2.4. The Portrayal of Female and Male Characters Presented in the Studies Carried Out Around the World.....	19
2.5. The Portrayal of Female and Male Characters Presented in the Studies in Turkey.....	24

CHAPTER III

METHODOLOGY OF THE STUDY	26
3.0. Introduction	26
3.1. The Data	26
3.2. Method of Analysis.....	27
3.2.1. Content Analysis	28
3.2.1.1. Categories Set for Content Analysis.....	28
3.2.1.1.1. Appearance of Female and Male Characters	29
3.2.1.1.2. Amount of Talk.....	29
3.2.1.1.3. Family Roles and Other Social and Occupational Roles.....	29
3.2.1.1.4. Occupational Activities	30
3.2.1.1.5. Activities Related to Household Responsibilities.....	31
3.2.1.1.6. Distribution of Spare Time and Leisure Activities.....	31
3.2.2. Discourse Analysis of the Dialogues	31
3.2.2.1. Speech Act Theory	32
3.2.2.2. Speech Act Theory and John Searle	32
3.2.2.3. Power Acts	34

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA FINDINGS	36
4.0. Introduction	36
4.1. Appearance of Female and Male Characters.....	36
4.1.1. 6th Grade Coursebook.....	36
4.1.2. 7 th Grade Coursebook.....	37

4.1.3. 8 th Grade Coursebook.....	37
4.2. Amount of Talk.....	38
4.2.1. 6 th Grade Coursebooks.....	38
4.2.2. 7 th Grade Coursebooks.....	38
4.2.3. 8 th Grade Coursebooks.....	39
4.3. Family Roles and Other Social and Occupational Roles.....	39
4.3.1. 6 th Grade Coursebooks.....	39
4.3.2. 7 th Grade Coursebooks.....	41
4.3.3. 8 th Grade Coursebooks.....	42
4.4. Occupational Activities.....	44
4.4.1. 6 th Grade Coursebooks.....	44
4.4.2. 7 th Grade Coursebooks.....	45
4.4.3. 8 th Grade Coursebooks.....	47
4.5. Activities Related to Household Responsibilities.....	49
4.5.1. 6 th Grade Coursebooks.....	49
4.5.2. 7 th Grade Coursebooks.....	50
4.5.3. 8 th Grade Coursebooks.....	52
4.6. Spare Time and Leisure Activities.....	53
4.6.1. 6 th Grade Coursebook.....	53
4.6.2. 7 th Grade Coursebook.....	55
4.6.3. 8 th Grade Coursebook.....	57
4.7. Speech Act Analysis.....	59
4.7.1. 6 th Grade Coursebook.....	64
4.7.2. 7 th Grade Coursebook.....	66
4.7.3. 8 th Grade Coursebook.....	68
4.8. Overall Evaluation of The Coursebooks.....	70
4.8.1. Appearance of Female and Male Characters.....	71
4.8.2. Amount of Talk.....	71
4.8.3. Family Roles and Other Social and Occupational Roles.....	71
4.8.4. Occupational Activities.....	73
4.8.5. Activities Related to Household Responsibilities.....	73
4.8.6. Spare Time and Leisure Activities.....	74
4.8.7. Speech Act Analysis.....	75

CHAPTER V

CONCLUSIONS AND IMPLICATIONS.....	76
5.0. Introduction	76
5.1. Conclusions On the Findings	76
5.1.1. Conclusions Drawn from Content Analysis through the Evaluation of Research Questions.....	77
5.1.2. Conclusions Drawn from Discourse Analysis through the Evaluation of Research Question.....	80
5.1.3. Summary to the Conclusions	81
5.2. Implications for ELT	81
5.3. Recommendations for Further Studies.....	82
REFERENCES.....	84
CURRICULUM VITAE.....	89

LIST OF TABLES

Table 1. Total Appearance of Characters in the 6 th Grade Coursebook.....	36
Table 2. Total Appearance of Characters in 7 th Grade Coursebook.....	37
Table 3. Total Appearance of Characters in 8 th Grade Coursebook.....	37
Table 4. Amount of Talk in the 6 th Grade Coursebook	38
Table 5. Amount of Talk in 7 th Grade Coursebook.....	39
Table 6. Amount of Talk in 8 th Grade Coursebook.....	39
Table 7. F/M Figures in Family and in Other Social/Occupational Roles in 6 th Grade Coursebook.....	40
Table 8. Family Roles in the 6 th Grade Coursebook	41
Table 9. F/M Figures in Family and in Other Social/Occupational Roles in 6 th Grade Coursebook.....	41
Table 10. Family Roles in 7 th Grade Coursebook	42
Table 11. F/M Figures in Family and in Other Social/Occupational Roles in 8 th Grade Coursebook.....	43
Table 12. Family Roles in 8 th Grade Coursebook	43
Table 13. List of Occupations in the 6 th Grade Coursebook.....	44
Table 14. Traditional and Non-traditional Jobs in the 6 th Grade Coursebook.....	45
Table 15. List of Occupations in 7 th Grade Coursebook.....	46
Table 16. Traditional and Non-traditional Jobs in 7 th Grade Coursebook.....	47
Table 17. List of Occupations in 8 th Grade Coursebook.....	48
Table 18. Traditional and Non-traditional Jobs in 8 th Grade Coursebook.....	49
Table 19. Household Responsibilities in the 6 th Grade Coursebook.....	50
Table 20. Household Activities in Percentages in 6 th Grade Coursebook.....	50
Table 21. Household Responsibilities in 7 th Grade Coursebook	51
Table 22. Household Activities in Percentages in 7 th Grade Coursebook.....	52
Table 23. Household Responsibilities in 8 th Grade Coursebook	52
Table 24. Household Activities in Percentages in 8 th Grade Coursebook.....	53
Table 25. Spare Time and Leisure Activities in the 6 th Grade Coursebook.....	54
Table 26. Spare Time and Leisure Activities in Percentages in 6 th Grade Coursebook.....	54
Table 27. Spare Time and Leisure Activities in 7 th Grade Coursebook.....	56

Table 28. Spare Time and Leisure Activities in Percentages in 7 th Grade Coursebook.....	57
Table 29. Spare Time and Leisure Activities in 8 th Grade Coursebook.....	58
Table 30. Spare Time and Leisure Activities in Percentages in 8 th Grade Coursebook.....	59
Table 31. Depowering Acts in the 6 th Grade Coursebook	65
Table 32. Empowering Acts in the 6 th Grade Coursebook.....	66
Table 33. Depowering Acts in 7 th Grade Coursebook.....	67
Table 34. Empowering Acts in 7 th Grade Coursebook.....	68
Table 35. Depowering Acts in 8 th Grade Coursebook.....	69
Table 36. Empowering Acts in 8 th Grade Coursebook.....	70
Table 37. Total Appearance of Characters in Three Coursebooks	71
Table 38. Total Amount of Talk in Three Coursebooks.....	71
Table 39. Total F-M Figures in Family and in Other Social/ Occupational Activities in All Three Coursebooks	72
Table 40. Total Sum of Family Roles in All Three Coursebooks	72
Table 41. Total Sum of Traditional and Non-traditional Jobs in All Three Coursebooks.....	73
Table 42. Total Sum of Household Activities in Percentages in All Three Coursebooks.....	74
Table 43. Total Sum of Spare Time and Leisure Activities in Percentages in All Three Coursebooks.....	74
Table 44. Total Sum of Depowering Acts in All Three Coursebooks.....	75
Table 45. Total Sum of Empowering Acts in All Three Coursebooks.....	75

CHAPTER 1

1.0. Introduction

Coursebooks are important materials of schools as the society's primary socializing institutions where "children come to understand their social identity relative to each other and relative to the institutions" (Freeman and McElhinny, 1996: 261). In other words, while students are educated on different subjects through coursebooks, they also come to learn the concepts about their social identities. There is a consensus among the scholars studying the portrayal and construction of gender in books for children that one of the social constructs that children come to know about is gender, and coursebooks offer students particular images of gender (Wharton, 2005).

'Gender identity' or 'gender' is a social and cultural construct, which determines 'female' roles for women and 'male' roles for men. The term 'gender' is different from 'sex', which refers to biological traits.

Starting from the 1970s, studies conducted in Western countries have revealed that women and men are represented in 'traditional' roles; e.g. showing women as emotional and powerless beings, while men are presented with strong character traits working in more diverse occupational options they have (Cincotta, 1970; Hartman and Judd, 1978; Hellinger, 1980).

Although many studies have been done on gender-related topics in ELT textbooks in different countries around the world, the investigation of this issue in Turkey remains limited with respect to the number and scope of the studies, e.g. various studies on poetry (Özdağ, 1996), short stories (Körpez, 1997) or drama (Gökalp, 1994). In a study conducted by Helvacioğlu (1996) in Turkey, gender role representations in one thousand primary school coursebooks taught between 1928 and 1995 were investigated. The results showed that during the first years of the Turkish Republic–1920s, women and men were presented in equal manner avoiding any stereotype in the coursebooks until 1950. After 1950 the passive role of housewife was adapted again to the women characters. Helvacioğlu, regarding the issue; concluded that Turkish coursebooks targeting primarily male students included stereotypic biases in which the woman's role

was limited to being a mother and a wife (Arslan, 2000). Hence, there seems to be a need for the investigation of widely used English coursebooks in relation to the representation of gender roles in Turkey.

English coursebooks published by the Turkish Ministry of National Education has not been part of an investigation among the primary school coursebooks that have been investigated. This study aims to find out how female and male characters are presented in the 6th, 7th and 8th grade English coursebooks published by the Turkish Ministry of National Education in 2005 and studied in Turkish state primary schools, and if this representation implies discrimination towards female or male gender. The specific focus on the 6th, 7th and 8th grade students stems from the view that the ages of the students of these grades constitute a critical period as children enter adolescence; the period in which female and male gender characteristics start to appear in children. Gençay (n.d.) defines adolescence as the period in which female and male gender characteristics start to appear in children, which starts approximately at the ages of 13-14 for the girls and at the ages of 14-15 for boys (Erdoğan, n.d.; Gençay, n.d.).

1.1. Operational Definitions

In order to comprehend the key concepts used in this study, the following definitions are presented:

- **Content analysis** is a research method that deals with systematic examination of documents to provide data that might be categorically classified and evaluated, providing description and interpretation of the situations, conditions, relationships, attitudes, processes or phenomena as they exist in a given time (Mkuchu, 2004: 17).

- **Discourse analysis** enables to reveal the hidden motivations behind a text or behind the choice of a particular method of research to interpret that text. Discourse Analysis does not provide absolute answers to a specific problem, but enables to understand the conditions behind a specific "problem" and to realize that the essence of that "problem", and its resolution, lie in its

assumptions; the very assumptions that enable the existence of that "problem". Discourse Analysis is neither a qualitative nor a quantitative research method, but a manner of questioning the basic assumptions of quantitative and qualitative research methods ("Discourse Analysis," n.d.).

- **Gender** as opposed to sex (sex being a biological concept) is a socio-cultural specific set of characteristics that identify the social behavior of women and men and the relationship between them (Mkuchu, 2004: 17).

- **Gender roles** are behaviors, attitudes, interests and skills that a culture considers appropriate for females and males, and that the genders are expected to fulfil. As a social construct, gender roles are not fixed and can thus change ("Glossary," n.d.).

- **Gender stereotyping** is the tendency of a given culture to assign particular traits, characteristics and roles distinctly to women or men. The assumption behind stereotyping is that the associated attributes of men apply to all men and those of women apply to all women. (Mkuchu, 2004: 17).

1.2. Statement of the Problem

The importance of the policy to eliminate gender stereotyping in the coursebooks is an issue that has recently been paid attention in Turkey. A systematic research pioneered by the Ministry of State for Women's and Children's Affairs, has been started to reveal the extent and the form in which gender stereotyping is portrayed in primary school coursebooks. Available literature in Turkey on coursebooks shows that curriculum reform to get rid of gender stereotyping and negative imagery of girls and women has neither been implemented in educational institutions nor by the Turkish Ministry of National Education responsible for curriculum development.

Previous research provides some strong evidence for the view that gender roles represented in coursebooks have a significant effect on children's concept and development of gender. Researchers who are concerned with the importance of gender equity in the process of education have claimed that gender stereotyping has negative effects on children. Michel (1986), Davies (1995), Helvacioğlu (1996) and Arslan (2000), among others, have pointed out

the following issues with respect to the negative effects of gender stereotyping on children:

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

Although some studies have been carried out in Turkey on gender-related topics in coursebooks by Helvacioğlu (1996), Arslan (2000), Esen and Bağlı (2002), Özdoğru, Aksoy, Erdoğan and Gök (n.d); the investigation of this area on ELT coursebooks has been untouched. Hence, there seems to be a need for the investigation of these widely used coursebooks in relation to the representation of gender roles in Turkey.

1.3. Theoretical Background

1.3.1. Gender Roles

The emergence of gender roles in female and male children starts to appear at very early ages. Arslan (2000) claims that girls and boys choose activities that the society and culture impose on them beginning around the ages of 4-5 in Turkey. The education of how to be a female and male continues all throughout their childhood starting from the family and carried on by the society.

As children grow up, they are made aware that different behaviors are expected of them. Beal points out that girls and boys are treated very differently from birth in most areas of the world explaining that the “distinctions are made between boys and girls because children will have to fit into an adult world that is organized by gender” (1994: 7).

The process which gender-specific choices, skills, behaviors, personality traits and identity concepts emerge in girl and boy children is called ‘gender development process’ (Arslan, 2000: 23). There are four main theories which explain these processes. These are Psychoanalytic Theory, Cognitive Development Theory, Social Learning Theory and Gender-Schema Theory.

1.3.1.1. Psychoanalytic Theory

Psychoanalytic theory was pioneered by Sigmund Freud in 1895 who investigated how women and men developed female and male identities (Bronfenbrenner, 1960). It suggests that the development of identity is a dynamic process involving powerful conflicts between an individual’s instinctual desires and the demands of society which occur within the framework of an internal developmental timetable. After Freud, all the written sources of developmental psychology have discussed gender roles in the light of the psychoanalytic theory (Mussen, 1969; in Arslan, 2000).

Psychoanalytic theory discusses the sexual development of the child as a period starting from the birth. Freud argued that as humans develop, they become fixated on different and specific objects through their stages of development. First the oral stage (exemplified by an infant's pleasure in nursing), then the anal stage (exemplified by a toddler's pleasure in controlling his or her bowels) and the phallic stage (exemplified by the child's masturbatory experiences around the genital region). Freud argued that children then passed through a stage in which they are fixated on the mother as a sexual object, known as the Oedipus Complex but that the child eventually overcome and repress this desire because of its taboo nature. The lesser is known as Electra complex that refers to such a fixation upon the father ("Psychosexual Development," 2006). Freud sought to anchor this pattern of development in the dynamics of the mind. Each stage is a progression into adult sexual maturity, characterized by a strong ego and the ability to delay gratification.

Later developments in theory stress social and cultural influences which can be seen in the works of Erik Erikson. Like Freud and many others, Erik Erikson maintained that personality develops in a predetermined order. Instead of focusing on sexual development, however, he was interested in how children socialize and how this affects their sense of self. He saw personality as developing throughout the lifetime and looked at identity crises at the focal point for each stage of human development (Heffner, 2002).

Freud postulated that development proceeded through a series of stages in which children seek pleasure or gratification from a particular body whereas Erikson's theories of child development focus on the interrelationship between a developing child's internal psychosexual development and her or his more external emotional development, emphasizing the interpersonal relationships that arise between the child and parents (Erikson, 1950; in Heffner, 2002).

Erikson conceived of the life course, from birth to old age, as a series of eight epigenetic stages that, as other developmental theories, proceed in a stepwise fashion, the next dependent upon how well the previous has been mastered: trust versus mistrust; autonomy versus shame and doubt; initiative versus guilt; industry versus inferiority; identity versus role diffusion; intimacy versus isolation; generativity versus stagnation and ego integrity versus despair.

Erikson portrayed each stage as a crisis or conflict that needed resolution, either at the time or at a subsequent stage. Each successive stage presents its own challenges but, at the same time, offers the opportunity for correction of unresolved challenges of previous stages. At each stage the tension was between the psychosocial and psychosexual—the outward looking versus inward-looking perspectives.

1.3.1.2. Social Learning Theory

Unlike psychoanalytic theory, social learning theory suggests that behavior is learnt before gender constancy is obtained and that the vast majority of human behavior is learnt through observation (Arslan, 2000).

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states that learning would be exceedingly laborious if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action (1977; in Kearsley, n.d.). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences.

According to Arslan (2000) the development of children's gender roles is the consequence of the reciprocal interaction with the role models around them. Children develop their perceptions of gender roles by observing the role model, identifying with the role model and imitating the role model.

Social learning theory explains the development of the children's behaviors by the stereotyped gender models inherent in the culture and defined as appropriate. The theory views the children as passive receivers of the agents who consider what is appropriate or inappropriate for them by giving positive and negative feedback. In this respect it is inconsistent with its stress on the statement that children develop their own sense of gender roles by observation and imitation (Arslan, 2000).

1.3.1.3. Cognitive Development Theory

The first cognitive theory of gender development was Kohlberg's (1966) cognitive developmental approach, which was based on the ideas of Piaget (Martin and Ruble, 2004). Kohlberg's theory emphasized the active role of the child in gender development, and proposed that children's understanding of gender concepts influences their behavior, and that this influence becomes more pronounced once children reach a relatively sophisticated understanding of gender-knowing that a person's sex is stable and unchanging.

According to Arslan (2000), both the psychoanalytic theory and the social learning theory emphasize that girls are directed towards "female" identification and activities and boys are directed towards "male" identification and activities as the starting point of gender role development. Especially social learning theory suggests that both the girl and boy children are given messages to perform activities appropriate for their gender by their families, peers, schools and media, that these messages are reinforced by positive and negative feedbacks, and that the children are merely the passive receivers of these messages.

In opposition to social learning theory, cognitive development theory puts the children in the center of gender role socialization instead of the environment. Martin and Ruble (1998; in Ruble and Martin, 2004) state that one of the central tenets of the cognitive approach is that there are immediate consequences of children's recognition that there are two gender groups and that they belong to one of them. According to the theory the emergence of gender identity and growing understanding of the stability of social group membership affects children's motivation to learn about gender, to gather information about their gender group, and to act like other group members.

Once they recognize their gender group, children make broad assumptions about similarities within the gender groups and about differences between girls and boys. In numerous studies, children have been found to use the sex of a person to form impressions and make judgments about him or her (e.g., judgments about whether they would like the person, what the person may like to do, and what the person is like) (Martin and Ruble, 2004: 68).

The cognitive development theory assumes that the gender roles of the children will develop even without the presence of external pressures, but it is not adequate to explain why the classification of gender develops before other classifications (Arslan, 2000). Psychologists of cognitive development stress that the children perceive the observable biological differences between the sexes so that they distinguish between the sexes. According to this assumption, the children perceive gender differences better than the other differences (Levis and Brooks-Gum, 1979; in Arslan, 2000).

1.3.1.4. Gender-Schema Theory

Gender-schema theory emerged in the 1970s as a new cognitive approach to gender. It is “based on the idea that children form organized knowledge structures, or *schemas*, which are gender-related conceptions of themselves and others, and that these schemas influence children’s thinking and behavior” (Martin and Ruble, 2004: 67). Martin and Ruble explain that gender-schema theory is similar to Kohlberg’s theory in its assumption that children play an active role in gender development, but it is different in its assumption that gender is all that is required to motivate children’s behavior and thinking. Sandra Lipsitz Bem (1991) applies gender-schema theory to her studies to understand the development of gender stereotyping. For Bem, a gender schema is a person’s general knowledge framework about gender, with which information is processed and organized based on gender-linked associations. Children gradually form a gender schema as they learn their culture’s network of associations with gender. Hyde and Durik (2001) discuss that the gender schema becomes linked to self-concept so that children, as part of their motivation to become “good” girls or boys, engage in the gender-appropriate behavior specified by the gender schema.

Bem (1981) stresses that the gender schema theory is a theory of process, not content. “Because sex-typed individuals are seen as process information in terms of and conforming to whatever definitions of masculinity

and femininity the culture happens to provide,” she claims (p. 356). For Bem what is central to the theory is the process of partitioning the world into two equivalence classes on the basis of gender schema, not the contents of the equivalence classes.

Arslan (2000) asserts that there are many factors that affect female and male differentiation. The normative expectations in the course of education, school and work determine female-male differentiation to a great extent. She notes that gender differentiation is the result of both the environmental influences and the identity, concepts, preferences, skills, personal attitudes and behaviors individuals develop starting from their childhood that are consistent with the definitions of “femaleness” and “maleness” in the individuals’ culture.

1.3.2. Socialization

Social roles and socialization are important concepts in the lexicon of sociology (Anderson, 2000). Social roles are the rules that govern human performance; the socialization is the complex learning process through which people develop selfhood and acquire the knowledge, skills and motivations required for participation in the society. According to Arslan, these roles are determined by the ways of a society or a social group so that the individual can function within it (2000). More specifically, a baby is born into a world of interactions in which people are agreed on shared meanings. The first reactions a baby shows are the random imitations of the sounds they hear. Adults respond to the sounds the baby produce by loading meanings to them. The adults, as the socialized individual of the society, form a tie between the infant and the society by attaching social meanings to the child’s sounds. With time, the sounds that are meaningless for the child becomes meaningful, as how the adults and the society the child lives in perceive these sounds.

Arslan claims that the same pattern is valid for the development of the personality. The adults name the child, and attach a meaning to the name. The baby becomes categorized, and it is expected to behave appropriately to the categories set by the family. The society interact with the child on the basis of the expectations set by the family, and this interaction serves to the formation of

the personality. The child categorizes herself/himself because she/he acquires a consistent personality structure, so that he or she can be characterized (Tasmajian, 2000).

The family has the greatest impact on socialization because children are totally dependent on their parents for the first few years of their lives. During this time, parents often transfer their traditional social views upon their children. The enlargement of the children's social world begins when they are included in an environment where different norms of socialization are expected of them, i.e. at school.

1.3.2.1. The Function of School in the Process of Socialization

Studies suggest that the social life of the children changes at different stages in their development. When children enter elementary school, they meet their new status in society compared to their previous status at home. In the organization of their household, they have the role of 'daughter' and 'son'. For Hartup, Higgins and Ruble (1983) with the beginning of elementary school "children now have both ascribed and achieved roles as students within two major social structures: the formal social structure associated with the school system and an informal social structure associated with the peer culture" (in Tasmajian, 2000: n.p.).

Tasmajian also claim that from the beginning of elementary school, the major developmental task that children struggle to master is social interaction. They do so during incredible periods of personal and biological change. Tasmajian divides the importance of the school into three subtopics as an agency of socialization as the school and society, the classroom, and the teacher. When children begin school it is usually the first time that they come under the supervision of people who are not their relatives. It is likely that the school is the first agency that encourages children to develop loyalties and sentiments that go beyond the family and link them to a wider social order. The school as an agency of socialization should be recognized as the first organizer of social relationships (Elkin and Handel, 1978; in Tasmajian, 2000, n.p.). The classroom is often seen as a place where the child is easily faced with

socializing amongst peers. Since most of the things that children do in the classroom are done in the presence of their peers, they have to learn how to deal with a more formalized group situation.

Arslan suggests that the education aims to provide individuals with the faculty to control their own futures, and more specifically their own senses of the self (2000). Arslan asserts that the effect of the schools on the children relating to the construction and the reinforcement of the gender role stereotypes is embedded in the hidden curriculum not only in an abstract way, but also in a very complicated way.

1.3.3. The Role of Education in the Imposition of the Sexist Point of View

Part of the process of development for young children is to learn gender roles; that is “the behaviors that are expected of males and females within a particular society, including dress and appearance, work and leisure activities, obligations within the family, skills, and social behavior” (Beal, 1994: 4). For Arslan, the continuity of the definitions of the gender roles depends on the continuity and the success of the socialization methods applied to the genders (2000).

One major institution to this end being schools prepares the students for the social life and work while improving their mental capacities and skills, cheering them up, providing them with intellectual and physical equilibrium. Freeman and McElhinny underline the importance of schools also as the society’s primary socializing institutions where “children come to understand their social identity relative to each other and relative to the institutions” (1996: 261).

That education serves the imposition of the sexist point of view by transferring the cultural heritage of the society is another concern of the above mentioned studies. By the function of transferring cultural heritage, education causes every generation to take over the process of cultural accumulation from where the previous generation has left. For this reason, the studies examining curricular aims and education materials undertake a great responsibility to determine the roles attributed to women and men.

1.4. Purpose Of The Study

This study aims to find out how female and male characters are represented in 6th, 7th and 8th grade English coursebooks published by the Turkish Ministry of National Education in 2005 and studied in Turkish state schools, and if this representation implies discrimination towards either female or male gender.

This study also seeks the following objectives:

- To investigate to what extent and in what forms power relations between female and male characters are reflected in coursebooks;
- To establish a database in the analysis of the depiction of gender roles in coursebooks that would be used in future to guide in coursebook writing or research.

1.5. Research Questions

Within the general frame of the main research question “How are gender roles depicted in 6th, 7th and 8th grade English coursebooks published by the Ministry of National Education and taught in 2005-2006 Year of Education in Turkish state primary schools?” the following sub-questions will also be discussed:

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of:
 - the appearance of female and male characters?
 - the amount of talk?
 - the family roles and other social and occupational roles?
 - the occupational activities?
 - the activities related to household responsibilities?
 - the distribution of leisure and spare time activities?
- Is there any asymmetrical relationship between the verbal representations of female and male characters in the coursebooks?

1.6. Limitations Of The Study

The issue of how the coursebooks are perceived by teachers and students from a gender perspective has been uninvestigated. Attitudes of instructors in handling gender stereotyped material in coursebooks have also been considered to be an important issue. However, this calls for another detailed research, so it remains out of the scope of this study.

In carrying out this study methodological limitations have also been encountered. There have been problems in some cases of distinguishing between female and male characters in the coursebooks. This has been caused by the fact that the appearances of some characters have not been distinguished either as female or male. For that reason, the illustrations of the characters whose gender cannot be clearly distinguished have not been taken into consideration.

The photographs and the illustrations of Mustafa Kemal Atatürk, or those of the family members of Atatürk and of the people who were shown in the same photograph or illustration with Atatürk have not been taken into account as a part of the text.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

This chapter presents relationship between language, ideology and gender to see the ways gender ideology is transmitted through language. This chapter also documents findings from different studies which have tried to analyze the representation of gender roles in instructional materials from various disciplines at different levels of the education system including pre-primary, primary and high school.

2.1. The Relationship Between Language and Ideology

Discourse studies have an important place in linguistic research for they reveal what lies unseen beneath the surface of any written or spoken text; and usually there lies an ideology behind the surface of almost any text. Discourse studies use language as their evidence for investigation because “language is a site in which beliefs, values and points of view are produced, encoded and contested” (McCarthy and Carter, 1994: 155). For Cameron, language is the primary means by which people make sense of the world, placing important constraints on their thought and conceptions (1985: 93). “Ideology is pervasively present in language,” claims Fairclough (1989: 3). Thus, it can be claimed that learning a language is one of the sites where a person is introduced to various beliefs, values or ideologies in society.

According to Fairclough, ideologies are closely connected to language. He claims “using language is the commonest form of social behavior where we rely most on ‘common-sense’ assumptions”. Fairclough names these assumptions as ‘ideologies’ (1989).

Ideologies are closely linked to power, because the nature of the ideological assumptions embedded in particular conventions, and so the nature of those conventions themselves, depends on the power relations which underlie the conventions; and because they are a means of legitimizing existing social relations and differences of power, simply through the recurrence of ordinary, familiar ways of behaving which take these relations and power differences for granted (p. 2).

Fairclough asserts that in modern society, the exercise of power is increasingly achieved through ideology and more particularly through the ideological workings of language. He believes that language not only has become 'the primary medium of social control and power' but also 'the primary means of consent' (1989: 3-4).

"We live in a linguistic epoch" claims Fairclough. According to him, power has the capacity to impose and maintain a particular structuring of some domain or other, and a particular way of dividing into parts, of keeping the parts demarcated and of ordering those parts in terms of hierarchical relations of domination and subordination.

Fairclough views language as a social practice and language use as 'socially determined' (1989: 20). According to this, it can be inferred that:

- Language is a part of a society.
- Linguistic phenomena *are* social phenomena of a special sort.
- Social phenomena *are* (in part) linguistic phenomena. (Fairclough, 1989: 23)

Fairclough underlines this relationship between language and social practices. To him, linguistic phenomena are social in the sense that whenever people speak or listen or write or read, they do so in ways, which are determined socially and have social effects. On the other hand, social phenomena are linguistic in the sense that the language activity which goes on in social contexts (as all language activity does) is not merely a reflection or expression of social processes and practices, it is a *part* of these processes and practices.

To sum up, what Fairclough wants to point out is that social structures are not only the determinants but also a product of social practice. In the same

way, social structures are not only the determinants but also a product of language.

'*The familiar common sense of everyday life*' is a term coined by the sociologist Harold Garfinkel. Fairclough explains the term as "a world that is built entirely upon assumptions and expectations which control both the actions of members of a society and their interpretation of the action of others" (1989: 77):

Such assumptions and expectations are implicit, backgrounded, taken for granted, not things that people are consciously aware of, rarely explicitly formulated or examined or questioned. The common sense of discourse is a salient part of this picture. And the effectiveness of ideology depends to a considerable degree on it being merged with this common-sense background to discourse and other forms of social action (Fairclough, 1989: 77).

Fairclough asserts that "the primary domains where social struggle takes place are the social institutions" (1989: 90) and that "Social structures at institutional levels determine discourse" (1989: 31). At this point, the discursive common sense becomes ideological to the extent that it contributes to sustaining unequal power relations, directly or indirectly (Fairclough, 1989: 107).

Fairclough claims (1989: 85) "Ideology is most effective when its workings are least visible". He argues that to achieve this invisibility, ideologies must be brought to discourse as the background assumptions – not as explicit elements of the text. Fairclough stresses that texts do not spout ideology, but they position the interpreter through their cues so that she brings ideologies to the text interpretation to reproduce them in the process.

2.2. Language and Gender

The study of language and gender emerged by three books in the 1970s: *Male/Female Language* written by Marie Ritchie Kay, *Language and Women's Place* by Robin Lakoff and *Language and Sex: Difference and Dominance* edited by Barrie Thorne and Nancy Henley (Freeman and McElhinny, 1996; Kendall and Tannen, 2003). By the emergence of these books during the

feminist movement of the 1970s, the scholars started to question “male norms as human norms, and the biological determination of women’s and men’s behavior” (Kendall and Tannen, 2003: 598).

The 1975 publication of Robin Tolmach Lakoff's *Language and Woman's Place* is widely recognized as having inaugurated feminist research on the relationship between language and gender, touching off a remarkable response among scholars. For the past thirty years, scholars of language and gender have been debating and developing Lakoff's initial observations. Arguing that language is fundamental to gender inequality, Lakoff's book presents impressionistic conclusions regarding the speech of (heterosexual, white, middle class, American) women. Some of the features of what Lakoff calls "women's language" include specialized color terms (for example, *mauve*), words to "hedge" the strength of a statement (such as *sort of*, *maybe*), expressive *so* (as in *It is so cute*), tag questions (such as *This room is quite hot, isn't it?*), which is "softer" than *This room is quite hot.*), rising pitch in declarative statements (so that they sound like questions), and avoidance of swearing and other taboo words. Lakoff argues that women use these features because they are denied means of strong expression within a male-dominated society.

Cameron states that the most distinctive quality that we possess is the language, which enables human beings to communicate with each other. For her, the organization of human societies depends on linguistic communication. Cameron believes that to understand the practices in any society, one must be concerned with its language - such as its structure and use, the beliefs of its users and so on (1985: 2). Cameron also agrees with the view that languages and their history are invaluable resources in the analysis of a society (1985: 89).

Cameron claims, “in language use we have a key to the nature and relative status of the sexes” (1985: 30). According to her, people’s attitudes will be affected by something they see repeatedly, so that feminists exposed and tried to eliminate negative and stereotypical portrayals of women (1985: 4).

2.3. The Portrayal of Female and Male Characters in Coursebooks

The portrayal of gender roles in school materials including coursebooks has been a concern for scholars starting from the 1970s. There have been many efforts to analyze the representation of gender roles in school materials at different levels of the education system starting from the pre-primary through university education. In these studies, coursebooks from various disciplines have been analyzed at these educational levels.

These studies have attempted to address this area of inquiry by analyzing visual and textual presentations of female and male characters. Visual presentation refers to illustrations, which include pictures and other representations in the form of drawings and photographs in the coursebooks. Textual presentations of female and male characters relates to the conversations and any written content in the coursebooks. It is suggested that illustrations impress children as much as written material. As Vandergrift emphasizes that visual images are powerful means for young children to participate in and make sense of the world and that illustrations make an important contribution to this process (1997).

The studies covered in this literature review fall into two categories: Firstly, there are those that have especially concentrated on the analysis of illustrations (e.g. Helvacioğlu, 1996). Second group of studies have concentrated especially on the textual analysis (e.g. Farooq, 1999). In addition, there are other studies that have analyzed both aspects of the coursebooks (illustrations and written text). The study carried out by Ansary and Babarii (2003) is an example of the studies that examined both aspects.

2.4. The Portrayal of Female and Male Characters Presented in the Studies Carried Out Around the World

In a key study published in 1972 by Coles, “Dick and Jane as Victims”, the author examined the content of primary school textbooks published in 1961 and 1962 by 14 different publishing companies. Focusing on child-centered stories,

the author classified the key themes into two main categories, "Active Mastery", which included such positive themes as ingenuity, cleverness, strength, bravery, heroism, and "Second Sex", which included arguably less positive themes as incompetence, passivity, goal constriction and rehearsal for domesticity. Boys outnumbered girls 4/1 in stories involving Active Mastery themes, while girls displayed passive and dependent behavior much more frequently than boys, by 6/1. The author also found that males appear twice as frequently as females, men are featured in a variety of occupations, while most women are housewives; females are represented as passive and dependent, while males are strong, assertive, and active, boys do not exhibit emotion, household chores are depicted as female chores, and girls are not prized for intelligence as are boys.

Aside from the above studies of sexism in textbooks, Graham (1975), describing the development of a school children's non-sexist dictionary, discusses nouns used to describe women and men. Before compiling their dictionary, the lexicographers analyze five million words from American children's textbooks. They 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.

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

Nilsen (1977) analyzed words for females and males found in a standard dictionary. Her analysis revealed a number of interesting facts about the attitudes towards women and men that are reflected in the vocabulary. She found that there were more than five times as many words for things named after men as there were for things named after women and that, of the words named after women, the only two in common use were both related to female

anatomy. Nilsen also found that words for women very often reflected a passive role. For example, women were referred to very often as various types of food and flowers (e.g. peach, sugar, wallflower, etc.). Men were called by such words as 'wolf', while words for women were restricted to names for helpless creatures such as 'chick' and 'kitten'.

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

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

Arnold-Gerrity (1978) performed a content analysis of a 1976 series of primary reading textbooks, examining the visibility of female characters. She found that in the first four textbooks, for grades one and two, there were twice as many male-oriented stories as female-oriented; in the three readers for grades three and four, male-oriented stories were five times as frequent, and in the two textbooks for grades five and six, there were three times as many male-oriented as female-oriented stories. She also found that men were portrayed in four times as many paying 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.

Hartman and Judd's review in 1978 of several then-current TESOL textbooks examined the images of women and men, **firstness** (the order of female-male mention), and **stereotyped roles** for females and males. They demonstrated that "since sexist usage is built into our language (English), it is little wonder that textbooks, including ESL texts, model this usage to the students". For each category, they found evidence that ELT materials reflect sexist attitudes and values. All this, they believe, "reinforces the second-place status of women and could, with only a little effort, be avoided" (p. 390).

Hellinger (1980) conducted a thorough study of 131 passages from three ELT textbooks used in German schools. She found that men participated in over 93% of the passages, while not even 30% of the texts included women. In addition, it was mentioned that 80% of the speakers were male and that women were rarely engaged in any 'demanding, interesting, or successful' activities, while male roles represented a broad range of occupational options.

A content analysis of 41 Indian high schools, higher secondary and preuniversity curricula textbooks showed that "instead of fostering the basic equality between men and women, the messages given to school children in the Indian textbooks sanction the dominance of males" (Kalia, 1982: 187).

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

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

Examining 47 U.S. textbooks used in grades 1 through 8 between 1980 and 1988, Sleeter and Grant (1991) revealed an interesting finding that when compared to males, females were more likely to be depicted in non-traditional roles in social studies, reading and language arts, science, and mathematics textbooks. For instance, chances for a woman being an adventurous astronaut was more than for a man being a nurse in those textbooks.

In the 90's, Peterson and Kroner (1992) examined gender biases in textbooks for psychology and human development. They reported a content analysis of 27 current textbooks in introductory psychology and 12 for human

development courses. It was demonstrated that “representation of work, theory, and behavior of males significantly exceeds the representation of females; and females are frequently portrayed in negative and gender-biased ways”.

Poulou (1997) explored differences in the discourse roles of men and women in dialogues of textbooks for teaching Greek as a foreign language to adults. Her focus on whether sexist differences can affect negatively the pedagogical value and goals of textbook dialogues was quite revealing. Besides, in his analysis of current Iranian high school EFL textbooks, Davoodi (1999) also showed that "of the total pictures of male [sic.] and females represented, 59.48% are male[sic.], 26.72% are female [sic.]." This, he believes, is “an indication of strong prejudice against women.”

Content analysis of 13 of the top nationally ranked introductory geoscience textbooks in US was conducted by Nevada University (PROMISE, 2001). Results showed that the messages about gender, race and ethnicity were blended by messages about power. For example, while victims of natural disasters were people of color and non-Westerners, scientists were always white and male.

In a study carried out by Ansary and Babaii (2003) based on the frequency of occurrence, women suffered most obviously from low visibility. The ratio of females to males in texts was 1/1.4 and in illustrations 1/1.6. An examination of female/male-oriented topic presentation in dialogues and reading passages demonstrated that of the total 40 topics presented, 27 (67.5%) topics were male-dominated. It appeared that women, in terms of female-oriented themes presented in textbooks, are clearly underrepresented although they comprise almost half the population of the world. The authors also found that the occupational capacities in which women were portrayed appeared to be mostly restricted to occupations such as student and nurse, in few cases including a job such as teacher or doctor. Men, nevertheless, enjoyed a diversity of jobs such as policemen, soldier, dentist, farmer, doctor, and teacher. Ansary and Babaii, in their search for sex-related activity types revealed that females were fundamentally shunted into indoor passive activities such as sitting in the classroom, watching TV at home, reading, etc. The books portrayed males chiefly in the outdoor active roles of playing football, driving a car, riding bicycle, washing a car.

2.5. The Portrayal of Female and Male Characters Presented in the Studies in Turkey

In a study conducted by Helvacioğlu (1996) in Turkey, gender role representations in one thousand primary school coursebooks taught between 1928 and 1995 were investigated. The results showed that during the first years of the Turkish Republic–1920s, women and men were presented in equal manner avoiding any stereotype in the coursebooks until 1950 (election of the conservative party). Then the presentation of women was turned to the beginnings of twentieth century (Gümüştüoğlu, 1995; in Arslan, 2000). The passive role of housewife was adapted again by the women characters. The results were supported by Helvacioğlu (1996) studying the coursebooks published between 1928 and 1995. The last findings regarding the issue stated that Turkish coursebooks targeting primarily male students included stereotypic biases in which the woman's role was limited to being a mother and a wife (Arslan, 2000).

Arslan in 2000 conducted a study to investigate stereotyped gender role presentation in 337 primary school coursebooks used between 1995 and 2000 in Turkish schools. She found that the appearance of the male characters in texts were considerably higher than of the female characters (82.9% of the characters were male and 16.9% of the characters were female). In the coursebooks, women were presented as domestic and subservient characters whereas men were presented as dominant characters. Men were presented as leading, successful, logical, courageous and stubborn. Women were presented as nurturing, self-sacrificing, helpless, passive and shy. It was also found that in these books men were shown participating in outdoor activities with 80.5 percentage while women were shown in outdoors with 6.4 percentage. Women were mostly presented as wives and mothers while men were presented as individuals who work in certain jobs. Arslan's study supports her hypothesis that the schoolbooks include sexist attitudes towards women.

Esen and Bağlı (2002) carried out a study which evaluated adult figures on the pictures in the Turkish and Alphabet coursebooks for elementary

schools, grade 1. The adult figures were examined in terms of their actions, people whom they were presented with, places where they were shown and objects, which they were connected with. Results of the study revealed that both men and women were presented with “children” mostly; the women were shown at “home and home environments” while the men were presented at “outdoors”. On the pictures, the women were shown mostly while they were in the actions “related with children”; on the other hand, the men were in the actions “related with public and work”.

Özdoğru, Aksoy, Erdoğan and Gök (n.d.) in a content analysis of two coursebooks that were used in the third grades of Turkish elementary schools' Turkish and Life Studies classes found that females were depicted along with traditional Turkish female traits such as hardworking, loving, caring, and child-raising. Most of the time male figures were presented as having traits of self-confidence, decisiveness, and adventurousness. Women figures were observed taking place in emotional relation with children more than men did. Except the female teachers and women working in the fields, women were basically shown at home settings, with their children, and in public markets for shopping. Occupational models for two genders were clearly different. Males were presented in a wider range and higher level job opportunities than females (physician next to a female pharmacist or judge over a female typist). Women were illustrated less as working person figures and more in conventional and lower level works such as teaching, nursing, and agricultural fieldwork. Most of the women characters were seen in works related to being a housewife and child-raising.

Özdoğru, Aksoy, Erdoğan and Gök (n.d.) also found that the family illustrations were nucleic type families in which father worked out of the home to sustain a living and mother was responsible for within house matters such as kitchen and child-care. As mother engaged more in loving relations with children, father did not reveal much of his emotions and feelings toward his children. In familial relations, gender dependent relation pattern was observed like father-son and mother-daughter relations rather than across gender relations. In many within family communications, while father was information source for the child, mother was in a more supporting role. The role of caring younger siblings was also assigned to elder sisters in many instances.

CHAPTER 3

METHODOLOGY OF THE STUDY

3.0. Introduction

This chapter focuses on the methodology of the research that was conducted in the study.

3.1. The Data

In this study the 6th, 7th and 8th grade coursebooks published by the Turkish Ministry of National Education and taught in Turkish state schools in 2005-2006 Year of Education are the objects of analysis. The descriptions of the coursebooks are as follows:

TITLE	PUBLISHER	GRADE	DATE OF PUBLICATION	NUMBER OF PAGES
Quick Step 6	Turkish Ministry of Education	6	2005	95
Let's Speak English 7	Turkish Ministry of Education	7	2005	112
Let's Speak English 8	Turkish Ministry of Education	8	2005	94

The three books analyzed in this study are the only coursebooks used in the state primary schools for the 6th, 7th and 8th graders. Considering the fact that there are 35.329 state primary schools in Turkey, whereas the number of the primary private schools is only 718¹; these coursebooks constitute the majority of the total number of the ELT coursebooks used in the primary schools in Turkey. This fact also clarifies the reason behind the selection of these books as the focus of the study.

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 enter adolescence. Gençay (n.d.) 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. Erdoğan (n.d.) claims that in this period the adolescents undergo a process of categorizing concepts about the construction of gender identity and a process of identity construction.

3.2. 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 portrayal of gender in state primary school coursebooks in Turkey.

Based on the objective mentioned above, two research methods of data analysis have been selected: content analysis and discourse analysis. Content analysis of gender roles is used in analyzing the non-verbal portrayal of gender roles in the coursebooks. Discourse analysis of gender roles has been used to investigate the verbal analysis of gender roles in the coursebooks. The use of both methods has facilitated a deep understanding of the depiction of gender roles in coursebooks that are taught in Turkish state primary schools.

¹ Statistics of the Ministry of National Education in 2001 retrieved from <http://www.meb.gov.tr/Stats/ist2001/Bolum5s3.htm#22>
<http://www.meb.gov.tr/Stats/ist2001/Bolum5s6.htm#25> on August 05, 2005.

3.2.1. Content Analysis

Content analysis involves analyzing the contents of documentary materials such as coursebooks and mass media (Mkuchu, 2004). This has been done by the identification and counting of certain characteristics of documentary materials and also by investigating the meanings of the underlying messages in the materials. Content analysis method has been applied to the material to be analyzed by establishing a number of different categories and counting frequencies in a particular set of data. The application of content analysis method in investigating gender roles in coursebooks has therefore been appropriate in this study.

In this study, the first level of investigation has been the analysis of non-verbal features in the coursebooks. Content analysis has been performed through descriptive statistics. In carrying out the research, two 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 have been used to summarize the findings.

3.2.1.1. Categories Set for Content Analysis

Weber (1990, in Mkuchu, 2004: 96) describes a category as a group of words with similar meaning or connotations. For him, the essence of content analysis is categorization. Content analysis describes a set of data in terms of a set of categories and of the number of examples counted in each category. The categories of analysis set up for this research have been based on the categories used in previous studies (e.g. Arslan, 2000) and they have been expanded to serve the purpose of the study. The following sections contain brief

descriptions of each of the categories set for the investigation of the representation gender in the coursebooks analyzed.

3.2.1.1.1. Appearance of Female and Male Characters

The frequency of the physical appearance of male and characters has been identified as a significant sign of gender balance in coursebooks (Arslan, 2000). 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 under representation 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 denoted features of a gender biased coursebook (Grossman, 1994, Scot and Schau, 1985; in Mkuchu, 2004).

3.2.1.1.2. Amount of Talk

According to Dominguez, the amount of talk in a coursebook performed by the characters seems to provide some evidence related to the dominance of characters in spoken representation (2003).

3.2.1.1.3. Family Roles and Other Social and Occupational Roles

It is assumed that the presentation of the characters as family members has provided important clues in relation to the positioning of the characters in society or in the other social environments. The representation of females and males within a social surrounding such as in work, in shopping, in a sports event, etc. as a family member; such as a mother, father, etc., has revealed the place of the characters in society.

3.2.1.1.4. Occupational Activities

An occupation is the “trade, work, or activity pursued as the source of one’s livelihood” (Halsey, 1998). Occupational activities include the roles that are taken on for the economic maintenance of the family.

A study conducted by Helvacioğlu (1996) revealed that the occupations female characters performed have been defined in relation to their roles in family. In the coursebooks analyzed in the work of Helvacioğlu, the female characters have appeared as teachers, farmers, nurses, secretaries, maids, salespersons and lawyers. In the work of Arslan (2000) female characters have also appeared as soldiers and tailors besides the occupational roles listed in Helvacioğlu.

Helvacioğlu suggested that literature, politics and arts have been viewed as the domain of males and that men have been represented mostly in statusful occupational roles when compared with women. She noted that male characters have appeared as teachers, farmers, journalists, merchants, writers, singers, architects, athletes, engineers, bank accountants, artists, soldiers, musicians and actors in the investigated coursebooks. Arslan has also found the same occupational activities performed by male characters in her study.

In the coursebooks to be analyzed, 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 investigated has been whether these occupations have traditionally been related to females and males. The list of occupations traditionally assigned to female and male characters in the work of Helvacioğlu (1996) have been used when analyzing the coursebooks under investigation in this study.

3.2.1.1.5. Activities Related to Household Responsibilities

The household activities include the roles that are usually performed for the maintenance of the house order. Examples of such domestic tasks in the house are housekeeping activities that involve cleaning, cooking, shopping, mending, etc. For Mkuchu (2004) the stereotyped household responsibilities carried out by female characters involved tasks related to cooking, cleaning and taking care of the children, while male characters performed activities outside the house; such as mending and gardening. The activities also include caring for the family members. The investigation of the distribution of female and male characters in the coursebooks has been done in order to reveal whether the household responsibilities are stereotyped and associated with any of the two genders.

3.2.1.1.6. Distribution of Spare Time and Leisure Activities

Spare time and leisure activities are usually performed as hobbies or events that provide the individual with the relaxation of mind and physical body health. Such activities include sports, playing musical instruments, going out with friends and etc. In this study, the distribution of spare time and leisure activities to the coursebook characters has been investigated to see whether these activities are related to any of the genders and if any of the genders is illustrated performing in more diverse activities.

3.2.2. Discourse Analysis of the Dialogues

All the dialogues in the coursebooks have been analyzed in terms of speech acts which at another level classified in relation to their implications of relative power based on the taxonomy of Power Acts suggested by Çubukçu (2005).

3.2.2.1. Speech Act Theory

Speech Act Theory was first developed with the work of John Austin: *How To Do Things with Words* (1962) where he argues that when uttering a sentence, the speaker not only describes a state of affairs (tell how things are), but at the same perform some acts. These acts, according to Austin take place at three levels, simultaneously:

1. Locutionary Act: The physical act of uttering a statement with sense and reference, e.g. "Open the door, please".

2. Illocutionary Act: 'What this statement counts as' or 'what communicative function involved in the utterance' in the specific context of that utterance. E.g. "Open the door, please" may count as an 'order', or a 'request' etc. depending on the contextual components, for instance who says it, to whom, when, where, etc.

3. Perlocutionary Act: The effect created via the performance of an illocutionary act, e.g. the illocutionary act of 'threat' may frighten the hearer.

Although Austin has expanded these three categories, illocutionary acts, as the core message of the utterance, have become the focus of attention within the Speech Act Theory and within the practices related to it.

3.2.2.2. Speech Act Theory and John Searle

John Searle (1969) incorporated Austin's work into linguistic theory. Schiffrin (1994) notes that Searle places the speech act at the center of the study of language, meaning and communication.

Like Austin, Searle segmented utterances into speech acts. For Searle "The uttering of words (morphemes and sentences) is an *utterance act*. Referring and predicating are *propositional acts*. Acts like stating, requesting, commanding and promising are *illocutionary acts*" (Schiffrin, 1994: 55).

Searle also states that the basic unit of human linguistic communication is the illocutionary act. He proposes five categories of illocutionary speech acts using the following taxonomy:

1. Representatives: The illocutionary point of representatives is that they commit the speaker to incorporate her/his own beliefs to her/his words; e.g. believe, insist, etc.

E.g. I believe that he had psychological problems.

E.g. I insist you to change the subject.

2. Directives: The illocutionary point of directives is that they are the attempts by the speaker to get the hearer to do some action; e.g. request, order, etc.

E.g. Can you bring me a glass of water? (request)

E.g. Read the paragraph by yourselves. (order)

3. Commissives: The illocutionary point of commissives is they commit the speaker to some future course of action; e.g. swear, promise, etc.

E.g. I swear to God I am telling the truth.

E.g. I promise to be there in time.

4. Expressives: The illocutionary point of expressives is that they express the psychological state about a state of affairs; e.g. thank, congratulate, etc.

E.g. Thank you very much for your concern.

E.g. We all congratulate that you succeeded to promote after all the problems you encountered with your boss.

5. Declarations: The illocutionary point of declarations is that they alter the subject in their uttering; e.g. name, pronounce, etc.

E.g. I name you Mustafa Kemal.

E.g. I pronounce you husband and wife.

In this study, the taxonomy of John Searle has been applied to analyze the utterances in the coursebooks. The speech act value of every utterance has been categorized according to the definitions of the taxonomy of illocutionary act coined by Searle.

3.2.2.3. Power Acts

As a relatively recent approach to power, the concept of 'interactional power' (Fairclough, 1989) suggests that power relations among the participants in a conversation are not solely determined by the statusful power held by these people. Although it is by no means totally independent, the relationship of power is dynamically structured among the interlocutors, during the course of verbal interaction based on the immediate context. For instance, a child may hold more power than the parent at one instant of the interaction. That is, the direction of power may change anytime during the conversation. Following Fairclough's theory of power, Çubukçu (2005) has developed an analytical framework for analyzing power relations in a conversation, and classified speech acts into two broad categories based on their functions related to power, as Acts of Empowerment and Acts of Depowerment.

Acts of Depowerment are verbal attempts to build a powerful self-image, or these attempts that contradict the other party's access to power; e.g. depower him or her. This involves speaker's:

1. Claiming for maintaining power.
2. Bidding for power.
3. Rejecting the other party's bid or claim for power.

Following are speech acts that have been realized as Empowerment Acts by (Çubukçu, 2005):

- order
- request
- instruct
- offer
- reject
- complain
- protest

For Çubukçu, Acts of Empowerment are verbal acts that signal consent or support about the other party's presenting a powerful image; e.g. empower him or her. This involves speaker's:

1. Ratifying other party's claim for maintaining power.
2. Ratifying other party's bid for power.
3. Attributing power to the other party.

Here follow some speech acts that have been identified as speech acts that are employed to perform Acts of Depowerment:

- ask for approval
- ask for permission
- accept
- thank
- compliment
- praise
- apologize

CHAPTER 4

PRESENTATION AND DISCUSSION OF DATA FINDINGS

4.0. Introduction

This chapter of the study firstly presents the results of the findings obtained from Content Analysis. Then, Discourse Analysis has been applied to data collected from the coursebooks investigated.

4.1. Appearance of Female and Male Characters

4.1.1. 6th Grade Coursebook

As shown in Table 1, female and male characters have appeared 284 times throughout the book. A comparison between the percentages of female figures (49%) and male figures (51%), with a difference of 2% suggest that there is a numerical balance in the representations of female and male gender in the 6th Grade Coursebooks.

Table 1. Total Appearance of Characters in the 6th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
appearance of the characters	140	49	144	51	284

4.1.2. 7th Grade Coursebook

Of the total 441 characters represented in the 7th grade coursebooks, 162 are females and 279 are males (Table 2). In other words, female characters have comprised 37% and male characters 63% of the characters in the coursebook. These tokens imply an imbalance between female and male representations; e.g. female characters being underrepresented when compared with the number of males in the coursebook.

Table 2. Total Appearance of Characters in 7th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
appearance of the characters	162	37	279	63	441

4.1.3. 8th Grade Coursebook

As presented in Table 3, the frequency of appearance of the characters in the 8th grade coursebook is 245. The percentages of female figures (43%) and male figures (57%) indicate a 14% difference between the gender representations. Although this result does not imply a very sharp difference, that male characters have been represented 14% more frequently than female characters indicate dominance of male characters in terms of appearance in the coursebook.

Table 3. Total Appearance of Characters in 8th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
appearance of the characters	106	43	139	57	245

4.2. Amount of Talk

4.2.1. 6th Grade Coursebooks

The amount of talk realized by both genders is another category, which is expected to reflect possible gender ideologies. As presented in Table 4, conversational turns of female characters (172) have outnumbered the turns by male characters (147) with a difference of 8%. Accordingly, the results seem to provide some evidence related to the dominance of female characters in spoken representation (see Dominguez, 2003). However, from a different perspective (e.g. see Tannen, 1995), this situation can also be interpreted in the frame of traditional gender ideology, as a cursor reinforcing the image of woman as a 'chatterbox'.

Table 4. Amount of Talk in the 6th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
amount of talk (by turns)	172	54	147	46	319

4.2.2. 7th Grade Coursebooks

In the 7th Grade Coursebooks, female characters' frequency of conversational turns is 135, whereas male characters utter 262 turns out of the total 397 turns (Table 5). In terms of the percentages, it is observed that female characters have spoken 26% less than male characters, which means that male characters are dominant in terms of spoken representation.

Table 5. Amount of Talk in 7th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
amount of talk (by turns)	135	34	262	66	397

4.2.3. 8th Grade Coursebooks

As shown in Table 6, out of the 190 turns uttered by the characters in the book; 84 turns have been spoken by female characters (44%) and 106 turns have been spoken by male characters (56%). The imbalance between the spoken representations of female and male characters (male characters uttering 12% more turns than female characters) indicates the presence of relative male dominance in terms of the spoken representation of the characters in the coursebook.

Table 6. Amount of Talk in 8th Grade Coursebook

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
amount of talk (by turns)	84	44	106	56	190

4.3. Family Roles and Other Social and Occupational Roles

4.3.1. 6th Grade Coursebooks

As presented in Table 7 below, female characters have been represented 54 times and male characters 36 times in the coursebook in their roles as family members. At the same time, it is observed that female characters have been

illustrated 86 times (44%) and male characters (56%) in other social and occupational roles with a 12% overrepresentation of males. These findings suggest that the coursebook has a message directing females through their roles as mothers/wives/daughters with 60%, and again the 12% underrepresentation in other social and occupational roles leaves them less space in these roles. Conversely, the coursebook; representing male characters 40% as fathers/husbands/sons, defines males less frequently with their family roles and more frequently with social and occupational roles.

Table 7. F/M Figures in Family and in Other Social/Occupational Roles in 6th Grade Coursebook

	FEMALE FIGURE		MALE FIGURE		TOTAL
	Tokens	%	Tokens	%	
As a family member	54	60	36	40	90
In other social and occupational roles	86	44	108	56	194

As geared to interpreting gender representations in the textbooks from a more different perspective, Table 8, below presents the number of occurrence of the characters illustrated in family roles. The percentages demonstrate that wife/mother figures have comprised 26% and husband/father figures have comprised 11% out of the 90 characters presented as a family member throughout the book. The results above suggest that the coursebook includes a message directing adult female characters through the role of mother/wife, whereas adult male characters have less frequently been represented as a family member and more frequently in other social and occupational roles.

In the case of female and male children, the results demonstrate that female children have been directed to the role of the 'daughter' with 34% since male children have been represented 29% as the 'son'. This result implies that the role of female child is emphasized more frequently as the family member while the role of the male child is underrepresented.

Table 8. Family Roles in the 6th Grade Coursebook

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	90
wife/mother	23	26	husband/father	10	11	
female child	31	34	male child	26	29	

4.3.2. 7th Grade Coursebooks

The findings on Table 9 do not reveal a very sharp difference between the representations of female and male characters as family members. Out of the total 67 characters illustrated as family members; female characters have been represented 8% more frequently than the male characters.

However, the results related to the other social and occupational activities reveal that female characters have been illustrated 28% less frequently than male characters. The findings suggest that the coursebook emphasizes other social and occupational roles of males, while underrepresenting females in these roles.

Table 9. F/M Figures in Family and in Other Social/Occupational Roles in 6th Grade Coursebook

	FEMALE FIGURE		MALE FIGURE		TOTAL
	Tokens	%	Tokens	%	
As a family member	27	41	39	59	67
In other social and occupational roles	135	36	240	64	374

As presented in Table 10, out of the 67 characters represented as family members; 16 (24%) of adult female characters are mothers/wives, and fathers/husbands have comprised 17 (25%) of the family figures. This balance

in terms of the family membership implies equal treatment in the allocation of family roles to adult female characters and adult male characters.

The results show that female children have been represented 11 times (16%) whereas male children have been represented 22 times (31%) in the coursebook. This implies the role of male child is emphasized more frequently as the family member, while leaving female child underrepresented.

Table 10. Family Roles in 7th Grade Coursebook

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	67
wife/mother	16	24	husband/father	17	25	
female child	11	16	male child	22	33	

4.3.3. 8th Grade Coursebooks

The findings related to the characters' frequency of appearance as family members displayed in Table 11 demonstrate that female characters have been represented 30% more frequently than male characters; suggesting that the roles of female characters in family are emphasized more frequently than the male characters.

However, the results do not imply a very significant difference between the representations of female and male characters in terms of their social and occupational roles. That male characters have appeared 8% more frequently in social and occupational roles than female characters do not suggest an extreme difference between the representation of genders.

Table 11. F/M Figures in Family and in Other Social/Occupational Roles in 8th Grade Coursebook

	FEMALE FIGURE		MALE FIGURE		TOTAL
	Tokens	%	Tokens	%	
As a family member	15	65	8	35	23
In other social and occupational roles	91	41	131	49	222

Throughout the coursebook, it is observed that out of the total 23 family members represented as a family member; 12 adult female figures have been represented as a mother or a wife, whereas 2 adult male figures have been represented as a father or a husband (Table 12). This suggests that 52% of adult female characters have been defined as a wife/mother and only 8% of male characters have been presented displaying the role of the husband/father.

In the case of female and male children, the results reveal that there are 3 daughter figures (13%) since 6 son figures (6%) in the coursebook. This result, being contrary with the traditional gender ideology; emphasizes the role of male figure as a family member while representing female figure more frequently in other social roles.

Table 12. Family Roles in 8th Grade Coursebook

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	23
wife/mother	12	52	husband/father	2	8	
female child	3	13	male child	6	27	

4.4. Occupational Activities

4.4.1. 6th Grade Coursebooks

According to the results on Table 13, male occupations have been mentioned 17 times against 11 jobs performed by female characters. It is observed that the choice of occupation for female characters is limited when compared with male characters.

Table 13. List of Occupations in the 6th Grade Coursebook

JOBS	
FEMALE	MALE
student* (primary school and high school)	student* (primary school and high school)
athlete**	F1 driver*
nurse*	opera singer**
doctor**	actor*
secretary*	farmer*
telephone operator*	engineer*
artist**	policeman*
pop singer**	baker*
shop assistant*	lawyer*
teacher*	security guard*
hairdresser**	bank manager*
	supermarket assistant*
	grocer*
	cashier*
	basketball coach*
	postman*
	tourist guide*

* Jobs defined as 'traditional' by Helvacioğlu (1996) and Arslan (2000).

** Jobs defined as 'non-traditional' by Helvacioğlu (1996) and Arslan (2000).

As shown in Table 14, besides the traditional occupations (nurse, secretary, etc.) assigned for them; female characters have also engaged in non-traditional occupations (e.g. doctor, barber, etc.). However, when compared with male characters, the results show that female characters have been shown in non-traditional occupations (athlete, artist, etc.) with 45%, whereas male characters have been illustrated in non-traditional occupations (opera singer) with 6%. In other words; it can be inferred that the coursebook has an encouraging message as it directs women towards performing non-traditional jobs; nevertheless it also reinforces the assignment of traditional jobs for men with a higher frequency.

Table 14. Traditional and Non-traditional Jobs in the 6th Grade Coursebook

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL
FEMALE	6	55%	5	45%	11
MALE	16	94%	1	6%	17

4.4.2. 7th Grade Coursebooks

As listed in Table 15, there are 19 occupations in the coursebook for male characters; however 9 occupations are performed by female characters. The results reveal limited occupational choices for female characters when compared to male characters.

Table 15. List of Occupations in 7th Grade Coursebook

JOBS	
FEMALE	MALE
student* (primary school and high school) nurse* athlete** secretary* singer** shop assistant* teacher* cashier** actress**	student* (primary school and high school) teacher* doctor* actor* footballer* writer* president* singer* volleyball coach* office worker* cashier* cook** waiter* shop assistant* cameraman* interviewer* weight lifter* travel agent* bus driver*

* Jobs defined as 'traditional' by Helvacioğlu (1996) and Arslan (2000).

** Jobs defined as 'non-traditional' by Helvacioğlu (1996) and Arslan (2000).

Out of 19 jobs assigned to male characters, 95% is traditional occupations such as 'footballer', 'writer', etc. (Table 16). Only one job male characters have performed is a non-traditional occupation, 'cooking', which is traditionally assigned to women. Female characters have performed 55% of the 9 occupations in the coursebook; defined as traditional for females (secretary,

shop assistant, etc.). The rest 45% of the occupations are non-traditional jobs, such as 'athlete, actress, etc.'. The book has an encouraging message for female characters as it represents them participating in non-traditional jobs. However, male characters have been represented retaining their traditional jobs defined as their domain and having been related to non-traditional jobs with a smaller ratio (5%).

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

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL
FEMALE	5	55%	4	45%	9
MALE	18	95%	1	5%	19

4.4.3. 8th Grade Coursebooks

As presented in Table 17, there are 23 occupations male characters have performed; but the number of occupations mentioned for female characters is 9 (see Table 30). This implies unequal treatment towards female gender in terms of the occupational variety they can perform.

Table 17. List of Occupations in 8th Grade Coursebook

JOBS	
FEMALE	MALE
student* (primary school and high school) circus acrobat** maid* teacher* secretary* hostess* musician** model* journalist**	student* (primary school and high school) businessman* farmer* scientist* teacher* pilot* journalist* mechanic* shop assistant* baker* waiter* postman* dentist* artist* singer* footballer* manager* anchorman* musician* tourist guide* university student* photographer* interviewer*

* Jobs defined as 'traditional' by Helvacioğlu (1996) and Arslan (2000).

** Jobs defined as 'non-traditional' by Helvacioğlu (1996) and Arslan (2000).

The results on Table 18 expose that the occupations male characters have appeared performing are 100% traditional jobs (businessman, dentist, footballer, etc.), which are defined as the domain of males. Female characters have appeared performing jobs defined as traditional (teacher, secretary, maid, etc.); but they also appear in non-traditional jobs (circus acrobat, musician, journalist) with 33% throughout the coursebook. In this sense, the book has a positive message as it portrays female characters performing jobs defined as the domain of males. However, male characters have still been represented retaining traditional jobs assigned to their gender.

Table 18. Traditional and Non-traditional Jobs in 8th Grade Coursebook

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL
FEMALE	6	67%	3	33%	9
MALE	23	100%	0	0%	23

4.5. Activities Related to Household Responsibilities

4.5.1. 6th Grade Coursebooks

As the household responsibilities are given to both sexes as displayed in Table 19, the coursebook presents a message contrary with traditional gender ideology. The results in Table 20 demonstrate that out of the 5 household responsibilities; female characters have performed 80%, while male characters have performed 100% of the activities. For example; 'driving car', which is traditionally assigned to men, is performed by women; while the book presents images of men performing household chores such as cleaning the house, cooking, etc. which are in fact described as the domain of women.

Table 19. Household Responsibilities in the 6th Grade Coursebook

DISTRIBUTION OF THE HOUSEHOLD RESPONSIBILITIES		
	FEMALE	MALE
Driving	+	+
Shopping	+	+
Cleaning the house	+	+
Cooking cake	+	+
Washing the dishes	-	+

Table 20. Household Activities in Percentages in 6th Grade Coursebook

	FEMALE		MALE		TOTAL
ACTIVITIES PERFORMED	Tokens	%	Tokens	%	
	4	80	5	100	5

4.5.2. 7th Grade Coursebooks

Table 21 presents that out of the 16 responsibilities listed on the table; both genders have taken the responsibility of 10 activities each (see Table 22). An evaluation of the distribution of the responsibilities reveal that female characters have been responsible for domestic tasks such as cooking, washing the dishes, housecleaning, etc. On the other hand, male characters have been represented responsible for the tasks outside the house, such as being involved with the activities of children, mending the goods, garden work, etc. Also going to the bank has been male character's responsibility while female character has taken the letters to the post office. Giving decisions about holiday plans have also belonged to male character (father). The only responsibilities both female and male characters have shared are preparing the shopping list and shopping.

Responsibilities that belong to both female and male children are tidying their own bedrooms and helping the mother set the table. However, female child

is presented as responsible for the domestic task of helping the mother with the housecleaning; while male child helps the father mend the bicycle.

Table 21. Household Responsibilities in 7th Grade Coursebook

DISTRIBUTION OF THE HOUSEHOLD RESPONSIBILITIES		
	FEMALE	MALE
Being involved in the children's school activities	-	+
Setting the table for the meals	+	-
Cleaning the house	+	-
Shopping	+	+
Preparing a shopping list	+	+
Washing the dishes	+	-
Mending the bicycle	-	+
Doing garden work	-	+
Cooking the meal	+	-
Posting the letters	+	-
Going to the bank	-	+
Giving decisions about holiday plans	-	+
Helping the parent with mending the bicycle	-	+
Helping the parent with the housecleaning	+	-
Helping the parent with setting the table	+	+
Childs tidying their own bedrooms	+	+

Table 22. Household Activities in Percentages in 7th Grade Coursebook

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	10	63	10	63	

4.5.3. 8th Grade Coursebooks

The results on Table 23 and 24 demonstrate that out of the 10 household responsibilities listed, women alone have been responsible for the activities related to cleaning (2), cooking (1) and taking care of the children (4). Men alone have only been represented as responsible for giving permission to children (1). The only activity females and males together are engaged in is shopping for the house. Both female and male children have been responsible for helping the mother with the housecleaning.

Table 23. Household Responsibilities in 8th Grade Coursebook

DISTRIBUTION OF THE HOUSEHOLD RESPONSIBILITIES		
	FEMALE	MALE
Cleaning the house	+	-
Washing the dishes	+	-
Cooking	+	-
Nursing the children	+	-
Teaching the children traffic rules	+	-
Waking the children up in the mornings	+	-
Feeding the children	+	-
Giving permissions to the children	-	+
Shopping	+	+
Helping the parents with the housecleaning	+	+

Table 24. Household Activities in Percentages in 8th Grade Coursebook

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	9	90	3	30	10

4.6. Spare Time and Leisure Activities

4.6.1. 6th Grade Coursebook

Table 25 demonstrates that the number of the activities female characters (10) and male characters (10) involved in are equal (see Table 26). An evaluation of the activities reveals that women have performed activities that are traditionally performed by men such as riding horse, photography and playing tennis. At the same time, the performance of 'dancing' (which is traditionally assigned to women) by male characters reveals that gender stereotyping has been avoided in the coursebook. On the other hand, it is still observed that activities like football and basketball have been retained as peculiar to male gender.

Table 25. Spare Time and Leisure Activities in the 6th Grade Coursebook

DISTRIBUTION OF SPARE TIME AND LEISURE ACTIVITIES		
	FEMALE	MALE
Playing football	-	+
Playing guitar	-	+
Dancing	+	+
Skating	+	-
Riding bicycle	+	+
Playing tennis	+	-
Jogging	+	+
Playing computer games	+	+
Gardening	-	+
Camping	-	+
Painting	+	-
Riding horse	+	-
Singing	+	-
Photography	+	-
Travelling	-	+
Playing basketball	-	+

Table 26. Spare Time and Leisure Activities in Percentages in 6th Grade Coursebook

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	10	63	10	63	16

4.6.2. 7th Grade Coursebook

The list of spare time and leisure activities presents 28 activities performed by the characters in the coursebook (Table 27). Female characters are presented performing 12 activities; being excluded from the 16 activities listed in the table, however; male characters have appeared performing 24 activities out of the 28 activities in the table. In other words; female characters have appeared performing 43% of the activities, while male characters have engaged in 86% of the activities in the coursebook (see Table 28). The exclusion of the female gender from 57% of the spare time and leisure activities imply unequal attitude towards female gender as male characters do not take part in only 14% of the activities; attributing social activities more frequently to males. The results demonstrate that female characters have been excluded from activities related to sports (playing volleyball, basketball, etc.), technology (playing computer games) and particular hobbies (fishing, photography, etc.). Male characters have not taken part only in activities related to music, dancing and arts; activities traditionally associated with female gender.

Table 27. Spare Time and Leisure Activities in 7th Grade Coursebook

DISTRIBUTION OF SPARE TIME AND LEISURE ACTIVITIES		
	FEMALE	MALE
Playing basketball	-	+
Playing computer games	-	+
Fishing	-	+
Playing a musical instrument	+	-
Going to the sports events	-	+
Playing volleyball	-	+
Going to the parties	+	+
Going to the movies	+	+
Travelling	+	+
Watching TV	+	+
Playing football	-	+
Going to the picnic	-	+
Listening to the music	+	+
Going to art galleries	-	+
Jogging	-	+
Going to the concerts	+	+
Photography	-	+
Playing marbles	-	+
Climbing mountains	+	+
Martial arts	-	+
Riding bicycle	-	+
Walking	-	+
Folk dancing	+	+
Skiing	-	+
Skating	+	-
Painting	+	-
Dancing	+	-
Swimming	-	+

Table 28. Spare Time and Leisure Activities in Percentages in 7th Grade Coursebook

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	12	43	24	86	28

4.6.3. 8th Grade Coursebook

As presented in Table 29 and 30, female characters have taken part in 12 activities since male characters have been engaged in 21 activities out of the 24 spare time and leisure activities. Female characters have been displayed performing only 50% of the activities whereas male characters have been displayed taking part in 88% of these activities. The results show male characters taking part in social activities more frequently than female characters and this reveals an unequal treatment towards female gender.

An evaluation of the activities presents male characters performing activities related to sports (jogging, playing, football, etc.), social events (going to the concerts, parties, etc.) and hobbies (playing a musical instrument, acting, etc.). On the other hand, female characters have been excluded from all the sports activities except basketball, taking part mostly in social events (going to the museum, circus, movies, etc.). Only female characters in the coursebook have performed 'dancing' and 'singing', which are traditionally attributed to female gender.

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

DISTRIBUTION OF SPARE TIME AND LEISURE ACTIVITIES		
	FEMALE	MALE
Going to the museum	+	-
Going to the circus	+	+
Going to the movies	+	+
Listening to music	-	+
Reading	+	+
Watching TV	-	+
Going to a party	+	+
Swimming	-	+
Photography	-	+
Martial arts	-	+
Playing football	-	+
Dancing	+	-
Singing	+	-
Playing a musical instrument	-	+
Doing acrobatics	-	+
Acting	-	+
Jogging	-	+
Playing football	-	+
Travelling	+	+
Going to the concert	-	+
Going to the park	+	+
Scouting	+	+
Going to the picnic	+	+
Playing basketball	+	+

Table 30. Spare Time and Leisure Activities in Percentages in 8th Grade Coursebook

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	12	50	21	88	24

4.7. Speech Act Analysis

The following speech acts have been identified as a result of the Speech Act Analysis of the individual utterances in the three coursebooks under examination in this study. The same speech acts will be illustrated through examples from the texts*.

- Order

Excerpt 1

Girl: I want a pullover, please. **(order)**

Salesman: What color would you like?

Girl: Blue. Dark blue please.

Salesman: What size do you want?

Girl: Medium, please.

Salesman: Here you are. **(accept)**

(7/27)

- Ask for information

Excerpt 2

Berk: Have you ever seen the film of Harry Potter? **(ask for information)**

Özlem: Yes, I have. **(inform)**

(8/6)

* The grade of the coursebook and the page number will be indicated in brackets under the examples, e.g. (6/47)

- Request

Excerpt 3

Student 1: Can you lend me your pencil? (**request**)

Student 2: Yes, of course. (**comply**)

(7/68)

- Advise

Excerpt 4

A: I'm cold. (**complain**)

B: If you're cold, close the window. (**advise**)

(8/24)

- Approve

Excerpt 5

Operator: Good evening.

Sarah: Good evening. Mr. Arthur Wiggans please.

Operator: Mr. Wiggans? (**ask for approval**)

Sarah: Yes, please. (**approve**)

(6/9)

- Instruct

Excerpt 6

Tourist: Sorry. Can you tell me the way please? (**request**)

David: First, go straight ahead and then turn left. Walk along the street. It's on the left. (**instruct**)

(6/46)

- Ask for clarification

Excerpt 7

Mother: Kevin, be careful! (**warn**)

Kevin: What? (**ask for clarification**)

Mother: If you pull the tablecloth like that, the glass will fall on the floor. (**clarify the warning**)

(8/29)

- Offer

Excerpt 8

Coach: Do you want some water? (**offer**)

Yiğit & David: Yes, please. (**accept**)

(6/59)

- Permit

Excerpt 9

Jack: Mrs. Abbot. I've found the meaning of "astronaut". May I read it?

(ask for permission)

Mrs. Abbot: All right. What does it mean? (**permit**)

(8/49)

- Reject

Excerpt 10

Jack: Can I help you? (**offer**)

Mary: No, thank you. (**reject**)

(7/67)

- Console

Excerpt 11

David: Oh, it's two o'clock and I'm late for the Maths exam (**express worry**).

Filiz: What day is it today?

David: It's Thursday.

Filiz: Oh, David! Don't panic. Our exam is at two o'clock on Friday. You aren't late for the exam. (**console**)

(6/22)

- Complain

Excerpt 12

Man: I don't like girls who are late. (**complain**)

(8/54)

- Protest

Excerpt 13

Mike: Susan, I've got an idea!

Susan: What is it?

Mike: Let's have a picnic today. **(request)**

Susan: A picnic! You're joking! **(protest)**

(6/73)

- Ask for approval

Excerpt 14

Student 1: You are coming with me to the garden, aren't you? **(ask for approval)**

Student 2: Yes, I am. **(approve)**

(7/5)

- Ask for permission

Excerpt 15

Student: Good morning. May I come in? **(ask for permission)**

Teacher: Yes, sure. **(permit)**

(7/68)

- Comply

Excerpt 16

Student 1: Have you got a dictionary?

Student 2: Yes, I have.

Student 1: Can I borrow it? **(request)**

Student 2: Yes, here you are. **(comply)**

(7/68)

- Accept

Excerpt 17

Susan: Let's stay at home and watch a comedy film. **(offer)**

Mike: Yes, that's a good idea. **(accept)**

(6/73)

- Assert

Excerpt 18

Man 1: I hate children who make a lot of noise. **(assert)**

Man 2: So do I. **(agree)**

(8/54)

- Inform

Excerpt 19

Carol: You look sad. What's the problem? **(ask for information)**

Mary: I'm worrying about the next exam. **(inform)**

(8/29)

- Thank

Excerpt 20

The girl: What is it? **(ask for information)**

Betty: It's half past eleven. **(inform)**

The girl: Thanks. **(thank)**

(6/18)

- Compliment

Excerpt 21

Woman: Oh, Jack. She's beautiful. **(assert)**

Man: You are more beautiful than her, Jill. **(compliment)**

(7/24)

- Praise

Excerpt 22

Mike: Your office skills are excellent. You can use all office machines.

(praise)

John Scott: Yes, Mr. Hunter, and I can type 100 words a minute.

(inform/boast)

(6/42)

- Apologize

Excerpt 23

Teacher: Where is your homework? **(reprimand)**

Student: I'm sorry. I forgot it. **(apologize)**

(7/18)

- Show involvement

Excerpt 24

Man 1: Next week we have a concert at the Grand Hall. (**assert**)

Man 2: Really? John is in your group, isn't it? (**show involvement**)

(8/54)

4.7.1. 6th Grade Coursebook

Depowering Speech Acts are the verbal acts that have been identified as acts of 'bidding for power' the performance of which create a relatively powerful self-image over the other interlocutor(s) (Çubukçu, 2005) while depowering the other participant.

As shown in Table 31, out of 188 Acts, 111 acts have been performed by female characters and 78 acts performed by male characters. In other words, females have used speech acts such as 'order', 'request', 'reject', 'advise', 'ask for clarification', which assign power to the speaker once uptaken by the interlocutor (Çubukçu 2005) more frequently (59%) than male characters (%41). In other words, the findings reveal that female characters have used Depowering Acts 18% more frequently than male characters, which reflect a relatively more powerful self-image on the part of the female characters.

Table 31. Depowering Acts in the 6th Grade Coursebook

DEPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
order	18	<i>64</i>	10	<i>36</i>	28
ask for information	54	<i>58</i>	39	<i>42</i>	93
request	16	<i>76</i>	5	<i>24</i>	21
advise	1	<i>100</i>	-	<i>0</i>	1
approve	3	<i>100</i>	-	<i>0</i>	3
instruct	-	<i>0</i>	1	<i>100</i>	1
ask for clarification	6	<i>86</i>	1	<i>14</i>	7
offer	4	<i>21</i>	15	<i>79</i>	19
permit	1	<i>100</i>	-	<i>0</i>	1
reject	5	<i>55</i>	4	<i>45</i>	9
console	1	<i>33</i>	2	<i>67</i>	3
complain	-	<i>0</i>	1	<i>100</i>	1
protest	2	<i>100</i>	-	<i>0</i>	2
TOTAL	111	59	78	41	189

As illustrated in Table 32, female characters have outperformed male characters by 58% in using Empowering Speech Acts such as 'ask for approval', 'comply', 'assert', 'thank', 'compliment', while male characters use 42% of the empowering acts. In other words, the analysis of interactional discourse in this coursebook suggests that female characters tend to assign power to male characters more than male characters do.

It is also observed that male characters have used Empowering Acts more frequently than female characters %18 in conversations including uni-gender and cross-gender interactions.

Table 32. Empowering Acts in the 6th Grade Coursebook

EMPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
ask for approval	4	<i>100</i>	-	<i>0</i>	4
ask for permission	1	<i>100</i>	-	<i>0</i>	1
comply	6	<i>100</i>	-	<i>0</i>	6
accept	7	<i>47</i>	8	<i>53</i>	15
assert	9	<i>53</i>	8	<i>47</i>	17
inform	53	<i>52</i>	48	<i>48</i>	101
thank	12	<i>60</i>	8	<i>40</i>	20
compliment	3	<i>100</i>	-	<i>0</i>	3
praise	-	<i>0</i>	1	<i>100</i>	1
apologize	3	<i>60</i>	2	<i>40</i>	5
show involvement	6	<i>86</i>	1	<i>14</i>	7
TOTAL	104	58	76	42	180

4.7.2. 7th Grade Coursebook

As illustrated in Table 33, there are total 172 Depowering Speech Acts both female and male characters perform in the coursebook. The findings demonstrate that female characters perform 73 acts and that male characters use 99 acts. According to these results, it is observed that male characters have used speech acts ('request', 'order', 'offer', 'ask for information', 'instruct', etc.) that assign power to the speaker more frequently (48%) than female characters (42%). Furthermore, the results suggest that male characters use Depowering Acts

Table 33. Depowering Acts in 7th Grade Coursebook

DEPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
order	5	<i>45</i>	6	<i>55</i>	11
ask for information	43	<i>43</i>	57	<i>57</i>	100
request	3	<i>27</i>	8	<i>72</i>	11
advise	1	<i>50</i>	1	<i>50</i>	2
approve	5	<i>50</i>	5	<i>50</i>	10
instruct	-	-	1	<i>100</i>	1
ask for clarification	-	-	5	<i>100</i>	5
offer	5	<i>35</i>	9	<i>65</i>	14
permit	2	<i>100</i>	-	-	2
reject	9	<i>56</i>	7	<i>44</i>	16
TOTAL	73	42	99	48	172

As presented in Table 34, male characters have performed 126 Empowering Acts; and female characters have used 78 acts. The result reveals that while male characters have used 62% of the total 204 acts, female characters have used only 38% of the Empowering Acts in the coursebook. In other words, by the use of speech acts like 'accept', 'inform', 'show involvement', 'assert', 'thank', etc., male characters have assigned power to female characters more frequently than their counterparts.

To sum up, the findings reveal that male characters have performed Empowering Speech Acts 24% more frequently than female characters do in interactional discourse.

Table 34. Empowering Acts in 7th Grade Coursebook

EMPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
ask for approval	5	<i>63</i>	3	<i>37</i>	8
ask for permission	2	<i>50</i>	2	<i>50</i>	4
comply	1	<i>50</i>	1	<i>50</i>	2
accept	4	<i>33</i>	8	<i>67</i>	12
assert	25	<i>47</i>	28	<i>53</i>	53
inform	40	<i>34</i>	78	<i>66</i>	118
thank	-	-	2	<i>100</i>	2
compliment	-	-	1	<i>100</i>	1
praise	1	<i>100</i>	-	-	1
apologize	-	-	2	<i>100</i>	2
show involvement	-	-	1	<i>100</i>	1
TOTAL	78	38	126	62	204

4.7.3. 8th Grade Coursebook

The findings related to the use of Depowering Speech Acts (Table 35) reveal that male characters have used 78 acts whereas female characters have performed 60 acts out of the total sum of 138 acts. That male characters have used 57% and female characters 43% of the Depowering Acts suggest that; male characters have used these acts 14% more frequently than female characters. Examples of these acts are 'ask for information', 'approve', 'ask for clarification', 'offer', 'advise', etc.

Table 35. Depowering Acts in 8th Grade Coursebook

DEPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
order	9	<i>64</i>	5	<i>36</i>	14
ask for information	28	<i>42</i>	37	<i>58</i>	65
request	1	<i>50</i>	1	<i>50</i>	2
advise	2	<i>20</i>	8	<i>80</i>	10
approve	-	-	5	<i>100</i>	5
ask for clarification	1	<i>25</i>	3	<i>75</i>	4
offer	8	<i>38</i>	13	<i>62</i>	21
permit	1	<i>100</i>	-	-	1
reject	8	<i>66</i>	4	<i>34</i>	12
console	1	<i>50</i>	1	<i>50</i>	2
complain	1	<i>50</i>	1	<i>50</i>	2
TOTAL	60	43	78	57	138

The results in Table 36 show that male characters have used 71 Empowering Acts since female characters use 68 acts. In other words, male characters have performed 51% and female characters have used 49% out of 140 Empowering Speech Acts. The analysis reveals that female and male characters have employed empowering strategies equally; neither assigning power to the other party.

Table 36. Empowering Acts in 8th Grade Coursebook

EMPOWERING ACTS					
	FEMALE		MALE		TOTAL SUM
	Tokens	%	Tokens	%	
ask for approval	1	<i>50</i>	1	<i>50</i>	2
ask for permission	1	<i>50</i>	1	<i>50</i>	2
comply	-	-	3	<i>100</i>	3
accept	3	<i>33</i>	2	<i>66</i>	3
assert	17	<i>39</i>	27	<i>61</i>	44
inform	32	<i>50</i>	31	<i>50</i>	63
thank	3	<i>43</i>	4	<i>57</i>	7
compliment	3	<i>75</i>	1	<i>25</i>	4
apologize	1	<i>100</i>	-	-	1
show involvement	7	<i>77</i>	2	<i>23</i>	9
TOTAL	68	49	71	51	140

4.8. Overall Evaluation of The Coursebooks

An overall evaluation on:

- total frequency of appearance of female and male characters,
- total amount of talk,
- female and male figures in family roles and in other social and occupational activities,
- traditional and non-traditional jobs,
- distribution of household activities,
- distribution of spare time and leisure activities
- speech acts

has been made to see the whole picture of female and male gender representations in the three coursebooks under investigation.

4.8.1. Appearance of Female and Male Characters

The total sum of appearance of characters suggests that male characters have been represented 6% more frequently than male characters in three coursebooks (Table 37).

Table 37. Total Appearance of Characters in Three Coursebooks

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
appearance of the characters	408	42	562	58	970

4.8.2. Amount of Talk

When female and male characters are compared in terms of spoken representation, it is observed that male characters are represented 14% more frequently than female characters in three coursebooks (Table 38).

Table 38. Total Amount of Talk in Three Coursebooks

	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
amount of talk (by turns)	391	43	515	57	906

4.8.3. Family Roles and Other Social and Occupational Roles

The total results on the representation of characters as family members and in other social and occupational roles suggest that female characters are represented 8% more frequently than male characters as a family member in

three coursebooks. It is also observed that male characters are represented 22% more frequently than female characters in other social and occupational roles in total sum (Table 39).

Table 39. Total F-M Figures in Family and in Other Social/ Occupational Activities in All Three Coursebooks

	FEMALE FIGURE		MALE FIGURE		TOTAL
	Tokens	%	Tokens	%	
As a family member	96	54	83	46	179
In other social and occupational roles	312	39	479	61	791

An overall evaluation of family role representations as wife/mother, husband/father, female child and male child reveals that female characters in the role of wife/mother has been presented 12% more frequently than male characters in the role of husband/ father. It is also found that the role of male child as 'son' has been presented 5% more frequently than the role of female child as 'daughter' (Table 40).

Table 40. Total Sum of Family Roles in All Three Coursebooks

FEMALE			MALE			TOTAL
	Tokens	%		Tokens	%	179
wife/mother	51	28	husband/father	29	16	
female child	45	25	male child	54	30	

4.8.4. Occupational Activities

The total sum of traditional and non-traditional occupations assigned for female and male characters in three coursebooks suggests that more occupational choices are presented to male characters than female characters by representing male characters in 59 jobs and female characters in 29 jobs (Table 41). It is also observed that male characters have been represented most frequently performing jobs (baker, mechanic, scientist, president, waiter, policeman, engineer, bank manager, doctor, footballer, etc.), which are traditionally defined as 'male jobs'. However, the results reveal that female characters have been shown taking part in both jobs traditionally assigned for them (teacher, maid, secretary, hostess, nurse, etc.) and in non-traditional jobs (circus acrobat, journalist, athlete, men's barber, doctor, etc.)

Table 41. Total Sum of Traditional and Non-traditional Jobs in All Three Coursebooks

	TRADITIONAL OCCUPATIONS		NON-TRADITIONAL OCCUPATIONS		TOTAL
FEMALE	17	59%	12	41%	29
MALE	57	97%	2	3%	59

4.8.5. Activities Related to Household Responsibilities

A total evaluation of the household responsibilities assigned to female and male characters in three coursebooks under investigation suggests that female characters have been presented engaging in household chores 12% more frequently than male characters (Table 42). The findings on distribution of household responsibilities reveal that female characters are mostly responsible with domestic tasks involving cooking, cleaning, taking care of children, etc.; since male characters are represented responsible with the tasks outside the house, such as garden work, mending, involving in outdoor activities of children, etc.

Table 42. Total Sum of Household Activities in Percentages in All Three Coursebooks

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	23	56	18	44	41

4.8.6. Spare Time and Leisure Activities

The findings related to the distribution of spare time and leisure activities to female and male characters in three coursebooks suggest that male characters take part in these activities 24% more than female characters (Table 43). It is also observed that male characters are represented most frequently performing activities related to sports (e.g. playing basketball, football, etc.), technology (e.g. playing computer games), outdoor activities (camping, travelling, etc.) and particular hobbies (photography, fishing, etc.). The activities female characters are presented in mostly involve social events (e.g. going to the movies, concerts, etc.), activities related to music (e.g. listening to music, folk dancing) and arts (painting).

Table 43. Total Sum of Spare Time and Leisure Activities in Percentages in All Three Coursebooks

ACTIVITIES PERFORMED	FEMALE		MALE		TOTAL
	Tokens	%	Tokens	%	
	12	50	21	88	24

4.8.7. Speech Act Analysis

In the three coursebooks investigated, it is found that there is a balanced representation of female and male characters in terms of their use of Depowering Speech Acts (Çubukçu, 2005). The findings revealed that neither party have tried claim power over the other.

Table 44. Total Sum of Depowering Acts in All Three Coursebooks

DEPOWERING ACTS				
FEMALE	%	MALE	%	TOTAL
244	42	336	58	580

The findings on the use of Empowering Speech Acts (Çubukçu, 2005) suggest a balance between the representations of the verbal behaviors of female and male characters in the coursebooks. In other words, it is observed that neither female characters nor male characters have attributed power to other party.

Table 45. Total Sum of Empowering Acts in All Three Coursebooks

EMPOWERING ACTS				
FEMALE	%	MALE	%	TOTAL
250	48	273	52	523

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.0. Introduction

This chapter of the study presents conclusions and implications obtained by the results of the analyses conducted in this study. To answer the main question related to the depiction of gender roles in 6th, 7th and 8th grade English coursebooks published by the Ministry of National Education and taught in 2005-2006 Year of Education in Turkish state primary schools and the accompanying research questions, conclusions drawn from the findings of this study will be presented. In the light of the findings, implications for the production of English coursebooks that are free from gender stereotyping will be stated. Also, recommendations for further research will be made.

5.1. Conclusions On the Findings

In carrying out this study, the research was guided by research objectives with accompanying research questions. To reveal the gender ideology in English coursebooks to be investigated, the main research problem was supported by the main question: “How are gender roles depicted in 6th, 7th and 8th grade English coursebooks published by the Ministry of National Education and taught in 2005-2006 Year of Education in Turkish state primary schools?” The findings of the study were specifically collected with the purpose of responding to the following study objectives:

- To determine through content analysis the portrayal of gender roles in 6th, 7th and 8th grade English coursebooks and if this portrayal implies discrimination against female or male gender.

- To investigate to what extent and in what forms power relations between female and male characters are reflected in coursebooks.

- To establish a database in the analysis of the depiction of gender roles in coursebooks that would be used in future to guide in coursebook writing or research.

In determining the portrayal of gender roles in three coursebooks at hand, content analysis as a research method was used to analyze visual data. Research questions in the content analysis task were centered on a comparison of female and male characters in the portrayal of gender roles. Content analysis allowed the identification of gender role stereotyping in coursebooks in the selected categories.

For the analysis of verbal data, discourse analysis was applied to data. The focus in this procedure was on power relations reflected through the verbal behaviors of female and male characters in the coursebooks under investigation. Discourse analysis made the detection of power relations between the representations of female and male characters through the categories of power relations (Çubukçu, 2005).

5.1.1. Conclusions Drawn from Content Analysis through the Evaluation of Research Questions

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the appearance of female and male characters?

In terms of frequency of appearance, there was a balanced distribution of female and male characters in the 6th grade coursebook. However, in 7th and 8th grade coursebooks it was found that more male characters were portrayed than female characters. An overall evaluation of the three coursebooks in terms of frequency of appearance also demonstrated that there was an imbalanced gender representation in favor of male characters.

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the amount of talk?

The results on the amount of talk realized by both genders in the 6th grade showed that female characters talked more than male characters, which implies the dominance of female characters according to Dominguez (2003) whereas Tannen (1995) interprets this situation as a tool that reinforces the traditional image of women as 'chatterbox'.

On the contrary, it was observed that male characters outnumbered female characters in terms of amount of talk in 7th and 8th grade English coursebooks. The imbalance between the spoken representations of female and male characters indicated that there is relative dominance of male representation in these coursebooks.

The total sum of conversational turns in the three coursebooks revealed that female characters were underrepresented when compared to male characters in spoken representation.

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the family roles and other social and occupational roles?

In relation to family roles and other social and occupational roles, the findings obtained from 6th and 8th grade coursebooks demonstrated that there was an imbalance between female characters and male characters in three coursebooks. The findings showed that adult female characters were represented more frequently as a family member which emphasizes motherhood/wifehood. On the contrary, adult male characters were defined more frequently with their occupational and other social roles. However, this is not the case with the 7th grade coursebook, where there was an equal representation of adult female and male characters.

The results obtained from the 7th and 8th grade coursebooks revealed that these coursebooks had a non-traditional representation of female and male child by attributing family membership more frequently to male children than female children; thus strengthening the social identity of female gender. On the contrary, 6th grade coursebook represented female children as 'daughters' more frequently than it represented male children as 'sons', emphasizing the social identity of the male gender.

A total picture of the family roles and other social and occupational roles reveal that female characters in three coursebooks were represented as family

members more frequently than male characters, who were defined more frequently with their occupational and social roles.

As for the family roles, it was observed that adult female characters were defined with their roles in family more frequently than male characters were. However, an overall evaluation of coursebooks showed that social identities of female children were emphasized more than male children. It is also found that male children were represented more frequently with their roles in family.

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the occupational activities?

In the case of occupational activities, male characters as compared to female characters were shown to have more diverse occupational choices. In all the coursebooks investigated, it was observed that female characters were represented performing both traditional jobs assigned for female gender and non-traditional jobs in the narrow occupational choices provided for them. However, this was not the case with male characters in the coursebooks, whose wide range of occupational choices comprised of traditional jobs assigned for male gender.

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the activities related to household responsibilities?

In the light of the findings, it was observed that household responsibilities in the 6th grade coursebook were assigned to both of the genders. That the coursebook presented female and male characters performing household chores equally is a non-traditional depiction of gender roles.

However, it was observed that this case did not apply to the 7th and 8th grade coursebooks, where there was a rigid division of household responsibilities. In these coursebooks, women were portrayed carrying out domestic activities related to cooking, cleaning and taking care of children. Domestic tasks were shown to be the domain of male gender. On the other hand, male characters were shown performing their responsibilities outdoors. Male characters were presented in disassociation with domestic chores in most of the cases; performing outdoor activities related to mending, garden work and outdoor activities of the children.

A total evaluation of the three coursebooks suggested that the distribution of household responsibilities to female and male characters in the coursebook was stereotyped.

- What are the identifiable indications of gender roles stereotyping in the illustrations and the texts in the books content analyzed in terms of the distribution of leisure and spare time activities?

The findings on the distribution of spare time and leisure activities in the coursebooks revealed an imbalanced representation of female and male characters taking part in these activities. It was observed that activities related to sports, outdoor activities, technology and particular hobbies have been retained as the domain of male gender. On the other hand, female characters were mostly presented participating in activities that involve activities related to social events, music and arts.

5.1.2. Conclusions Drawn from Discourse Analysis through the Evaluation of Research Question

- Is there any asymmetrical relationship between the verbal representations of female and male characters in the coursebooks?

In the 6th grade coursebook, the findings revealed that female characters performed both depowering and empowering speech acts more frequently than male characters; they not only reflected a relatively more powerful self-image, but also tended to assign power to other party.

The findings obtained from the 7th grade coursebook suggested more frequent use of depowering and empowering speech acts by male characters compared with female characters. These results imply that male characters used depowering acts that assign power to the other speaker and empowering speech acts that assign power to the other party more frequently than female characters.

The findings related to the use of depowering and empowering speech acts in the 8th grade coursebook revealed that male characters performed more frequent use of acts of Depowerment; creating a relatively more powerful image

over female characters. The use of empowering acts by both female and male characters was balanced, neither speaker attributing power to the other.

An overall evaluation on the part of power acts exposed that both female and male characters employed equal amount of strategies of depowerment and empowerment, neither party claiming for and bidding for power.

5.1.3. Summary to the Conclusions

The findings on the portrayal of gender roles depicted in 6th, 7th and 8th grade English coursebooks published by the Ministry of National Education and taught in 2005-2006 Year of Education in Turkish state primary schools revealed that there was gender imbalance in the depiction of gender roles across almost all categories used in content analysis. Female characters compared to male characters were underrepresented in terms of frequency of appearance, amount of talk, representations in family roles and other social and occupational roles, distribution of household responsibilities and spare time and leisure activities in most cases.

On the other hand, the results obtained from the discourse analysis of the verbal behaviors of the characters in the coursebooks revealed that there was a balanced representation of female and male gender. It was found that the characters performed equal amount of depowering and empowering strategies in conversations including uni-gender and cross-gender interactions.

5.2. Implications for ELT

According to Freeman and McElhinny 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 the institutions (1996). According to Wharton (2005: 239), one of the social constructs that children come to know about is gender, and coursebooks offer students particular images of gender:

There is a consensus, among those studying the portrayal and construction of gender in books for children, that many such books are and have been sexist. Books categorised as sexist may represent more males than females, offer stereotypical images of males and females, and treat a masculine perspective on experience as the social norm.

Stereotyped gender role messages in the textbooks are responsible in producing gender inequalities between girl and boy learners in the schooling and especially in the teaching and learning process. As has been shown through the findings, there is gender stereotyping in coursebooks investigated, and when girl students are exposed to these coursebooks; the messages they receive would by and large negatively affect them.

The importance of the policy to eliminate gender stereotyping in the coursebooks is an issue that has recently been paid attention in Turkey. Available literature in Turkey on coursebooks shows that curriculum reform to get rid of gender stereotyping has neither been implemented in educational institutions nor by the Turkish Ministry of National Education responsible for curriculum development. To ensure the production of coursebooks that are free from gender bias, institutions or people such as writers, illustrators, editors and publishing houses responsible for the production of coursebooks should rely on the guidelines provided by the studies (Helvacioğlu, 1986; Arslan, 2000; Esen and Bağlı, 2002; Özdoğru, Aksoy, Erdoğan and Gök, n.d.) that investigated the stereotyped representations of gender roles in coursebooks.

5.3. Recommendations for Further Studies

For elimination of gender stereotyping in English coursebooks and for the production of non-sexist English coursebooks, further research can include studies in the following areas:

- Investigation on how teacher education curriculum orientates teacher trainees and teachers in the field of gender issues, especially those that relate to classroom use of coursebooks from a gender perspective;
- To investigate teacher-student classroom interactions and the carrying out of extra-curricular activities from a gender perspective;

- The comparison and an evaluation of the textbooks that have been investigated in terms of the portrayal of gender roles to ensure the production of non-sexist textbooks.

REFERENCES

- Anderson, R. H. (2000). Socialization and social roles. Retrieved July 16, 2006, from
<http://carbon.cudenver.edu/public/sociology/introsoc/topics/UnitNotes/week04.html>
- Ansary, H. & Babaii E. (2003). Subliminal sexism in current ESL/EFL textbooks. *Asian EFL Journal*, 5 (1). Retrieved June 26, 2006, from
<http://www.asian-efl-journal.com/march03.sub1.php>
- Arnold-Gerrity, D. (1978). *Sex stereotyping of women and girls in elementary textbooks and its implication for future work force participation*. Paper presented at the North Central Sociological Association, Cincinnati, May 1978 (ERIC Document Reproduction Service ED 191087).
- Arslan, Ş. A. (2000) *Ders kitaplarında cinsiyetçilik*. T.C. Başbakanlık Kadının Statüsü ve Sorunları Genel Müdürlüğü Yayınları.
- Babaii, E., & Ansary, H. (2001). *The structure of and stricture on TV Commercials in Iran*. Paper presented at the 5th Conference on Theoretical and Applied Linguistics, Allame Tabataba'i University, Tehran, March 13-15, 2001.
- Beal, C.R. (1994). *Boys and girls: the development of gender roles*. USA: McGraw-Hill, Inc.
- Bem, S. L. (1981). Gender schema theory: a cognitive account of sex typing. *Psychological Review*, 88 (4), 354-364.
- Britton, G.& Lumpkin, M. (1977). For sale: Subliminal bias in textbooks. *The Reading Teacher*, 31(1), 40-45.
- Bronfenbrenner, U. (1960). Freudian theories of identification and their derivatives. *Child Development*, 31, 15-40.
- Brown. H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.
- Cameron, D. (1985). *Feminism and linguistic theory*. Great Britain: The Macmillan Press Ltd.
- Cincotta, M. S. (1978). Textbooks and their influence on sex-role stereotype formation. *BABEL: Journal of the Australian Federation of MLTS Associations*, 14(3), 24-29.

- Coles, G. (1977). Dick and Jane grow up: Ideology in adult basic education readers. *Urban Education*, 12(1), 37-53.
- Çubukçu, H. (2005). *Towards the fourth layer in conversation*. Paper presented in IPRA conference, Riva Del Garda, Italy, July 13-18, 2005.
- Davies, B. (1995). *Gender bias in school textbooks*. London: Commonwealth Secretariat.
- Davoodi, M. (1999). *Language and culture in Iranian high school English textbooks*. Unpublished paper. Shiraz University, Iran.
- Discourse Analysis (n.d.) Retrieved November 27, 2006, from <http://www.ischool.utexas.edu/~palmquis/courses/discourse.htm>
- Dominguez, L. M. (2003). Gender textbook evaluation. Retrieved November 04, 2005, from <http://www.cels.bham.ac.uk/resources/essays/Dominguez5.pdf#search=%22liliana%20m.%20dominguez%22>
- Erdoğan, A. 12-14 yaş: *Başdöndürücü değişim*. Retrieved August 05, 2005, from http://www.aile.org.tr/ergenlik_donemi_haberler_detay.aspx?haber_id=974&habalt_baslik=Gelişim
- Esen, Y. & Bağlı, M. T. (2002). İlköğretim ders kitaplarındaki kadın ve erkek resimlerine ilişkin bir inceleme. *Ankara üniversitesi eğitim bilimleri dergisi*, 35 (1-2).
- Fairclough, N. (1989). *Language and Power*. New York: Longman.
- Farooq, M. U. (1999). Examining sexism in an efl textbook. Retrieved February 11, 2006, from <http://www.cels.bham.ac.uk/resources/essays/search='sexism%20textbooks>
- Freeman, R. & McElhinny B. (1996). Language and gender. In McKay, S.L. & Hornberger, N.H. (Eds.), *Sociolinguistics and Language Teaching* (pp. 218-280) USA: Cambridge University Press.
- Gençay, S. *Gençlik döneminde kimlik ve arkadaşlık*. Retrieved August 05, 2005, from <http://www.rehberlik.com/uzman.php#>
- Glossary (n.d.) Retrieved November 26, 2006, from <http://www.mhhe.com/socscience/devel/common/gloss/d-g.htm>

- Gökalp, N. (1994). Female revolt in american drama: 1960-1980. *Uprising: Protests & The Arts: The Journal of American Culture and Literature*, 1994 Issue, 97-107.
- Graham, A. (1975). The making of non-sexist dictionary. In B. Thorne, & N. Henely (Eds.), *Language and sex: Difference and dominance*, (pp. 57-63). Rowley, MA: Newbury House Publishers.
- Halsey, W. D. (Ed.) (1988) *Macmillan contemporary dictionary*. Macmillan Publishing CO., Inc.: New York.
- Hartman, P. L., & Judd, E. L. (1978). Sexism and TESOL materials. *TESOL Quarterly*, 12 (4), 383-393.
- Heffner, C. L. (2002) Erikson's stages of psychosocial development. Retrieved July 17, 2006, from <http://www.allpsych.com/personalitysynopsis/erikson.html>
- Hellinger, M. (1980). For men must work, and women must weep: sexism in english language textbooks used in german schools. *Women's Studies International Quarterly*, 3, 267-275
- Helvacioğlu, F. (1996). *Ders Kitaplarında Cinsiyetçilik 1928-1995*. Kaynak Yayınları.
- Hyde, J. S. & Durik, A. M. (n.d.) Psychology of women and gender in the 21st century. Retrieved 8August 30, 2006, from <http://teachpsych.lemoyne.edu/teachpsych/faces/text/Ch08.htm>
- Hoomes, E. (1978). *Sexism in high school literature anthologies*. Unpublished Ph.D. dissertation, Georgia State University.
- Kearsley, G. (n.d.) Social learning theory. Retrieved July 09, 2006, from <http://tip.psychology.org/bandura.html>
- Kendall, S. & Tannen, D. (2003). Discourse and gender. In Schiffrin, D., Tannen, D. & Hamilton, H. E. (Eds.), *The Handbook of Disourse Analysis* (pp. 548-567) UK: Blackwell Publishing Ltd.
- Kalia, N. N. (1982). *Images of men and women in Indian textbooks*. In G. P. Kelly, & C. M. Elliot (Eds.), *Women's education in the third world: Comparative perspectives* (173-187). Albany, NY: State University of New York.

- Körpez, E. (1997). "Revenge:" The confinement of the female self. *15th Anniversary Special Issue: The Journal of American Culture and Literature*, 1997 Issue, 100-106.
- Martin, C. L. & Ruble, D. (2004). Children's search for gender cues. *Current Directions in Psychological Science*, 13 (2), 67-70.
- McCarthy, M. & Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching*. New York: Longman Publishing.
- Michel, A. (1986). *Down with stereotypes! Eliminating sexism from children's literature and school textbooks*. Paris: UNESCO.
- Mkuchu, S. G. V. (2004). Gender roles in textbooks as a function of hidden curriculum in Tanzania primary schools. Unpublished doctoral dissertation, University of South Africa.
- Nilsen, A. (1977). Sexism in children's books and elementary classroom materials. In A. Nilsen, H. Bosmajian, H. Gershuny, & J., Stanley (Eds.), *Sexism and language*, (pp. 161-179). Urbana, Illinois: National Council of Teachers of English.
- Pauwels, A. (1998). *Women Changing Language*. London: Longman.
- Peterson, S., & Kroner, T. (1992). Gender biases in textbooks for introductory psychology and human development. *Psychology of Women Quarterly*, 16 (1)17-36.
- Porreca, K. L. (1984). Sexism in current ESL textbooks. *TESOL Quarterly*, 18(4), 704-724.
- Poulou, S. (1997). Sexism in the discourse roles of textbook dialogues. *Language Learning*, 15, 68-73.
- PROMISE (2001). *Content analysis of introductory geology textbooks*. Website of the Project for Multicultural and Interdisciplinary Study and Education in University of Nevada, Las Vegas [Retrieved November 15, 2005, from <http://www.scsv.nevada.edu/~promise/content.html>].
- Psychosexual Development. (2006, September 12) In *Wikipedia, The Free Encyclopedia*. Retrieved July 13, 2006, from http://en.wikipedia.org/wiki/Psychosexual_development
- Schiffrin, D. (1994) *Approaches to discourse*. UK: Blackwell Publishing Ltd.

- Sleeter, C., & Grant, C. (1991). Race, class, gender and disability in current textbooks. In M. W. Apple, & L. K. Christian-Smith (Eds.), *The politics of the textbook* (pp. 78-110). London, UK: Routledge.
- Tasmajian, D. (n.d.) Socialization skills acquired by elementary school children. Retrieved July, 13, 2006. from <http://www.kon.org/urc/tasmajian.html>
- Özdağ, U. (1995-1996). Dickinson: The romantic rebel of feminine awareness. *Romanticism: The Persistent Impulse: The Journal of American Culture and Literature*, 1995-1996 Issue, 105-111.
- Özdoğru, A.A., Aksoy, G., Erdoğan, N. & Gök, F. (n.d.). Content analysis for gender bias in Turkish elementary school textbooks. Retrieved July 18, 2006, from <http://www.albany.edu/eqre/papers/39EQRE.pdf#search=%22reference%20%C3%96zdo%C4%9Fru%20%C2%Aksoy%20%C2%20Erdo%C4%9Fan%20and%20G%C3%B6k%20%22>
- Vandergrift, K. E. (2005). Gender and culture in picture books. Retrieved August 10, 2005, from <http://www.scils.rutgers.edu/~kvander/Culture/index.html>
- Wharton, S. (2005). Invisible females, incapable males: gender construction in a children's reading scheme. [Electronic version] *Language and Education*, 19, 238-251
- Zeenatunnisa, R. (1989). *Sex discrimination in education: Content analysis of Pakistani school textbooks*. Hague, Netherlands: Institute of Social Studies.

CURRICULUM VITAE

Name: Pınar SİVASLIGİL
 Place and Date of Birth: Adana-20 March 1980
 E-mail: pinarsivasligil@hotmail.com

Educational Background

2006 (MA)	University of Çukurova Institute of Social Sciences Department of English Language Teaching
1998-2002 (BA)	University of Hacettepe Faculty of Letters Department of American Culture and Literature
1994-1998	Osman Ökten Anatolian High School
1992-1994	Diyarbakır Anatolian High School
1987-1992	Private Karacadağ Primary School

Experience

2006-...	İmamoğlu Anatolian High School-İmamoğlu/Adana (English Teacher)
2003-2006	Mıdık Adasokağı Primary School-Seyhan/Adana (English Teacher)
2002-2003	23 Nisan Primary School-Kahramanmaraş (English Teacher)
2002	Bil-Dil Language School-Antakya/Hatay (English Teacher)

Presentation in Conference

1-2 June, 2006	“Gender Ideology in 6 th Grade English Coursebooks Published by the Ministry of National Education” The 4 th International Conference of Language, Literature and Stylistics University of Süleyman Demirel
20-21 October, 2005	“Topic Management in Casual Talk” 3 rd International Postgraduate Conference In Linguistics and Language Teaching University of Çukurova