

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING PROGRAMME

SEXISM IN LANGUAGE COURSEBOOKS: A STUDY ON GENDER
REPRESENTATIONS IN THE VISUALS OF THE PRIMARY AND SECONDARY
EDUCATION ENGLISH COURSEBOOKS

PhD THESIS

Prepared by
Ayşe Selmin SÖYLEMEZ

Ankara
November, 2010

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Ayşe Selmin SÖYLEMEZ

Supervisor: Prof. Dr. Aydan ERSÖZ

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Ayşe Selmin Söylemez’in “**Sexism in Language Coursebooks: A Study on Gender Representations in the Visuals of the Primary and Secondary Education English Coursebooks**” başlıklı tezi 05/11/2010 tarihinde, jürimiz tarafından İngilizce Öğretmenliği Ana Bilim Dalında Doktora Tezi olarak kabul edilmiştir.

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ABSTRACT

SEXISM IN LANGUAGE COURSEBOOKS A STUDY ON GENDER REPRESENTATIONS IN THE VISUALS OF THE PRIMARY AND SECONDARY EDUCATION ENGLISH COURSEBOOKS

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As materials, coursebooks have a great importance. With the texts and visual elements included, they transfer cultural and social elements of the target language and/or directly or indirectly cultural values, social norms or ideological views of their authors. This is called hidden curriculum. As nothing is explicitly stated in hidden curriculum, coursebooks should be analyzed to understand the hidden or unstated values.

This study aimed to find out whether there is any sexism in ELT coursebooks used in the state schools of primary and secondary education, written by Turkish authors and published by the Ministry of national Education. Data was gathered in two ways, by using two questionnaires, “Coursebook visuals evaluation scale” and “student’s perception of gender in occupations inventory” and by the content analysis of 11 coursebooks. Questionnaires were applied to 779 students in 15 schools, which were selected by means of opportunity sampling in four districts Çankaya, Yenimahalle, Keçiören and Altındağ. The visual contents of the coursebooks used in the visited schools were analyzed considering the criteria such as appearance of female and male characters, family roles, occupations, household activities, spare time activities, sports they do, places they were shown in, which family member the child/teenage characters are pictured with, objects/toys and games that child/teenage characters shown with.

The results of the analysis revealed that coursebooks used in secondary education have more sexist viewpoint compared to primary education coursebooks in terms of the criteria stated.

Key words: Gender, hidden curriculum, coursebook evaluation

ÖZ

DERS KİTAPLARINDA CİNSİYETÇİLİK İLKÖĞRETİM VE ORTAÖĞRETİM İNGİLİZCE DERS KİTAPLARINDAKİ RESİMLERDEKİ CİNSİYET TEMSİLLERİ ÜZERİNE BİR ÇALIŞMA

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Ders kitaplarının materyal olarak büyük bir önemi vardır. İçerdikleri metinler ve görseller ile birlikte, ders kitapları hedef dilin kültürel ve sosyal öğelerini ve/veya yazarlarının kültürel değerlerini, sosyal normlarını ve ideolojik görüşlerini direkt ya da indirekt olarak aktarırlar. Buna gizli müfredat denilmektedir. Gizli müfredatlarda hiçbir şey açıkça belirtilmediği için, ders kitapları gizli ya da belirtilmemiş değerleri anlamak için analiz edilmelidir.

Bu çalışma, Türk yazarlar tarafından yazılan ve Milli Eğitim Bakanlığı tarafından basılan, aynı zamanda devlet okullarının ilk ve orta öğretim kısımlarında okutulan İngilizce ders kitaplarında cinsiyetçiliğin olup olmadığını bulmayı amaçlamaktadır. Veriler ‘Ders Kitabı Görselleri Değerlendirme Ölçeği’ ve ‘Öğrencilerin mesleki cinsiyet algısı envanteri’ adlı iki anketi kullanarak ve 11 adet ders kitabının içerik analizi yapılarak iki şekilde toplanmıştır. Anketler, tesadüfi örneklem yoluyla Çankaya, Yenimahalle, Keçiören ve Altındağ olmak üzere dört bölgedeki 15 okulda okuyan 779 öğrenciye uygulanmıştır. Ziyaret edilen okullarda kullanılan ders kitaplarının görsel içeriği, dişi ve erkek karakterlerin görünümü, aile rolleri, meslekler, ev işi aktiviteleri, boş zaman aktiviteleri, yaptıkları sporlar, gösterildikleri ortamlar, çocuk/genç karakterlerin hangi aile bireyi ile birlikte gösterildiği, çocuk/ genç karakterlerin hangi nesne/oyuncak ve oyunlar ile birlikte gösterildiği kriterlerine göre analiz edilmiştir.

Çalışma sonunda, belirtilen kriterlere göre orta öğretim ders kitaplarının ilk öğretim ders kitaplarına göre daha cinsiyetçi bir görüşe sahip olduğunu sonucuna varılmıştır.

Anahtar kelimeler: Cinsiyet, gizli müfredat, ders kitabı değerlendirmesi

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LIST OF ABBREVIATIONS

CEDAW	(the Convention on the Elimination of All Forms of Discrimination Against Women)
CVES	(Coursebook Visuals Evaluation Scale)
EFL	(English as a Foreign Language)
ESL	(English as a Second Language)
KSGM	(Kadının Statüsü Genel Müdürlüğü - Directorate General on the Status of Women)
SPGOI	(Student Perceptions of Gender in Occupations Inventory)
UNESCO	(United Nations Educational, Scientific and Cultural Organization)

CHAPTER 1

INTRODUCTION

1.0 Introduction

In order to be accepted as members of our society, we are directed by established sets of norms, rules and values since the very beginning of our lives. Throughout this socialization process, our gender identity as a male or female becomes attached. Role models for men and women develop as a result of the norms, values and evaluations of the labelled stereotyped behaviors.

The main aim of language coursebooks is to teach language. However, coursebooks are important materials as schools are the primary institution in the socialization of children. It is also assumed that books are good vehicles for introducing models to children, therefore it is necessary to be aware of the types of models included in books through written text and through illustrations (Kallab, Nasr and Lorfing, 1982). Freeman and McElhinny (1996) define school as an institution through which children come to understand their social identity relative to each other and relative to the institutions. School coursebooks, on the other hand, are the materials that reflect and transmit stereotyped social constructs such as gender ideology. While students are educated through coursebooks, they also learn about their social identities from them. It is generally accepted by scholars that children learn about gender through coursebooks, which offer particular images of the construct (Wharton, 2005). In short, coursebooks are the media for transmitting the cultural heritage including the norms, values, and even gender ideology of societies.

1.1 Background of the study

As Parks and Robertson (2004, p.233) point out, “sexist language includes words, phrases, and expressions that differentiate between women and men unnecessarily, or diminish either gender”. Miller and Swift (1988) give the examples of sexist language as the false generics as “he” and “mankind”; hierarchic and differentiation terms as “man” and “wife”. Similarly, Kleinman (2002) and Shute (cited in Parks and Robertson, 2004, p. 233) stress that sexist language reinforces the superiority and domination of men. Besides the language, sexism also occurs in the visual images.

Studies carried out since the 1970s have revealed that women and men are shown in traditional roles in coursebooks. For example, women are shown as powerless and emotional beings and men as strong characters with occupations. Hartman and Judd (1978) examined the images of women and men, the order of female- male mentioned, and stereotyped roles for females and males. They found that sexist usage of language was built into English, and textbooks modeled this usage to the students. For each category they found evidence that English Language Teaching (ELT) materials reflected sexist attitudes and values. Hellinger (1980) studied 131 passages from three ELT textbooks used in German schools. It was found that men were featured in over 93% of the texts, while 30% of the texts did not even include women. In addition to this, 80% of the speakers were male, and women were rarely engaged in interesting, demanding or successful activities, while male roles had a broad range of occupational options. Porreca (1984) tried to find out how sexism was treated in English as a Second Language (ESL) textbooks. The content of 15 ESL textbooks were analyzed in terms of the ratio of females to males, the order of females and males, occupations, the frequency of male nouns to female nouns, types and frequency of adjectives for men and women. She found that sexism continues to develop in ESL textbooks. She also mentioned that although females consisted half of the population of the United States, they were represented only half as often as males in the texts and illustrations used in the course books.

Besides these studies related to sexism in coursebooks, Ansary and Babaii (2003) refer to some other studies, such as that by Coles (1977), who examined five sets of popular adult basic education materials and found that 39 of 61 females were engaged in

11 occupations, and 19 of 39 females worked as housewives. On the contrary, 106 of 192 males had 73 different occupations from truck driving to medicine. As a general idea it can be said that women are described as those who managed little and owned nothing; however, although the men described in the materials did unskilled jobs, they were presented as the dominant figures in the stories.

Ansary and Babaii (2003) refer to Nilsen's (1977) study. Nilsen analysed words used for females and males and found that there were 5 times more words for things named after a man compared to women. She also mentioned that words for women reflected passive roles, as an example women were referred to using various types of food and flowers (e.g. peach, sugar wallflower, and daisy). She also noted that while men were referred to with words that represented strength (e.g. wolf), women were represented by words that were associated helpless creatures (e.g. kitten).

1.2 Statement of the problem

This study will research sexist content in the English Language course books used in Ministry of National Education Schools as they have a vital importance in preparing the individuals for their adult roles and for their future professional lives. Social gender roles transferred through coursebooks create a patriarchal society that grants men social power and contributes nothing for the realization of equal rights for women.

1.3 Purpose of the study

The purpose of this study was to find an answer to the question of how and in what dimensions sexism was reflected in English Language coursebooks written by Turkish authors used in state schools. As Ersöz points out (2005) teachers should observe themselves carefully and evaluate the materials they use in order not to encourage sexism.

Therefore this study aims to determine and analyze adult and child figures used in the visuals, the actions they do, things/objects they are related with, places they are shown in, occupations, social roles they are given and the characters used in the texts considering their gender according to the categories determined. In this way it would be possible to determine whether or not the roles that society approves of for the two sexes

were transmitted to the students by means of the hidden curriculum. For this aim, the study set out to answer the following questions.

1. Is there a balanced distribution of female and male characters in the visuals of coursebooks?
2. What are the family roles attributed to male and female characters in the visuals of the coursebooks?
3. With whom are child/teenage figures generally pictured in the coursebook visuals and is there a relation between the figure's gender and the person they are with?
4. What are the activities (i.e. at work) attributed to the characters in the coursebook visuals? Is there a relation between the gender and the activity type?
5. What are the objects/toys male and female characters generally related with in coursebook visuals? Is there a relation between the character's gender and the objects they are pictured with?
6. In which places are the male and female characters generally pictured? Is there a relation between the character's gender and the place they are shown in?
7. What are the occupations attributed to the characters? Is there a relation between the gender and the occupation they do?

1.4 Importance of the study

What we call 'sexism' is a kind of system that indicates the dominance of men over women. In the broadest sense as Hellinger (1980) states, it can be explained as any arbitrary stereotyping of females and males on the basis of their gender. It is present in society and can be seen in the social relations of people or in institutions affecting everything from people's personal arrangement to their career choices.

Education, which is a very important system that is realized through language, is influenced by society. In other words, it can be said that the educational system of a country can be affected by the prejudices, values and traditions of the society. At the same time it is the most important institution that brings about social change and

development. Schools, as part of the system, reflect a particular society; therefore teachers, materials and coursebooks may also reflect the values and traditions of the society to the forthcoming generations. The subject of gender has an important place in education. Posner (2003) claims that educational processes and relations within the school system contribute to the formation of gender identity and maintenance of socially accepted gender roles. Delamont (cited in Swan & Graddol, 1995, p.135) mentions that schools develop and reinforce gender segregations, stereotypes, and even discriminations which exaggerate the negative aspects of the gender roles in the outside world, when they could be trying to alleviate them.

Being a part of the educational system, coursebooks and teaching materials have a great importance. Coursebooks, with the texts and visuals help the better understanding of the language by also transferring the cultural and social values of the target language. Considering the vital importance of the coursebooks, their content should be analyzed from many aspects as cultural values, international and global issues, gender, etc. There appears to have little research carried out on the gender representations in Turkish ELT coursebooks. This study is important as it can help fill the gap in this particular area of research.

1.5 Limitations

Sexism, as it is in all layers of the society, also takes its place in education. The coursebooks used in Turkish state schools include elements reflecting the ideas of the society in terms of sexist roles which are transferred to generations secretly.

In this study the course books written by Turkish authors and used in state schools during the 2009-2010 educational year were analyzed. The study only covered the sexist elements included in the coursebook visuals, and did not attempt to include an analysis of the texts.

1.6 Method

This study was conducted using a quantitative methodology held in descriptive research design. It was organized in two parts: first, a questionnaire on book evaluation applied to students and teachers; second, the content analysis of the coursebooks.

Content analysis investigates for explicit and implicit messages by using both quantitative and qualitative means (Promise, 2001). Quantitative analysis deals with the presence and absence of the words, messages or images focused on.

1.7 Research Design

The study has two pillars: a questionnaire on book evaluation applied to students and teachers and the content analysis of the coursebooks.

A descriptive approach with quantitative research design was used to analyze the data collected by means of a questionnaire administered to students and teachers at Turkish state schools. Quantitative content analysis was used to analyze the gender bias pictures and illustrations used in the English Language coursebooks written by Turkish authors.

1.8 Data Collection

The data of the study were collected in two ways. First, two questionnaires developed by the researcher were administered in 15 state schools in 4 districts of Ankara, namely Altındağ, Yenimahalle, Çankaya and Keçiören. The participants consisted of 779 students, 440 were from primary education (139 from 6th grade and 301 from 7th grade), and 339 from secondary education (10th grade). There were 408 female and 371 male students.

The first questionnaire is “Coursebook Visuals Evaluation Scale – Students’/ Teachers’ Version” (CVES). It consists of 21 Likert type items related to the evaluation of visual elements such as pictures in books. Considering the research questions of the study, the items of the questionnaire are organized under four components as “activities” done by male and females, “roles” they have, “tools/objects” they use and “places” female and male characters are shown. To avoid any misunderstanding related to unknown vocabulary by the students, the questionnaire was prepared in Turkish. The items were read by an expert from Turkish Language Department. The second questionnaire is “Student Perceptions of Gender in Occupations Inventory” (SPGOI) which aimed to determine the students’ perception of occupations in terms of gender. It

consists of 12 items comprising of three or four sentences defining an occupation using non-gender specific names for each in order not to direct the students.

Secondly, the visuals in the 11 English Language Coursebooks written by Turkish authors published by the Ministry of Education used both in primary and secondary education were content analyzed in terms of gender bias.

1.9 Definitions of key concepts

Gender: Gender is the term used to describe socially constructed categories based on sex, as male and female (Coates, 1986, p.4). From a sociological perspective, while sex denotes biological meaning which classifies human beings into males and females, gender involves social meaning which classifies humans into masculine and feminine according to their identity roles defined by the culture of each community (Frank and Treichler, 1989, p.10).

Sexism: Sexism refers to the way in which language users refer to differences between the sexes to criticize abuse and condemn. According to the Collins Advanced Learner's English Dictionary (2003, p.1323), it is the belief that the members of one sex, usually women, are less intelligent or less capable than those of the other sex and need not be treated equally. It is also the behavior which is the result of this belief.

Genderlect: Masculine and feminine styles of discourse are best viewed as two distinct cultural dialects rather than as inferior or superior ways of speaking. Tannen (2001) coined the term 'Genderlect' to describe the way that the conversation of men and women are not right or wrong, superior or inferior -- they are just different. In other words genderlect refers to the variety of language which is characteristic of one or other gender - a male or female language variety. To give an example, women tend to be more sensitive to nuances in colors and refer to colors such as mauve and lilac while men would tend to refer to purple.

Formal curriculum: The formal curriculum is the planned program of objectives, content, learning experiences, resources and assessment offered by a school. Burton and Brundrett (2005) state that formal curriculum includes the planned experiences provided

by schools for their pupils as the teaching of various subjects as English, Maths, Art and so.

Hidden Curriculum: The hidden Curriculum refers to what pupils learn through the experience of being in school. It is also called 'the informal curriculum'. Burton and Brundrett (2005, p.31) state that hidden curriculum contains the key skills that are not necessarily explicitly taught by teachers, and that should be passed to students as part of the culture as attitudes, norms and values, lessons about behavior, personal relationships, the use of power and authority, competition, sources of motivation.

EFL Coursebooks (as they are one of the major input sources): EFL coursebooks have an almost indispensable part of any language course as they control the instruction, in other words they are the support for language instruction. As Brown (2001) and Hedge (2000) point out, a course book is based on the assumptions about learning, and the design of its activities implies certain roles for teachers and learners and assumes certain dispositions towards learning styles.

Visuals (in the book) : A visual is an image that can be classified as illustrations, pictures, figures, replicas, mental images, perceptions or anything that would help a learner see an immediate meaning (Canning, 1998). Perception affects learning. How a learner views an object, text or symbol can affect written and oral communication (Canning-Wilson, 2001). Ersöz (2005) states that to facilitate learning, visuals should be carefully chosen, as vague or unclear visuals may cause confusion in meaning for learners. Herron, Hanley and Cole (1995) indicate that "the visual support in the form of descriptive pictures significantly improved the comprehension scores of students" (p.387).

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

In this chapter, first gender roles will be explained; next, gender in conventions will be provided. Then, theories on the construction of gender roles will be identified. Finally, hidden curriculum will be dealt with.

2.1 Gender Roles

Gender is the social construction organized around biological sex. By the time individuals are born, they acquire a gender identity as a male or a female (Gregson in Buckingham-Hatfield, 2000, p.3). Society determines what male and female characteristics and roles should be. Therefore, gender is society's interpretation of maleness and femaleness.

Gender roles as Shaw (1998) states are the behaviors that society teaches as "correct" for boys and for girls. From birth, a child is surrounded by the pre-determined rules and values as female or male social gender roles are attributed. These roles play a large part in how individuals come to identify themselves and how society judges them (Streitmatter, 1994). For most people, masculinity is associated with competency, instrumentality, and activity; whereas femininity is associated with warmth, expressiveness, and nurture. The social duties of males and females, their responsibilities, rights, positions in the production of materialistic and inward values, and each item that can be counted as their characteristic features are shaped by social gender. According to sexist ideology, as Helvacioğlu (1996) mentions, being a woman means to be defined according to man, to be different from the behaviors unique to man, or to determine feelings and opinions according to man. In short, woman is defined as a

being that can only exist within the boundaries of the family and has a sensitivity that excludes her from rational behavior.

Doltaş (in Arat 1992, p.59) states that it is unjust to base female humiliation on biology alone, it should also be handled within the society in which gender roles are assigned to girls and boys during growth. These roles are enforced by society itself. Male and female children start to obtain the gender roles at early ages. Arslan (2000) states that age as 4-5 and mentions that girls and boys start to do the activities that the society and culture attributed to them. Therefore, it is clear to say that at very early ages being a male or female starts to be taught in the family and continues in the society in a directed way.

Basow (1992) emphasizes the stereotyped occupational roles given to men and women in American society with an example;

A father and his son drive off to see a football match. After an enjoyable game they are driving home in the dark when they are involved in a horrific traffic accident. The father is killed outright and the son is rushed to hospital with internal injuries. Operating theatre is prepared, little boy is laid to the operating table, everything is ready. The operator with the white gloves in hands enters the room, on seeing the little boy on the table, exclaims "I cannot operate on this child, he is my son!" How can this be so? The first reaction of the people heard this anecdote is to ask "isn't that the father who died in the accident" or "whether the dead-man is the stepfather or not" as a response to the doctor's words, "he's my son". Many of the people are so sure about the gender of the doctor, as "male" that very few have the idea that the doctor is the mother, who is a "female". This case may be an example which shows that there are some stereotypes for some occupations. In other words it seems as if some occupations are attributed to a specific gender, in a broader sense there are some roles attributed to the gender. It is something that is perceived unconsciously. Each culture creates its own meanings for the terms male and female, and these meanings are related with the expectations how each gender should behave, which is known as gender roles.

2.1.1 Parents as a role model

The first and one of the strongest influences on a person's perceived gender role is obtained in the family, with parents. Our parents are our first teachers of the basic skills from talking and walking, to attitudes and behaviors.

Nearly all children are cared for primarily by a woman. This signals that child care and nurture are “women’s work”. Even if both parents are employed outside, mothers spend more time in child-care and domestic activities and fathers are involved with play activities, labor force in general and higher status occupations (Basov,1992). Children learn the roles of women and men by observing their parents.

Furthermore, they treat boys and girls differently, directly and indirectly. Boys are generally seen as stronger and therefore they are handled more roughly than girls, and girls are protected more. They are more likely to allow boys to try new things and activities than they do girls. This may be because they fear more for the safety of girls as a result of the gender role concept they are given by the culture that denotes girls need to be protected. On the other hand, parents encourage and expect boys to be more active and rougher than girls while playing.

Gender roles imposed on women and girls both by the family and society are rigid and ingrained conventional roles. The family itself in Turkey is an institution with no alternative and it is conservative and least open one to any role change. As Doltaş implies, a woman who lacks the protective structure of the family is considered as a social outcast and is consequently unable to judge the role given by the family (cited in Arat, 1992, p.63). She also gives an example from Tomris Uyar’s story ‘kişisel sorgulamalar’ (Personal Interrogations) in her book “Sekizinci Günah” (The Eighth Sin) that the main character of the story is a good example of woman from society’s perspective. She describes her as follows: from the time she was born, what is taught to her was not to know or recognize herself but to domesticate. That is namely to abide the customs of the man’s society, repress herself, to serve and do what she is told (in Arat, 1992, p. 67). Therefore, in Turkish family structure, the change of the role attributed to women will take time.

Children take their parents as their role models. If a girl sees her mother taking part in physical activities most probably she will grow up with the idea that girls play sports, and if a boy sees his father helping to take care of the new baby, he will integrate this image of "daddy as care giver" into his developing definition of masculinity (Cook-Grumpe, 1995 p.403). According to Lidzy (2005), masculine families teach boys to be assertive, ambitious, domineering, and tough while girls learn to be nurturing, modest, and relational-oriented. Men are encouraged to do most of the talking and take an active role in decision making (Samovar and Porter, 2001).

2.1.2 Teacher as a Role Model

The importance of the teacher cannot be explained more succinctly than Rudyard Kipling's statement: "No printed word, nor spoken plea can teach young minds what they should be. Not all the books on all the shelves – but what the teachers are themselves" (Rose, 2004). Whatever influence parents and other household members have on the development of the child, they start school there are other people, namely teachers who share the responsibility for socialization (Basov, 1992). From the time the child starts school, teachers provide additional messages on gender role development through modeling, activities, and by the ways of communication. Generally, messages reinforce the ones received at home. If the teacher's message contradicts the parental message, teacher's influence is much greater than the parental one.

Within the socialization process, children are in need of role models and they determine this model from the closest environment they have, their parents and teachers. The main aim of the teacher is to expose individuals to attitudes, outlooks, life styles, and as children are perceptive they can easily see in the way of the teacher. Bucher (1997) asserts that a teacher can convince children of something they are not convinced of themselves. The traditional role of the teacher as an information provider is interpreted as the teacher's responsibility is to pass on information to students; however, children learn not just what is said but also what is done. Riding and Douglas (1993) state that there is a link between a child's progress in certain areas of the curriculum and the extent to which his or her learning style correspond to that of their class teacher. As Gow and Kember (1993) assert, knowledge does not belong to a teacher who is supposed to deliver it as it is; it is rather the result of social interaction and the meanings

the teacher and the students construct together. This process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. It is a commonly known fact that teachers have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems.

Carrington, Tymms, and Merrell (2005) conducted a research to see if there was any indication that a male teacher or a female teacher had more impact, or more positive attitudes, and whether male or female teachers were particularly successful with children of the same or different gender. It was found that children taught by women – both boys and girls alike – were more inclined to show positive attitudes towards school than their peers taught by men. As far as attitudes to school are concerned, this study indicates that women teachers seem to bring out the best in both sexes.

2.2 Gender Stereotypes

Gender stereotyping is the tendency of a given culture to assign particular traits, characteristics and roles distinctly to women or men, and these attributed traits of men enclose all men, and those of women enclose to all women (Mkuchu, 2004). Basow (1992) defines the gender or sex role stereotypes as the structured sets of beliefs about personal attributes of women and men, that take place on the cultural level and on a personal level, and gender stereotype are gained as we acquire the information about the world and our roles in it. In terms of the gender stereotypes for women, Basow (1992) states three distinct stereotypes as “the housewife” who can be defined as the traditional woman; “the professional women” who is independent, self-confident and ambitious and “the playboy bunny” who is the sex object. Though all their dissimilarities are perceived they are expected to have one concern in common having and caring for children (Basow, 1992). On the other hand, subtypes of male stereotypes are less clear because of the image of “man” seems less differentiated than the image of “woman”, or because women and men may hold slightly different subtypes. As Basow (1992) mentions, the male stereotype constitutes of three factors as “status” which is the need to achieve success and respect of others, “toughness” that is the strength and self-confidence, and

“anti-femininity” which is the avoidance of stereotypical feminine activities (as cited in Tutar, 2008, p.9).

The most frequently encountered gender stereotypes occur mainly in four components as “personality”, “role behaviors”, “occupations” and “physical appearance”. These four components are related as one can talk about masculine and feminine traits (such as independence and gentleness, respectively), can also talk about masculine and feminine roles (such as head of the household and caretaker of children), masculine and feminine occupations (such as truck driver and telephone operator) and masculine and feminine physical characteristics (such as broad shoulders and grace) (Basow, 1992, as cited in Tutar, 2008 p.10).

2.2.1 Bases of Gender Stereotypes

As the bases of gender stereotypes, Basow (1992 p.9) mentions two basic theories “the kernel of truth theory” and “social-role theory”. According to The “kernel of truth theory” gender stereotypes have some empirical validity that there are real differences in behavior between sexes and the stereotypes just exaggerate, and reflect them. In short gender stereotypical traits are oversimplifications and exaggerations of minor group differences. According to the “social-role theory”, the stereotypes arise from the different social roles typically held by women and men. In terms of this, males as an example like to play with guns, know how to change a flat tire, and are employed when they are adults; and females bake well, change diapers, play with baby dolls, and are homemakers as well as employed when they are adults (Basow, 1992). As men and women typically do different things, people make assumptions about men’s and women’s innate traits and abilities; and as women have more social and less imperious, masterful characteristics than men, they are perceived as homemakers and men as full-time employees. When employed, women are employed in jobs that require social qualities as social workers, teachers; but men are employed in jobs that require masterful qualities as executives, manual laborers (cited in Tutar, 2008 p.11). Therefore, the social-role theory suggests that gender roles create gender stereotypes.

2.3 Women, Education and Profession

Turkish women were granted various civil, political and social rights with the foundation of the Turkish Republic in 1923 and with the acceptance of the secular Civil Code in 1926. This code provided, equal rights for both women and men in divorce and inheritance, and also polygamy was prohibited by making “civil marriage”, which is the only legitimate agreement. Additionally, in 1934 Turkish women obtained the right of vote in local and general elections and to be elected to the parliament. With reform in the Civil Code in 2002, the old terms as “the wife” and “the husband” were substituted by a new term “the spouses” and the man is no longer entitled as “the head of the family” but possesses the same rights as his wife. With this reform, also a married woman was given the free will to use her maiden name before her spouse’s surname. Yet, Turkish social life is still male-dominated today.

Social gender roles are based on and structured as a result of the biological differences between man and woman. Over history, this difference turned into male dominance. In a patriarchal society, sexist thoughts are transferred from generation to generation in many ways; but with modernity, institutions came on the scene. One of these institutions is education.

Woman’s education was seen as a key for a better job in the future in most of the countries. However, in Turkey the main reason for a woman to be educated is to have a good life and to be beneficial for her children in the future. The image of “successful woman” for most of the Turkish citizens initially implies being a good mother and a good wife. Teaching, medicine and secretarial work were mentioned as the most appropriate professional areas for a woman. As was stated by Kağıtçıbaşı (1986), “these life styles, or informal structures, arise from many factors from economic conditions to gender roles, from religious beliefs to family and household structures” (p.485). Modifications of them require more than the change of the Civil Code, rather there is a need for ‘a full-scale social change’, both in the social structure and in attitudes, beliefs, and values, that is a change in culture” (Kağıtçıbaşı, 1986 p.486).

Education is a key institution for social change and development which can reduce the differences between social groups and gender. To be at the same level with

man, women should escape from their secondary position and participate in the world of employment and this can only be possible with education (Arat, 1992). Education is also a basic right for each and every person, whatever their language, religion, race or gender. Therefore, for women there should be no barriers to education. However, on observation of the schooling between girls and boys it is obvious that a gap exists. Besides the number of girls and boys in education period being unequal, it is also seen that girls, in comparison to boys, have limited opportunities as a result of the sexist structure of society. In most cases, girls cannot turn their education into a profession. This can also be observed in technical education schools, as Gök (cited in Tekeli, 1993) stated, female and male students are directed to specific branches. For example, boys are directed to professions related to production, such as being a carpenter or an electrician, a car mechanic, an inspector, general manager; whereas girls are directed to professions determined by their social gender roles, such as home economics, librarian, secretary (Powell, 1993 p.87). As is understood from this statement, girls are directed to professions which are seemed as a continuation of motherhood or being a housewife. Consequently, those are the professions that provide them a wide time span to deal with both the house and the children (Chafetz, 1990). These restricted choices of professions emphasize the conventional roles counted as particular to women and this hardens the beliefs of gender role.

A research done in Mexico by Harris, Firestone and Bryan (2006) suggested that the relationship between sex and task was significant in all cases of household and professions. Women typically engaged in household maintenance inside the home, meal preparation, childcare, and the like. Men, on the other hand, engaged in lawn maintenance, car repair, and the cutting of wood. Interestingly, when there were children under 15 years of age in the home, women typically engaged in fewer household-related duties and spent more time in childcare.

Furthermore, as Kaufman (2005) states, when faced with combining work and family, males are more traditional in their outlook and are more likely to prefer that their wives not be employed. In planning their future careers, men tend to assume they will have the support of their wives at home. On the other hand, women are likely to

experience more conflict in combining work and family as both women and men see family responsibilities as mainly falling on women.

The gender-based discrimination that women come across throughout their training process serves to reproduce the rigid opinions related to man and woman. In schools that are structured in a sexist society, the definitions of the terms man and woman are transferred between generations and thereby sexism continues. The tool of this process is the course books written from the patriarchal perspective.

It is important to analyze course books in terms of sexist roles forasmuch as the state constitutes the characteristics of its citizens in schools and by the help of the course books, transfers its ideology to generations. This is why the curriculum hidden between the lines is so important.

2.4 Gender in Conventions

Discrimination encountered in education is handled in some international conventions that have been signed by Turkey. One of these conventions is “the Convention on the Elimination of All Forms of Discrimination against Women” adopted by the United Nations General Assembly on 18 December 1979 and signed by Turkey in 1985. The Convention gives positive affirmation to the principle of equality by requiring State parties to take all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men. Article 10/c affirms women's rights to non-discrimination in education:

The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods (CEDAW,1993)

As it is revealed in the article, course books should be revised and stereotyped gender roles in the books should be extracted. Furthermore, according to the national

activity plan of Turkish Republic Prime Ministry General Directorate on the Status of Women on the results of The Fourth World Conference on Women, held in Beijing 4-15 September 1995, all school programs and materials should be scanned and purified from all expressions that can cause any gender discrimination. In this context, the action that should be fulfilled by the government are;

to create a gender-sensitive educational system in order to ensure equal educational and training opportunities and full and equal participation of women in educational administration and policy- and decision-making (KSGM,1996).

According to the report, curricula and teaching materials remain gender-biased to a large degree, and are rarely sensitive to the specific needs of girls and women. This reinforces traditional female and male roles that deny opportunities of women for full and equal partnership in society. Lack of gender awareness by educators at all levels strengthens existing inequities between males and females by reinforcing discriminatory tendencies and undermining girls' self-esteem (KSGM, 1996).

2.5 Policies and Gender Bias in ELT Coursebooks

Gender imbalance in ELT textbooks is an effect of gender which is reproduced and reinforced through agents of socialization by institutions of power (Skliar,2007). Sadker & Sadker (1994) observed that "sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations" (p.1). In fact, socialization procedures work differently for different genders as a result of the differences in the curriculum and materials. Consequently, girls take on feminine roles and behaviors accepted and reinforced by the society, and boys take on masculine roles and behaviors.

Considering that nearly 50% of the world population is female, text books should correspond to this fact. However, research on gender representations in ELT materials done by researchers as Hartman & Judd, in 1978 and Porecca, in 1984 shows opposite results. They present evidence for discrimination on the basis of gender in textbooks, usually leaving females out of the content or stereotyping them (in Skliar, 2007, p.54).

Previous research on the gender bias in ELT materials dealt with the linguistic elements and visual signs that transfer negative attitudes toward women. Scott Foresman

and et al (1972) handled the perception of sexism in teaching materials in “Guidelines for Improving the Image of Women in Textbooks” as stating that sexism refers to all attitudes and actions that express women in secondary status in the society. As a criterion of a sexist coursebook omitting the actions and achievements of women, humiliating women by using patronizing language, and showing women only in stereotyped roles with less than the full range of human interests, traits and capabilities were mentioned. Additionally, a study on texts and visual images in ESL materials realized by Scott Foresman and Co., Hartman and Judd (1978) determined gender imbalance in three states such as omission, first place occurrences in texts and occupational roles assigned to both genders.

Following Hartman and Judd, Porecca (1984) analyzed fifteen ESL books in terms of omission, occupational roles, female and male nouns, masculine generic constructions and various types and numbers of adjectives used for men and women in texts. As a result, Porecca stated that women appear in the content of the analyzed materials half as often as men.

Recently, Kaya (2003) examined gender representations in Turkish elementary school textbooks. The number of male and female characters shown in illustrations and categorization of stereotyped gender roles were analyzed. Large amounts of male characters in the textbooks were revealed, and it is stated that traditional female and male roles were reinforced by textbooks’ illustrations. Furthermore, the effects of gender role textbooks on students were investigated. Kaya (2003) mentioned, that “Turkish males (both children and adults) are the authority at home, and their first duty is to earn a living for their family; they are strong, wise, and active” (p.106).

More recently, Bayyurt and Litosseliti (2006) state that, the content analyses of language teaching textbooks presents that compared to females, male characters are over-represented and they are occupied varied roles as bank manager, school principal and doctor. On the contrary female characters occupied in the more stereotypical roles of nurse, housewife, or secretary (p.87).

Sivaslıgil (2006) studied the gender ideology in 6th, 7th, and 8th grade ELT textbooks published by the Turkish Ministry of National Education. The study revealed

a gender imbalance on the appearances of females and males in text illustrations, the amount of talk in dialogues, the social and occupational roles and the activities attributed to female and male characters.

2.6 Socialization

As human beings, we are born in a social environment and become a part of it. As the English poet of the 16th century John Donne stated, “No man is an island, entire of itself”; therefore, beyond being many things, a man is a social being. How we feel, what we think, what we say and what we do on a certain subject are shaped by our mutual action with the other members of the environment that we occupy. Invisible rule networks guide our behavior, behaviors of this interaction are dealt with sociology; that is in short the scientific study of social interaction. As Ward and Stone (1996 p.4), and Vander Zanden (1993 p.2) define “sociology is the scientific study of patterns of human interaction within society and how these patterns emerge, persist and change”. Ward and Stone (1996), mention three aspects of social patterns as social structure, culture and meaning. The patterns of human interaction based on interrelated statuses and roles constitute the social structure. Each person has a socially defined and ranked position according to power and privilege in a group that is status position. This position gives the sense of how a person will be in relation to others. Besides the position, there are also expected behaviors of the position, called roles. The second aspect is culture, the shared products of a human group or society including beliefs, values, norms, behaviors, and material objects (Ward & Stone, 1996).

2.6.1 Gender role construction in socialization

The way women and men act, relies on the notions of their male or female personalities. Maltz and Borker (in Chaika, 1994 p.381) mention that girls and boys learn to act differently from early childhood. They become socialized differently. As Meece (1997) states, gender is a key component of the self and it can strongly influence our senses. In a society, being female or male is based on some peculiarities. Women are seen as more insecure, sensitive, emotional and dependent compared to men, who are described as strong, assertive, and independent; or as Chaika (1994) states, girls do not

play as competitively as boys, they see friendship as a matter of intimacy, not competition or power.

The cultural notion of masculinity and femininity (Hofstede,1998) pertains to distinctive behaviors that are categorized as masculine or feminine which guide the social structure of an organization or social group. Masculinity pertains to “societies in which gender roles are clearly distinct as men are supposed to be assertive, tough, and focused on material success whereas women are supposed to be more modest, tender, and concerned with the quality of life” (Hofstede, 1991 p.82). According to Hofstede (1991), femininity pertains to societies in which social gender roles overlap; in other words, both men and women are supposed to be modest, tender, and concerned with the quality of life. Thus, “masculine” cultures emphasize complementary and distinctly different gender roles, while “feminine” cultures emphasize flexible gender role behaviors.

As members of society, children need to be socialized in the way accepted by it. In other words, socialization is a process by which children or people are made to behave in the way that is acceptable in the society they live in to be an active member of it (Ozankaya,1982). With the help of this process the individual constructs her/his personality internalizing the cultural values and norms and behaviors. Socialization is seen as the means by which male-female power differences are internalized and translated into behavior, producing properly dominant men and submissive women (Bardwick & Douvan, 1977). It encourages wanted and discourages unwanted behavior. Children are born in a social institution, the family, which is their first interaction environment. As they grow up, they construct their own ideas using the information in their environment, from parents, peers, school or the media on how a male or female should behave, and the bans and facilities of the society. All this physical and emotional development experience is a part of their socialization. One of the components of this process is gender roles. A person's gender role is composed of several elements and can be expressed through clothing, behavior, choice of work, personal relationships and other factors. Gender identities and the meanings they are covering are learned throughout socialization. From that time on the duties, responsibilities, rights, and positions of man and woman in the society are shaped in terms of their gender roles.

2.6.1.1 Theories on the construction of gender roles

The first information that an individual differentiates is gender, and consequently the realization of gender role learning is gained in the first years of childhood. Children acquire masculine and feminine behaviors and label themselves as a "boy" or "girl" at early ages. At the age of 4-5, girls and boys prefer the behaviors and actions determined by the culture and society. In some societies, men undertake the role protecting the family because of the physical strength they have. On the contrary, women's ability to bear and nurse children attributes them the role of power-free roles as gathering and preparing food. Achieving preferences, skills, personal characteristics that are appropriate to the gender is realized in the process of gender differentiation. There are four theories that explain this process: Psychoanalytic Theory, Social Learning Theory, Cognitive Development Theory and Bern's Gender Schema Theory, which will be dealt with in turn in the following sections.

2.6.1.1.1 Psychoanalytic Theory

Psychodynamic theories emphasize how early-childhood experiences with the primary caretaker shape a child's personality. Such experiences affect the deep psychic structures of the mind and therefore they are relatively permanent (Basov,1992).

As Arslan (2000) states, Freud was the first researcher to question how woman and man obtain feminine and masculine characteristics. Freud's psychoanalytic theory considers child's sexual development as a process that starts at birth. He claims that all human beings are born with certain instincts as the need for warmth, food and shelter. The satisfaction of these needs is both practical and a source of pleasure which Freud refers to as "sexual". In brief, Freud's theory stresses the importance of biological factors and parental identification. He emphasizes that same-sex identification is critical for healthy adjustment and the development of masculine and feminine personalities. He viewed the development process as innate and biologically based, proceeding from an awareness of the anatomical sex difference to identification with the same sex parent and eventually adaptation of sex-typed behavior.

Feminist psychodynamic thinkers as Chodorow and Miller, break the "anatomy is destiny" part of Freud's theory and instead state that psychodynamic principles are the

prime shapers of an individual's gender identity. In their opinion, being brought up by a mother/ female figure causes boys and girls to develop different cognitive orientations and personalities. Girls, with a female socializer develop a more personal and embedded style of being; on the contrary boys develop a more abstract and impersonal style of being, a more autonomous self (cited in Basov,1992, p.119).

2.6.1.1.2 Social Learning Theory

Instead of taking gender identity as an unconscious, biologically based development, social learning theory views it as a product of various forms of learning. People learn through observing behaviors and attitudes of others. In the social learning theory, Bandura (1977) emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. He states "... 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, p.22).

Later, Bandura (1986) mentioned four conditions that are necessary for effective modeling as:

- Attention: the person must first pay attention to the model.
- Retention: the observer must be able to remember the behavior that has been observed.
- Reproduction: It is the ability to replicate or copy the behavior that the model has just demonstrated.
- Motivation: Learners should be willing to demonstrate what they have learned.

As each person has his/her own features, different people reproduce the same behavior in a different way. Ormrod (1999) states the general principles of social learning theory as follows:

1. People can learn through observation. Children observe and imitate the behaviors of others.

2. Learning can occur without a change in behavior. According to behaviorists in learning there has to be a permanent change in behavior. In contrast according to social learning theorists learning may or may not result in a behavior change.

3. Mental state is important for learning. Besides external reinforcement, intrinsic reinforcement as sense of accomplishment, satisfaction influence learning and behavior. Awareness and expectations of future reinforcements or punishments can have a major effect on the behaviors that people exhibit.

From the social learning perspective, girls become more social and boys more agentic as each sex is reinforced for different behaviors and they are either punished or not rewarded when they engage in inappropriate behaviors. On the other hand, as the powerful and similar models are imitated, children tend to model their same sex parent (Basov,1992, p.120).

According to social learning theory states that different treatment of girls and boys from clothes to toys begins at birth. As different behaviors are reinforced and modeled by males and females, children develop an awareness of gender-linked behaviors. It can be said that social learning theory has some implications for classroom use. Huitt (2004) states some educational implications of social learning theory as follows:

- By observing other people students learn a great deal simply.
- By describing the consequences of a behavior the appropriate behaviors may increase and inappropriate ones decrease.
- For teaching new behaviors modeling is an efficient and faster way.
- Teachers and parents must model for the appropriate behaviors and they should be careful that they do not model inappropriate behaviors.
- Students should be exposed to a variety of other models in order to break down traditional stereotypes.

2.6.1.1.3 Cognitive Development Theory

Cognitive development theory has been used to explain gender role development. According to Kohlberg (1966) who put forth this theory, children acquire a certain awareness and understanding about gender before their social experiences influence them. Based on Piaget's theory of cognitive development, Kohlberg states that the way children learn their gender role is a function of their level of understanding the world. Before the ages 4-7, children do not have an understanding of physical constancy that they do not understand that water poured from a narrow glass to a wide glass is the same amount. Therefore, they cannot have a gender identity before that age (Basov,1992). Gender identity develops at about the age of five when the child becomes aware that he or she is a male or female, and label of the self as a girl or a boy. Gender stability occurs later when the boy believes he will become a man and the girl believes she will become a woman. Between the ages of 5 and 7, the child develops gender consistency, meaning he or she believes that their gender will not change even though they might engage in cross-sex activities "such as dressing up as a member of the opposite sex".

2.6.1.1.4 Gender Schema Theory

A number of integrative theories on gender role development have been proposed but the most popular one is the gender schema theory (Cahill, 1983; Spence, 1985) which is a theory of gender development. It is a combination of social learning and cognitive development theories, as well as acknowledging the importance of cultural factors. It is based on the idea that children form organized knowledge structures, or schemas, that are gender-related conceptions of themselves and others, and that these schemas influence children's thinking and behavior (Martin and Ruble, 2004). As Bem (1981) states, that the phenomenon of sex typing derives from gender-based schematic processing, from a generalized readiness to process information on the basis of the sex-linked associations that constitute the gender schema. Children form a gender schema as they learn their culture's network associations with gender. In particular, the theory proposes that sex typing results, in part, from the fact that the concept of self itself gets assimilated into the gender schema. By observing the distinctions made between males and females in their culture, children learn not only the specific content of their gender roles but also that gender and gender distinctions are important. Basov (1992) states that

a child may observe that boys are generally described as “strong”, “brave”, “big” and girls are described as “cute”, “nice”, “good”, and by this observation s/he learns that the sexes not only differ, but also that certain attributes are more relevant for one sex than the other. As a child’s gender schema develops, the child judges her/his own behaviors as gender appropriate or inappropriate. This self evaluation also motivates the child to obey the gender norms of the culture.

2.6.2 Gender and Social Gender

In some societies, the gender of an unborn baby is something for the family to be curious about. Their choice is shaped in terms of their experience in the socialization process, values, and the perception of life they internalize. Therefore, before birth the child becomes the focal point of the expectations of being a boy or a girl. Delamont (in Swan and Graddol, 1995 p.136) states biological gender as the most effective actor that determines how an individual is going to be socialized and its position in the social environment. Everything, from the color of its clothes to the toys, is determined in terms of the gender.

2.7 School and Education in the Construction of Gender Identity

Cultural values and norms are gathered in the socialization process. Socialization starts in the family, where the basic principles of the society and accepted behavior patterns are taught. The school is another environment in which children are given the basic skills to live in society (Arslan, 2000). Children spend the majority of their time in school. As Marland (1983) mentions, school is the organ that develops and realizes the potential skills, personality and characteristic features of students. In this way, school facilitates the development of a personality that is appropriate for the role expectation of the society. In other words, it is a place through which feminine and masculine gender roles are constructed and reinforced. For example, children are expected to sit still and be quiet. These expectations are a part of the gender role that girls learn from their parents. However, for a boy, who has been encouraged to be loud and strong, these expectations can lead to trouble. Hence, as the expectations and things they are encouraged to do are contradicted, boys may face difficulty in school, and they may be less able to meet these expectations in comparison to girls. These roles are included in

the curriculum and presented within the materials in a hidden and complicated way (Arslan,2000). Therefore, education with its function of transmitting the cultural heritage of a society to generations, also serves to transfer the sexist perspective of the society. As a result, it can be said that studies analyzing the curriculum and the materials in formal education have the duty of determining the roles that are attributed to women, and if necessary, to remove them from the materials used.

In his research, Marland (in Arslan,2000 p.35) analyzed the school curricula and stated that stereotyped ideas create a condition that is unfair for both girls and boys. Just as girls are excluded from subjects such as technology, physics and science; boys, on the other, hand are excluded from subjects such as literature, child development and nutrition. Moreover, they are forced to behave in the way society attributes to girls and boys and they are not taught what they can do but why they exist.

As Rover (1987, p.207) states, sexism occurs in the educational process in three main ways:

- (1) the content and subject matter that is taught neglects women. This occurs often in the way of excluding them and their contributions completely;
- (2) the educational process which takes place in the schools, colleges and universities is conducted through the rules of the male culture and interactional system; and
- (3) in classroom environment or in other interactions with teachers women experience interactional and conversational discrimination.

Many research studies conducted in the United Kingdom and the United States confirm the existence of educational sexism, and it has been found that female students receive less attention than their male peers. This intellectual discrimination occurs when teachers are female as well as male.

A study done by Dunne (2007) in Junior Secondary Schools in Ghana and Botswana examines how school leadership, teacher responsibility, and student duties are structured by gender. Importantly, it explores how these institutional gender boundaries are controlled and acted out by male and female students and teachers to produce a highly gender-segregated school context. With very limited intervention by teachers, the

boys tend to control the seating arrangements and dominate both the verbal space and teacher time. Performances of masculinity in the public space of the classroom are emphasized through responses to incursions from female students which are met by the boys' vociferous resistance and attempts to humiliate the girls. Gender identities are performed and accomplished over time (Butler, 1990) through gender-specific routine behavior in which forms of femininity and masculinity and sexual identity are produced and regulated (Mac an Ghaill, 1994; Swain, 2004).

According to UNESCO (2005), there is now also considerable research evidence about the causes and consequences of girls' low participation rates in education. Within this work, the focus on access has been widely conceived to include consideration of enrolment, retention, achievement and, more recently, broader questions about educational quality (cited in Dunne, 2007, p.500).

2.8 Curriculum

A curriculum is a plan for what is to be taught, to whom, when and how in an educational institution. In other words it is all the planned experiences provided by the school to help the students to obtain the determined learning outcomes. What happens to students in school and the method of presentation, the way in which students are grouped in classes, the use of time and the way tasks are organized are all the matters of curriculum. In short, it refers to the total school experience provided to students. As McNeil states, a curriculum must include its purpose, content, method, organization, and evaluation (in de Marrais & LeCompte, 1999 p.223).

An education program includes the educational activities organized in an educational institution (Varış, 1978 p.19). In other words, it is the appearance of the learning process within a specific plan and program. This program is known as formal curriculum. One of the sociological aspects of the curriculum programs used in schools is the hidden curriculum. It is the fact that such a curriculum is not written that gives it a sociological quality.

2.8.1 Hidden Curriculum

Bourdier and Passeron state that no curriculum is neutral (cited in Auerbach & Burgess, 1985, p. 476). Therefore, each curriculum reflects a specific belief. For learning to be hidden presents ambiguity beneath and beyond the idea of hidden. Questions emerge as whether it is intentionally hidden to manipulate and persuade, or it has been forgotten or neglected (Meighan&Harber, 2007 p.78).

The hidden curriculum can be defined as all the things that are learnt during schooling in addition to the formal curriculum. According to Reid,

Curriculum refers to all the things that are learnt in school. As an addition to the formal curriculum it also covers the hidden curriculum that deals with all the socializing practices that are not included in the formal curriculum and contributes to the reproduction of the culture (in Meighan&Harber, 2007 p.75).

The term was first used in a conference by Edgar Z. Friedenberg in the late 1960s and it called the attention to the fact that students learn more in school than in formal instruction (in de Marrais & LeCompte, 1999 p.242). Blumberg and Blumberg (1994) call this curriculum an 'unwritten curriculum'. The content of the unwritten curriculum simply exists as a byproduct of educational system and not because anyone has deliberately hidden certain learning experiences. These authors conclude that schools focus on the work of learning and as a consequence cannot be involved in nurturing/caring roles. On the other hand, Eisner (1985 p.90) refers to the term as the 'null curriculum'. He mentions that 'subjects that are taught are part of a tradition, and traditions create expectations, they create predictability, and they sustain stability', therefore the null curriculum includes the aspects of curriculum which schools do not teach.

Jackson (1968 p.34) focuses on the psychological aspects that help students to be socialized in powerful ways during schooling. He defines three elements of the 'hidden curriculum' as,

- the crowded classrooms (students have to cope with delays, denial of their desires and social distractions. S/he should learn to live in crowd)

- praise required both by teachers and peers (praise is related to the prize system of the school, therefore academic success is necessary)
- unequal power relations of teachers and students

According to Portelli (1993 p.345), these three elements –a crowded classroom, praise and power- of the hidden curriculum give rise to norms of behavior in classrooms as the unofficial institutional expectations, norms and values aimed at by educational administrators, teachers and parents. Moreover, they are entirely unknown to the students.

As Seddon (1983) states, the hidden curriculum involves the learning of attitudes, norms, beliefs, values and assumptions often expressed as rules, rituals and regulations. They are rarely questioned and are taken for granted. Additionally, according to Czajkowski and King (1975) “the hidden curriculum is the ways in which the school environment and structure has an influence on students’ attitudes, perceptions, and sensitivities” (p.280). At the same time, a hidden curriculum produces social meanings, limitations, and cultural values which form students’ roles outside the classroom (Auerbach & Burgess, 1985 p.476).

Many of the most powerful messages students receive are not communicated through the explicit curriculum and its content. Rather, the messages are part of the hidden curriculum; raising a hand before one starts to talk in class, buttoning up one’s jacket when they encounter with an authority, not entering the teachers’ room without knocking the door are some of the behaviors that are not included in the curriculum. In brief, it includes extracurricular activities of which the learners are unaware.

In a society, individuals are brought up to obey the authority, and in a school environment, existence of social inequalities and values are subconsciously perceived; thereby, social control both in an educational institution and in society itself is provided via hidden curriculum (İnal, 1998, p.41). The aim of social control is to contribute to the integration of the society. The main subjects of the hidden curriculum, norms, beliefs and values, are transferred in a formal environment. The transference of these subjects fulfills the functions as being brought up for political socialization, being consistent, obedience and the continuation of the traditional structure. In this way, the hidden

curriculum plays an important role in the protection and permanency of the existing state. As İnal (1998) states, this role shows that the curriculum is not impartial. Knowledge included in the curriculum is stated as valid by the members of a group. Accepting a group's views as valid is to exclude others' views and this shows who is the owner of the power in the society. Therefore, it is clear that "the government includes values, notions which strengthens and validates their position in the curriculum" (İnal, 1998, p.42).

As Gutek (1988) states, there are also ideological and political sides to the hidden curriculum. Depending on this, he indicates that the aim of all the values, behaviors that are imposed to students is to protect and strengthen a system, which gets into all spots of the social relations. Students perceive this process as a necessity with some patriarchal ideologies. This is why in an education system the hidden curriculum is more powerful than the formal curriculum.

Apple and Christian-Smith (1991) comment the aim and content of the hidden curriculum is affected by two ways; the socio-economic level or class distinction of the parents, and the school the student attended. The hidden curriculum in a state school in a slum area and a private school differs: in the former obedience to the system, punctuality for the orders, courtesy and traditions are signified as the aim is to educate a compliant labor force; whereas in the latter, competition is emphasized as the aim is to educate a leader or an administrator. Consequently, the individual types required by the system are produced via the hidden curriculum. A hidden curriculum at the same time exhibits gender stereotypes and maintains gender inequities by "giving less attention and encouragement to females" (Wood, 2005, p.189).

2.8.2 Hidden Curriculum, Course Books and Sexism

Language course books reflect a given culture, and play a pivotal role in shaping a picture in the learner's mind about a country's or people's culture and language. Coursebooks also reflect a society's educational priorities and needs as well as concerned culture's political and social aspects. Coursebooks play an important role in the hidden curriculum as they form practice and reflection of the content of the curriculum (Auerbach & Burgess, 1985, p.476). It can be said that there is a kind of

communicative interaction between the coursebook and the learner. Brantmeier, Schueller, Wilde, and Kinginger (2007) state that “there is a bond between the reader and the text as readers experience and respond to the text” (p.306). As the reader interprets and understands the text it can be ingrained in the identity. Otlowski (2003) mentions that they directly affect students’ perceptions of gender by the way they portray the various people in society and the way those people are shown to communicate (cited in Pattalung, 2008, p.18).

Wharton (2005) portrays gender as one of the social constructs that children try to know about and mentions that coursebooks present some images of gender to students. He categorizes the books as sexist which includes more males than females, presents stereotypical images of males and females and has a masculine perspective (p.239).

Ersöz (2004) claims that coursebooks are bound to reflect the authors’ priorities, beliefs and values. In other words, everything presented in the book is usually the reflection of the author’s understanding of the social norms and values unless special attention is paid to being objective. Therefore, when these are employed in the classroom, someone else’s norms and values are imposed onto students in the form of written texts or visual aids.

In the pictures used in the coursebooks, there are overt examples of sexism. The well known division of labor is based on gender. In the school environment, this division and inequality between the two genders are emphasized using pictures, and students are directed to sexist labor division via the hidden curriculum. Research has shown that books have a sexist approach. Serbin mentions that in stories for pre-school children, male characters are described in outdoor settings and characterized as leaders, successful in fulfilling their duties, and adventurous (cited in Arslan, 2000 p.35). On the contrary, female characters are characterized as unsuccessful and fearful in risk taking in outside settings and decide to turn back to their traditional roles. In many of the studies done before 1946, stereotyped ideas were analyzed in primary school books and it was observed that different duties existed in gender roles. Males were seen as the source of information, and successful, active members. Within the same frame, the study done by the U.S. Department of Health and Education and Welfare in 1975 showed that male

pictures were used as the main pictures of the stories. In spite of the increasing participation of woman in production, women were rarely portrayed as labor force. Decrow (1972) mentions that other than teachers and nurses, women were not portrayed in course books. In the same study it is mentioned that men were portrayed in 147 different jobs, but of the 26 women, all were nurses, teachers or secretaries.

CHAPTER 3

METHODOLOGY AND DATA COLLECTION

3.0 Introduction

In this chapter the ideas of the 7th and 10th grade students and English teachers of the selected government schools considering the coursebooks will be focused on. The methods of data collection and the pilot study of the instrument used in the study will also be given. Furthermore, the setting, participants and the aims and the objectives main study will be explained. Finally, the collected data will be analyzed.

3.1 Research Design

This study was conducted using a quantitative methodology held in descriptive research design. It has two pillars: a questionnaire on book evaluation applied to students and teachers and the content analysis of the coursebooks. Descriptive research design is counted as a valid method for researching specific subjects and as a precursor to more quantitative studies.

According to Brannen (1992), in the quantitative approach the researcher, theoretically pre-defines and categorizes variables one by one. These variables are used to formulate the hypotheses upon which the data will be tested. The formulation of the hypotheses is completed before the data are collected. On the other hand, in the qualitative approach the researcher begins with a broader definition of concepts. As the research progresses the definition of concepts may change on the bases of the data obtained.

Seliger and Shohamy (1989) suggest three different research methods. The first method is the qualitative, the second method is the experimental and the third method is the descriptive that covers the characteristics of both the qualitative and experimental methods.

In the qualitative method, the research is data-driven; the researcher has no preconceptions and can generate hypotheses from the data gathered, and then describe the phenomenon. In experimental research, the research is hypothesis-driven; the researcher makes predictions, tests hypotheses, and then produces a theory. The descriptive research design covers the characteristics of both the qualitative and the experimental research design. In this approach, the main procedures used to collect data are self-assessment forms, questionnaires, checklists, diaries, surveys, interviews, and so on. The researcher starts the data collection with a certain hypothesis in mind, therefore hypothesis testing is required. Furthermore, in descriptive research the groups of subjects are chosen at random from among people in appropriate contexts (Seliger and Shohamy 1989, p.155).

Brannen (1992) reviews the two principal approaches as the quantitative and qualitative approaches. In the quantitative approach, the researcher, theoretically, pre-defines and categorizes variables one by one. These variables are used to formulate the hypotheses upon which the data will be tested. The formulation of the hypotheses is completed before the data are collected.

On the other hand, in the qualitative approach the researcher begins with a broader definition of concepts. As the research progresses the definition of concepts may change in line with the data obtained. “In contrast with the quantitative research, qualitative inquiry tends to emphasize meaning and context more than specific findings in the form of facts or a particular element of knowledge” (Mason and Bramble, 1997, p.334). Wilkinson (2000) states that quantitative data can be transferred to numerical form. This process can be realized by using some statistical tests. Therefore, with statistical analysis of quantitative data information can be gathered dealing with numbers and anything that is measurable can be counted as quantitative data. Statistics, tables and graphs, are often used to present the results of these methods.

Kohlbacher (2006, p.10) considers content analysis as a qualitative research technique as “it is exploratory in nature and less structured than quantitative research and explains the value of content analysis with its capacity to explore questions unanswerable by more quantitative methods”. However, by the issue of the qualitative vs quantitative focus of the technique it is classified into 2 types: qualitative and quantitative content analysis.

Qualitative content analysis differs from quantitative content analysis primarily in its emphasis on interpretation over quantification, subjectivity over objectivity, flexibility in process over outcome, and concern for influence of context on the research process (Kohlbacher, 2006 p.11).

According to Fraenkel and Wallen content analysis is “a technique that enables researchers to study human behavior in an indirect way” (cited in Hinnds, 2000, p.53). This tool involves the examination or analysis of the contents of a communication tool as newspaper articles, journal contents, magazines, speeches, advertisements and so on.

As Mason and Bramble (1997, p.345) state, “anything with a message such as works of art, music, and other pieces of creative work can be subjects of content analysis”. The range of this type of analysis covers marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science. There are two general categories of content analysis: conceptual analysis and relational analysis. In conceptual analysis, a concept is chosen for examination and the number of its occurrences within the text recorded. The researcher is interested only in quantifying these words, not in examining how they are related, which is a function of relational analysis, which builds on conceptual analysis by examining the relationships among concepts in a text.

Weber (1990, p.10) and Krippendorff (1980, p.9) define content analysis as a systematic research method for analyzing textual information in a standardized way and it also allows evaluators to make inferences about that information.

In short, content analysis is essentially a quantitative method and it is a central tool having its system of categories. In content analysis, the simplest type of evaluation deals with counting the numbers of occurrences per category on the assumption that

there is a relation between the content frequency and meaning. It is also a systematic and objective system of analysis to answer the research questions.

In this study, a descriptive approach with quantitative research design was used to analyze the data collected by means of a questionnaire administered to students and teachers at Turkish state schools. In this framework quantitative content analysis was used to analyze the gender bias pictures and illustrations used in the English Language coursebooks written by Turkish authors. The study also covers qualitative content analysis of visuals (pictures, photos, drawings, etc.) in the above mentioned books. The researcher uses the term “content analysis” to refer to the visuals only.

3.2 Population and Sampling

As stated by Dörnyei (2007, p.96) the sample is a subset of the population therefore it is a representative of the whole population. As the results are gathered from the selected group in contemplation of the mentioned sample representing the larger population, representativeness is important. As a sampling procedure for the study opportunity sampling type of non-probability sampling was used. In opportunity sampling, as Dörnyei (2007) states:

the important criterion is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer (p.98).

Opportunity samples are usually convenient as they have to possess certain key characteristics that are related to the purpose of the research (Dörnyei, 2007, p.99).

The population of the current study consists of students studying EFL and their teachers at primary and secondary schools in Turkey. The sample of the study was selected by means of opportunity sampling, the most frequently used non-probability sampling technique in applied linguistics research, which takes into consideration criteria such as economic factors, accessibility, and geographical proximity (Dörnyei, 2007). It consisted of 15 state schools in 4 districts of Ankara, namely Altındağ, Yenimahalle, Çankaya and Keçiören. Underlying assumption in the selection of these

districts is that they represent different socio-economic situations. State schools were selected for investigation in the current study since private colleges are using coursebooks published by foreign publishers. 8 of these 15 schools were primary and the remaining were secondary schools.

The participants consisted of 779 students, 440 of whom were from primary education (139 from 6th grade and 301 from 7th grade), and 339 from secondary education (10th grade). There were 408 female and 371 male students.

The original consideration was to conduct the research with 6th graders; however, considering that they have been learning English for two years and they have not seen enough samples of coursebooks yet, only a small group of these students were included in the study to reveal any differences. On the other hand, the reason for choosing the 7th graders was that they are at the age of puberty, namely 13-14 ages for girls and 14-15 ages for boys. Shaffer explains the importance of puberty and its relation to gender role stating that during puberty the hormones induce the changes in the sexual characteristics of the body such as with the release of hormones the growth of reproductive system arouses and this causes the development of sexual urges. During this process the self concepts as being male or female come together and they determine the gender role preferences and they develop a gender role identity (2007, p.528)

In the secondary education group, 10th grade was selected as an end limit in the current study due to the fact that 11th and 12th grade students rarely attend school and when they do, they rarely focus on regular classes because of the university entrance examination.

There were also 51 English Language teachers working in these schools involved in the current study. 42 were female and 9 were male. 29 were between the ages of 31-40, 17 were 41-50 and 5 of them were between 20-30 years old. In terms of the years of experience, 8 of these teachers were teaching for 6-10 years, 25 were teaching for 11-15 years, 12 were teaching for 16-20 years, 6 were teaching for 21-25 years.

Table 1: Demographic information of the teachers involved in the study

	Gender		Age			Years of Experience				
	Female	Male	20-30	31-40	41-50	1 -5 years	6 -10 years	11 -15 years	16-20 years	21-25 years
Number	42	9	5	29	17	0	8	25	12	6

As the second pillar of the study, the pictures and images in the 11 English Language Coursebooks written by Turkish authors published by the Ministry of Education used both in primary and secondary education were analyzed in terms of gender bias. The coursebooks are given in Table 2.

Table 2: List of the books

Title	Grade
Time for English Grade 4	4
Time for English Grade 5	5
Spot On 6	6
Spot On 7	7
Spot On 8	8
Breeze 9	9
Breeze 10	10
New Bridge to Success 9	9
New Bridge to Success 10	10
New Bridge to Success 11	11
New Bridge to Success 12	12

3.3 Data Collection Instruments

Surveys and questionnaires are widely used data collection instruments in any research design: qualitative, experimental or quantitative. It is possible to design surveys and questionnaires in many shapes and forms. Especially if the study group is large and factors that will be examined are limited in scope, the questionnaire would be the proper technique to collect the data (Wiseman, 1999, p.130).

Oppenheim (1983) states that designing a questionnaire is a long and demanding process as questionnaire is a powerful evaluation tool. Therefore objectives should be organized carefully. To make the questionnaire powerful review and testing are necessary. By this way minor mistakes that can cause great changes in meaning and interpretation can be prevented.

Seliger and Shohamy (1989) state the advantages of using questionnaires as, first, the questionnaires are self-administered, it is possible to give them to large groups of subjects at the same time. Second, questionnaires can be completed anonymously. The usual convention is that subjects may respond to the questions or the statements included in the questionnaires anonymously. If anonymity is assured, subjects share information of a sensitive nature more easily (Seliger and Shohamy 1989). Third, it is possible to gather highly uniform and standard data as the same questions are asked to all subjects. Finally, it is possible to gather more accurate data as usually all subjects participating in the research are given, and requested to fill in, the questionnaires which are exactly the same.

On the other hand, administering questionnaires is not without problems. For example if the questionnaires are mailed, low response rate can be seen and this may influence the validity of the research findings (Cohen, Manion, & Morrison, 2005). Moreover, the length and complexity of the questionnaire should be considered as some subjects may not respond to some items. Therefore, the items of a questionnaire should be properly understood by the subjects and answered correctly. Sometimes ambiguity related to the questions influence validity of the research findings (Cohen, Manion, & Morrison, 2005, p.247). To avoid ambiguity, in the present research the questions were piloted before the main data collection.

In structured surveys and questionnaires, there are two commonly used techniques: The Semantic Differential technique and the Likert Scale. As Cohen, Manion & Morrison (2005, p.253) state these are very useful devices for the researcher, as they build in a degree of sensitivity and differentiation of response while still generating numbers. In the Semantic Differential technique the subjects give a rating to the items on the questionnaire by using bipolar nouns or adjectives such as ‘yes / no; good / bad; positive / negative; high / low’. A Likert scale provides a range of responses to a given question or statement as 1: not at all, 2: very little, 3: a little, 4: a lot, 5: a very great deal or 1: strongly disagree, 2: disagree, 3: neither agree nor disagree, 4: agree, 5: strongly agree (Cohen, Manion & Morrison, 2005, p.253). Therefore, it requires the respondents to use verbs in positive, neutral or negative forms to indicate if they ‘strongly agree; agree; are undecided; disagree and strongly disagree’ with each statement given in the questionnaire. If a statistical analysis of data is going to be gathered in this manner, it is necessary to assign a numerical value to each verbal response to obtain a nominal data. For example, a range of score values from ‘5’ for ‘strongly agree’ to ‘1’ for ‘strongly disagree’ can be assigned. In the current study this scoring system has been applied in the questionnaire.

3.3.1 The Questionnaires

In this research, two questionnaires both developed by the researcher were used. According to Churchill and Iacobucci (2005) designing a questionnaire is a challenging activity nonetheless developing a questionnaire is time consuming and planning required process. While designing a questionnaire the following points should be kept in mind as;

- the group the questionnaire will be directed,
- the structure of the items or questions,
- clarity of the questionnaire that there should not be hidden assumptions,
- timing is important that it should not be longer or shorter than it need to be,
- items or questions in negatives should be avoided,
- the way you analyze the responses (p.316)

The first questionnaire is “Coursebook Visuals Evaluation Scale – Students’/ Teachers’ Version” (CVES). It consists of 21 Likert type items related to the evaluation

of visual elements such as pictures in books. Taking into consideration the research questions of the study, the items of the questionnaire are organized under four components as “activities” done by male and females, “roles” they have, “objects/tools” they use and “places” they are shown. In order to avoid any misunderstanding related to unknown vocabulary, the questionnaire was prepared in Turkish. The items were read by an expert from Turkish Language Department of Gazi Faculty of Education and necessary changes were made (see appendix I). In the questionnaire administered to the teachers’, a section for demographic information including gender, age, years of experience, the coursebooks they were using and the grades they were teaching was included.

The second questionnaire is “Student Perceptions of Gender in Occupations Inventory” (SPGOI). It is related to the perceptions of students on occupations with the aim of determining the students’ perception of occupations in terms of gender. It consists of 12 items comprising of three or four sentences defining an occupation using non-gender specific names for each in order not to direct the students. Students were asked to mark whether the occupations were done by a male, female or both. This questionnaire was also prepared in Turkish (see appendix II) and administered to the participants in the fall semester of the 2009-2010 academic year.

3.3.2 Piloting the Questionnaire

It is important to pilot any questionnaire before using it in the main study. The wording of questionnaires in particular is very important and pre-testing is crucial to its success. A pilot study has several functions, principally to increase the reliability, validity and practicability of the questionnaire (Wilson and McLean, 1994) .

Cohen, Manion & Morrison (2005, p.261) state the importance of piloting as follows:

- to check the clarity of the questionnaire items, instructions and layout;
- to gain feedback on the validity of the questionnaire items, the operationalization of the constructs and the purposes of the research;
- to eliminate ambiguities or difficulties in wording;

- to gain feedback on the *type* of question and its format (e.g. rating scale, multiple choice, open, closed etc.);
- to gain feedback on the layout, sectionalizing, numbering and itemization of the questionnaire;
- to check the time taken to complete the questionnaire;
- to check whether the questionnaire is too long or too short, too easy or too difficult, too threatening;
- to generate categories from open-ended responses to use as categories for closed response- modes (e.g. rating scale items);
- to identify commonly misunderstood or uncompleted items

According to Oppenheim (1992), everything about the questionnaire should be piloted, even the typing style or the quality of the paper. The piloting process enables a researcher to revise the questionnaire if necessary and this improves the quality of the data obtained. To determine valid and reliable results, the pilot study of the research was carried out, in Gülen Muharrem Pakoğlu Primary School, Ankara, during the spring term of the 2008-2009 Academic Year. As it was not possible to administer the same questionnaire again to the participants of the main study, the participants of the pilot study were chosen from another school rather than from those involved in the main research.

The objectives in carrying out a pilot study were as follows.

- To find out how much time the questionnaire takes to administer, that is, whether it is too long or too short.
- To find out whether all the questions are clear and understandable.
- To conduct a factor analysis and see if there are any irrelevant questions and also to see if they are categorized in the right place.
- To find out whether the questionnaire is reliable or not.

In other words, the basic aim is collect the necessary data from the students to identify whether this questionnaire is a satisfactory tool to determine the attitudes of the students to their coursebooks.

The questionnaire which was applied to the students and teachers were identical in order to attain valid and reliable results. Both questionnaires were designed in Turkish in order to eliminate any possible problem that may arise from language. These two questionnaires are parallel to each other; therefore, the results can be compared to identify the attitudes of the students with those of the teachers.

The participants of the pilot study were 81 students who were in the 6th to 8th grades of Gülen Muharrem Pakoğlu Primary School. The students, and classes the questionnaire applied were chosen randomly. Twenty of the students were 6th grade, twenty-eight were 7th grade and thirty-three were 8th grade students. The questionnaire was administered to students at different levels of language proficiency to see different perspectives. The pilot study was administered only to the students because the questionnaire which would be applied to the teachers in parallel to the student questionnaire.

The students completed the questionnaire in the presence of the researcher to reveal the drawbacks of the questionnaire. It took 15 minutes for them to complete the questionnaire, which was suitable. If a questionnaire takes too much time the students are generally not willing to fill in, so it should not be too long. However, it should also not be too short which means failing to get enough information. It was observed that the students had difficulties in understanding whether they were to complete it according to their opinions on the subject or by targeting just the coursebooks. Therefore, before starting the administration, the researcher mentioned particularly that they should fill in considering their coursebooks.

3.3.3 Result of Piloting

The pilot instrument consisted of 20 items on the roles and tools attributed to genders and the tools they use. At the end of the piloting, it was observed that some statements were not clear for students. Therefore, in order to attain content validity, the questions were discussed with instructors from Turkish Department of Gazi Faculty of

Education as the questionnaire was prepared in Turkish. Consequently some items are omitted.

Out of the 20 items, the responses given to one were vague, therefore the reliability of that item was in question. Thus, the vague question was changed in the light of expert opinion in such a way to make it more comprehensible.

The questionnaire was administered to 81 students and then the results were analyzed by means of SPSS 15.0. In order to test the internal reliability of the questionnaire, Cronbach alpha was calculated found to be .74. According to Özdamar (1997, p.500) an instrument is reliable if $\alpha \geq .60$ and $< .80$. This value also shows that factor analysis can be applied to this questionnaire.

3.4 Data Collection Procedure

This study examines the elements of gender-bias in English Language coursebooks written by Turkish authors used in the primary and secondary education of state schools. Coursebook analysis was taken as the main methodological approach of the study because coursebooks are the elements of the learning process and they have a significant value on students as they provide the first exposure to the subject for students. Consequently pictures and illustrations in these books have a significant role on students and accordingly on their educational process. In the light of the subject, necessary reviews of literatures and previous studies were examined. It was observed that all studies related on the coursebooks were conducted using the content analysis of the coursebooks. In the current study, the teachers' and students' point of view were added in order to gather these two groups' opinions of the coursebooks they use in terms of gender-bias. At the same time, to understand if students are pre-conditioned to whether or not certain occupations are more associated with a particular gender as doctors are male, teachers are female in their families or environment in terms of gender-bias, an attitude questionnaire on occupations was administered to student participants. No appropriate survey or questionnaire was found for either case, so a questionnaire was developed to gather this kind of data.

The data of this study were gathered at the beginning of 2009-2010 fall term after the official application procedures had been followed. To carry out any kind of research

in state schools, an approval of Directorate of National Education was necessary. To get this approve, in 2008-2009 spring term, a research proposal was prepared and submitted to the Directorate of National Education with the questionnaires attached. Also, as recommended, list of the schools which were selected by means of opportunity sampling was also submitted. After the approval, the questionnaires were administered in the schools selected in 2009-2010 fall term, in two weeks period. For the second pillar of the study, the visual images in the textbooks were content analyzed in terms of sexism.

3.5 Data Analysis

At the end of the application to analyze the data a coding frame was determined, the data gathered turned into numeric data and were analyzed with SPSS 15.0 statistical program. From the data provided, below items were analyzed:

- Whether there is a difference among Grades in terms of book evaluation
- Whether there is a difference among districts in terms of book evaluation
- Whether there is a difference in terms of students' gender and book evaluation
- Whether there is a difference in terms of teachers' gender and book evaluation
- Whether there is a difference between occupation perception and grade
- Whether there is a difference between occupation perception and districts
- Whether there is a difference between occupation perception and students' gender

For the second pillar of the study, the visual images in the textbooks in terms of sexism were content analyzed. Content analysis is the counting of words, phrases, or grammatical structures within specific categories (Dörnyei, 2007). In order to do the content analysis of the textbooks, categories for analysis were constructed. Category construction is important to have a clear view of the pictures that are presented in the coursebooks and also to count and calculate the percentages. The study done by Arslan (2000) shed light on the construction of the categories of the study together with the items used in the CVES-S/T. For this study firstly, appearance of female and male characters were taken into account and the appearances of females and males in the coursebooks were counted and determined in percentages. Cartoon characters, crowded group pictures and pictures in which female and male are not clearly seen were not

included in the study. Secondly, the roles that male and female characters have in the family were taken into consideration. Here, the main belief is that coursebooks reflect different status assigned to different sexes. As stated in Helvacioğlu (1996) male is the head of the family, and he works for the comfort of the family. Females work only if it is necessary to help the male. Thirdly, the occupations undertaken by male and female characters were considered. Related to this, Helvacioğlu noted that in coursebooks males have been pictured mostly in high status occupations as journalists, engineers, architects, athletes, writers, bank accountants, etc. compared to females (1996). Therefore, in this study, whether some occupations were related to females and males was analyzed. The other categories were the activities attributed to genders and the places they were shown in. As stated by Helvacioğlu (1996) and Arslan (2000), domestic activities such as cleaning, cooking, shopping, child care were seen as stereotyped female responsibilities carried out in the house whereas males perform outside activities as mending, gardening.

In order to be consistent in gathering the data for content analysis and to eliminate the human factor inter-rater reliability was used. This is the degree of agreement between two observers to maintain the homogeneity, objectivity of the research. Therefore, peer checking was used and the visuals of the books used in the research were also checked by another expert. During this process the same categories were used. The results of the data analysis are given in chapter 4.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents the statistical analysis of the data gathered via CVES-S/T and SPGOI, and the results of the content analysis of the books.

4.1 Coursebook Visuals Evaluation Scale (CVES) – Students’ Version

The scale was organized under four components as “activities” done by male and females, “roles” they have, “tools” they use and “places” they are shown in. It aims to evaluate the visual elements as pictures in language coursebooks from the students’ point of view. The data gathered were analyzed with SPSS version 15 Statistical Software program.

4.1.1 Analysis of the Perceptions of Coursebook Visuals Between Grades

To analyze the difference between the perceptions of the different grades on the evaluation of books with Coursebook Visuals Evaluation Scale – Students’ Version” (CVES), ANOVA (Analysis of variance) test was used to test the homogeneity of variances. The analysis indicated a significant difference between the grades’ perceptions in eighteen questionnaire items (items 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20). Significant items were grouped under the four categories of activities, roles, places and objects. The categories were the same as the scale. The results are given in the following tables.

Table 3: CVES for grades in terms of activities they do

	M(SD)			F(2,776)	<i>p</i>
	Grade 6 (n=139)	Grade 7 (n=301)	Grade 10 (n=399)		
Item 1	2.3381 (1.23684)	1.8970 (.76552)	1.9853 (.70695)	13.26	*
Item 4	3.518 (1.27605)	3.9169 (.93617)	4.1357 (.84223)	20.21	*
Item 9	2.2806 (1.10354)	2.6478 (1.27105)	2.5752 (1.08354)	4.87	*
Item 10	3.6331 (1.31405)	3.7375 (1.18640)	3.9941 (.92306)	6.99	*
Item 15	2.0216 (1.09985)	1.6179 (.73272)	1.7257 (.51454)	14.46	*
Item 16	2.6691 (1.18804)	1.9402 (.96423)	1.7257 (.67387)	54.68	*

* $p < .05$ ** $p < .01$ *** $p < .001$

The results of the ANOVA show that the items that have significant difference at $p < .05$ level, were conducted a post hoc multiple comparison tests (Tukey HSD and Tamhane tests) to find out which grades have different perceptions. If the significance was $\geq .05$, this meant variances were homogenous, therefore Tukey test was used. If the significance was $\leq .05$, this meant variances were not homogenous therefore, tamhane test was used.

For item 1, the results of ANOVA indicated that as a result of the post hoc of tamhane test there was a significant difference between 6th ($M=2.33, SD=1.23$) and 7th ($M=1.89, SD=.76$) grades and 6th and 10th ($M=1.98, SD=.70$) grades ($p < .05$). The mean difference of 6th and 7th grades was .44 and 6th and 10th grades was .35. (See Appendix III). This means that there was a difference between the 6th grade and 7th and 10th relating to the first item. When the visuals in their coursebooks were taken into consideration, grade 6 subjects agreed with this statement much more than 7th and 10th graders. 6th graders claimed that in the visuals of their coursebooks all family members do cleaning and washing.

For item 4, ANOVA indicated that as a result of the the post hoc of Tamhane test, significant difference was found ($p < 0.05$) between the groups. 7th graders ($M=3.91, SD=.93617$) think that in English coursebooks women are always pictured doing the

housework as washing, ironing and cooking. 10th graders ($M=4.13$, $SD=.842$) agreed with this statement much more than 6th and 7th graders. The mean difference of 7th and 6th grades was .39, and 10th and 6th grades was .61, 10th and 7th graders was .21. (See Appendix III)

As presented in the in table 3, for the item 9, “in coursebooks, intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities” a significant difference exists between the grades ($p<0.05$) as a result of the the post hoc Tamhane test. In this respect, compared to 6th graders ($M=4.13$, $SD=.84$), 7th ($M=2.64$, $SD=1.27$) and 10th ($M=2.57$, $SD=1.08$) graders agreed to a greater extent on the stated item. The mean difference of 7th and 6th grades was .36, 10th and 6th grades was .29 (See Appendix III).

For item 10, “things and actions that require strength and talent are pictured with males/boys in coursebooks”, as a result of the the post hoc Tamhane test there was a difference between 10th ($M=3.99$, $SD=.92$) graders and other groups. As seen in the above table, grade 10 subjects agreed with the statement that coursebooks they have used so far contain pictures of the type. 6th ($M=3.63$, $SD=1.31$) and 7th ($M=3.73$, $SD=1.18$) graders did not agree on the item as 10th graders did. The mean difference of 10th and 6th grades was .36, 10th and 7th grades was .25. (See Appendix III)

For item 15, “in coursebooks women go to work and earn money” the post hoc Tamhane test show that there was a significant difference ($p<0.05$) between the grades. As the table shows, 6th ($M=2.02$, $SD=1.09$) graders thought that their coursebooks contain pictures of women working and earning money more than the 7th ($M=1.61$, $SD=.73$) and 10th ($M=1.72$, $SD=.51$) graders coursebooks do. The mean difference of 6th and 7th grades was .40, 6th and 10th grades was .29. (See Appendix III)

For the item 16, since there was a significant difference at $p<0.05$ level, post hoc Tamhane test was conducted to see which groups have different perceptions. In the item “in the coursebooks men are pictured as they are interested in household duties/housework” there was a difference between 6th graders’ views ($M=2.66$, $SD=1.18$) and the views of 7th ($M=1.94$, $SD=.96$) and 10th ($M=1.72$, $SD=.67$). The difference was observed between 7th and 10th graders for the same item. Consequently,

6th graders thought men are pictured doing housework in their coursebook more than in the coursebooks of 7th and 10th graders.

Table 4: CVES for grades in terms of places they are shown in

	M(SD)			F(2,776)	p
	Grade 6 (n=139)	Grade 7 (n=301)	Grade 10 (n=399)		
Item 6	3.2086 (1.31035)	3.1595 (1.36424)	3.6755 (1.11778)	15.35	*
Item 13	3.4317 (1.17984)	3.8439 (.98262)	3.8466 (.80682)	10.8	*
Item 18	3.2950 (1.29913)	3.7674 (1.03235)	3.8289 (.78837)	15.124	*

*p< .05

**p<.01

***p<.001

As a result of the ANOVA, the items that have significant difference at $p<.05$ level, were subjected to post hoc multiple comparison tests (Tukey HSD and Tamhane tests) to find out which grades have different perceptions. If the significance was $\geq .05$, this meant variances were homogenous, therefore Tukey test was used. If the significance was $\leq .05$, this meant variances were not homogenous therefore, tamhane test was used. The test results are given in the appendix III.

Item 6 questions the gender and place relation. The above table shows that as a result of the post hoc Tamhane test there was a statistically significant difference between 6th ($M=3.20$, $SD= 1.31$), 7th ($M=3.15$, $SD=1.36$) graders with 10th ($M=3.67$, $SD=1.11$) graders ($p<0.05$). In this respect, 10th graders thought that in the coursebooks boys are generally pictured outside playing football and/or basketball much more than 6th and 7th graders did.

For the item 13, “in coursebooks men are pictured working in the office” a significant difference was seen between 6th ($M=3.43$, $SD=1.17$) graders with 7th ($M=3.84$, $SD=.98$) and 10th ($M=3.84$, $SD=.80$) as a result of the post hoc Tamhane test. According to this, when compared with the 6th graders’ coursebooks, 7th and 10th graders’ were found to include males’ working in the office more than 6th graders’ coursebooks did.

For item 18, the table above shows that for the perception of the item “in the coursebooks women are always pictured at home doing housework” there was a significant difference between 7th ($M=3.76$, $SD=1.03$) and 6th ($M=3.29$, $SD=1.29$) graders, at the same time between 10th ($M=3.82$, $SD=.78$) and 6th graders. Thus, compared to 6th graders, 7th graders shared the same opinion with the stated item when the visuals in their coursebooks were taken into consideration. Similarly, compared to 6th graders again, 10th graders thought that in the pictures of their coursebooks women are always pictured at home, doing housework. 6th graders, on the other hand, thought that coursebooks they have used so far do not contain pictures showing women always in domestic scenes.

Table 5: CVES for grades in terms of roles they have

	M(SD)			F(2,776)	p
	Grade 6 (n=139)	Grade 7 (n=301)	Grade 10 (n=399)		
Item 3	3.0288 (1.20952)	3.4319 (1.00640)	3.5251 (.90452)	12.28	*
Item 7	3.5899 (1.19669)	4.0365 (.88430)	4.2596 (.69050)	29	*
Item 8	1.8345 (1.06728)	1.6445 (.84649)	1.4897 (.61710)	9.5	*
Item 19	3.0216 (1.38558)	3.3488 (1.27066)	3.4277 (1.16021)	5.331	*
Item 20	2.6906 (1.30689)	3.0299 (1.37202)	2.9263 (1.30447)	3.088	*

*p< .05

**p<.01

***p<.001

As a result of the ANOVA, the items that have significant difference at $p<.05$ level, were conducted a post hoc multiple comparison tests (Tukey HSD and Tamhane tests) to find out which grades have different perceptions. If the significance was $\geq .05$, this meant variances were homogenous, therefore Tukey test was used. If the significance was $\leq .05$, this meant variances were not homogenous therefore, Tamhane test was used. The test results are given in the appendix III.

For item 3, the the post hoc Tamhane test there was a difference between the groups. 7th ($M=3.43$, $SD=1.00$) and 10th ($M=3.52$, $SD=.90$) graders thought that in

coursebooks girls are pictured at home helping their mothers, whereas 6th graders ($M=3.02$, $SD=1.20$) stated that the English coursebooks they have used so far do not contain pictures of the type.

For the item 7, there was a difference between the grades as a result of the the post hoc Tamhane test. The table above shows that for the item “all top-level executives in coursebooks like managers are usually pictured as man” 6th graders ($M=3.58$, $SD=1.19$) regarded the notion as nugatory more than 7th ($M=4.03$, $SD=.88$) and 10th graders ($M=4.25$, $SD=.69$) did. If listed in order, 10th graders were the most positive minded on the item, while the less positive one was 6th graders. According to 6th graders, the English coursebooks they have used so far do not contain pictures showing all top-level executives as men.

In item 8, “in the pictures of coursebooks men always deal with all household duties and child care” according to the result of the the post hoc Tamhane test there was significant difference between the grades ($p<0.05$). As can be seen from the table above 6th ($M=1.83$, $SD=1.06$) and 7th ($M=1.64$, $SD=.84$) graders thought more positively on the item than 10th graders did. Unlike 10th graders did not agree with the statement as others.

For item 19, statistically significant difference ($p<.05$) was observed between 10th ($M=3.42$, $SD=1.16$) and 6th ($M=3.02$, $SD=1.38$) graders as a result of the post hoc Tamhane test. As the table above shows, for the perception of the item “in the coursebooks girls portrayed in the pictures pay attention to their appearance and they deal with household activities” 10th graders asserted that the coursebooks they have used so far contain pictures relevant to the stated item much more than 6th graders did.

For item 20, which is “From the pictures in coursebooks it is understood that men are clever and successful” the significance difference ($p<.05$) was observed between 7th ($M=3.02$, $SD=1.37$) and 6th ($M=2.69$, $SD=1.30$) graders as a result of the post hoc Tukey HSD test. As it was stated in the table above, when compared to 6th graders, 7th graders were more in favor of the idea that the pictures of the coursebooks give the impression that men are clever and successful.

Table 6: CVES for grades in terms of objects they use

	M(SD)			F(2,776)	p
	Grade 6 (n=139)	Grade 7 (n=301)	Grade 10 (n=399)		
Item 5	3.0504 (1.21180)	3.0332 (1.30852)	3.3658 (1.13399)	6.91	*
Item 11	2.8417 (1.13737)	3.0399 (1.24836)	3.1770 (1.11655)	4.13	*
Item 14	3.5072 (1.17297)	3.6910 (1.19201)	3.8555 (.99394)	5.16	*
Item 17	2.8345 (1.23709)	3.0667 (1.21950)	3.1357 (1.12234)	3.22	*

*p< .05

**p<.01

***p<.001

As a result of the ANOVA, the items that have significant difference at $p<.05$ level, were conducted a post hoc multiple comparison tests (Tukey HSD and Tamhane tests) to find out which grades have different perceptions. If the significance was $\geq .05$, this meant variances were homogenous, therefore Tukey test was used. If the significance was $\leq .05$, this meant variances were not homogenous therefore, tamhane test was used. The test results are given in the appendix III.

Item 5 questions the objects that male and female are shown with. 10th graders ($M=3.36$, $SD=1.13$) thought that coursebooks they have used so far include pictures showing girls playing with dolls. This view is much more popular with 10th graders than 6th ($M=3.05$, $SD=1.21$) and 7th ($M=3.03$, $SD=1.30$) grades.

For item 11 “in coursebooks girls are pictured using and playing with kitchen tools as saucepan, frypan” the significance difference exists between 10th ($M=3.17$, $SD=1.11$) and 6th ($M=2.84$, $SD=1.13$) graders as a result of the post hoc Tukey HSD test. According to the above table, 10th graders tended to think more that their coursebooks contained pictures of the type stated in the item than 6th graders did.

For item 14 the above table illustrates that in terms of the statement “in the coursebooks boys are pictured playing play station and dealing with technological equipments as computers” a significant difference was found between 6th ($M=3.50$, $SD=1.17$) and 10th ($M=3.85$, $SD=.99$) graders. 10th graders turned to think just the same

as the item stated. However, according to 6th graders, their coursebooks did not contain visuals as stated in the item.

For item 17, “in coursebooks boys are pictured using and playing with repairing outfits as hammer, screwdriver” the significant difference ($p < .05$) occurred between 10th ($M = 3.13$, $SD = 1.12$) and 6th ($M = 2.83$, $SD = 1.23$) graders as a result of the post hoc Tukey HSD test. As seen from the table 6, 10th graders agreed more with the given statement and they thought that their coursebooks contain pictures same as the item stated. On the contrary, 6th grades did not share the same opinion.

4.1.2 Analysis of Coursebook Visuals in terms of Students’ gender

In order to understand whether there was a statistically significant difference in the perception of visuals in terms of gender, t-test was conducted. The analysis indicated a significant difference between the perception of coursebook visuals and gender of students in two questionnaire items (items 9,10). The results of the test were given in tables below.

Table 7: Relation between perception of coursebook visuals and gender for item 9

9. In coursebooks, intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities

Item 9	N	mean	Std.Dv	df	t	p
Female	408	2.36	1.23	774.498	-4.742	.000
Male	371	2.75	1.05			

For item 9, “in coursebooks, intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities” the significant difference was at $p < .05$ level. When the means of females and males were considered, the difference between two means implied that males make use of their thinking skills since males in the visuals of the coursebooks are pictured as involved in activities requiring intelligence and including cultural elements such as reading books, going to theatre and so on.

Table 8: Relation between perception of coursebook visuals and gender for item 10

10. Things and actions that require strength and talent are pictured with males/boys in coursebooks

Item 10	N	mean	Std.Dv.	df	t	p
Female	408	3.68	1.16	776.760	-3.977	.000
Male	371	3.99	1.03			

In item 10, “things and actions that require strength and talent are pictured with males/boys in coursebooks”, the significance was at $p < .05$. Considering the means of two genders compared to females, it is possible to state that males are of the opinion that boys are pictured in the visuals connected to things and actions that require strength and talent.

4.1.3 Analysis of Coursebook Visuals in terms of Teachers' gender

To find out whether there is a difference in the perception of coursebook visuals between the teachers in terms of gender, t-test was conducted. As a result of the analysis a significant difference was indicated only in one questionnaire item (item 12). The t-test result was given in the table below.

Table 9: Relation Between Perception of Coursebook Visuals and Teacher Gender for item 12

12. In the coursebooks women always pictured as doing carpentry, working in construction and driving a taxi

Item 12	N	mean	Std.Dv	df	t	p
Female	42	1.50	0.67	774.498	24.37	.017
Male	9	1.11	0.33			

As can be seen in table 9, in terms of the means in the table female teachers' ideas were the same as the item stated with the mean score of 1.50. The male teachers that participated in the study did not agree on the statement to the same extent as the female teachers. Their mean was 1.11.

4.2 Student Perceptions of Gender in Occupations Inventory” (SPGOI)

The aim of “Student Perceptions of Gender in Occupations Inventory” (SPGOI) was to determine the students’ perception of occupations in terms of gender. With this questionnaire, data in different categories as grade and gender were gathered. To investigate whether distributions of categorical variables differ from one another chi square (X^2) test was used with SPSS 15 Statistical software program.

4.2.1 Analysis of Grades in Occupation Perception

As a result of chi square test significant differences between the categorical variables in terms of grades were seen in nine items (items 1,2,5,6,7,8,10,11,12). The results of the test were given in tables below.

Table 10: Grades’ Occupation Perceptions for Item 1 “Dentist”

Item 1			Female	Male	Both	Total
Grade	6	N (%)	11 (7.9)	21 (15.1)	107 (77.0)	139 (100.0)
	7	N (%)	49 (16.3)	63 (20.9)	189 (62.8)	301 (100.0)
	10	N (%)	72 (21.2)	56 (16.5)	211 (62.2)	399 (100.0)
Total		N (%)	132 (16.9)	140 (18.0)	507 (65.1)	779 (100.0)

$$X^2 = 16.642 \quad df = 4 \quad p = .002$$

For item 1, there is an important difference since the significance level was found to be $p < .05$. According to the table above, it is possible to assert that all graders thought a dentist can be both a male and a female. Similarly, among 6th graders 77.0% of the subjects believed that a dentist could be both male and female. The crosstab tells us that, 15.1% of them, on the other hand, believed they were “male”. For 10th graders, 62.2% of them believed that a dentist could be both male and female. Whereas from 6th to 10th graders the percentage of regarding a dentist as a female increases, this ratio is not regular.

Table 11: Grades' Occupation Perceptions for Item 2 "Accountant"

Item 2			Female	Male	Both	Total
Grade	6	N (%)	18 (12.9)	67 (48.2)	54 (38.8)	139 (100.0)
	7	N (%)	25 (8.3)	164 (54.5)	112 (37.2)	301 (100.0)
	10	N (%)	23 (6.8)	217 (64.0)	99 (29.2)	399 (100.0)
Total		N (%)	66 (8.5)	448 (57.5)	265 (34.0)	779 (100.0)

$$X^2 = 13.668 \quad df=4 \quad p = .008$$

According to the crosstab in table 11, "accountant" is a job that men do for 6th graders with 48.2%, 7th graders with 54.5%, and 10th graders with 64.0%. The ratio that regarded "accountant" as a female job decreases with the increase in grade, their percentage being 12.9% with 6th graders, 8.3% with 7th graders and 6.8% with 10th graders. The ratio that says it is a job of "both genders" is lesser in all grades than the ratio of the ones thinking of it as a job for males. As the grades proceed, the perception of an accountant as a job attributed to males increased.

Table 12: Grades' Occupation Perceptions for Item 5 "Secretary"

Item 5			Female	Male	Both	Total
Grade	6	N (%)	67 (48.2)	9 (6.5)	63 (45.3)	139 (100.0)
	7	N (%)	184 (61.1)	37 (12.3)	80 (26.6)	301 (100.0)
	10	N (%)	284 (83.8)	12 (3.5)	43 (12.7)	399 (100.0)
Total		N (%)	535 (68.7)	58 (7.4)	186 (23.9)	779 (100.0)

$$X^2 = 84.337 \quad df=4 \quad p = .000$$

From the crosstab above it is clear that all graders thought alike and that "secretary" is a female job with a percentage of 48,2% for 6th graders, 61,1% for 7th graders and 83,8% for 10th graders. As it is obvious from the table, the ratio of seeing it as a female job, increased with the increasing grade. The ratio of subjects perceiving "secretary" as a job that both genders do was less than the ones stating it as a female job.

Table 13: Grades' Occupation Perceptions for Item 6 "Architect"

Item 6			Female	Male	Both	Total
Grade	6	N (%)	7 (5.0)	68 (48.9)	64 (46.0)	139 (100.0)
	7	N (%)	36 (12.0)	156 (51.8)	109 (36.2)	301 (100.0)
	10	N (%)	46 (13.6)	146 (43.1)	147 (43.4)	399 (100.0)
Total			N (%)	89 (11.4)	370 (47.5)	320 (41.1)
				779 (100.0)		

$$X^2 = 12.053 \quad df=4 \quad p = .017$$

As the above crosstab shows, "an architect" was perceived as a male job by all three grades. From grades 6th to 7th there is an increase in the percentage as 48.9% to 51.8%, but 10th graders perceived it as a job that both males and females do with a very small difference with the ones that perceived it as a male job, their percentages being 43.4% and 43.1% respectively. But in general terms, it was regarded as a man's job by all grades.

Table 14: Grades' Occupation Perceptions for Item 7 "Tennis player"

Item 7			Female	Male	Both	Total
Grade	6	N (%)	28 (20.1)	12 (8.6)	99 (71.2)	139 (100.0)
	7	N (%)	73 (24.3)	56 (18.6)	172 (57.1)	301 (100.0)
	10	N (%)	99 (29.2)	50 (14.7)	190 (56.0)	399 (100.0)
Total			N (%)	200 (25.7)	118 (15.1)	461 (59.2)
				779 (100.0)		

$$X^2 = 14.022 \quad df=4 \quad p = .007$$

From the crosstab, it is seen that all grades stated "tennis player" as a job that both genders do with the percentages of 71.2% with 6th graders, 57.1% with 7th graders, and 56.0% with 10th graders. It was also found that the percentage decreased from 6th to 10th grade, whereas the ones seeing it as a female job were on the increase as their grade increased.

Table 15: Grades' Occupation Perceptions for Item 8 "Primary school teacher"

Item 8			Female	Male	Both	Total
Grade	6	N (%)	26 (18.7)	13 (9.4)	100 (71.9)	139 (100.0)
	7	N (%)	85 (28.2)	44 (14.6)	172 (57.1)	301 (100.0)
	10	N (%)	103 (30.4)	62 (18.3)	174 (51.3)	399 (100.0)
Total		N (%)	214 (27.5)	119 (15.3)	446 (57.3)	779 (100.0)

$$X^2 = 17.611 \quad df=4 \quad p = .001$$

According to the table above, most of subjects from all grades stated that "primary school teacher" is a job that both females and males do. The ratio increases from 6th graders to 10th. With a closer look at the male and female sections, it is clear that being a "primary school teacher" was seen as female job rather than a job for males.

Table 16: Grades' Occupation Perceptions for Item 10 "cook"

Item 10			Female	Male	Both	Total
Grade	6	N (%)	28 (20.1)	41 (29.5)	70 (50.4)	139 (100.0)
	7	N (%)	59 (19.6)	117 (38.9)	125 (41.5)	301 (100.0)
	10	N (%)	28 (8.3)	169 (49.9)	142 (41.9)	399 (100.0)
Total		N (%)	132 (16.9)	327 (42.0)	337 (43.3)	779 (100.0)

$$X^2 = 30.046 \quad df=4 \quad p = .000$$

As the table above reveals, all graders dominantly perceived that a "cook" is a job both for a males and a females, with 50,4% and 41,5% for 6th and 7th graders respectively. However, for 10th graders, the percentage of the subjects perceiving it as a male job was higher than the ones perceiving it as "both genders can do it", namely 49,9%. On the other hand, when the percentages of "male" and "female" are compared, it is seen that all graders perceived "cook" as a job for males.

Table 17: Grades' Occupation Perceptions for Item11 "taxi driver"

Item 11			Female	Male	Both	Total
Grade	6	N (%)	1 (.7)	135 (97.1)	3 (2.2)	139 (100.0)
	7	N (%)	8 (2.7)	260 (86.4)	33 (11.0)	301 (100.0)
	10	N (%)	20 (5.9)	301 (88.8)	18 (5.3)	399 (100.0)
Total		N (%)	29 (3.7)	696 (89.3)	54 (6.9)	779 (100.0)

$\chi^2 = 22.763$ $df=4$ $p= .000$

The table above indicates that with the high ratio of the percentages all graders perceived taxi-driver as a job suitable for males. The percentages of those of this opinion increased from 6th grade to 10th. It should be pointed out that very few amount of the subjects believed that it was a job that both genders can do.

Table 18: Grades' Occupation Perceptions for Item 12 "person working in the hospital"

Item 12			Female	Male	Both	Total
Grade	6	N (%)	65 (46.8)	18 (7)	73 (52.5)	139 (100.0)
	7	N (%)	158 (52.5)	17 (5.6)	126 (41.9)	301 (100.0)
	10	N (%)	220 (64.9)	12 (3.5)	107 (31.6)	399 (100.0)
Total		N (%)	443 (56.9)	30 (3.9)	306 (39.3)	779 (100.0)

$\chi^2 = 25.351$ $df=4$ $p= .000$

From the table 18, it is clearly seen that the subjects perceived people working in the hospital as female, even if the nursing profession was not directly stated. When the subjects' perception are considered in terms of their distribution according to grades, the increase of the percentages from 6th grade (46.8%) to 10th grade (64.9%) is obvious. It is also worth noting that 6th graders' perception was distinct from the others as they regarded the job as one that can be done by both genders with a percentage of 52,5%.

4.2.2 Analysis of Student Gender in Occupation Perception

As a result of chi square test, significant differences between the categorical variables in terms of student gender were reflected in three items (items 5,6,12). The results of the test were given in Tables 19, 20 and 21.

Table 19: Student Gender's Occupation Perception for Item 5 "Secretary"

Item 5			Female	Male	Both	Total
Gender	Female	N (%)	298 (73.0)	20 (4.9)	90 (22.1)	408 100.0
	Male	N (%)	237 (63.9)	38 (10.2)	96 (25.9)	371 100.0
Total		N (%)	535 (68.7)	58 (7.4)	186 (23.9)	779 100.0

$\chi^2 = 11,002$ $df=2$ $p=,004$

Table 19 shows that 73.0% of female and 63.9% of the male students perceived "secretary" as a female job. The majority perceiving it as a job of both genders were males with 25.9%.

Table 20: Student Gender's Occupation Perception for Item 6 "Architect"

Item 6			Female	Male	Both	Total
Gender	Female	N (%)	55 (13.5)	170 (41.7)	183 (44.9)	408 100.0
	Male	N (%)	34 (9.2)	200 (53.9)	137 (36.9)	371 100.0
Total		N (%)	89 (11.4)	370 (47.5)	320 (41.1)	779 100.0

$\chi^2 = 12,270$ $df=2$ $p=,002$

In table 20, while 53.9% of the males perceived "architect" as a male job, 44.9% of the females perceived it as a job of both genders. Also, it should not be overlooked that 41.7% of the females thought of it as a job appropriate for males.

Table 21: Student Gender's Occupation Perception for Item 12 "person working in hospital"

Item 12			Female	Male	Both	Total
Gender	Female	N (%)	216 (52.9)	14 (3.4)	178 (43.6)	408 100.0
	Male	N (%)	227 (61.2)	16 (4.3)	128 (34.5)	371 100.0
Total		N (%)	443 (56.9)	30 (3.9)	306 (39.3)	779 100.0

$\chi^2 = 6.834$ $df=2$ $p=.033$

On the gender level, Table 21 shows that "a person working in the hospital" was perceived by 61.2% of males and 52.9% of females as "female". 34.5% of males and 43.6% of females perceived it as a job that can be done by both genders.

4.3 Analysis of the Visual Images

The content analysis of visual images was done in order to reveal the non-verbal presentation of the gender roles in coursebooks. In this context, 11 coursebooks used in primary education (grades 4,5,6,7,8) and secondary education (grades 9,10,11,12) in Turkish state schools in 2009-2010 Education Year written by Turkish authors and published by the Turkish Ministry of National Education and taught in Turkish state schools were analyzed. The reason behind the selection of these coursebooks was that they are the books used both by the students and the teachers that participated in the study during the administration of the questionnaire. The results of the analysis of the books were presented in terms of the book sets as Time for English 4-5, Spot On 6-7-8, New Bridge to Success 9-10-11-12, and Breeze 9-10.

4.3.1 Categories for Content Analysis

As stated by Dörnyei (2007), in Content analysis words, phrases, or grammatical structures are counted within specific categories. Therefore for content analysis of the current study, categories were constructed. The data was gathered through these categories and the number of occurrences in each category was counted which was followed by the calculation of the frequencies in percentages. Inter-rater reliability was used to ensure objectivity and consistency. The visuals in the coursebooks, used in the research were also checked by another expert by using the same categories.

4.3.1.1 Appearance of Female and Male Characters in coursebook visuals

The frequencies of female and male characters were determined by counting. During this calculation, characters in crowded group pictures, and ambiguous ones in which the figure's gender is vague were not included in the study as it was hard to decide on their gender because of the quality of print and size of the picture.

Table 22: Appearance of Female and Male characters in Coursebooks

		Time for English	Spot On	New Bridge to Success	Breeze
Female	N	240	596	602	433
	%	46%	48%	47%	46%
Male	N	277	633	690	512
	%	54%	52%	53%	54%
Total		517	1229	1292	945

Total number of female and male visuals appeared in Time for English 4 and 5 are 517. 46% of these visuals were female and 54% were male images. There is a difference of 8% between the gender representations. As the difference was not great it can be said that both female and male characters are represented almost equally.

Of all the 1229 characters appearing in Spot On 6, 7, and 8, 596 (48%) are female and 633 (52%) are male. 4% difference indicates a near balance between the female and male representations used in the coursebooks.

As shown in Table 22, female and male characters in New Bridge to Success 9, 10, 11, and 12 have appeared 1292 times throughout the coursebooks. In other words, 47% of the visuals were female and 53% were male which can be considered as a near balance in terms of the male- female character distribution.

Table 22 also shows that the frequency of the appearance of female and male characters in Breeze 9 and 10 is 945. Among these, 46% include female and 54% include male images. Again, it can be said that there is a near balance in the appearance of the characters of both genders.

4.3.1.2 The Family Roles Undertaken by Female and Male Characters in coursebook visuals

The presentation of the textbook characters in social environments such as at shopping, at work or as members of the family as mother, father, husband, wife, etc gives us a clue about the place of these characters in the society as male and female.

Table 23: The Family Roles Undertaken by Female and Male Characters in Coursebooks

		Time for English (16, 3%)	Spot On (53, 4%)	New Bridge to Success (32, 2%)	Breeze (31, 3%)
Mother	N	9	16	15	18
	%	56%	30%	47%	58%
Father	N	7	16	10	7
	%	44%	30%	31%	23%
Husband- wife	N	-	21	7	6
	%	-	40%	22%	19%
Total (%)		16 (3%)	53 (4%)	32 (2%)	31 (3%)

The total number of visuals counted in Time for English 4 and 5 are 517. Among these, 16 visuals include family roles, which is the 3% of the whole. Of these 16 visuals 56% represent a mother, whereas 44% of them represent a father.

There are 1229 visuals in Spot On 6, 7 and 8. Of these, 4% (53 visuals) are related with family roles. As can be seen in table 23, there is a balanced distribution of mother and father roles, 30%. The visuals show husband-wife roles by 40%.

In the total number of 1292 visuals counted in New Bridge to Success 9, 10, 11 and 12, images related to the family roles occupy 2% (32) of the whole. Of these 32 images, 47% have the mother as a role, 31% have the father as a role and 22 % have the role of husband and wife.

Of the total number of 945 visuals counted in Breeze 9 and 10, 3% (31) of them show the family roles. The results demonstrate that in Breeze 9 and 10, the mother role

is represented in visuals with a percentage of 58%, whereas the father is represented by 23%. The visuals that show the role of husband and wife are 19% of the total number.

4.3.1.3 The Occupations Undertaken by Female and Male Characters in coursebook visuals

Occupations are social roles that help us to perpetuate our lives. The study done by Helvacıoğlu (1996) determined the most significant female occupations as teacher, farmer, nurse, secretary, maid, salesperson and lawyer, and most significant male occupations as teacher, farmer, journalist, writer, engineer. Here, the aim is to pinpoint whether a specific gender has been presented in the given occupations more than the member of the other gender.

Table 24: The Occupations Undertaken by Female and Male Characters in Time for English 4-5

Occupation	Female	Male
	N (%)	N (%)
Cook	0 (0)	1 (3)
Doctor	2 (7)	2 (7)
Farmer	5 (17)	5 (17)
Hairdresser	2 (7)	1 (3)
Housewife	1 (3)	0 (0)
Teacher	6 (20)	5 (17)
Total	30 (6)	

In Time for English 4 and 5, occupations form 6% of the total with 30 visuals. In Time for English 4 and 5, occupations form 6% of the total with 30 visuals. From the occupations given in the table above, “teacher” seems to be a female occupation with 20%, whereas “farmer” is a job for both genders’ with 17%. Traditionally, “cook” with 3% is seen as a male job and “housewife” is one for females with 3%. There is a balanced distribution in the visuals related to “doctor” with 7% for both females and males.

Table 25: The Occupations Undertaken by Female and Male Characters in Spot On 6-7-8

Occupation	Female		Male	
	N	(%)	N	(%)
Actor/Actress	4	(5)	6	(7)
Cleaner	0	(0)	1	(1)
Cook	2	(2)	2	(2)
Counsellor	1	(1)	0	(0)
Dancer	1	(1)	0	(0)
Detective	0	(0)	3	(4)
Doctor	5	(6)	4	(5)
Engineer	0	(0)	1	(1)
Farmer	0	(0)	2	(2)
Fortune teller	1	(1)	0	(0)
Footballer	0	(0)	3	(4)
Matador	0	(0)	1	(1)
Nurse	2	(2)	0	(0)
Police officer	0	(0)	3	(4)
(news)reporter	1	(1)	2	(2)
Receptionist	1	(1)	1	(1)
Scientist	2	(2)	6	(7)
Shop assistant	2	(1)	3	(4)
Show program Presenter	1	(1)	1	(1)
Singer	1	(1)	1	(1)
Soldier	0	(0)	3	(4)
Teacher	8	(10)	2	(2)
Travel Agent	0	(0)	1	(1)
Waiter/Waitress	0	(0)	2	(2)
Writer	0	(0)	1	(1)
Total	81	(7)		

Visuals on occupations that are found in Spot On 6, 7 and 8 are the 7% of the total. From the visuals related to occupations, in 10% of them “teacher” is attributed to females. This is followed by 6% as “doctor”. On the other hand, “scientist” is one of the top jobs most frequently associated with males in Spot On, because 7% of the images related to scientists include males. The other highlighted occupation for males is “actor” with 7%. The frequency of visuals including females as a “doctor” is less than the frequency of those including males, which is 5%. Occupations as “detective” (4%), “engineer” (1%), “farmer” (2%), “footballer” (4%), “matador” (1%), “police officer” (4%) are seen as a male jobs, whereas “counselor” (1%), “dancer” (1%), “nurse” (2%) are presented as female occupations.

Table 26: The Occupations Undertaken by Female and Male Characters in New Bridge to Success 9-10-11-12

Occupation	Female		Male	
	N	(%)	N	(%)
actor/actress	1	(1)	0	(0)
ballet/ballerina	1	(1)	0	(0)
bank employee	1	(1)	0	(0)
Babysitter	2	(2)	0	(0)
Broker	0	(0)	1	(1)
Butcher	0	(0)	1	(1)
basketball player	0	(0)	3	(3)
Cameraman	0	(0)	3	(3)
Cook	0	(0)	1	(1)
construction worker	0	(0)	3	(3)
Composer	0	(0)	1	(1)
computer programmer	1	(1)	0	(0)
Clerk	0	(0)	1	(1)
Dancer	2	(2)	0	(0)
Director	0	(0)	2	(2)
Doctor	3	(3)	6	(6)
Paramedics	0	(0)	2	(2)
Dentist	1	(1)	2	(2)
Diver	1	(1)	1	(1)
Detective	0	(0)	4	(4)
Engineer	0	(0)	1	(1)
Farmer	0	(0)	2	(2)
Florist	1	(1)	0	(0)
film star	1	(1)	4	(4)
Footballer	0	(0)	1	(1)
Hairdresser	2	(2)	0	(0)
Housewife	5	(5)	0	(0)
labaratory assistant	1	(1)	0	(0)
Lawyer	0	(0)	2	(2)
Manager	0	(0)	4	(4)
Nurse	1	(1)	0	(0)
Pilot	1	(1)	0	(0)
Pianist	1	(1)	0	(0)
Receptionist	1	(1)	2	(2)
(news)reporter	1	(1)	0	(0)
Salesperson	2	(2)	2	(2)
Secretary	2	(2)	0	(0)
sanitary worker	0	(0)	1	(1)
Singer	2	(2)	3	(3)
Scientist	0	(0)	1	(1)
Teacher	5	(5)	2	(2)
travel agent	1	(1)	0	(0)
tour guide	1	(1)	0	(0)
taxi driver	1	(1)	0	(0)
Veterinary	2	(2)	0	(0)
waiter/waitress	2	(2)	3	(3)
Writer	1	(1)	1	(1)
Total	107	(8)		

Visuals on occupations that are found in New Bridge to Success form 8% of the total number of pictures. Among the visuals related to occupations, the highest frequency for a male job is “doctor” with 6%, whereas the highest frequency for female jobs is “teacher” with 5%. As shown in the table 26, occupations as “dancer”, “florist”, “hairdresser”, “nurse”, “bank employee”, “reporter”, “tour guide”, “taxi driver” and “veterinarian” are seen as female occupations. However, jobs such as “director”, “detective”, “manager”, “film star”, “lawyer”, “footballer”, “farmer” and “engineer” are seen as male occupations.

Table 27: The Occupations Undertaken by Female and Male Characters in Breeze 9-10

Occupation	Female		Male	
	N	(%)	N	(%)
actor/actress	3	(4)	3	(4)
Athlete	1	(1)	4	(6)
Artist	0	(0)	1	(1)
Archeologist	0	(0)	1	(1)
ballet/ballerina	1	(1)	0	(0)
Babysitter	1	(1)	0	(0)
Cook	0	(0)	2	(3)
construction worker	0	(0)	2	(3)
Composer	0	(0)	1	(1)
Director	1	(1)	2	(3)
Doctor	0	(0)	1	(1)
DJ	0	(0)	2	(3)
Engineer	0	(0)	1	(1)
Farmer	1	(1)	1	(1)
film star	0	(0)	1	(1)
Footballer	0	(0)	1	(1)
Interviewer	2	(3)	1	(1)
life guard	0	(0)	1	(1)
Manager	0	(0)	2	(3)
Musician	4	(6)	2	(3)
Photographer	0	(0)	1	(1)
(news)reporter	0	(0)	1	(1)
Salesperson	2	(3)	4	(6)
Singer	1	(1)	0	(0)
Scientist	1	(1)	1	(1)
Sculptor	0	(0)	1	(1)
Teacher	7	(10)	2	(3)
tour guide	1	(1)	0	(0)
ticket seller	0	(0)	1	(1)
Veterinary	1	(1)	0	(0)
waiter/waitress	1	(1)	0	(0)
Total	68	(7)		

Of all the counted visuals on occupations that are seen in Breeze 9 and 10 are the 7% of all the visuals in the books. From the visuals related to occupations, the highest frequency for a male job is “athlete” and “salesperson” both with a percentage of 6%. For females, the highest frequency is for “teacher” with 10%. The second highest occupation for female is “musician”. The frequency of “director” (3%) and “salesperson” (6%) as male jobs is higher than the frequency of these occupations for females. On the other hand, some occupations such as “archeologist” (1%), “doctor” (1%), “engineer” (1%), “cook” (3%), “construction worker” (3%), “composer” (1%) are shown only with male images in the coursebook visuals. Similarly, occupations as “babysitter” (1%), “veterinarian” (1%), “tour guide” are shown only with female images.

4.3.1.4 The Household Activities Female and Male Characters do in coursebook visuals

These activities include the roles performed by both genders in house chores. Aslan (2000) states some stereotyped activities done by female characters as cooking, cleaning and child care. The aim here is to determine whether the household responsibilities are stereotyped and tied up to any of the genders in the coursebooks.

Table 28: The Household Activities Female and Male Characters do in Time for English 4-5

	Female		Male	
	N	(%)	N	(%)
Cleaning	1	(4)	1	(4)
Cooking	3	(12)	1	(4)
collecting eggs	1	(4)	0	(0)
Dusting	1	(4)	2	(8)
Laundry	1	(4)	0	(0)
milking the cows	2	(8)	0	(0)
Shopping	1	(4)	1	(4)
Sweeping	1	(4)	1	(4)
taking the dog for a walk	1	(4)	0	(0)
Vacuuming	2	(8)	1	(4)
washing the dishes	1	(4)	0	(0)
washing the car	0	(0)	1	(4)
wiping the walls	0	(0)	1	(4)
wiping the windows	0	(0)	1	(4)
Total	25	(5)		

Visuals on household activities in Time for English 4 and 5 compose 5% of the total number of pictures. In terms of the distribution of the responsibilities, the Table 28 shows there is a balanced distribution. These male characters are represented as responsible not only for the tasks outside the house but also for domestic tasks as well. The results show that the responsibilities both male and female characters have shared are cleaning (4%), shopping (4%) and sweeping (4%). Dusting (8%), wiping the walls (4%) and wiping the windows (4%) are seen as male dominated responsibilities when compared to females. Similarly, collecting the eggs (4%), laundry (4%), and washing the dishes (4%) are seen as female dominated responsibilities. A balance is observed in the outside activities. That is, male characters have been shown in outside activities such as washing the car and female characters are seen taking the dog for a walk.

Table 29: The Household Activities Female and Male Characters do in Spot On 6-7-8

	Female		Male	
	N	(%)	N	(%)
Cleaning	0	(0)	1	(3)
Cooking	11	(38)	0	(0)
Making the beds	2	(7)	2	(7)
Preparing breakfast	2	(7)	0	(0)
Preparing the table	1	(3)	0	(0)
Shopping	3	(10)	3	(10)
taking the for a walk	1	(3)	0	(0)
tidying the room	2	(7)	0	(0)
washing the dishes	1	(3)	0	(0)
Total	29	(2)		

Visuals on household activities in Spot On 6, 7 and 8 are 2% of the all visuals counted. In the table 29, cooking is seen with 38% frequency, representing a great difference from other activities seen as a responsibility of female characters. Along with cooking activities, activities such as preparing the breakfast (7%), taking the dog for a walk (3%), tidying the room (7%) and washing the dishes (3%) are seen as the household activities for females. Activities like making the beds (7%) and shopping (10%) are shared responsibilities both by female and male characters. In general, it is not possible to state that a balanced distribution exists in the figures related to household activities.

Table 30: The Household Activities Female and Male Characters do in New Bridge to Success 9-10-11-12

	Female		Male	
	N	(%)	N	(%)
Cleaning	1	(5)	0	(0)
Cooking	3	(15)	1	(5)
Dusting	1	(5)	0	(0)
feeding the baby	1	(5)	0	(0)
Ironing	3	(15)	0	(0)
Laundry	1	(5)	0	(0)
Shopping	3	(15)	2	(10)
washing the dishes	3	(15)	0	(0)
having breakfast	0	(0)	1	(5)
Total	20	(2)		

Visuals on household activities in New Bridge to Success are 2% of the total. As can be seen in Table 30, the only household activities shared by characters from both genders are cooking (5%) and shopping (10%). In addition to cooking and shopping, the only activity males perform in the visuals is having breakfast (5%). All other household activities shown in the table have been represented by female characters. Therefore, for New Bridge to Success it is not possible to mention a balanced distribution of household activities between genders.

Table 31: The Household Activities Female and Male Characters do in Breeze 9-10

	Female		Male	
	N	(%)	N	(%)
Cooking	0	(0)	2	(15)
Shopping	4	(31)	1	(8)
feeding animals	0	(0)	1	(8)
Ironing	0	(0)	1	(8)
sewing the field	1	(8)	1	(8)
waking a family member up	1	(8)	1	(8)
Total	13	(1)		

Of the all counted visuals in Breeze 9 and 10, household activities are the 1% of all the visuals counted. As can be seen in the table, male characters are responsible for all household activities. Female characters do 31% of the shopping, and male characters

do 15% of the cooking. Sewing the field (8%) and waking a family member up (8%) are shared activities.

4.3.1.5 The Spare Time Activities Female and Male Characters do in coursebook visuals

These include the hobbies done for one's own pleasure and relaxation like playing a musical instrument, fishing, drawing picture, etc. The coursebook characters are analyzed to investigate whether these activities are specifically connected to one gender or not.

Table 32: The Spare Time Activities Female and Male Characters do in Time for English 4-5

	Female	Male
	N (%)	N (%)
Dancing	2 (8)	1 (4)
drawing pictures	1 (4)	0 (0)
doing puzzles	2 (8)	1 (4)
flying kite	1 (4)	0 (0)
Gardening	1 (4)	0 (0)
playing guitar	0 (0)	1 (4)
playing accordion	0 (0)	1 (4)
playing violin	1 (4)	0 (0)
playing triangle	0 (0)	1 (4)
playing trumpet	0 (0)	1 (4)
playing drums	0 (0)	1 (4)
playing chess	0 (0)	1 (4)
playing basketball	0 (0)	1 (4)
playing computer games	0 (0)	1 (4)
reading book	3 (12)	0 (0)
riding bicycle	1 (4)	0 (0)
singing	1 (4)	0 (0)
talking on the phone	1 (4)	0 (0)
watcing TV	1 (4)	0 (0)
Total	25 (5)	

Spare time activities constitute 5% of the counted images in Time for English. In the Table 32, it is seen that two activities are shared both by female and male characters, namely dancing (8% female and 4% male) and doing puzzles (8% female and 4% male).

Male characters play musical instruments as guitar (4%), accordion (4%), triangle (8%), trumpet (4%) and drums (4%) as a spare time activity. The only musical instrument that female characters play is violin (4%). Playing chess (4%), computer games (4%) and basketball (4%) are other spare time activities for males. The highest frequency belongs to reading a book, which is realized only by female characters by 12%. Riding a bicycle (4%), watching TV (4%), singing (4%), and talking on the phone are other activities performed dominantly by the female characters in the coursebook visuals.

Table 33: The Spare Time Activities Female and Male Characters do in Spot On 6-7-8

	Female		Male	
	N	(%)	N	(%)
dancing	3	(4)	3	(4)
drawing pictures	2	(2)	0	(0)
driving	0	(0)	5	(6)
doing puzzles	0	(0)	1	(1)
fishing	0	(0)	1	(1)
knitting	1	(1)	0	(0)
listening to music	2	(2)	1	(1)
playing guitar	1	(1)	5	(6)
playing piano	0	(0)	1	(1)
playing chess	1	(1)	0	(0)
reading newspaper	4	(5)	5	(6)
reading book	3	(4)	4	(5)
riding bicycle	0	(0)	2	(2)
singing	0	(0)	1	(1)
taking photos	1	(1)	1	(1)
talking on the phone	10	(12)	11	(13)
watching TV	7	(8)	7	(8)
watching film	0	(0)	1	(1)
Total	84	(7)		

Among all the visuals counted in Spot On 6, 7, 8 those related to spare time activities are 7% (84) of the whole. For both male and female characters, the most frequently used activity is talking on the phone (12% for female and 13% for male). Dancing and taking photos are equally shared activities (4%). In the visuals of Spot On driving is an activity shown only by male characters (6%). Besides driving, fishing,

riding bicycle, doing puzzles, watching film are other spare time activities represented only by male figures.

Table 34: The Spare Time Activities Female and Male Characters do in New Bridge to Success 9-10-11-12

	Female	Male
	N (%)	N (%)
dancing	5 (6)	3 (4)
driving	2 (3)	10 (13)
drawing pictures	2 (3)	0 (0)
fishing	0 (0)	3 (4)
gardening	0 (0)	4 (5)
going to cinema	1 (1)	0 (0)
playing guitar	2 (3)	7 (9)
playing piano	1 (1)	1 (1)
playing violin	1 (1)	1 (1)
playing volleyball	2 (3)	0 (0)
playing basketball	0 (0)	3 (4)
playing football	0 (0)	2 (3)
playing chess	1 (1)	3 (4)
playing backgammon	0 (0)	1 (1)
painting	0 (0)	2 (3)
reading book	1 (1)	1 (1)
reading newspaper	0 (0)	1 (1)
riding bicycle	0 (0)	1 (1)
sitting at the coffe house	0 (0)	1 (1)
sitting in the garden	1 (1)	2 (3)
sitting at the seaside	1 (1)	0 (0)
talking on the phone	5 (6)	1 (1)
taking photos	0 (0)	1 (1)
travelling	1 (1)	1 (1)
visiting the ill	1 (1)	1 (1)
walking on the street	0 (0)	1 (1)
watcing film	1 (1)	1 (1)
Total	80 (6)	

Visuals on the spare time activities are the 6% of the visuals counted in New Bridge to Success. The most significant activity is driving, which appears to be a male activity with 13%. Gardening (5%), fishing (4%), playing basketball (4%) and playing football (3%) are the other activities realized only by male characters. On the other hand, talking on the phone (5%), drawing pictures (2%), playing volleyball (2%) and going to

the cinema are seen as female activities. Reading a book, travelling and watching film are the equally distributed among both parties. Among the other shared activities, the frequency of playing the guitar (9%) and playing chess (4%) is more for male characters.

Table 35: The Spare Time Activities Female and Male Characters do in Breeze 9-10

	Female	Male
	N (%)	N (%)
camping	2 (4)	2 (4)
caring animals	0 (0)	3 (6)
dancing	4 (8)	6 (12)
fishing	0 (0)	1 (2)
gardening	1 (2)	1 (2)
playing computer games	2 (4)	1 (2)
playing guitar	0 (0)	1 (2)
playing harp	1 (2)	0 (0)
playing violin	2 (4)	0 (0)
playing football	0 (0)	2 (4)
reading book	2 (4)	0 (0)
sitting at a cafe	1 (2)	1 (2)
talking on the phone	2 (4)	0 (0)
travelling	2 (4)	2 (4)
visiting museum	1 (2)	1 (2)
visiting ruins	2 (4)	1 (2)
walking at the seaside	1 (2)	1 (2)
watching sport activities	0 (0)	2 (4)
watching TV	0 (0)	1 (2)
Total	49 (5)	

In Breeze, spare time activities are the 5% of all counted visuals. As can be seen in the above table, the most frequent activity shown both with female (8%) and male (12%) characters is dancing. Additionally, some activities such as camping (4%), sitting at a café (4%), travelling (4%) and visiting a museum (4%) are demonstrated with equal numbers of females and males in the visuals. Some activities like fishing (2%), playing guitar (2%), playing football (4%), and watching TV (2%) are represented by male characters while playing violin (4%), reading a book (4%) and talking on the phone (4%) are represented by female characters.

4.3.1.6 Sports Female and Male Characters do in coursebook visuals

Sport activities were frequently represented in the coursebook visuals. The coursebook characters were analyzed to find out whether there was a tightly-knit relationship between any of the sports activities and genders.

Table 36: Sports Female and Male Characters do in Time for English 4-5

	Female		Male	
	N	(%)	N	(%)
basketball	0	(0)	2	(7)
climbing	1	(3)	1	(3)
cycling	3	(10)	2	(7)
exercising	1	(3)	0	(0)
football	1	(3)	2	(7)
Running/jogging	3	(10)	3	(10)
skating	1	(3)	2	(7)
swimming	2	(7)	1	(3)
table tennis	0	(0)	1	(3)
volleyball	1	(3)	0	(0)
weightlifting	0	(0)	3	(10)
Total	30	(6)		

From 517 visuals counted in Time for English 4 and 5, visuals related to sports constitute 6% of them. The table given above shows the distribution of sports realized by female and male characters in the visuals. According to this, basketball (7%), table tennis (3%), and weightlifting (10%) were visualized with male figures, whereas volleyball (3%) and exercising (3%) were visualized with female characters. Climbing and running were represented by equal number of female and male characters. 7% of the visuals related to swimming depict females; while 7% of those related to skating depict males. A majority of the visuals related to football show male figures, with 7%; it should also be noted, however, that female characters playing football constitute 3% of the total visuals related to sports.

Table 37: Sports Female and Male Characters do in Spot On 6-7-8

	Female		Male	
	N	(%)	N	(%)
basketball	1	(3)	2	(6)
beach volley	1	(3)	0	(0)
climbing	1	(3)	1	(3)
cycling	2	(6)	3	(9)
football	0	(0)	3	(9)
golf	0	(0)	2	(6)
hiking	1	(3)	2	(6)
karate	2	(6)	2	(6)
paragliding	0	(0)	1	(3)
parachuting	0	(0)	1	(3)
rafting	1	(3)	1	(3)
Running/jogging	0	(0)	1	(3)
skiing	1	(3)	0	(0)
swimming	2	(6)	0	(0)
tennis	0	(0)	1	(3)
volleyball	2	(6)	0	(0)
Yoga	1	(3)	0	(0)
Total	35	(3)		

Of all the visuals counted in Spot On, visuals on sports include 3% of the total. As shown in Table 37, some sports are visualized by one gender, namely beach volley (3%), skiing (3%), swimming (6%), volleyball (6%) and yoga (3%), which are represented by female figures. Other sports such as football (9%), golf (6%), paragliding (3%) and parachuting (3%), on the other hand, are represented only by male figures. For rafting (3%), climbing (3%) and karate (6%) equal numbers of female and male images are used. As for basketball, the amount of male characters shown for it is more than females.

Table 38: Sports Female and Male Characters do in New Bridge to Success 9-10-11-12

	Female		Male	
	N	(%)	N	(%)
basketball	0	(0)	2	(3)
Boxing	0	(0)	1	(1)
Cycling	1	(1)	2	(3)
Diving	3	(4)	2	(3)
exercising	2	(3)	1	(1)
folklore	4	(6)	3	(4)
football	0	(0)	2	(3)
Golf	0	(0)	1	(1)
gymnastic	1	(1)	2	(3)
horse riding	0	(0)	1	(1)
jumping	0	(0)	2	(3)
jet-skiing	0	(0)	1	(1)
Karate	0	(0)	3	(4)
motor-cycling	0	(0)	3	(4)
mountaineerng	0	(0)	2	(3)
parachuting	0	(0)	1	(1)
rafting	2	(3)	4	(6)
Running/jogging	2	(3)	4	(6)
skiing	2	(3)	2	(3)
surfing	0	(0)	1	(1)
swimming	2	(3)	2	(3)
tennis	3	(4)	0	(0)
volleyball	2	(3)	0	(0)
water skiing	0	(0)	1	(1)
windsurfing	1	(1)	2	(3)
yoga	1	(1)	0	(0)
Total	71	(5)		

In New Bridge to Success visuals showing sports constitutes 5% of the total amount. The Table 38 reveals that some sports were directly connected to specific genders. For instance, tennis (4%), volleyball (3%) and yoga (1%) were represented by female figures while basketball (3%), karate (4%), football (3%) and golf (1%) were represented only by male characters. Females shown in the visual for diving, exercising and folklore were more than the male figures. However, in rafting and running male figures were used more than the female ones.

Table 39: Sports Female and Male Characters do in Breeze 9-10

	Female		Male	
	N	(%)	N	(%)
archery	1	(1)	0	(0)
basketball	1	(1)	4	(5)
beach volley	0	(0)	2	(2)
baseball	0	(0)	1	(1)
badminton	0	(0)	1	(1)
cycling	1	(1)	4	(5)
diving	1	(1)	1	(1)
folklore	1	(1)	1	(1)
football	1	(1)	6	(7)
American football	0	(0)	2	(2)
golf	0	(0)	1	(1)
hang-gliding	1	(1)	3	(3)
horse riding	2	(2)	0	(0)
ice-skating	2	(2)	3	(3)
ice-hokey	0	(0)	1	(1)
judo	1	(1)	1	(1)
karate	0	(0)	1	(1)
mountain biking	0	(0)	3	(3)
paralympic running	0	(0)	3	(3)
pilates	1	(1)	0	(0)
rafting	4	(5)	4	(5)
rock climbing	0	(0)	2	(2)
Running/jogging	3	(3)	4	(5)
skiing	0	(0)	4	(4)
skating	0	(0)	1	(1)
snowboarding	0	(0)	1	(1)
surfing	0	(0)	1	(1)
swimming	1	(1)	2	(2)
tennis	2	(2)	2	(2)
trekking	0	(0)	1	(1)
volleyball	1	(1)	0	(0)
windsurfing	0	(0)	1	(1)
yoga	1	(1)	0	(0)
Total	86	(9)		

Of the 945 figures counted in Breeze 9 and 10, 86 visuals (9%) were related to the sports. As the table shows, some sports were represented with female characters such as yoga (1%), volleyball (1%), pilates (1%) and archery (1%). However, sports like

mountain biking (3%), rock climbing (2%), skiing (5%), surfing (1%) were represented by male figures in Breeze 9 and 10. Similarly, the number of male figures shown playing basketball (5%), cycling (5%), playing football (7%), ice-skating (3%), and swimming (2%) was more than the number of female figures. In diving, judo and tennis, however, an equal number of male and female figures were depicted.

4.3.1.7 Mature Family Members the child/teenage characters are shown with

As stated by Kohlberg (in Serafica and Rose, 1982 p.14), in the process of learning the sex roles in the society, child imitates sex-appropriate behaviors and avoids sex-inappropriate behaviors. Hence, the child models the behaviors of the same sex individuals, namely same sex parents. For this reason, generally girls are shown with their mothers and boys with their fathers.

Table 40: Mature Family Members the child/teenage characters are shown with in Coursebooks

		Time for English	Spot On	New Bridge to Success	Breeze
		N (%)	N (%)	N (%)	N (%)
Mother	Femalechild/teenage	6 (35)	20 (44)	9 (53)	10 (67)
	Male child/teenage	8 (44)	16 (36)	9 (45)	10 (71)
Father	Femalechild/teenage	7 (41)	13 (29)	5 (29)	3 (20)
	Male child/teenage	6 (33)	17 (39)	8 (40)	4 (29)
Grandmother	Femalechild/teenage	2 (12)	8 (18)	2 (12)	1 (7)
	Male child/teenage	2 (11)	7 (16)	2 (10)	0 (0)
Grandfather	Femalechild/teenage	2 (12)	4 (9)	1 (6)	1 (7)
	Male child/teenage	2 (11)	4 (9)	1 (5)	0 (0)
Total		35 (7)	89 (7)	37 (3)	29 (3)

Of the 517 figures counted in Time for English 4 and 5, 35 (7%) of the visuals were related to a mature family member with which the child/teenage characters are shown. According to the Table 40, 35% of female child/teenage characters are shown with the mother, whereas 41% of them are shown with the father. Similarly, 44% of male child/teenage characters are shown with mother and 33% are shown with mother. In other words, the percentage to be shown in the cross gender relations is more than with the same gender. It is also possible to say that in the character distribution of Time

for English there is a fair balance, so that females are not only seen with female characters but also with males as well. A balance also exists for grandparents.

From the 1229 figures counted in Spot On 6, 7 and 8, 89 visuals (7%) were related to a mature family member shown with the child/teenage characters. As it is expected, characters are usually seen with their same sex individuals in the pictures. 44% of female child/teenage characters are shown with a mother, just like 39% of male child/teenage characters are shown with their father. The percentage of female and male child/teenage characters shown with a grandmother is more than the percentage of the ones with a grandfather.

Total number of the visuals counted in New Bridge to Success 9, 10, 11 and 12 is 1292. 3% (37 visuals) of these visuals were related to a mature family member shown with child/teenage characters. As the Table 40 shows, 53% of the female child/teenage characters are shown with a mother while 29% of them are shown with a father. On the other hand, 45% of male child/teenage characters were shown with the mother while 40% of them were shown with the father. It is worth mentioning that both female and male child/teenage characters were mostly shown with the mother.

Of the 945 visuals counted, Breeze 9 and 10 have 29 visuals (3%) about male/female child/teenage characters and the mature family members. As can be seen in table 40, both female (67%) and male (7%) child/teenage characters are shown with the mother. Compared to the percentage of the mother, father's percentage is low. 29% of the male child/teenage characters were shown with the father, while only 20 % of the female child/teenage characters were with the father.

4.3.1.8 The objects/toys and games child characters shown with

The coursebook characters were analyzed to find out whether any of the objects, toys and/or games were connected to one gender or not.

Table 41: The objects/toys and games child/teenage characters shown with in Time for English 4-5

	Female		Male	
	N	(%)	N	(%)
ball	3	(8)	5	(13)
kite	1	(3)	0	(0)
computer games	2	(5)	0	(0)
sliding	2	(5)	1	(3)
swinging	2	(5)	2	(5)
skipping rope	6	(15)	0	(0)
leapfrog	1	(3)	1	(3)
playing with the sand	1	(3)	2	(5)
playing on the seesaw	2	(5)	2	(5)
playing hopscotch	1	(3)	0	(0)
playing tag	1	(3)	0	(0)
playing with marbles	0	(0)	2	(5)
hide and seek	1	(3)	1	(3)
Total	39	(8)		

In 8% of the visuals counted in Time for English 4 and 5, objects, toys and games that child/teenage characters are shown with are included. A ball is the most frequently used toy for both females (8%) and males (13%) child/teenage characters. In terms of the games they play, for some games such as hide and seek, playing with the sand, playing on the seesaw a balanced number of male and female characters is used, but for others only a male or a female is used. That is, skipping rope (15%) and playing hopscotch (3%) were depicted as female games and playing with marbles (5%) was seen as a male game.

Table 42: The objects/toys and games child/teenage characters shown with in Spot On 6-7-8

	Female		Male	
	N	(%)	N	(%)
ball	2	(8)	1	(4)
wheel	0	(0)	1	(4)
cellphone	1	(4)	0	(0)
Tv remote control	1	(4)	2	(8)
Book	1	(4)	1	(4)
Puzzle	1	(4)	1	(4)
computer games	4	(4)	4	(16)
skipping rope	0	(0)	1	(4)
blind man's bluff	0	(0)	1	(4)
playing hopscotch	1	(4)	0	(0)
playing tag	1	(4)	1	(4)
Total	25	(2)		

2% of the visuals counted in Spot On 6, 7 and 8, are related with the objects, toys and games child/teenage characters are shown with. As shown in Table 42, a balanced distribution is observed. Puzzles (4%) and books (4%) are the objects and playing tag (4%) and computer games (16%) are the games that both female and male child/teenage characters are shown with equally. Females were shown playing with a ball more frequently than were males. TV remote control is an object that was mostly seen with male characters. Cell phone and playing hopscotch, on the other hand, are seen only with female characters (4%).

Table 43: The objects/toys and games child characters shown with in New Bridge to Success 9-10-11-12

	Female		Male	
	N	(%)	N	(%)
Ball	0	(0)	1	(5)
computer games	0	(0)	4	(20)
Cellphone	5	(25)	1	(5)
Book	1	(5)	1	(5)
Camera	0	(0)	2	(10)
fising line	0	(0)	1	(5)
skipping rope	0	(0)	1	(5)
playing with legos	1	(5)	1	(5)
playing with toy kitchen tools	1	(5)	0	(0)
Total	20	(2)		

Of all the visuals counted in New Bridge to Success 9, 10, 11 and 12, the objects, toys and games child/teenage characters are shown with are the 2% of the total. For New Bridge to Success it is hard to note a balanced distribution of toys/objects and games in terms of genders. As seen from Table 43, computer games (20%), skipping rope (5%), and objects such as fishing lines (5%), cameras (10%) and balls (5%) were shown with male characters. On the other hand, using cell-phone was visualized with females more (25%). Books (5%), and playing with lego (Basic bricks) (5%) were shown with equal number of female and male characters.

Table 44: The objects/toys and games child/teenage characters shown with in Breeze 9-10

	Female	Male
	N (%)	N (%)
computer games	3 (14)	9 (41)
Cellphone	4 (18)	1 (5)
fishing line	0 (0)	1 (5)
TV remote	0 (0)	1 (5)
Ball	0 (0)	1 (5)
Book	2 (9)	0 (0)
Total	22 (2)	

%2 of the visuals counted in Breeze 9 and 10 were involved in the relationship of genders between objects/toys and games. Table 44 shows that 41% of the visuals showed male child/teenage characters playing computer games. The percentage of females playing computer games was 14%. Using a cell-phone was visualized in 18% of the total number of visuals with females. On the other hand, the TV remote control (5%), balls (5%), fishing lines (5%) were objects shown mostly with male characters. It is also interesting that only female characters (9%) are shown with a book.

4.3.1.9 The places Female and male characters shown in

In terms of the gender and place relation, in the study done by Aslan (2000) it was stated that male figures were represented both inside and outside more than the female characters were. So, coursebook characters are analyzed to find out whether either of the gender was shown in a specific place or not.

Table 45: The places Female and male characters shown in Time for English 4-5

	Female		Male	
	N	(%)	N	(%)
bedroom	2	(1)	2	(1)
bus	2	(1)	2	(1)
beach	0	(0)	2	(1)
cafe	0	(0)	2	(1)
cinema	2	(1)	2	(1)
courthouse	1	(1)	1	(1)
classroom/school	12	(7)	15	(9)
hospital	2	(1)	1	(1)
kitchen	8	(5)	1	(1)
laboratory	5	(3)	2	(1)
library	2	(1)	2	(1)
livingroom	17	(10)	19	(11)
market	1	(1)	1	(1)
office	0	(0)	1	(1)
park/garden	11	(6)	17	(10)
street	13	(7)	5	(3)
in a shop	2	(1)	2	(1)
theatre	1	(1)	2	(1)
reception	1	(1)	1	(1)
restaurant	5	(3)	5	(3)
zoo	2	(1)	2	(1)
Total	176	(34)		

35% of the visuals counted in Time for English 4 and 5 are related to the place. As can be seen in Table 55, there was a wide range of places shown in the coursebook. The most frequently occurring were the living room (11%), park/garden (10%), classroom/school (9%), street (3%) and restaurant (3%) for male characters. The most frequently occurring places for female characters were the living room (10%), classroom/school (7%), street (7%), park/garden (6%), kitchen (5%), laboratory (3%) and restaurant (3%). While female characters were shown in kitchen (5%) and in laboratory (3%) more than males; males were shown in classroom/school environment more than females (9%). When the percentages of the visuals of male and female characters both inside and outside places are examined, it is seen that they are nearly equal in total.

Table 46: The places Female and male characters shown in Spot On 6-7-8

	Female		Male	
	N	(%)	N	(%)
bedroom	2	(1)	2	(1)
bus	2	(1)	2	(1)
beach	0	(0)	2	(1)
cafe	0	(0)	2	(1)
cinema	2	(1)	2	(1)
courthouse	1	(1)	1	(1)
classroom/school	12	(7)	15	(9)
hospital	2	(1)	1	(1)
kitchen	8	(5)	1	(1)
laboratory	5	(3)	2	(1)
library	2	(1)	2	(1)
livingroom	17	(10)	19	(11)
market	1	(1)	1	(1)
office	0	(0)	1	(1)
park/garden	11	(6)	17	(17)
street	13	(7)	5	(3)
in a shop	2	(1)	2	(1)
theatre	1	(1)	2	(1)
reception	1	(1)	1	(1)
restaurant	5	(3)	5	(3)
zoo	2	(1)	2	(1)
Total	176	(14)		

Of the total number of the visuals in Spot On 6, 7 and 8, visuals related to places are 14%. From the various places that female and male characters are shown in, the most frequently occurring ones for females are the living room (10%), classroom/school (7%), street (7%), park/garden (6%), kitchen (5%), laboratory (3%) and restaurant (3%). The most common places that male characters are shown in are the living room (11%), park/garden (10%), classroom/school (9%), street (3%) and restaurant (3%). In general, male dominance can be mentioned in all places given in the list, except for the kitchen and laboratory. When the percentages of the outdoor places as park/garden, street and zoo are examined, it is seen that the distribution of male and female characters both inside and outside are nearly equal. The same is true for the indoor places.

Table 47: The places Female and male characters shown in New Bridge to Success 9-10-11-12

	Female		Male	
	N	(%)	N	(%)
airport	2	(2)	2	(2)
bank	1	(1)	1	(1)
bedroom	1	(1)	6	(7)
bathroom	0	(0)	1	(1)
car	0	(0)	5	(6)
canteen	2	(2)	1	(1)
cafe	1	(1)	0	(0)
cinema	2	(2)	2	(2)
classroom/school	12	(14)	11	(13)
doctor's office	0	(0)	1	(1)
field	0	(0)	2	(2)
hairdresser	1	(1)	0	(0)
kitchen	5	(6)	1	(1)
laboratory	2	(2)	1	(1)
library	1	(1)	1	(1)
livingroom	6	(7)	2	(2)
market	4	(5)	3	(3)
office	5	(6)	10	(11)
operating room	0	(0)	1	(1)
park/garden	14	(16)	21	(24)
street	0	(0)	6	(7)
in a shop	2	(2)	0	(0)
theatre	1	(1)	1	(1)
reception	0	(0)	0	(0)
restaurant	3	(3)	5	(6)
stadium	0	(0)	1	(1)
sports centre	2	(2)	3	(3)
Total	88	(7)		

Of the total number of the visuals, visuals related to places are 8% in New Bridge to Success 9, 10, 11 and 12. From the various places that female and male characters were shown in, the most frequently occurring ones for females were park/garden (16%), classroom/school (14%), living room (7%), kitchen (6%), office (6%), market (5%), restaurant (3%), airport, cinema, laboratory, shop and sports centre (2%). For male characters, the most common places where they are shown in are park/garden (24%),

classroom/school (13%), office (11%), bedroom (7%), street (7%), car (6%), restaurant (6%), market (3%), sports centre (3%), airport, cinema, field and living room (2%). In the places such as classroom/school, kitchen, laboratory, living room, market and shop, the percentage of female characters was more than the males. On the other hand, when the percentages of the outdoor places as park/garden, street, stadium and field are examined in total, it is seen that the distribution of male characters was more than the females. As for the indoor places in the list, when the percentages are examined, it is apparent that male characters are more than females. Therefore, in New Bridge to Success both indoor and outdoor male characters were used more than the females.

Table 48: The places Female and male characters shown in Breeze 9-10

	Female		Male	
	N	(%)	N	(%)
bedroom	1	(1)	1	(1)
cafe	3	(3)	3	(3)
classroom/school	5	(5)	11	(12)
congress hall	0	(0)	1	(1)
doctor's office	1	(1)	2	(2)
internet cafe	1	(1)	1	(1)
kitchen	2	(2)	0	(0)
library	1	(1)	1	(1)
livingroom	4	(4)	5	(5)
market	1	(1)	1	(1)
office	2	(2)	2	(2)
park/garden	10	(11)	13	(14)
street	1	(1)	4	(4)
train station	2	(2)	1	(1)
theatre	2	(2)	2	(2)
restaurant	0	(0)	2	(2)
stadium	0	(0)	1	(1)
sports centre	1	(1)	2	(2)
zoo	0	(0)	2	(2)
Total	92	(10)		

In Breeze 9 and 10, visuals related to places constituted 10% of the total. From the places that female and male characters were shown in, the most frequent ones for females were; park/garden (11%), classroom/school (5%), living room (4%), café (3%), kitchen, office train station and theatre (2%). The most frequent places male characters

were shown in were park/garden (14%), classroom/school (12%), living room (5%), café (3%), doctor's office, office, theatre, restaurant, sports centre and zoo (2%). Of all these places, female dominance is seen only in the kitchen and train station. In cafés, offices and theatre, equal number of female and male visuals were used. However, when the percentages of the outdoor places as park/garden, street, stadium and zoo are examined, in total it is seen that the distribution of male characters was more than the female ones. As for the indoor places in the list, when the percentages are examined, it is seen that male characters are more than females. Therefore, in the indoor and outdoor visuals of Breeze 9 and 10, male characters were used more than the female.

CHAPTER 5

DISCUSSION

5.0. Introduction

In this section, the findings of the gathered data, collected through two questionnaires (Coursebook Visuals Evaluation Scale, and Student Perception of Gender in Occupation Inventory), and the content analysis of the coursebooks will be interpreted and discussed.

5.1. Coursebook Visuals Evaluation Scale

The visuals in the coursebooks were evaluated through Coursebook Visuals Evaluation Scale (CVES). The scale was organized under the four components of “activities” done by male and females, “roles” they have, “tools” they use and “places” they are shown in. Comparative analysis of the coursebook visuals was presented considering these components.

The students who participated were not asked to refer to their coursebooks while doing the questionnaire. Hence, they may have relied on their personal perceptions while answering the questions. The answers may not reflect the objective observations of the participants.

In terms of the activities done, the data obtained from the questionnaire “Coursebook Visuals Evaluation Scale” have revealed that according to the 6th graders, compared to 7th and 10th graders, “all family members do cleaning and washing up”, “women go to work and earn money” and “men are pictured as they are interested in household duties”. When compared to 6th graders, 7th graders were of the opinion that in

the coursebook visuals “women are always pictured doing housework such as washing, ironing and cooking”, whereas “intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities”. When compared to 10th graders, 7th graders held the idea that “men are pictured as they are interested in household duties”. Similar to 7th graders, 10th graders thought that “intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities” and that “things and actions that require strength and talent are pictured with males/boys” when they are compared to 6th and 7th graders.

As for the places where male and female figures shown, when compared to 6th graders, 7th graders’ opinions are in line with 10th graders’. That is, they both asserted that in the visuals of the coursebooks “men are pictured working in the office” and “women are always pictured at home doing housework”. However, 10th graders differed from others with their views on some characters’ surroundings, which can be stated as “boys are generally pictured at outside playing football and/or basketball”.

When the roles of female and male characters in the coursebook visuals are in question, it is possible to state that 6th grades and 7th graders compared to 10th graders believed “men always deal with all household duties and child care”. As for three statements, “girls are pictured at home helping their mothers”, “all top-level executives like managers are usually pictured as men” and “men are pictured as clever and successful”, 7th graders followed a different path from 6th and 10th graders and agreed on the aforementioned statements. 10th graders thought alike and agreed on the statement “all top-level executives like managers are usually pictured as men”. 10th graders also thought that in the visuals of coursebooks “girls are pictured at home helping their mothers”, “girls portrayed in the pictures pay attention to their appearance and they deal with household activities”, which the 6th graders did not agree with.

In terms of the objects female and male characters used in the coursebook visuals, 10th graders agreed on the statements “girls are pictured using and playing with kitchen tools such as saucepan, frying pans”, “boys are pictured playing with play station and dealing with technological equipments as computers” and “boys are pictured using and playing with tools such as hammers, screwdrivers” more than the 6th graders.

When compared to both 6th and 7th graders, 10th graders also agreed on the statement “girls are pictured playing with dolls”.

In the light of these results, the first explanation that comes to mind is that the grades perceive sexism in the coursebooks. When the results of the Coursebook Visuals Evaluation Scale are considered, it is possible to state that the sexist perception of the coursebooks rises from 6th to 10th grade. One explanation for the 6th graders making fewer sexist choices could be that the coursebooks used previously by these students include less sexist elements than used by 7th and 10th graders.

The coursebook visuals were also analyzed in terms of the student's gender. According to this, male students thought that “intellectual and cultural activities (reading books or newspapers, going to the theatre) are pictured as male/boy actions and activities” and “things and actions that require strength and talent are pictured with males/boys” more frequently than the female students.

For the analysis of coursebook visuals in terms of teachers' gender one item was statistically significant. Female teachers agreed on the item “women are pictured as construction workers and carpenters” more than the male teachers.

5.2. Student Perception of Gender in Occupation Inventory

Student Perceptions of Gender in Occupations Inventory (SPGOI) was applied to determine the students' perception of occupations in terms of gender.

The data obtained from the questionnaire “Coursebook Visuals Evaluation Scale” have shown that for the occupation perception of the grades, 9 out of 12 items of the inventory were statistically significant. According to this, the items as “dentist”, “tennis player” and “primary school teacher” were perceived as an occupation that both genders could do by the 6th, 7th and 10th grades in turn. On the other hand, by 10th, 7th and 6th grades “accountant” and by 6th, 7th and 10th grades “taxi driver” was perceived as an occupation that males could do. As opposed to “accountant”, “secretary” was perceived by the 10th, 7th and 6th grades as a female occupation. While 7th and 6th graders perceived “architect” as a male job, 10th graders perceived it as an occupation for both genders. “Cook” as an occupation for both genders by the 6th and 7th graders and as a male

occupation by the 10th graders. “Person working in the hospital” was perceived as a female occupation by the 10th, 7th graders and as an occupation for both genders by the 6th graders.

As the results of the occupation perception of the grades, it can be said that there was a sexist point of view concerning some occupations. According to the subjects’ views, the occupations that require calculation (accountant and architect) were thought of as male occupations; and occupations that need organization and care (secretary, person working in the hospital) were thought of as female occupations, despite the fact that both genders have these occupations in real life.

For the occupation perception of the genders, three items of the inventory were statistically significant. According to the female and male subjects included in the study; “secretary” and “a person working in the hospital” were perceived as female occupations by both genders. “Architect” was perceived as a male occupation by male subjects and perceived as an occupation for both genders by female subjects. As a result it can be said that subjects included in the study have sexist viewpoints. This may be true more for males than females.

5.3 Content Analysis of Coursebook Visuals

The data gathered through content analysis of the visuals of the coursebooks, Time for English 4-5, Spot On 6-7-8, New Bridge to Success 9-10-11-12, and Breeze 9-10 have revealed some common occurrences. For instance, as for the frequency of female and male characters’ appearance in coursebook visuals, it was found that in all sets of books the number of male characters used in the visuals was greater than the female characters. Specifically, Time for English 4-5 included 240 female and 277 male characters (table 34), Spot On 6-7-8 included 596 female and 633 male characters (table 35), New Bridge to Success included 602 female, 690 male characters (table 36), and Breeze 9-10 included 433 female and 512 male characters (table 37). In Time for English 4-5 and Breeze 9-10 there was 8% difference between male and female characters. On the other hand, in Spot On 6-7-8 the difference was 4% and in New Bridge to Success difference was 6%. Although Wharton (2000) categorized the books that represent more males than females as sexist and found that male characters were

represented more frequently than females in all the books, the results of the current study did not indicate a distinct and sharp difference.

In terms of the family roles such as mother, father and husband/wife, which are undertaken by female and male characters, it is possible to conclude that female characters were represented as family members more frequently than male characters', except in Spot On 6-7-8,. Therefore, there was an imbalance between female and male characters' representation in family roles. A detailed look into the distribution of family roles demonstrates that in Time for English 4-5, the role of female as mother was seen in 56% of the visuals and father role of male was seen in 44%, therefore, the role of the mother was emphasized more frequently than the father's role. The husband/wife relationship, however, was not presented in Time for English. In Spot On 6-7-8, both mother and father roles were seen equally, that is, in 30% of the visuals. The husband/wife role was presented in 40% of the visuals. It should be noted that this frequency was the highest of all coursebooks. In New Bridge to Success 9-10-11-12, the female in the mother role was seen in 47% of the visuals and the father role of males was seen in 31%. Hence, the role of the mother was emphasized 16% more frequent than the father's role. The roles of husband/wife were seen in 22%. In Breeze 9-10, similarly, the female's mother role was seen in 58% while father role of males was seen in 23% of the visuals, meaning the role of the mother was emphasized 35% more frequently than the father's role. The role of husband/wife was seen in 19%. In conclusion, the motherhood role of female characters was emphasized in all sets of coursebooks, except Spot On. Also, except Time for English 4-5, the marital roles of both genders were presented in the coursebooks. In this way, the concept of wife and husband is also given through visuals.



Spot On 6 p.86
(husband and wife are talking)



Spot On 8 p.97 (husband and
wife are watching TV)



Spot On 8, p.47 Family

Figure 1: Family Roles

The occupations undertaken by female and male characters were various in the coursebooks. In all the coursebooks analyzed, four occupations were the most common. These were “cook, doctor, farmer and teacher”. According to the frequencies in the coursebooks; “Cook” was handled as a male occupation in Time for English, New Bridge to Success, and Breeze. “Doctor” was seen as an occupation for both genders in Time for English, as a female occupation in Spot On, but as a male occupation both in New Bridge to Success and Breeze. “Farmer” was handled as an occupation for both genders’ in Time for English and Breeze. It is possible to see “farmer” as an occupation for both genders in Spot On and New Bridge to Success. Additionally, in Time for English, an equal number of female/ male characters were used in the visuals related to farms, and those characters were presented both indoors and outdoors. Similarly, in Breeze, it is possible to see female and male characters sowing the fields together. Although both genders were presented in the visuals, sometimes the occurrence of one gender was more than the other one. As a result of content analysis the frequencies show that, “teacher” was traditionally seen as a female occupation in all the coursebooks. Moreover, “detective”, “director”, “engineer”, “manager”, “scientist” were presented as males, whereas “dancer” and “nurse” were presented as females in New Bridge to Success and Spot On. Other outstanding female occupations shown in the coursebooks were “babysitter”, “secretary”, “fortuneteller” and male occupations were “dentist”, “lawyer”, “photographer” and “archeologist”.

In conclusion, as stated above some occupations were stereotyped as “male” or “female” occupation. Males were displayed in more various occupational choices, compared to female characters. It was observed that for female characters, as Helvacioğlu (1996) stated, can also be shown as “hairstylist”, “actress” and “singer”, besides the aforementioned stereotyped occupations. As presented in the tables 42,43 and 44, the stereotyped occupations were more in secondary education coursebooks (New Bridge to Success and Breeze) when they are compared to primary education coursebooks (Time for English and Spot On).



New Bridge to Success 9, p.113
Male dentist, female assistant



New Bridge to Success 9, p.121
Female doctor



New Bridge to Success 10,
p.38 Male surgeon



Spot On 8, p.126
Male surgeon



Breeze 9, p.18
Male doctor



Time for English 5, p.33
Female teacher



Time for English 5, p.120
Male teacher



Breeze 9, p.111
Male manager



New Bridge to Success10
p.37 Female Vet



New Bridge to
Success11, p.84
Male engineer



New Bridge to
Success11, p.88
Female taxi driver

Figure 2: Occupations

Another item on the list to discuss in terms of the content of coursebook visuals is the household activities. In Time for English 4 and 5, visuals on household activities compose 5% of the total number of pictures; in Spot On 6, 7, 8 and in New Bridge to Success 9,10,11,12 visuals on household activities are 2%; and in Breeze 9,10 it is 1% of all the visuals counted. These activities vary in the gender of the character that does the activities. The frequencies in the coursebook visuals (see table 46, 47, 48, and 49) show that “cooking” is pictured with both genders in Time for English (female 12%, male 4%) and in New Bridge to Success (female 15% , male 5%). However, the number of

occurrences for females is more than for males, therefore, it is determined as a female responsibility. In *Spot On*, there were 11 pictures (38%) relating to females cooking so, it may be inferred as a female responsibility. On the other hand, in *Breeze* “cooking” was presented with male characters (15%) so, it can be inferred as a male responsibility. Another household activity, “washing the dishes” was presented with female characters in *Time for English* (4%), *Spot On* (3%) and *New Bridge to Success* (15%). “Shopping” was presented by both genders equally in *Time for English* (4%) and *Spot On* (10%) but, in *New Bridge to Success* (female 15%, male 10%) and in *Breeze* (female 31%, male 8%) shopping was considered as a female responsibility. While “ironing” was presented only with female characters in *New Bridge to Success* (15%), in *Breeze* (8%) it was presented with male characters; “Laundry” was presented only with female characters in *Time for English* (4%) and *New Bridge to Success* (5%). As a distinctive feature it was observed that, in the distribution of the household activities there is a balance between female and male characters in *Time for English*. In “cleaning” there was equal number of pictures showing both genders on duty; at the same time it is also possible to see a male character dusting and vacuuming together with a female character.

In conclusion, from the books used in the primary education, *Time for English* included less stereotyped household activities for females than *Spot On*. In other words it was less sexist than the others; both female and male characters were seen in doing housework. This was supported also with the questionnaire answers of the 6th graders related to the activities (see table 4). For the coursebooks used in the secondary education, it is possible to infer that *New Bridge to Success* in particular has stereotyped visuals on household activities. As for the common household activities presented in all coursebooks, *New Bridge to Success* presented those activities with female characters (table 47). A general look at both primary and secondary education coursebooks, except *Time for English*, makes it obvious that the distribution of household activities to female and male characters were stereotyped.



Time for English5, p.138
Male figure -vacuuming



Time for English 5, p.138
Male figure -dusting



Spot On 6, p.168
Female -cooking



New Bridge to Success 9, p.69
Female- cooking



New Bridge to Success 9 p.75
Female -shopping



Breeze 10 p.55
Female- shopping



New Bridge to Success 12, p.10
Female -cleaning



Breeze 10, p.19
Male- ironing



New Bridge to Success 11, p.9
Female- cooking

Figure 3: Household Activities

The next significant criterion in the content analysis of the coursebooks is the spare time activities that female and male characters do. The activities are generally various; however, some common activities in all or many of the books were determined. According the frequencies in the coursebooks (table 50, 51, 52, and 53), it is clear that “drawing picture” was an activity presented only with female characters in Time for English (4%), Spot On (2%), and in New Bridge to Success (3%). As contrary, “fishing” was an activity presented only with male characters in Spot On (1%), New Bridge to

Success (4%) and Breeze (2%). “Playing guitar” was another activity presented only with male characters in Time for English (4%), Breeze (2%) and with more males in Spot On (6%) and New Bridge to Success (9%). On the other hand, playing another instrument “violin” was presented only with female characters in Breeze (4%), with more females in Time for English (4%). While “reading books” was presented only with female characters in Time for English (12%) and Breeze (4%), it was presented in more with males in Spot On (5%), and as an activity of both in New Bridge to Success (1%). The other reading activity “reading newspaper” was presented with male characters in Spot On (5%) and New Bridge to Success (1%). Furthermore, “talking on the phone” was a female activity according to Time for English (4%), New Bridge to Success (6%) and Breeze (4%); “driving” is a male activity, presented only with male characters in Spot On (6%), and more so in New Bridge to Success (13%).

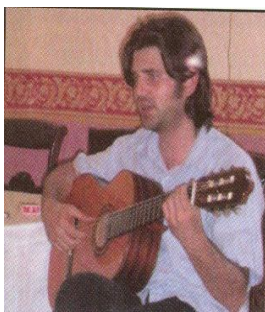
As stated above in all the coursebooks, both used in primary and secondary education, besides stereotyped activities as fishing (table 51,52,53) which was classified as a male activity, knitting (table 51), drawing picture (table 50,51,52) which were regarded as a female activities, other activities were also presented only with one gender. Additionally, musical instruments were found to be connected to gender. For example, harps and violins were seen as female instruments, whereas guitars and drums were seen as male instruments. As an intellectual activity, keeping up-to-date, was presented with reading newspaper and it was presented in coursebook visuals only with male characters. Another significant daily activity, “driving” was perceived as an action unique to males, and talking on the phone” was perceived as an action of females, supporting the idea a female is a chatterbox. Therefore, it is quite clear that the coursebooks in question acquired a sexist point of view by presenting an activity only with one character, which has the potential to lead certain judgements about both genders.



Spot On 8 p.44; While male character is reading, female characters are drinking tea/coffee and taking.



New Bridge to Success 9, p.127; Male character is reading the newspaper and female character is keeping an eye on the children.



New Bridge to Success 9
p.173, Male- playing guitar

Breeze 9, p.64
Female- playing violin

New Bridge to Success 9, p.19
Female- talking on the phone



Spot On 7, p.118
Male- driving

New Bridge to Success 9, p.25
Male- driving

New Bridge to Success 9, p.28
Female- driving (had an accident)

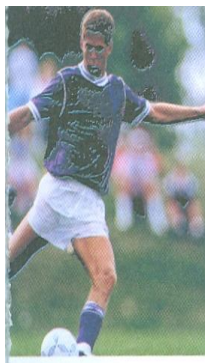
Figure 4: Spare Time Activities

For the sports that female and male characters were shown doing in the coursebooks, names of many sports were mentioned. (see tables, 54, 55, 56 and 57. One of the common and significant sports found to have the highest frequency in the coursebooks is “basketball”. It was displayed only with male characters in Time for English (7%) and New Bridge to Success (3%) and with male dominance in Spot On (6%), and Breeze (5%). “Football” followed the same path with basketball since it was presented only with male characters in Spot On (9%), New Bridge to Success (3%), with male dominance in Time for English (7%) and Breeze (7%). Hence, they were considered as a male sport. On the contrary, “volleyball” was displayed only with female characters in all coursebooks, Time for English (3%), Spot On (6%), New Bridge to Success (3%) and Breeze (1%), so it was considered as a female sport. “Golf” was displayed only with male characters in Spot On (6%), New Bridge to Success (1%) and Breeze (1%) while “yoga” was presented only with female characters in Spot On (3%), New Bridge to Success (1%) and Breeze (1%). “Tennis” was shown with both genders; that is, it was represented with only male characters in Spot On (3%), only with female characters in New Bridge to Success (4%) and with both genders in Breeze (2%). For some extreme sports such as “surfing” only male characters were displayed in New Bridge to Success (1%) and in Breeze (1%); for “parachuting” only male characters were shown in Spot On (3%) and New Bridge to Success (1%); but, for “rafting” both genders were used in Spot On (3%) and in Breeze (5%) and males were dominantly used in New Bridge to Success (6%).

Although many sports were presented with both genders in the visuals in the coursebooks, generally one gender was dominant. For instance, it was possible to see a visual of girl playing football in Time for English and Breeze, but the total number were dominated by the male characters. Visuals presented with the dominance of one gender gave rise to perceiving it as a sport of the dominantly stated gender. In order to prevent the imbalance, equal or nearly equal number of pictures related to both genders should be used.



Time for English 5, Spot On 6, p.21
p.71



New Bridge to Success 9, p.47



New Bridge to Success9, p.88

Figure 5: Sport Activities

As a social being, in the process of learning the gender roles, child/teenager takes a same sex adult as a model. When a closer look at whom the child/teenage characters are pictured with in the coursebooks is taken, whose frequencies are given in tables 58, 59, 60 and 61, it is obvious that in Time for English, there was a quite balanced distribution in the frequencies of children or teenagers shown with the mature family members (table 58). Contrary to supposed idea on gender role construction, female child/teenage were shown with the father with the ratio of 41% and 35% with the mother, which revealed that the former was seen 6% more frequent than the latter. Male children/teenagers were shown with the mother in 44% of the visuals. In the distribution of grandmother and grandfather, nearly equal frequencies of female and male children/teenager characters were shown. In the other set of books, Spot On, 44% of female children/teenagers were shown with the mother. For the male children/teenagers, 39% of them were shown with the father while 36% were shown with the mother. For the distribution of female and male child/teenage characters with grandparents, it is possible to state that 18% female child/teenage characters were shown with grandmother while 9% of them were shown with the grandfather. As for the male child/teenage characters, 16% of them were shown with the grandmother. 9%, however, were shown with the grandfather. Therefore, the frequency of the ones shown with the grandmother was more than the ones seen with the grandfather. In one of the secondary education coursebooks, namely New Bridge to Success, 53% of the female children/teenagers were shown with the mother. Similarly, 45% of the male child/teenage were also shown with the mother, whereas 40% of them were shown with the father. Then, the frequency of

male child/teenage characters that were shown with the mother are more than the frequency of father's. For the grandparents, 2% of female and male child/teenage characters were shown with grandmother and 1% of them were shown with the grandfather. In the last set of books, Breeze, 67% of the female children/teenagers were shown with the mother and similarly, 71% of the male children/teenagers were also shown with the mother. On the other hand, 7 % of the female child/teenage characters were shown with grandmother and grandfather. It is also worth noting that no male child/teenage characters were shown with the grandparents.

Kohlberg (as cited in Serafica and Rose, 1982, p.14), asserted that in the process of learning the sex roles in the society, a child imitates sex-appropriate behaviors and avoids sex-inappropriate behaviors; therefore, the child models the behaviors of the same sex individuals, namely same sex parents. However, contrary to this assertion, it was observed that both female and male children/teenagers were shown with the mother in the coursebooks used in primary and secondary education. This state emphasized the role of female as the mother figure, which meant that taking care of the child is the role of the female. Despite all these, in Time for English an effort to break this stereotyped action was observed and as a reverse state, female child/teenage characters was shown more with the father than the mother. Similarly, male child/teenage characters were shown with the mother compared to father. In the light of this it might be said that from the books used in the primary education, Time for English included less sexist elements in terms of the visuals that female and male child/teenage characters were shown in.



Time for English 4, p.106
Mother and son are cooking



Spot On 6 p.79
Mother and son are talking



Spot On 6 p.191
Mother and daughter are talking



Spot On 7 p.106
Grandmother and grandchildren



New Bridge to Success 9 p.163
Grandfather and grandchildren



Breeze 10 p.18
Father and son

Figure 6: Child/teenage figures with family members

Objects, toys and games that child/teenage characters were shown with are also important elements in the analysis of visuals in the coursebooks. In the coursebooks analysed, we observed a few objects/toys and games that child/teenage characters were shown with. They were stated in tables 62, 63, 64 and 65. From the objects/toys and games that child/teenage characters were shown with stated in the coursebooks, common ones were handled according to the frequencies given. For instance, “ball” was presented as a toy that both genders play in Time for English and Spot on, but in the visuals it accompanied male characters’ games more than females’. In New Bridge to Success and Breeze it was associated only with male characters. “Computer and computer games” were shown with female child/teenage characters in Time for English (5%), with both characters in Spot On (16%), only with male characters in New Bridge to Success (20%) and with the dominance of male characters in Breeze (4%). As an object, “cell phone” was presented only with female characters in Spot On (4%), with the dominance of female characters in New Bridge to Success (25%) and in Breeze (18%), which supported the aforementioned idea on how students are led to believe that females are the talking gender. “Fishing line”, on the other hand, was associated with only male characters in New Bridge to Success (5%) and in Breeze (5%). A very commonly used

object in people's daily lives, "TV remote" was presented with both female and male child/teenage characters in Spot On but there was a male dominance of using it (8%). In Breeze, it was shown only with male child/teenage characters (5%). Another object, "book" was associated with both female and male child/teenage characters in Spot On (8%) and in New Bridge to Success (5%), but it was shown only with female child/teenage characters in Breeze (9%). As for the group games that female and male child/teenage characters play; "playing hopscotch" was presented only with female child/teenage characters in Time for English (3%), and in Spot On (4%). "Playing tag" was presented only with female child/teenage characters in Time for English (3%) and with both female and male child/teenage characters in Spot On (4%). In "skipping rope" only female child/teenage characters used in Time for English (15%), whereas only male child/teenage characters were used in Spot On (4%) and in New Bridge to Success (5%).

In the light of the findings stated above, traditional toys as doll, car, train etc. were not encountered in the books analyzed. Although in Time for English, those traditional toys were presented in a unit, they were not associated with a specific gender. Therefore, it will not be wrong to conclude that, in terms of the toys and objects Time for English was free from gender-bias. Another conclusion to draw is that with the developments in the technology, children are pictured playing with the computer games more frequently in the coursebooks. Instead of playing with toys such as soldiers, tanks, planes etc, related to war or guns, swords, etc. related to fight, children play computer games. In terms of the visuals on computer /computer games, except Spot On it was observed that there is a sexist viewpoint, associating the activity with only one gender. TV remote used as an object by both female and male child/teenage figures but, it was dominantly used by males in the visuals. This might state the male as a dominant figure at home. For children games, it can be asserted that gender bias is existent as they are presented only with one gender. However, it is interesting that in the secondary education coursebooks these games were not encountered.



New Bridge to Success 11, p.58
Male children are playing with lego



Spot On 7, p.139
Female character is holding the remote



Time for English 5, p.60
Female children are skipping rope, males are playing with ball



Spot On 6, p.112
Male child is skipping rope



Spot On 6, p.112
Female child is playing hopscotch



Time for English 5, p.51
Children-playing leapfrog

Figure 7: Objects /toys/ games

The places used in the visuals that female and male characters were shown in varied in the coursebooks. The list on the related data was given in tables 66, 67, 68 and 69. One of the most common places where female and male characters were shown in all coursebooks was the “living room”, which was mainly preferred for males in Time for English (11%), Spot On (11%) and Breeze (5%), whereas in New Bridge to Success (7%) female characters were shown more in it. In “kitchen” as a place, in all the coursebooks female characters were presented and in “bedroom” while New Bridge to Success (7%) presented female characters, other coursebooks were presented male characters more than females. In “class/school” atmosphere male dominance was observed, in Time for English (9%), Spot On (9%) and Breeze (12%), but in New Bridge to Success (14%) mainly female characters were shown in the classroom or school. In “market” Time for English, Spot On and Breeze presented both female and male characters, but in New Bridge to Success it was presented with more female characters

in it. In “restaurant” Time for English and Spot On used both genders, whereas New Bridge to Success (6%) and Breeze (6%) used male characters.

Although male dominancy was observed in the house related places, it was not valid for the kitchen. By showing female characters in kitchen more than male characters, the role of woman as a housewife was emphasized. When the percentages of the visuals of male and female characters both inside and outside places (park/garden, street and zoo) are examined, it was found that in the coursebooks used in primary education, Time for English and Spot On, the distribution of male and female characters both inside and outside was nearly equal. For the visuals of secondary education coursebooks, New Bridge to Success and Breeze, it was realized that in the inside places and outside places male characters were used more than the females. Secondary education students as teenagers are in the process of puberty. With the process of socialization, they construct their personalities. The reason behind showing male figures outside more than female might be the reflection of the freedom given to males by the society and showing them inside places more might be to emphasize their presence indoors too.



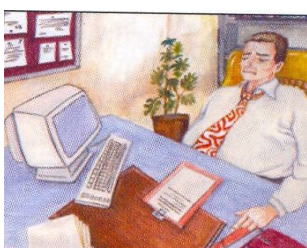
New Bridge to Success 9, p.53
Mother and daughter are
talking in the kitchen



New Bridge to Success 9, p.138



Spot On 6, p.168



New Bridge to Success 11 p.89
Man working at the office



New Bridge to Success 11 p.95



Spot On 8 p. 137



Spot On 6, p.79
Mother and son are sitting in the
Livingroom



Spot On 6, p.86
Husband and wife are
sitting in the livingroom



Breeze 9, p.40
Grandfather-grandchild are
talking in the livingroom

Figure 8: Places male/female characters are shown in

CHAPTER 6

CONCLUSION

6.0 Introduction

This chapter will first provide a summary of the current study. The findings related to the research questions will be given place. Finally, the implications of the current study for ELT will be presented.

6.1 Summary of the study

Coursebooks are instructional materials and they are central to English Language Teaching especially in EFL settings where they are the major source of input is the coursebooks. Most of the cultural information about the target language comes from the coursebooks through texts and visuals. Also, directly or indirectly, they are the transmitters of cultural, social values and ideological views of their authors; this is called the hidden curriculum. As there is no explicit statement of such issues, coursebooks should be analyzed in detail in order to understand the unstated values. With this important aspect, they should be updated and revised in content addressing cultural, gender-related, international and/or global issues. Furthermore, they should be studied and analyzed for the concepts such as gender and social class because students and teachers are exposed to various vocabulary items and/or images which may effect their perceptions, knowledge and worldviews. Therefore, how characters are handled in coursebooks should be carefully analyzed in ELT materials both as text and visual as they may give wrong ideas to students or create unfair stereotypes.

This study has aimed to find out whether there is any sexism in ELT coursebooks used in primary and secondary education, written by Turkish authors and published by

the Ministry of National Education. To find an answer, 7 research questions were constructed:

1. Is there a balanced distribution of female and male characters in the visuals of coursebooks content analyzed?
2. What are the family roles attributed to male and female characters in the visuals of the coursebooks?
3. With which family member are child/teenage figures generally pictured in the coursebook visuals and is there a relation between the figure's gender and the person they are with?
4. What are the activities attributed to the characters in the coursebook visuals? Is there a relation between the gender and the activity type?
5. What are the objects/toys male and female characters generally related with in coursebook visuals? Is there a relation between the figure's gender and the objects they are pictured with?
6. In which places are the male and female characters generally pictured? Is there a relation between the figure's gender and the place they are shown in?
7. What are the occupations attributed to the characters? Is there a relation between the gender and the occupation they do?

The data of the study were gathered by the help of two different data collection devices: a questionnaire and content analysis of coursebooks. Two questionnaires were constructed; to understand students' perceptions of sexism in the coursebook visuals, a questionnaire of 21 items to understand students' sexist perceptions towards the coursebook visuals and the second one is a questionnaire of 12 items to understand students' perceptions of occupations in terms of gender. Those questionnaires were applied in 6th, 7th and 10th grades in 15 schools at 4 districts (Çankaya, Keçiören, Yenimahalle, Altındağ) selected with opportunity sampling. At the same time, contents of the 11 coursebooks used in the aforementioned schools that questionnaires were

applied were analyzed in terms of the visual images that female and male characters were shown in.

6.2 Findings of Content Analysis of coursebooks in relation to Research Questions

The aim of this study was to determine whether either the authors or the Ministry presented any sexist values as a part of the hidden curriculum through the visuals of the textbooks or not. To this aim, the study attempted to answer the following questions.

The first question was the frequency of appearance of female and male characters in coursebook visuals. It was found that in all sets of books used in primary and secondary education, male characters used in the visuals were more than the female characters. Therefore, a balanced distribution of female and male characters was not observed.

The second question was on the family roles attributed to male and female characters in coursebook visuals. As a result it was found that, except for Spot On, in the coursebooks used both in primary and secondary education, the mother role of female characters were emphasized. That is to say, female characters were mothers, and they were also engaged in household responsibilities. Spot On made a balanced distribution of mother and father roles. Also wife/husband roles of both characters were presented in the coursebook visuals. In this way, the concept of “spouse” was also given through visuals.

The third question was about the family members that child/teenage figures are shown with. In the social learning theory, Bandura (1977) emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. In the coursebooks used in primary and secondary education, both female and male child/teenage characters were shown with the mother. This state emphasized the role of female as mother and caring the child was the role of the female. In Time for English, used in the 4th and 5th grades of primary education, this stereotyped action was not observed and as a reverse state, cross gender relations like father-daughter, mother-son were seen. In other words, female child/teenage characters were shown more with the father rather than the mother. Similarly, male child/teenage characters were shown with the mother compared to father. In the light of this it might be said that, from the books

used in the primary education, Time for English included less sexist elements in terms of the visuals that female and male child/teenage characters were shown in. Also in the other coursebooks, it was hard to state gender dependent relational patterns as female child/teenage with the mother and/or male child/teenage with the father as both male and female child/teenage characters were shown with the mother. Hence, sexism could be stated on the bases of female characters seen as the figure for child care.

The fourth question was about the activities attributed to female and male characters. Activities attributed to genders in the coursebook visuals included both spare time activities and household activities. The primary education 4th and 5th grade coursebook, Time for English included less stereotyped household activities for females than Spot On. In other words it was less sexist than the others; both female and male characters were seen in doing housework. The secondary education coursebooks, especially New Bridge to Success, however, contains stereotyped visuals on household activities. It presented all common household activities with female characters. As a total evaluation of primary and secondary education coursebooks, generally the distribution of household activities to female and male characters was stereotyped. As for spare time activities, the coursebooks used both in primary and secondary education included stereotyped activities as fishing as a male activity; and knitting or drawing picture as a female activity. On the other hand they also presented some activities by using one gender, as an example playing musical instruments as harp and violin were seen as female instruments and guitar and drum were male instruments according to the visuals presented. As presenting an activity only with one character is seen as a sexist point of view, coursebooks used in primary and secondary education were considered as sexist in terms of the spare time activities shown in visuals.

The objects/toys that male and female characters are shown with were also a key for the perception of gender in the coursebooks. As a result, it was found that, toys that were considered as traditional such as a doll, car, train etc. were not encountered in the coursebooks analyzed. In Primary Education 4th and 5th grade coursebook, Time for English, those traditional toys were presented in a unit, but they were not associated with a specific gender. In terms of the toys and objects Time for English was free from gender-bias. With the developments in the computer technology, the focus was placed

on computer games. In terms of the visuals related to computer /computer games in all set of coursebooks, except primary education 6th, 7th and 8th grade coursebooks “Spot On”, a sexist viewpoint was observed as they associated computer/ computer games with only one gender. A TV remote control was observed as an object both female and male child/teenage figures used in the coursebook visuals, but it was dominantly used by males in the visuals. This might be an emphasis to state male has the control at home. For the children plays, gender bias was observed in primary education coursebooks as they were presented only with one gender. In the secondary education coursebooks these games were not encountered.

In terms of the places that male and female characters were shown in, in the coursebooks both characters were pictured both inside and outside places (park/garden, street and zoo). In the coursebooks used in primary education, Time for English and Spot On, it was observed that the distribution of male and female characters both inside and outside was nearly equal. For the visuals of secondary education coursebooks, New Bridge to Success and Breeze, it was realized that both indoors and outdoors male characters were used more frequently than the females. Secondary education students are teenagers; hence, they are in the process of puberty. With the process of socialization, they construct their personalities. The reason behind showing male figures outside more than female might be the reflection of the freedom given to males by the society and showing them inside places more might be to emphasize their presence indoors also.

In the coursebooks analyzed, a wide variety of occupational roles was observed for female and male characters. Although all the books tried to provide approximately an equal representation of male and female characters in terms of their professions, some occupations were assigned to male characters such as manager, construction worker, engineer, detective, etc., and some other occupations such as fortune teller, teacher, babysitter, nurse, and hairdresser were assigned to female characters.

In fact, “New Bridge to Success 11” shows a female taxi driver on page 88. Despite this visual, students have not changed their general perception of a taxi driver being male. This may suggest that one or two occurrences cannot be effective to change the general idea or opinion of learners. They should occur frequently and commonly (i.e., in other books). Furthermore, for item 4 in SPGOI, no significant difference is

observed. Participants did not display a significant gender preference for “an archeologist”. Being an archeologist requires strenuous work and survival skills in hard living conditions. Participants by not asserting a certain viewpoint may show that either they do not have a clear idea of what this occupation is or they think females can do it as well as males.

It was observed that the occupations requiring physical power, intelligence and justice such as soldiers, lifeguards, detectives, engineers and lawyers were shown as male occupations while occupations that need caring as teachers, babysitters, nurses were presented with female characters. The results of the content analysis has revealed that, the stereotyped occupations were more used in secondary education coursebooks (New Bridge to Success and Breeze) compared to primary education coursebooks (Time for English and Spot On).

The results of the SPGOI also revealed that students have some sexist tendencies to some occupations. It is a known fact that the values of the family that the child has been raised in and the socio-economic environment that the child lives in directly affect the child. However, we can assert that coursebooks also influence the child negatively by enforcing sexually biased views in their visuals and texts. According to SPGOI, occupations that need strength, mathematical intelligence and analysis (accountant, architect, judge) were described as male occupations and the ones that need care and organization (person working in hospital, secretary) were presented as female occupations. In fact, in real life situation all these occupations are realized by the members of both genders. Therefore, there may be a parallel between the results of SPGOI and content analysis of coursebook visuals.

6.3 Suggestions for coursebooks

Based on the findings of the study, a number of changes concerning male and female visuals seem to be necessary. In the language coursebooks, the number of visuals showing female characters in public activities such as at work, in a meeting or in a professional activity should be increased and the notion of working woman in society should be emphasized. Visuals of male characters sharing the family and household responsibilities with their female counterparts should be highlighted and enhanced.

Division of labour or activities between males and females pictured in the visuals should focus on interdependence between and cooperation of genders. Additionally, although it is common for girls and boys of a certain age group to choose their own gender group as playmates, coursebooks should contain visuals that show members of both genders playing together in a sharing and caring atmosphere.

6.4 Implications for ELT

School is an institution in which the skills, personality and characteristic features of students developed. It is a place through which feminine and masculine gender roles are constructed and reinforced. In other words it is another environment, other than the family, in which children are given the basic skills to live in the society, and the roles they have constructed are included in the curriculum and presented within the materials in a hidden and complicated way (Arslan, 2000). As an important part of the school and the curriculum, language coursebooks reflect a given culture. They have an important role in shaping a picture of a country or a different society's culture and language. As coursebooks reflect the educational priorities and needs of a society and political and social aspects of the culture, they play an important role in the hidden curriculum. As Ersöz (2004) states, coursebooks are also reflect the authors' beliefs, values and priorities, and in the classroom via the text that person's point of view is presented. Therefore, if care is not taken, everything presented in the book can be a reflection of the author's understanding of the social norms and valued. As an important tool in education, coursebooks including gender role messages may cause differentiation and inequality between female and male students. As can be depicted from the findings, in some coursebooks there exist gender stereotyping and this would probably be a drawback for female students. In order to have an un-sexist view coursebooks on the market should be revised and re-written (if necessary) to avoid sexually biased texts and visuals. The Ministry can also encourage new authors/coursebook writers to be sensitive to sexist views in the new coursebooks. The coursebook evaluation committee of the Board of Education can also be trained to consider sexual stereotyping, the balance between male and female characters, sexist visuals, gender related discourse, and other related issues while evaluating the new coursebooks to be approved.

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APPENDICES

Appendix I: Coursebook Visuals Evaluation Scale (CVES)

Ders Kitabı Görselleri Değerlendirme Anketi

Sevgili Öğrenciler,
Bu anket İngilizce dersinde kullanılan **ders kitaplarını** içerdikleri görsel materyal açısından değerlendirmek amacıyla hazırlanmıştır. Aşağıda verilen cümleler ile ilgili düşüncenizi **İngilizce dersinde okutulan ders kitabınızda olan resimleri** göz önüne alarak, üzerinde çok fazla düşünmeden belirtiniz.

Lütfen işaretleyiniz Cinsiyet: K ____ / E ____ Sınıf: 6 ____ / 7 ____ / 8 ____ / 9 ____ / 10 ____ / 11 ____	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Genelde, İngilizce ders kitaplarınızda kullanılan resimlerde,					
1. Tüm aile bireyleri temizlik yapar ve bulaşık yıkar.					
2. Doktorlar hep kadındır.					
3. Kız çocukları her zaman evde annelerine yardım ederken gösterilir.					
4. Evde yemek, çamaşır, ütü gibi ev işlerini yapan her zaman kadınlardır.					
5. Kız çocukları bebekle veya evcilik oynarlar					
6. Erkek çocukları her zaman sokakta veya sahada futbol ve basketbol oynarken gösterilirler.					
7. Üst düzey yöneticiler (ör:müdürler) çoğunlukla erkektir.					
8. Ev işleriyle ve çocuk bakımıyla ilgilenen her zaman erkeklerdir.					
9. Zihinsel beceri gerektiren işlerde ve kültürel etkinliklerde (kitap okumak, tiyatroya gitmek) erkek çocuklar gösterilir.					
10. Fiziksel güç ve beceri gerektiren işlerde erkekler gösterilir.					
11. Kız çocukları tencere, tava gibi mutfak gereçleriyle oynarlar veya bu gereçleri kullanırlar.					

12. Kadınlar taksi şöförlüğü, inşaat işçiliği marangozluk gibi işleri yaparken gösterilir.					
13. Erkekler işte/ofiste çalışırken gösterilir.					
14. Erkek çocukları bilgisayar, atari (play station) gibi teknolojik aletlerle ilgilenirler.					
15. İşe giden ve para kazanan kişi kadındır.					
16. Ders kitaplarında kullanılan resimlerden erkeklerin ev işleri ve kendileriyle ilgili oldukları anlaşılır.					
17. Erkek çocukları çekiç, tornavida gibi tamir aletleriyle oynarlar veya bu aletleri kullanırlar.					
18. Kadınlar her zaman ev ortamında, ev işleri yaparken gösterilirler.					
19. Ders kitaplarında kullanılan resimlerden kızların süse düşkün, ev işleri ve kendileriyle ilgili oldukları anlaşılır					
20. Ders kitaplarında kullanılan resimlerden erkeklerin akıllı ve başarılı olduğu anlaşılır.					
21. Ders kitaplarında kullanılan resimlerden kızların akıllı ve başarılı olduğu anlaşılır.					

Appendix II: Student Perceptions of Gender in Occupations Inventory (SPGOI)

Lütfen aşağıdaki paragrafları okuyun.

Sizce adı geçen kişinin cinsiyeti ne olabilir? Uygun şıkkı işaretleyin.

-1-

Benim adım *Xuemei*. 28 yaşındayım. Diş hekimiyim. Kendi muayenehanem var.
İşim zor ama işimi çok seviyorum.



Xuemei a) bayandır b) erkektir c) ikiside olabilir

-2-

Adım *Dongmei*. 26 yaşındayım. Muhasebeciyim ve İstanbul'da bir şirkette çalışıyorum. İşe sabah 08:00'de gidiyor, akşam 18:00'de dönüyorum. Haftasonları da yarım gün çalışıyorum.



Dongmei a) bayandır b) erkektir c) ikiside olabilir

-3-

Adım *Hanmei*, doktorum. Hastanede çalışıyorum. İşimi çok seviyorum. Haftaçi her gün 09:00-17:00 arasında çalışıyorum.



Hanmei a) bayandır b) erkektir c) ikiside olabilir

-4-

Adım *Xuesong*. Arkeologum. Tarih öncesi dönemde yaşayan insanları ve kültürleri inceliyorum. Toprağın derinliklerinde yatan değerleri ortaya çıkarmayı seviyorum. İki çocuğum var, onlar da benimle çalışmayı seviyorlar.



Xuesong a) bayandır b) erkektir c) ikiside olabilir

-5-

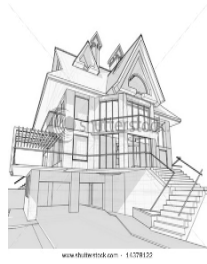
Ben *Xin*. Bir okulda sekreter olarak çalışmaktayım. Hafta içi her gün sabah 08:00'den akşam 17:30'a kadar çalışıyorum. Çok yorucu bir işim var. Bütün günüm dosyaları ve müdürün notlarını düzenlemekle ve telefonları cevaplamakla geçiyor.



Xin a) bayandır b) erkektir c) ikiside olabilir

-6-

Ben *Wangwei*. Mimarım. Bir inşaat şirketinde çalışıyorum. İşimi çok eğlenceli buluyorum.



Wangwei a) bayandır b) erkektir c) ikiside olabilir

-7-

Adım *Jian-guo*. Tenisçiyim. Bir gün ünlü bir tenisçi olmak istiyorum. Bunun için her gün dört saat tenis oynuyorum ve tenis maçlarını izliyorum.



Jian-guo a) bayandır b) erkektir c) ikiside olabilir

-8-

Ben *Yu-hang*. İlkokul öğretmeniyim. Öğretmeyi ve öğrencilerimi çok seviyorum. Her gün dersten sonra spor merkezine gider spor yaparım.



Yu-hang a) bayandır b) erkektir c) ikiside olabilir

-9-

Adım *Honghui*. Yargıçım. İşim, bir kişinin suçlu olup olmadığına karar vermek olduğu için çok zor.



Honghui a) bayandır b) erkektir c) ikiside olabilir

-10-

Ben *Sinchuan*. Büyük ve ünlü bir otelde aşçıyım. Yemek pişirmek yaratıcılık ister, bunun için yemek yapmayı çok seviyorum. Her gün sabah 06:00 ile akşam 22:00 arasında çalışıyorum.



Sinchuan a) bayandır b) erkektir c) ikiside olabilir

-11-

Ben *Huguinho*. Taksi şoförüym. Çok yorucu bir işim var ama araba kullanmayı çok seviyorum.

Huguinho..... a) bayandır b) erkektir c) ikiside olabilir



-12-

Adım *Hyunmin*. Hastanede çalışıyorum. Hasta ve yaralı kişilerle ilgileniyor, ameliyatta doktorlara yardımcı oluyorum.



Hyunmin a) bayandır b) erkektir c) ikiside olabilir

Appendix III : Tukey HSD and Tamhane Test Results

Dependent Variable		(I)grade	(J)grade	Mean Difference (I-J)	Std. Error	Sig (p)
Q1	Tukey HSD	6	7	.441	.866	.000
			10	.352	.085	.000
		7	6	-.441	.086	.000
			10	-.088	.067	.386
		10	6	-.352	.085	.000
			7	.088	.067	.386
	Tamhane	6	7	.441	.113	.000
			10	.352	.111	.006
		7	6	-.441	.113	.000
			10	-.088	.058	.346
		10	6	-.352	.111	.006
			7	.088	.058	.346
Q3	Tukey HSD	6	7	-.403	.102	.000
			10	-.496	.101	.000
		7	6	.403	.102	.000
			10	-.093	.079	.470
		10	6	.496	.101	.000
			7	.093	.079	.470
	Tamhane	6	7	-.403	.117	.002
			10	-.496	.113	.000
		7	6	.403	.117	.002
			10	-.093	.076	.527
		10	6	.496	.113	.000
			7	.093	.076	.527
Q4	Tukey HSD	6	7	-.398	.099	.000
			10	-.617	.097	.000
		7	6	.398	.099	.000
			10	-.218	.076	.012
		10	6	.617	.097	.000
			7	.218	.076	.012
	Tamhane	6	7	-.398	.120	.003
			10	-.617	.117	.000
		7	6	.398	.120	.003
			10	-.218	.070	.006
		10	6	.617	.117	.000
			7	.218	.070	.006
Q5	Tukey HSD	6	7	.017	.124	.990
			10	-.315	.122	.028
		7	6	-.017	.124	.990
			10	-.332	.096	.002
		10	6	.315	.122	.028
			7	.332	.096	.002
	Tamhane	6	7	.017	.127	.999
			10	-.315	.119	.027
		7	6	-.017	.127	.999
			10	-.332	.097	.002
		10	6	.315	.119	.027
			7	.332	.097	.002

Q6	Tukey HSD	6	7	.049	.128	.922
			10	-.466	.126	.001
		7	6	-.049	.128	.922
			10	-.516	.099	.000
		10	6	.466	.126	.001
			7	.516	.099	.000
	Tamhane	6	7	.049	.136	.978
			10	-.466	.126	.001
		7	6	-.049	.136	.978
			10	-.516	.099	.000
		10	6	.466	.126	.001
7			.516	.099	.000	
Q7	Tukey HSD	6	7	-.446	.089	.000
			10	-.669	.088	.000
		7	6	.446	.089	.000
			10	-.223	.069	.004
		10	6	.669	.088	.000
			7	.223	.069	.004
	Tamhane	6	7	-.446	.113	.000
			10	-.669	.108	.000
		7	6	.446	.113	.000
			10	-.223	.063	.001
		10	6	.669	.108	.000
7			.223	.063	.001	
Q8	Tukey HSD	6	7	.190	.082	.056
			10	.344	.080	.000
		7	6	-.190	.082	.056
			10	.154	.063	.040
		10	6	-.344	.080	.000
			7	-.154	.063	.040
	Tamhane	6	7	.190	.102	.185
			10	.344	.096	.001
		7	6	-.190	.102	.185
			10	.154	.059	.027
		10	6	-.344	.096	.001
7			-.154	.059	.027	
Q9	Tukey HSD	6	7	-.367	.119	.006
			10	-.294	.117	.032
		7	6	.367	.119	.006
			10	.072	.092	.710
		10	6	.294	.117	.032
			7	-.072	.092	.710
	Tamhane	6	7	-.367	.118	.007
			10	-.294	.110	.024
		7	6	.367	.118	.007
			10	.072	.093	.824
		10	6	.294	.110	.024
7			-.072	.093	.824	

Q10	Tukey HSD	6	7	-.198	.120	.226
			10	-.335	.118	.013
		7	6	.198	.120	.226
			10	-.137	.092	.303
		10	6	.335	.118	.013
			7	.137	.092	.303
	Tamhane	6	7	-.198	.120	.273
			10	-.335	.113	.011
		7	6	.198	.120	.273
			10	-.137	.094	.376
		10	6	.335	.113	.011
			7	.137	.094	.376
Q11	Tukey HSD	6	7	-.198	.120	.226
			10	-.335	.118	.013
		7	6	.198	.120	.226
			10	-.137	.092	.303
		10	6	.335	.118	.013
			7	.137	.092	.303
	Tamhane	6	7	-.198	.120	.273
			10	-.335	.113	.011
		7	6	.198	.120	.273
			10	-.137	.094	.376
		10	6	.335	.113	.011
			7	.137	.094	.376
Q13	Tukey HSD	6	7	-.412	.097	.000
			10	-.414	.095	.000
		7	6	.412	.097	.000
			10	-.002	.075	.999
		10	6	.414	.095	.000
			7	.002	.075	.999
	Tamhane	6	7	-.412	.114	.001
			10	-.414	.109	.001
		7	6	.412	.114	.001
			10	-.002	.0716	1.000
		10	6	.414	.109	.001
			7	.002	.071	1.000
Q14	Tukey HSD	6	7	-.183	.113	.240
			10	-.348	.111	.005
		7	6	.183	.113	.240
			10	-.164	.087	.146
		10	6	.348	.111	.005
			7	.164	.087	.146
	Tamhane	6	7	-.183	.121	.343
			10	-.348	.113	.007
		7	6	.183	.121	.343
			10	-.164	.087	.170
		10	6	.348	.113	.007
			7	.164	.087	.170

Q15	Tukey HSD	6	7	.403	.075	.000
			10	.295	.073	.000
		7	6	-.403	.075	.000
			10	-.107	.058	.153
		10	6	-.295	.073	.000
			7	.107	.058	.153
	Tamhane	6	7	.403	.102	.000
			10	.295	.097	.008
		7	6	-.403	.102	.000
			10	-.107	.050	.098
		10	6	-.295	.097	.008
			7	.107	.050	.098
Q16	Tukey HSD	6	7	.728	.092	.000
			10	.943	.090	.000
		7	6	-.728	.092	.000
			10	.214	.071	.008
		10	6	-.943	.090	.000
			7	-.214	.071	.008
	Tamhane	6	7	.728	.115	.000
			10	.943	.107	.000
		7	6	-.728	.115	.000
			10	.214	.066	.004
		10	6	-.943	.107	.000
			7	-.214	.066	.004
Q17	Tukey HSD	6	7	-.232	.121	.135
			10	-.301	.118	.031
		7	6	.232	.121	.135
			10	-.069	.093	.741
		10	6	.301	.118	.031
			7	.069	.093	.741
	Tamhane	6	7	-.232	.126	.189
			10	-.301	.121	.041
		7	6	.232	.126	.189
			10	-.069	.093	.842
		10	6	.301	.121	.041
			7	.069	.093	.842
Q18	Tukey HSD	6	7	-.472	.101	.000
			10	-.533	.099	.000
		7	6	.472	.101	.000
			10	-.061	.078	.714
		10	6	.533	.099	.000
			7	.061	.078	.714
	Tamhane	6	7	-.472	.125	.001
			10	-.533	.118	.000
		7	6	.472	.125	.001
			10	-.061	.073	.786
		10	6	.533	.118	.000
			7	.061	.073	.786

Q19	Tukey HSD	6	7	-.327	.127	.029
			10	-.406	.125	.004
		7	6	.327	.127	.029
			10	-.078	.098	.703
		10	6	.406	.125	.004
			7	.078	.098	.703
	Tamhane	6	7	-.327	.138	.056
			10	-.406	.133	.008
		7	6	.327	.138	.056
			10	-.078	.096	.799
		10	6	.406	.133	.008
Q20	Tukey HSD	6	7	-.339	.136	.035
			10	-.235	.134	.185
		7	6	.339	.136	.035
			10	.103	.105	.588
		10	6	.235	.134	.185
			7	-.103	.105	.588
	Tamhane	6	7	-.339	.136	.039
			10	-.235	.131	.207
		7	6	.339	.136	.039
			10	.103	.106	.698
		10	6	.235	.131	.207
			7	-.103	.106	.698