THE CONTENT ANALYSIS OF GENDER REPRESENTATIONS IN TWO SETS OF COURSEBOOKS: *OPEN DOORS* AND *PROJECT EXPLORE*

Duygu EMİNOĞLU
211113103

MASTER OF ARTS THESIS

Department of Foreign Language Education
English Language Teaching Programme with Thesis
Advisor: Assoc. Prof. Dr. A. Nejat TÖNGÜR

İstanbul
T.C. Maltepe University
Graduate School
September, 2023

THE CONTENT ANALYSIS OF GENDER REPRESENTATIONS IN TWO SETS OF COURSEBOOKS: *OPEN DOORS* AND *PROJECT EXPLORE*

Duygu EMİNOĞLU
211113103
Orcid: 0009-0002-6097-3704

MASTER OF ARTS THESIS

Department of Foreign Language Education
English Language Teaching Programme with Thesis
Advisor: Assoc. Prof. Dr. A. Nejat TÖNGÜR

İstanbul
T.C. Maltepe University
Graduate School
September, 2023



JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to my advisor, Assoc. Prof. Dr. A. Nejat Töngür, for his continuous support and constructive feedback. Whenever I had questions to ask, he was accessible and willing to answer with eternal patience. He was the one who motivated and guided me to make things better, I owe him a lot.

Besides my advisor, I would like to thank my other MA instructors; Prof. Dr. Gürkan Doğan, Dr. Hakan Dilman, Prof. Dr. Aysu Aryel Erden, for their contributions to my knowledge on the field.

I would also like to express my gratitude to my husband, Yusuf Eminoğlu, for his encouragement and continuous support. Without him, I would not have succeeded in obtaining my master's degree.

Duygu EMİNOĞLU

September, 2023

ÖZET

OPEN DOORS VE *PROJECT EXPLORE* İSİMLİ İNGİLİZCE DERS KİTABI SERİLERİNDEKİ CİNSİYET TEMSİLLERİNİN İÇERİK ANALİZİ

Duygu Eminoğlu
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
Danışman: Doç. Dr. A. Nejat Töngür
Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2023

Günümüz dünyasında toplumsal cinsiyet kalıp yargıları, toplumsal cinsiyet rollerinin eşitsiz dağılımı ve kadına yönelik klişeler en çok tartışılan konuların arasındadır. Toplumlarda çocukların toplumsal cinsiyet rollerine yönelik tutumlarının önemli bir bölümü okulda şekillendiğinden, materyal geliştiricilerin materyallerinde cinsiyet açısından eşit temsiller sunmaları beklenmektedir. Bu zihniyeti takip eden bu çalışma, yıllar içinde toplumsal cinsiyet temsilindeki değişiklikleri görmek için bir içerik analizi ile 25 yıl arayla yayınlanan iki İngilizce ders kitabı *Open Doors* ve *Project Explore*'u araştırmaktadır. Araştırmacı, bu İngilizce ders kitabı serilerinde cinsiyetin nasıl temsil edildiğini belirlemek için Florent vd. (1994) tarafından öne sürülen kılavuzdan adapte edilen üç farklı ana kategoriyi analiz etmektedir: a) Dilsel Özellikler, b) Temsil ve c) Kalıp Yargılar. Son olarak kalıp yargılar için cinsiyete göre meslek dağılımları ve ev işlerinin cinsiyete göre payı incelenmektedir. İçerik analizinin sonuçları, daha yakın zamanda yayınlanan ders kitaplarında daha fazla cinsiyete göre adil temsil olmasına rağmen, eşit olmayan cinsiyet temsillerine dair pek çok örnek olduğunu göstermektedir. Her iki seride de karakterler hala klişeleri güçlendirecek şekillerde tasvir edilmekte; erkek karakterler daha çok yazılı ve görsel metinlerde görülürken, kadın karakterler daha çok ev içi rollerde, ev işleri ve ikincil işlerde görülmektedir.

Anahtar Sözcükler: İngilizce ders kitapları, toplumsal cinsiyet temsilleri, toplumsal cinsiyet kalıp yargıları, toplumsal cinsiyet rolleri, içerik analizi.

ABSTRACT

THE CONTENT ANALYSIS OF GENDER REPRESENTATIONS IN TWO SETS OF COURSEBOOKS: *OPEN DOORS* AND *PROJECT EXPLORE*

Duygu Eminoğlu
Master's Thesis
Department of Foreign Language Education
English Language Teaching Programme with Thesis
Advisor: Assoc. Prof. Dr. A. Nejat Töngür
Maltepe University, Graduate School, 2023

In today's world, gender stereotyping, unequal distributions of gender roles, and stereotyping against women are among the highly debated issues. As a considerable part of children's attitudes towards gender roles in the societies are shaped at school, material developers are expected to present equal representations in terms of gender in their materials. Following this mindset, this study investigates two sets of ELT coursebooks *Open Doors* and *Project Explore* published 25 years apart following a content analysis to see the changes in gender representation over the years by comparing and contrasting the representations in both series. To determine how gender is represented in these ELT coursebook series, the researcher analyzes three different main categories: a) Linguistic Features, b) Representation, and c) Stereotypes that are adopted from the guidelines presented by Florent et. al. (1994). The results of the content analysis show that although there are more gender-fair representations in the more recently published coursebooks, there are still many examples of unequal gender representations. In both series, characters are still portrayed in ways that reinforce stereotypes; male characters are more frequently seen in written and visual texts, while female characters are more frequently seen in domestic roles, household duties, and subordinate jobs.

Keywords: ELT coursebooks, gender representations, gender bias, gender roles, content analysis.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

OPEN DOORS VE *PROJECT EXPLORE* İSİMLİ İNGİLİZCE DERS KİTABI SERİLERİNDEKİ CİNSİYET TEMSİLLERİNİN İÇERİK ANALİZİ

Son zamanlarda, cinsiyet konusu oldukça dikkat çekici ve tartışmalı bir mesele haline gelmiştir. İnsanlar farklı yaşam alanlarında cinsiyetçilik ve ayrımcılığa daha fazla duyarlı hale gelmişlerdir; bu nedenle, insanların cinsiyete özgü diller konusundaki yargısal tutumlarında bir değişiklik yaşanmaktadır. Bu değişiklik, feminist hareketlerin etkisi ve farklı cinsiyetlere atfedilen sorumlulukların ve rollerin eşitsiz dağılımının farkına varılmasının bir sonucudur ve bu da toplumun cinsiyet rollerini oluşturur. Bu çalışmada tanımlanan sorun, dil edinimi ile cinsiyetçi ELT ders kitapları arasındaki ilişkilerle ilgilenmemekte; ELT ders kitaplarının içeriğinin öğrencilerin dünya görüşlerini nasıl şekillendirebileceği ve onları cinsiyetçi fikirleri kabul etmeye zorlayabileceği konusuna odaklanmaktadır. Bu temsiller öğrencilerin algılarını şekillendirmekte ve dolayısıyla gelecekteki toplumların görüşlerini etkilemektedir. Bu ideolojiler, kültür, etnik köken, kimlik, göç veya cinsiyet gibi birçok çağdaş toplumsal sorunu içerir. Bu çalışma cinsiyet konusuna odaklanmaktadır ve bunun iki dizi ders kitabında nasıl temsil edildiğini incelemeyi amaçlayarak, dünya çapında durumu incelemek ve ders kitaplarında benzer sorunların gözlemlendiğini ortaya çıkarmak istemektedir. Bu hedefe ulaşmak için, aşağıdaki araştırma sorularını yanıtlamayı amaçlamaktadır:

İki İngilizce ders kitabı serisinde cinsiyetler nasıl temsil edilmektedir?

İki İngilizce ders kitabı serisinde cinsiyet temsili yıllar içinde nasıl değişmektedir?

Literatürde incelenen cinsiyet temsillerini analiz eden birçok çalışma bulunsa da farklı yıllarda yayınlanan ders kitaplarını karşılaştıran az sayıda çalışma bulunmaktadır. Bu çalışmanın ana hedeflerinden biri bu tür karşılaştırmalı analizleri yapmak olduğu için, araştırmacı bu anlamda literatüre katkıda bulunmayı hedeflemektedir. Ayrıca, dilin cinsiyet önyargılarını nasıl yanlışlıkla destekleyebileceğine dikkat çekmektedir, dil yapısı ve dil bilgisi cinsiyet rollerini ve önyargıları teşvik edebilir, bu da yanlı algılar ve

beklentileri artırabilir. Bu önyargı gerçek dünyada olumsuz etkilere neden olabilir ve cinsiyetçi söylemleri teşvik edebilir.

Çalışmanın verileri, gençler için tasarlanmış olan ve Oxford Üniversitesi Yayınları tarafından yayınlanan A2 seviyesindeki iki ders kitabı serisinden toplanmıştır; bunlar Open Doors ve Project Explore adlı serilerdir. Open Doors serisi 1994 ve 1995 yıllarında yayınlanmıştır, Project Explore serisi ise 2019 yılında yayınlanmıştır. Open Doors artık piyasada bulunmamakla birlikte, Project Explore serisi Türkiye'deki bazı ortaokullarda hala kullanılmaktadır. Çalışma, veri toplamak için içerik analizi kullanmıştır. Mevcut çalışmanın içerik analizi, üç kategoriyi incelemektedir: dil özellikleri (yanlış genelleme 'erkek', cinsiyete özgü iş unvanları ve yanlış genelleme 'o'), temsil (resimlerde, diyaloglarda ve cümle listelerinde cinsiyetlerin eksik temsili) ve son olarak kalıp yargılar (cinsiyete dayalı meslek dağılımları ve ev işi görevlerinin cinsiyete dayalı atfı). Analiz, Florent ve ark. (1994) tarafından sunulan rehberden ilham alınarak oluşturulan kriterlere göre yapılmıştır.

Genel olarak, 2019 yılında yayınlanan Project Explore serisinin, 1994 ve 1995 yıllarında yayınlanan Open Doors serisine göre cinsiyetleri daha eşit temsil ettiği bulunmuştur, ancak hala bazı eşitsiz temsiller bulunmaktadır. Daha yeni olan seri cinsiyet temsilleri konusunda bazı iyileştirmeler göstermesine rağmen, her iki analiz edilen ders kitabı da tamamen cinsiyet açısından adil bir tablo sunamamıştır. Yayınlar arasında 25 yıl olmasına rağmen ve kadınların toplumlardaki değişen pozisyonlarını ve yeni dünya görüşleri göz önüne alındığında, analizde gözlemlenen ilerlemeler beklenenin çok uzağındadır. Sonuç olarak, çalışma bulguları, ELT ders kitaplarında hala kalıp yargıların ve cinsiyet önyargısının bulunduğunu ve cinsiyet açısından adil temsili sağlama konusundaki iyileştirmelerin çok az ilerleme kaydettiğini göstermektedir.

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ii

ETİK İLKE VE KURALLARA UYUM BEYANI iii

ACKNOWLEDGEMENTS iv

ÖZET vi

ABSTRACT vi

GENİŞLETİLMİŞ TÜRKÇE ÖZET vii

TABLE OF CONTENTS ix

LIST OF TABLES xiii

LIST OF FIGURES xiv

LIST OF ABBREVIATIONS xiv

CHAPTER 1. INTRODUCTION 2

1.1 Statement of the Problem 2

1.2 Aim of the Study 3

1.3 Significance of the Study 4

1.4 Limitations 5

1.5 Key Words and Identification 6

CHAPTER 2. LITERATURE REVIEW 8

2.1 Sex and Gender 8

2.2 Gender Development Theories 10

2.2.2 Cognitive approaches to gender development 12

2.3 Gender Stereotyping and Gender Roles 13

2.4 Gender Bias in Language 17

2.5 Coursebooks and ELT 20

2.6 Gender Representations and Stereotyping in ELT Coursebooks 23

CHAPTER 3. METHODOLOGY 33

3.1 Research Questions 33

3.2 Research Design 33

3.3 Data Collection 34

3.3.1 Data collection tools 34

3.3.2 Data collection procedure 35

3.4 Data Analysis Procedure 36

3.4.1 Linguistic features 36

3.4.2 Representation 38

3.4.3 Stereotypes 38

CHAPTER 4. FINDINGS AND DISCUSSION 40

4.1 The Analysis of *Open Doors* Series 40

4.1.1 Linguistic features 40

4.1.2 Representation 42

4.1.3 Stereotypes 43

4.2 The Analysis of *Project Explore* Series 46

4.2.1 Linguistic features 46

4.2.2 Representation 47

4.2.3 Stereotypes 49

4.3 Discussion 50

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS 57

REFERENCES 62

APPENDICES 70

Appendix 1: Samples of Household Chore Representations 70

Appendix 2: Samples of Unequal Gender Representations 71

Appendix 3: Samples of Unequal Gender Representations 72

Appendix 4: Sample of Male Dominance 73

Appendix 5: Sample of Unfair Female Representation 74

Appendix 6: Sample of Unequal Gender Representation 75

Appendix 7: Samples of Female Underrepresentation 76

Appendix 8: Samples of Equal Gender Representations 77

Appendix 9: Samples of Equal Gender Representations 78

Appendix 10: Sample of Female Overrepresentation 79

CURRICULUM VITAE 80

LIST OF TABLES

Table 1: The Information about Coursebooks Analyzed 34

Table 2: The Use of False Generic ‘man’ in *Open Doors* Series 40

Table 3: The Use of Gender-specific Job Titles in Open Doors Series 41

Table 4: Gender Representations in Illustrations in *Open Doors* Series 42

Table 5: Gender Representations in Dialogues in *Open Doors* Series 42

Table 6: Gender Representations in List of Sentences in *Open Doors* Series 43

Table 7: Professional Attributes in *Open Doors* Series 43

Table 8: Household Chores in *Open Doors* Series 45

Table 9: The Use of Gender-specific Job Titles in *Project Explore* Series 47

Table 10: Gender Representations in Illustrations in *Project Explore* Series 47

Table 11: Gender Representations in Dialogues in *Project Explore* Series 48

Table 12: Gender Representations in List of Sentences in *Project Explore* Series 48

Table 13. Professional Attributes in *Project Explore* Series 49

Table 14: Household Chores in *Project Explore* Series 50

LIST OF FIGURES

Figure 1. Average Gender Representations in illustrations in Both Series……...51

Figure 2. Average Gender Representations in Dialogues in Both Series…….52

Figure 3. Average Gender Representations in List of Sentences in Both Series……..53

LIST OF ABBREVIATIONS

ELT : English Language Teaching

EFL : English as a Foreign Language

ESL : English as a Second Language

CHAPTER 1. INTRODUCTION

In this section, the problem, aim, importance, assumptions and limitations of the study are explained, and the operational definitions are stated.

1.1 Statement of the Problem

Languages help shape how individuals perceive themselves and the world. For this reason, before defining the problem addressed in this study, it is relevant to set a view of language to have a better understanding of the relationship between gender and language. The language is a system that governs some rules; however, it would be incomplete or unsatisfying to accept languages as systems of sounds. There are many other characteristics of languages which should be taken into consideration while defining them. First of all, languages are living and changing constantly, so they are not constructs that never change. In addition, they are socially created, acquired, and used and as a result; they are productive or creative. Therefore, a language forms words and it is a flexible system that allows its users to communicate to convey messages or make the others' behaviors and attitudes closer to each other by letting the speakers and hearers exchange creative sentences in either spoken or written form. This language view is also supported by Litosseliti (2006) as "*language does not simply reflect social reality, but is also constitutive of such reality, in other words, it shapes how we see ourselves and the world*" (p. 9).

Gender has been a quite popular and controversial issue in recent years. People are more aware of sexism and discrimination in different walks of life; thus, there is a shift in people's judgmental attitudes towards gender-specific languages. This rotation is a result of the feminist movements and people's realization of unequal distribution of responsibilities and roles attributed to the different sexes which in return creates the gender roles the society attributes to males and females. Cameron (2006) explored the feminist movements and highlighted the importance given to the language use and how linguistic interaction conducted in the society has a mediating power in terms of ideology building in a book called *On Language and Sexual Politics.* The book includes a

collection of articles by Cameron (2006) related to the feminist ideologies. In the introduction part, Cameron (2006) claimed that "If I had to explain in one sentence what I think my work does, I would say it attempts to understand the role of language in the conflicts and power struggles that shape relations between men and women" (p. 1).

As for the implications of all of the presented conflicts in the educational sphere, the problem addressed at the current study only deals with the negative influence on students in terms of developing gender-biased personal views. However, there is no concern over a deficiency in language acquisition as a result of an exposure to an ELT coursebook with gender-stereotypical language, linguistic items and/or illustrations. According to research presented by Jones et al. (1997), although the coursebook series analyzed had extremely sexist representations such as the male character in the text and illustrations is crashing his car because he is distracted by a female character in a mini skirt, the series were successful at improving both female and male students' language skills (p. 470). For this reason, the problem defined in the current study is not dealing with the relationships between language acquisition and sexist ELT materials; rather, the focus is on how the contents of ELT coursebooks include gender representations which may shape students' world views and cause them to accept sexist ideas as norms.

Before focusing on the aim of the current study, it might be more convenient to mention why gender representations in ELT coursebooks matter. According to Mills and Mustapha (2015), children gain an understanding of the gendered roles which society believes are appropriate by observing: the proportion of women featured in coursebooks, the frequency with which women initiate conversations, the professional roles that men and women occupy, the adjectives and nouns used to describe men and women, the tasks and places associated with men and women, and the position and prominence of men and women (p. 5). Therefore, in the construction of the study, these are taken into consideration.

1.2 Aim of the Study

The recognition of language, culture and identity entails an exploration of how identities are recognized and represented in the literature and language teaching materials. These representations are shaping the students' perceptions and hence, the future societies'

views. For this reason, teaching materials, especially language teaching materials play a crucial role in this ideological configuration. These ideologies involve many contemporary social questions of culture, ethnicity, identity, migration, or gender. This study focuses on the issue of gender and how it is represented in two sets of coursebooks in order to shed light on this issue by reviewing the literature to see the situation worldwide and reveal the similar problems observed in the coursebooks. In order to accomplish this goal, the current study strives for answering the following research questions:

1) How are genders represented in two sets of coursebooks?

2) What are the changes in gender representation over the years in two sets of ELT coursebooks?

1.3 Significance of the Study

As humans shape their social views and how they perceive the world mostly in their childhood, schools play a significant role in this process. At schools, children are not only learning the school subjects but also construct their cultural and social identity. Among other contributors that are present in the school environment, coursebooks have a major influence on children since they provide them with textual and visual information that has always been viewed as trustworthy and dependable sources of knowledge. Students typically freely accept the information they have been presented (Yılmaz, 2012, p. 2). This may lead them to obtain stereotypical views, sexist attitudes or discriminatory behaviors even without understanding the hidden implicit meanings, implications, or connotations. Language coursebooks are the ones that involve everyday issues the most in comparison to the other subjects. Thus, ELT coursebooks have a big potential to represent women and men equally in order to shape a better and more equivalent world in young children's minds.

Gender equality has recently been a highly debated issue in society. Since the language coursebooks have lots of representations present in societies and different cultures, it is quite essential to have an equal representation in terms of gender, race and ethnicity. Regarding gender, there is common sense in supporting the idea that there should be equality concerning gender in the society; therefore, this should be reflected in the

coursebooks. The assumption this study holds is that there has been a shift in terms of having a more gender-fair representation in the contemporary coursebooks. To demonstrate and support this assumption, this study aims at seeing if gender representations change over the years in the series published in the 2019 compared to the ones published in the 1994 and 1995. The researcher assumes that the gender representations in the coursebook set published in the 1994 and 1995 would have a relatively less equal representation compared to the series published in the 2019. More specifically, the content analysis of *Open Doors* series published in the 1994 and 1995 and *Project Explore* series published in 2019 and the findings of previously done research on earlier materials show the change in gender representations if there is any as this is the conclusion the researcher assumes to reach at.

Although there is a remarkable number of studies presented in the literature that analyze the gender representations in ELT coursebooks, there are few studies that compare the coursebooks published years apart. As this study's one of the main goals is to make such comparative analysis, the researcher hopes to make a contribution to the literature in that sense. Moreover, it is highly significant to underline the assumption that the current study has a potential to serve as an indicator of the material developers' existing attention to be more sensitive about equal representation of genders in their coursebooks in recent years. For some, the shift in having more sensitivity towards gender representation is insufficient and this might encourage people who are involved in the preparation process of a coursebook to pay even more attention to gender representations in their future publications.

1.4 Limitations

The study assumes that gender-stereotypical representations affect students' attitude negatively in the light of the review of the literature. However, it does not present this effect by collecting data from the students who are using the coursebooks.

The current study focuses on only two different series; one published in 1994 and 1995 and the other one published in 2019. More series published in various years are needed to have a better representation. In addition, although the study will analyze the same publisher's coursebooks published in different times, it would be more convenient if the

study analyzes the same series from the same publisher that have been published at different times.

Furthermore, the researcher is not an expert on gender studies. This may cause the researcher not to pay enough attention to the details resulting in a deficiency in the analysis and to make overgeneralizations. Additionally, the education, experience, age and opinions of the researcher may affect the judgmental processes.

1.5 Key Words and Identification

ESL: It is an acronym for 'English as a second language'. Si (2019) explained the concept as follows; "*ESL means English as a second language, which has the same or even more important status as mother tongue…such as Indian and Malaysian learners*" (p.33).

EFL: It is an acronym for 'English as a foreign language'. According to Stern (1984), the term 'foreign language' refers to a language spoken outside of a nation. More specifically, a language not native to an individual, acquired and utilized within a speech community beyond the borders of a particular nation or territory, typically referred to as a foreign language (p. 16). Thus, Hunt & Beglar (2005) described EFL learners as people "*whose native language is not genetically related to English*" (p.24).

ELT: It is an acronym for 'English language teaching'. According to Collins dictionary, "*the teaching of English specifically to students whose native language is not English*" ("ELT," n.d.).

ELT Coursebook: A coursebook that has been designed for ESL/EFL learners. As the coursebooks analyzed in this study are not specified whether they were designed for EFL or ESL students, to be able to be more inclusive, the term 'ELT coursebook' is preferred in the current study.

Gender-stereotypical: According to Kiprotich & Chang'orok (2015), gender stereotyping is the term for preconceived notions in which people are given traits and duties that are thought to be shared by men or women (p.69).

Gender bias: Cambridge Dictionary defines gender bias as "*unfair difference in the way women and men are treated*" ("Gender bias," n.d.).

Gender-fair language: The term gender-fair language refers to eliminating language bias against women and making women linguistically visible by advancing gender equality (Moser & Hannover, 2014, p. 389). According to Sczensy et al. (2016), using a gender fair language is to "*reduce stereotyping and discrimination in language*" (p.2).

CHAPTER 2. LITERATURE REVIEW

This chapter presents background information about gender stereotypes and the role of coursebooks in the process of shaping students' gender perceptions presented in the literature. The theories that provide the bases for the present study are explained and the previously done studies analyzing the contents of various coursebooks regarding the same issues are also presented. These studies were conducted in different countries providing the analysis of gender representations in language coursebooks that were designed for students who learn English as a foreign language.

2.1 Sex and Gender

Sex and gender are terms that have different meanings and attributions although they are being misused in an interchangeable way by many people. In order to clarify their meaning to have a better insight into the literature, both are explained in reference to various sources in this section. In addition, distinguishing between sex and gender is significant for understanding the focus of the present study.

The World Health Organization (2022) defined sex as biological traits that distinguish people as male or female. On the other hand, the socially constructed qualities of men, women, girls, and boys are referred to as gender. This covers interpersonal connections as well as the norms, behaviors, and roles that come with being a woman, man, girl, or boy. Gender is a social concept that differs from culture to culture and can evolve over time (World Health Organization, 2022).

The distinction between sex and gender was first put forward in detail by a British feminist in the early seventies (Oakley, 1972, as cited in Talbot, 1998, p.6). While sex is founded biologically as a matter of genes and hormones, gender is socially constructed; so, it is learned and people acquire masculine and feminine characteristics by experience (Talbot, 1998, p.7).

To elaborate above explanations, Jule (2008) provided the following argument;

> Individuals who are born male are expected to display behaviors that are perceived and understood by our society as masculine, and those born female are associated with behaviors that are perceived and understood as feminine by those in her family, her school, her neighborhood and the larger culture surrounding her. (p. 5)

Scholars like Litosseliti (2006) provoked the idea that the difference between sex and gender is quite significant and it is highly political (p. 11). In other words, biological justifications for socially created distinctions between men and women are frequently utilized to uphold conventional gender norms and male privileges (Litosseliti, 2006).

Poynton (1989) suggested that the above-mentioned configurations are supposed to be carried out by families and educators (p. 5). Therefore, they have a significant role in children's initial categorization of the world they live in. Hence, children hear the words and speech patterns from the lips of the people who are around their surroundings that will later become their own words and speech patterns. (Poynton, 1989, p. 5). This idea leads to the discussion of how language and socially constructed gender roles are interrelated and it can be inferred that educators are highly responsible for children's attitudes and they are required to minimize students' exposure to the materials that might cause them to acquire prejudicial ideas.

So, this section aims to provide a thorough exploration of the concepts of sex and gender and to clarify their distinct meanings and attributions. It has been established that sex refers to the biological traits that differentiate individuals as male or female, while gender encompasses the socially constructed qualities, norms, behaviors, and roles associated with being a man, woman, boy, or girl. The distinction between sex and gender is crucial for understanding the focus of the present study and has been highlighted by various scholars. Clarifying the distinction between sex and gender is essential for a better understanding of the literature and the subject at hand. Recognizing that gender is a social construct shaped by cultural norms and experiences helps challenge and deconstruct harmful stereotypes and gender biases. By promoting awareness and inclusivity, people

can work towards a more equitable society where individuals are free to express themselves authentically, irrespective of societal expectations based on sex or gender.

2.2 Gender Development Theories

This section serves as a foundation for the research by providing a comprehensive overview of the existing body of knowledge on gender development. It establishes the relevance of the study by highlighting the existing theories and research that have contributed to the understanding of how individuals develop their gender identity and roles. In addition, gender development theories provide a theoretical framework for understanding the processes and factors involved in the formation of gender identity. By reviewing these theories, the literature review helps to identify the main concepts, variables, and hypotheses that have been proposed by researchers in the field.

Children start developing their gender identity at a very early age. From birth to adolescence, children find themselves in different contexts and search for ways to interact with their surroundings and shape their identities from their contact with other people and their experiences in those various contexts. According to Piaget (1963)'s theory of cognitive development, people go through four stages in their development; the pre-language sensorimotor, pre-operational, concrete operational, and propositional, or in other words; 'cognitive' phases (p.285). Piagetian development theory also supported the idea that these processes are completed by conducting 'assimilation' and 'accommodation'. According to Goswami (2008), while 'accommodation' refers to the adaptation process of the cognitive schemes in a child's brain to fit into the real world, 'assimilation', whereas, is related to the interpretation of experiences that complements the process of current cognitive schemes (p.374). Therefore, it can be said that there is a strong relation between a child's identity development and schema building in relation to the contact with the outside world and the input it provides the child with.

Scientists have been eager to discover the gender development process for years. One of the most crucial stages of the identity development process is developing gender identity. According to Liben (2017), one of the most effective indicators of developmental outcomes and processes is gender. (p.145). There are many different views and theories on gender development of children in the literature. There are two main approaches to

gender development in the literature, namely; social and cognitive approaches to gender development. In the following sections, some of the gender development theories that focus on social and cognitive approaches presented in the literature will be introduced and discussed as they are mostly constructing the basis of the current study.

2.2.1 Social approaches to gender development

There are some reasons that contributed to a rise in attention toward cognitive approaches in the 1970s. First, the important book by Maccoby and Jacklin (1974) encouraged discussions regarding the mechanisms by which social influences produced gender-typed behaviors. There was a stronger second influence. Cognitive methods to gender development were made easier to create as a result of the late 1970s cognitive revolution in psychology and social psychological works on cognitive influences on stereotyping. With the introduction of gender schema theories, both the ones that focused on individual differences and those that focused on developmental problems, the cognitive approach to gender development acquired even more popularity (Martin et. al., 2002).

Social learning theories focused more on imitation and modeling behaviors that children observe from the environment. As an important approach for understanding gender roles, Bussey and Bandura (1999) emphasized the significance of observational learning. The wide range of gender-specific behaviors that youngsters might acquire, without necessarily appreciating or choosing to engage in them, were explained by modeling. Models in one's immediate surroundings, such as parents and classmates, as well as influential individuals in social, educational, and professional contexts, serve as excellent sources of gender-related information (pp. 685-687). In addition, children constantly observe their environment and imitate the behaviors and activities of their parents, teachers, or the information provided by the media (Blakemore et al., 2009, p.181). In the context of ELT and concerning the medium of the current study, the language coursebooks can be considered as a part of that media for making sense of the connection between the current study and what these theories suggest. Blakemore et al. (2009) supported this idea with these statements:

> From books, children can learn what boys and girls and men and women are like, and what they do. They can use such information to make judgments about other people, and to help them form ideas about their own place in the world. (p.339)

Regarding gender development, some of the theories focused more on schema building according to the society's assigned gender schemas. Martin and Halverson (1981) proposed gender schema theory (GST) that refers to the fact that children define objects as 'for boys' or 'for girls' and categorize themselves into one of the two categories that make up the traditional gender binary: boy or girl, while deciding whether or not to interact with anything that is readily available in the immediate surroundings. When an object and the kid's gender identification match, the child interacts with the thing; when they don't, the child avoids it. Girls and boys end up engaging in various items and activities as a result. Their various activities, in turn, encourage distinct abilities, such as mechanical ideas from truck play and caring skills from doll play, which may support the adoption of diverse social roles as well as differentiated educational and professional choices (Martin & Halverson, 1981, p.149).

2.2.2 Cognitive approaches to gender development

One of the oldest constructivist analyses of gender was suggested by Kohlberg (1966) following a cognitive approach to gender development. Kohlberg (1966) rejected the idea that gender development is shaped without cognitive processes and prevailed the idea that gender development is carried on while children interact with physical and social worlds to build their gender-related cognitions and attitudes. According to Martin et. al. (2002), cognitive–developmental theory also emphasizes that;

> Once children achieve this understanding about themselves, information about gender categories is believed to take on greater significance in how children respond to gender norms, develop relevant attitudes, and guide their behaviors. Gender development involves an active construction of the meaning of gender categories, initiated internally by the child rather than externally by socialization agents. Finally, it argues that mastery or competence motivation is a driving force in gender development, as children seek to bring their perceptions and behaviors in line with their developing knowledge about gender categories. (p. 909)

Martin and Ruble (2004) suggested that as children realize that they are part of a particular gender group, gender identity develops. As a result, children are more motivated to act like other group members, pay selective attention to their characterized behaviors and show increased interest in activities specific to their own sex. Also, knowledge of gender categories may be present in early childhood, long before the emergence of various gender-specific behaviors (pp. 67-70).

All in all, the development of gender identity in children is a complex process influenced by various factors. From a cognitive perspective, Piagetian theory emphasized the role of assimilation and accommodation in shaping a child's understanding of gender. Furthermore, social learning theories highlighted the importance of imitation and modeling behaviors from the environment, including media and language coursebooks. Kohlberg's cognitive approach emphasized the interactive nature of gender development, with children constructing their gender-related cognitions and attitudes through interactions with the physical and social world. The gender schema theory that was proposed by Martin and Halverson (1981) emphasized how children categorize objects and themselves into traditional gender categories, leading to differentiated behaviors, abilities, and social roles. Overall, understanding the processes involved in gender development can contribute to creating inclusive environments and promoting equal opportunities for children. Further research and ongoing dialogue are crucial in advancing the knowledge accumulated and supporting healthy gender identity development in children.

2.3 Gender Stereotyping and Gender Roles

In recent years, discussions around gender equality and women's empowerment have gained significant momentum, challenging the deeply ingrained gender stereotypes and rigid gender roles that have long shaped societies worldwide. As a result, scholarly research began to shed light on the impact of gender stereotyping and gender roles on various aspects of individuals' lives, including their social interactions, career choices, and overall well-being. Recognizing the critical significance of understanding and addressing these issues, it is imperative to include a comprehensive examination of gender stereotyping and gender roles as a dedicated section in the literature review. This section

aims to explore the nature of gender stereotypes and gender roles presented in the literature.

In modern societies, social institutions like the family, the school, or the kid's social surroundings influence the gender identification of a child. While the female identity is typically shaped by her function as a caregiver in the family, the male identity is frequently defined by the employment the man has as well as his social status. This point of view suggests that people of both sexes are pressured to take on particular roles in order to fit in with their communities. Thus, gender stereotypes eventually influence a person's status in a given society (Teliousi et al., 2020, p. 1136).

The study of stereotypes has a long history. The word ‘stereotype’ was initially used to describe a printing technique or procedure that duplicated original content using a cast-metal plate or mold in the late 1700s. The word is derived from the Greek terms ‘stereos’ and ‘typos’ which are often rendered as ‘solid’ and ‘mold’ respectively. The term ‘stereotype’ was adapted to social sciences in 1922, and it has since been used metaphorically to describe how individuals tend to see others exclusively as copies of themselves (Cook & Cusack, 2011, p. 9). This view made humans preconceive the pictures created by others to better understand the world around them by categorizing the individuals rather than having their own perspectives.

According to Healey (2020), gender stereotypes are “*oversimplified ideas, messages and images about differences between males and females*” and “*they have become meaningful because society has given them meaning and value*” (p. 4). Similar to all stereotypes, gender stereotypes are also created by the societies and passed on from generations to generations through various media. Being aware of those stereotypes and avoiding making generalizations through equal representations might have an impact on preventing those gender stereotypes.

Similarly, Ward and Grower (2020) reviewed the literature on gender stereotyping and media research that had been conducted between 2000-2020. They found out that despite some promising advances, women are still underrepresented and femininity and masculinity are misrepresented in the popular media. Findings from three meta-analyses evaluating the intensity of media's influence showed a weak but persistent link between

watching a lot of television and expressing more stereotypical gender ideas. Regarding the nature of these effects, analyses showed a strong relationship between young people's screen media use and their attitudes toward gender stereotypes in general (Ward & Grower, 2020, p. 177). For instance, advertisements, according to critics, strengthen stereotyped beliefs and behavior in society through portraying societal stereotypes. What people read, see, or hear in the media affects their perceptions, attitudes, values, and conduct. Each aspect of gender stereotyping has potential negative effects that limit chances in life, especially for women. Stereotyping of role behaviors such as women caring for children may limit opportunities for self-development, physical stereotypes may result in decreasing self-respect and body dissatisfaction, and stereotyping of occupational roles may result in disadvantages for women's careers (Eisend, 2010, pp. 417-420).

Gender stereotypes or preconceived views attributed to genders are taught to individuals from their birth. As a result of these gender stereotypes, societies have traditionally assigned gender-specific roles, associating certain roles with specific genders. According to Stets and Burke (2000), the essential characteristics of looks, mannerisms, personality traits, and attitudes surrounding household and work roles are reflected in gender roles, which show people’s individual place or position in the greater society in relation to traditional beliefs of masculinity and femininity (pp. 228-231). These ideas are conveyed through different media including children’s picture and story books. Blakemore et al. (2009) also mentioned this issue and supported the idea that the stereotypical representations of gender roles in the illustrations of children books may shape the picture of parenting roles in little boy’s minds and they may end up being fathers who are not involved in child care as the illustrations show only the female parents dealing with it (p. 341).

To demonstrate the amount of children’s exposure to stereotypical father roles from the media, Anderson & Hamilton (2005) suggested the phrase ‘the invisible father’ in their study. The study focused on 200 children’s books that were selected by referring to the best seller lists of remarkable sources such as *New York Times, Amazon.com, Barnes and Noble,* or Publishers *Weekly*. Some of the selected books also included *Caldecott Medal* winners and *Honor Books*. Out of the 200 books analyzed, 139 of them featured

characters who were parents. To validate the hypothesis suggesting that fathers would be less prevalent, it was observed that mothers were present in 128 books, accounting for 64% of the total, while fathers were present in 95 books, making up 47.5% of the total. Anderson & Hamilton (2005) summarized the results by suggesting these;

> The results strongly support our general hypotheses of imbalanced representation and stereotypical parental portrayals. Fathers were significantly under-represented, and they were presented as unaffectionate and as indolent in terms of feeding, carrying babies, and talking with children. Mothers made most of the contact with children, did most of the feeding, and expressed emotion more often than did fathers. (p. 149)

Another study conducted by Gooden & Gooden (2001) analyzed 83 picture books for young readers. The analysis included the examination of the main character, male and female illustrations, neutral images, both male and female and animal illustrations, female and animal illustrations, male and animal illustrations, and the gender indicated in the title. The results showed that males were hardly ever seen taking care of the kids, going food shopping, or performing any kind of housework. For female children, some activities such as dressing up as a pilot, an ambulance driver, and a scuba diver were portrayed as atypical activities (pp. 92-96).

To conclude, the examination of gender stereotypes and gender roles is crucial in understanding the impact they have on individuals' lives and society as a whole. The influence of social institutions and media in shaping gender identities and perpetuating stereotypes is evident. The history of stereotypes reveals their pervasive nature and the tendency to categorize others based on preconceived notions. Gender stereotypes, as oversimplified ideas and images, are attributed meaning and value by society. By recognizing and challenging these stereotypes, equal representations and diverse perspectives can be promoted, leading to a suppression of gender stereotypes. Furthermore, how gender roles are portrayed in children's books highlights the significance of media in shaping perceptions of parenting and traditional beliefs of masculinity and femininity. The underrepresentation of fathers and the reinforcement of stereotypical portrayals in children's literature emphasize the need for a more balanced and inclusive representation of gender roles. It is essential to continue studying and

addressing gender stereotypes and roles to foster greater gender equality and empower individuals to break free from societal expectations.

2.4 Gender Bias in Language

Strong gender stereotypes exist and they can be clearly detected in the everyday language. According to this view, language only reflects pre-existing relationships. Language, however, may not only convey stereotypes that already exist but also serve as a unique source of knowledge for developing new ones. As a result, language may have a causal effect on the associations that individuals acquire (Lupyan and Lewis, 2017, p.1330). The rising trend of gender bias and sexist ideas existing in societies make researchers enthusiastic about finding the causes of this phenomenon. One of the most popular fields that has been analyzed is language. The researchers try to make a correlation between the gender bias in people's minds and language itself. In this section, those studies and their findings and discussions will be presented.

Most of the scholars agree on the idea that the relationship between gender bias and languages must be evaluated contextually and it is important to pay attention to the period of time in which a specific language is used. According to Cameron (2014), ideologies of language and gender are;

> (…) Specific to their time and place: they vary across cultures and historical periods, and they are inflected by representations of other social characteristics such as class and ethnicity. What is constant is the insistence that in any identifiable social group, women and men are different (…)
>
> (…) Whatever their substance, though, these representations of gender and language are part of a society's apparatus for maintaining gender distinctions in general – they help to naturalize the notion of the sexes as "opposite," with differing aptitudes and social responsibilities. In many cases they also help to naturalize gender hierarchies. (p. 452)

Some languages inherit features such as having gendered items in its structure and because of these features they cause accidental or, for some, intentional biases. To give an example, Vervecken et. al. (2013) held a study with German and Belgian students and

presented them the masculine version of job titles and noted down the image in their minds and most of the time what they had in their minds was a male person. When job titles were presented in the masculine, the mental accessibility of female job holders was lower than with feminine-masculine word pairs. Therefore, it was discovered that the grammatical form of job titles had an impact on the students' perceptions of traditionally male jobs (Vervecken et. al., 2013).

Vig et al. (2020) held a study to investigate gender bias in language models and they used causal mediation analysis. Measurement of the change in an output following a hypothetical intervention in an intermediate variable, or mediator, is the foundation of mediation analysis. They provided participants with a prompt such as 'The nurse said that…' and asked them to complete the sentence. If they completed the sentence with 'she' the candidate was labeled as stereotypical as the nurse was directly associated with a female person. After making changes to the input text, causal mediation analysis was used to determine the impact on the defined gender bias measure, which was used as the response variable. The ambiguous occupation was replaced with an anti-stereotypical gender-neutral term; for example, change nurse to man, doctor to woman, etc., and the rest of the sentence was left as it was. The results showed that gender bias is more easily absorbed by larger language models, even if it only affects a tiny percentage of neurons and attention heads. According to qualitative investigation, model elements may play specialized roles in the spread of gender prejudice (Vig et al., 2020, pp. 2-9).

The way the language is defined is rapidly changing with the enhancement of technology and the new 'languages' such as coding language or the language models that are produced by artificial intelligence. Therefore, the researchers have been shifting their attention towards those kinds of languages that are being introduced in today's world and they are investigating the gender bias in those language models. To give an example, through qualitative and quantitative examination of trained embeddings and cooccurrence patterns, Bordia and Bowman (2019) first looked at the bias present in the datasets '*Penn Treebank (PTB), WikiText-2 and CNN/Daily Mail*'. Then, they used a dataset to train a long short-term memory word-level language model, and they assessed the bias of the results. The embeddings the model learned were encouraged to rely on gender as little as possible through a regularization method. The effectiveness of the suggested strategy in

lowering bias was then evaluated. When there was an imbalanced proportion of terms that occurred with one gender compared to another, they considered a text corpus to be biased. Business, science, politics, and sports-related news items could be found on PTB and WikiText-2. They were all dominated by men. However, CNN/Daily Mail publishes articles in a wide range of subjects, including travel, health, and entertainment. Between the three corpora, CNN/Daily Mail had the fewest and Penn Treebank had the most instances of male and female terms being used together (Bordia & Bowman, 2019).

With the enhancement of technology, one of the most important advances presented to people is artificial intelligence. Artificial intelligence uses existing cumulative data present in the database. The amount of representation of men and underrepresentation of women may cause the artificial intelligence's language to be biased. With this concern and the artificial intelligence's increasing effect on humans' attitudes and everyday behaviors in mind, Leavy (2018) wrote a report for a workshop on Gender Equality in Software Engineering. It was stated in the report that the parallels between gender bias debates in artificial intelligence and discussions about gender equality in society since the 1960s are evident. It is vital for computer scientists to learn from these dialogues to prevent gender bias against women. Early feminist studies in the 1960s explored portrayals of women as passive and emotional in literature, along with media's idealized notions of femininity. In the later 20th century, feminist theorists questioned how language played an active role in perpetuating gender ideologies in society. These works demonstrated how language reinforces gender beliefs, influencing perceptions and expected behaviors related to women. These gender norms persist in text, contributing to machine learning algorithms adopting stereotypical gender notions (Leavy, 2018, pp. 12-15).

In order to avoid gender bias, a variety of techniques, including neutralization, feminization, and a mix of the two, can be employed to make language gender-fair and prevent the negative impacts of male generics. Neutralization refers to "*replacing male-masculine forms (policeman) with gender unmarked forms (police officer), whereas feminization relies on the use of feminine forms to make female referents visible (i.e., the applicant... he or she instead of the applicant...he)*" (Sczesny et. al., 2016, p. 1).

Hence, several studies and research have shown how language may affect gender biases. Language structure and grammar can unintentionally promote gender roles and stereotypes, resulting in biased perceptions and expectations. Furthermore, due to the biased nature of the data they are trained on, language models and artificial intelligence systems, which are having a growing impact on people's lives, can likewise display gender prejudice. This prejudice can have negative effects in the real world and promotes gender stereotypes. Researchers are looking at ways to reduce gender bias, such as neutralization and feminization approaches, as they are aware of how language shapes beliefs and expectations.

2.5 Coursebooks and ELT

Coursebooks are one of the most important components of language education. They provide a curriculum to be followed so that it can serve as a guideline for both teachers and students. Coursebooks are also named as textbooks; however, in the present study, the word 'coursebook' is used since the data was collected from a series of books that serve as designed units of courses that have a curriculum that focuses on all four main language skills and the aspects of language such as grammar, vocabulary, or functions. In line with these definitions, Mares (2003) defined a coursebook as:

> Coursebooks are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students. Furthermore, many course-books claim to provide learners with exposure to language in use (…)
>
> (…) coursebooks have had a significant impact on many students and teachers, as well as shaping the English language curricula in many institutions. (p.130)

Language learners must have favorable attitudes regarding the target language, their learning environment, their teachers, their fellow students, and their course materials which generally includes a coursebook. Therefore, having a well-designed coursebook in a language teaching programme is quite significant to facilitate acquisition. According to Arıkan (2004), in order to engage and instruct its readers, coursebooks often include attractive visuals; these visuals maintain their ability to captivate teachers and students as they progress through their educational journeys (p. 30).

In addition to being a source of curriculum, coursebooks also provide students with general knowledge of the world. The units are related to various themes and topics that provide interesting international information. In the context of ELT, as English is nowadays considered as the most commonly used Lingua Franca, it is important for students to gather as much general world knowledge as possible to be able to use the language globally. Coursebooks are not only expanding students' general knowledge, they also help teachers to be more and more knowledgeable as it is expected of English teachers to be able to hold class discussions on a variety of subjects in order to encourage the use of the target language. Stubbs (1982) supported this idea with these words; English teachers are "*responsible not only for the linguistic development of their pupils, but also for their psychological, moral and interpersonal development- and to expect them also to provide a world view and philosophy of life*" (p. 138).

On the other hand, language learners should be given chances to be able to discuss their own culture to make connections with the outer world. This gives the material developers a mission to localize some parts of the coursebooks to better fulfill the coursebooks' role in ELT as well as giving teachers the role of coursebook evaluators. Teachers need to evaluate the coursebooks in the market and pick the best one available in terms of the students' background, linguistic and psychological readiness and also their interests. According to McKay (2003), due to the fact that English is now used in a variety of cultural contexts, it is important to be culturally aware while teaching and using the language. This shows that the conventional usage of Western cultural content in ELT texts has to be analyzed in terms of materials. The usage of source cultural content, meaning the content which comes from the learners' own culture, has definite benefits. In order to share their ideas when speaking English with people from other cultures, source culture information may also inspire students to have a greater awareness of their own culture (p. 19). Furthermore, teachers may still review coursebooks even when they are not the ones who choose them according to Banegas (2018), so that they can add context-relevant teacher-made content to them and take ownership of their practices, pedagogies, and materials. Another method of individual or group professional growth is to use a coursebook as an exercise material (Banegas, 2018, p. 22).

In addition, today's world has no borders with the enhancement of communication and transportation technologies. For this reason, cultures are having more and more contact with each other day by day. This interaction creates multiculturalism. In education, the concept of multiculturalism finds its place and educators and material developers should pay enough attention to be able to provide equal opportunities to students from different cultural backgrounds. Multicultural education does not only include culture, but it also includes gender and gender related issues as Banks (2021) explain the concept as the following,

> Multicultural education incorporates the idea that all students–regardless of gender, sexual orientation, social class, or ethnic, racial, or cultural characteristics–should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics. (p. 44)

All in all, coursebooks play a vital role in language education, serving as a comprehensive curriculum that guides both teachers and students. They provide cohesion to the language teaching and learning process by offering direction, support, and specific language-based activities. Moreover, coursebooks have a significant impact on students, teachers, and English language curricula in educational institutions. By incorporating attractive visuals and engaging content, coursebooks help foster favorable attitudes towards the target language, the learning environment, and the materials themselves. Additionally, coursebooks broaden students' general knowledge and contribute to teachers' ability to facilitate class discussions on a variety of subjects, promoting the use of the target language. However, it is essential for coursebook developers to consider local cultures and contextual characteristics to create materials that are more sensitive and relevant to learners. Likewise, teachers are responsible to be able to evaluate the coursebooks to meet their students' needs at its best. Overall, a well-designed coursebook is crucial in language teaching programs as it facilitates language acquisition, promotes engagement, and supports the development of both linguistic and broader educational goals.

2.6 Gender Representations and Stereotyping in ELT Coursebooks

This part examines the topic of gender representations and stereotyping within the realm of ELT coursebooks. With an increasing awareness of the importance of gender equality and the impact of gender roles and stereotypes on education, it is crucial to investigate the presence and implications of such representations in educational materials. This section explores relevant research, theories, and scholarly discussions surrounding the portrayal of gender in ELT coursebooks. By analyzing the existing literature, this review seeks to give a thorough grasp of how gender representations and stereotypes are currently portrayed in ELT materials, identifying potential gaps and offering insights into the implications for teaching practices and the creation of inclusive learning environments.

Analyzing gender representations and stereotypical elements in language coursebooks has been a quite popular area of research in the field of foreign language education in recent years. The reason why this topic has been favored by the researchers could be the contemporary highlight on women issues, changing gender roles in the societies and increasing interest in women's rights. Most of the research done in this area focused on language coursebook analysis because of the fact that coursebooks, ELT coursebooks in the current study's context, play a crucial role in children's gender development processes. Blakemore et al. (2009) suggested the following to support this idea;

> Textbooks are part of the formal curriculum of the schools, but they also have elements of the hidden (subtle gender-related practices) and null (material that is never covered-like women's history) curricula as well. When researchers started to examine storybooks in the 1970s and 1980s, they also looked at school textbooks and found similar things (Schau & Scott, 1984; Weitzman & Rizzo, 1975). As in story books, both male and female characters in textbooks were portrayed stereotypically. Female characters in textbooks had a smaller number of occupations depicted and were more likely to sit on the sidelines and watch males engaging in interesting activities. (p.382)

According to Litosseliti et al. (2002), because of the fact that foreign language coursebooks are typically immensely inhabited with people who are not just in social interactions with each other but also frequently communicate with each other, they can

be considered as worthy of investigation for their gender relevance (p.223). In this section of the literature review, that investigation both in Turkish context and global sphere will be reviewed.

To begin with, it can be said that the language coursebooks are claimed to be highly stereotypical in the field of ELT research. For instance, Bahman and Rahimi (2010) evaluated several instances of gender bias in the portrayal of women and men in three volumes of English coursebooks used in Iranian high schools. They investigated how frequently men and women were given different names, nouns, pronouns, and adjectives; reading texts to see whether women and men were depicted more or less equally; male-generics and animals. The results showed that there was an unfair representation of women and men in these coursebooks. In other words, the names, nouns, pronouns, and adjectives that were used to describe males were more prominent than those used to describe women. Male-attributed terms also appeared first more frequently than female ones in terms of firstness. Male characters were more prevalent than female ones in the reading passages. Additionally, these coursebooks had several male-generics in which women were hardly noticeable and sexism was seen in animal portrayals (Bahman & Rahimi, 2010).

Another study conducted by Jannati (2015) analyzed adjectives associated with male and female characters in the coursebooks used in ILI (Iran Language Institute). Then, the illustrations' male and female characteristics were examined and a few illustration samples were chosen to look at how gender roles were mirrored in them. The results showed that the adjectives used to describe female characters focused mostly on female characters' physical appearances and personalities such as 'beautiful, slim, young, emotional, sincere, shy', whereas for male characters, the adjectives were mostly used to describe personalities such as 'talkative, brave, educated, proud, rude'. In addition, the number of male and female characters represented in the illustrations showed that there were way more male characters than female characters suggesting that there was a large disparity between genders that favored men in the analyzed coursebooks (Jannati, 2015, pp. 216-219).

Tyarakanita et. al. (2021) conducted a study in Indonesia analyzing Indonesian EFL coursebooks designed for seventh and eighth grade junior high school students. The

coursebooks were published by the Indonesian Government and followed the 2013 Curriculum. The study utilized Critical Discourse Analysis (CDA) to investigate gender stereotypes that were present in the coursebooks. This study showed that sexism was still present in society. However, the 8th grade coursebook frequently used the non-heteronormative term 'him/her' to emphasize gender equity. The prevention of prejudice through language was aided by the use of non-heteronormative words to describe both boys and girls. These EFL coursebooks continued to employ the pronouns 'Mrs.' and 'Miss' and masculine bias, both of which were manifestations of linguistic sexism. Additionally, certain images in the visual representation depicted girls as the target, non-dominant participant, based on the vectors and gestures. Although some of the representations tended to perceive girls as the dominating participants, it appeared that the coursebook's authors were intentionally depicting girls as the passive players in the dialogue in this instance (Tyarakanita et. al., 2021, pp. 1154-1156).

A master thesis conducted by Craeynest (2015) in Belgium compared the coursebooks published in the UK and Belgium in terms of gender representation. The quantitative research revealed how gender figures were portrayed in texts and images in terms of male and female characters. Men were shown in both text and images twice as frequently as women in the overall charts. When comparing the percentage of male to female characters across all coursebooks, the male character percentage was higher. The results showed that in terms of gender representation, there was no clear difference between coursebooks produced in Belgium and the United Kingdom. According to the data presented in the study, males were more likely to be involved in sports, science and engineering, and agriculture than women were in the coursebooks. Therefore, these data appeared to support the prevalent stereotypes. On the other hand, in the category of society, 'activities related to religion, nationality, politics, crime, the environment, etc.', the proportion of males and females was more evenly distributed except one coursebook which portrayed just six instances in which women were engaged in such activities. Business and industry was another sector where gender roles were quantitatively more equitable. The stereotyped jobs held by all the men in this field were those of businessmen, salespeople, company directors, office employees, or laborers. In contrast to the female characters in the coursebooks, none of the male characters broke stereotypes. The majority of the women were office employees, but there were also several mentions of female CEOs,

business women, and chefs. However, these non-traditional examples were only found in coursebooks published in the UK. Additionally, although there was an underrepresentation of non-traditional women employment, a unit in one of the coursebooks released in Belgium demonstrated to readers how the employment of women shifted during the 1960s. In this section, the students were also required to explore ideas such as 'men should be the only income providers' and 'boys and girls should be raised differently'. This study also explored whether there were any differences in the domestic and family responsibilities carried out by men and women. There were more wives, mothers, sisters, and daughters in coursebooks than there were husbands, dads, brothers, and sons, indicating that women typically filled these responsibilities (Craeynest, 2015, pp. 43-49).

In order to investigate whether widely used language coursebooks have sexist items or not, Ghorbani (2009), a researcher in Iran, had a content analysis of three ELT coursebooks that were popular among language institutes. Each coursebook series' texts and illustrations went through a critical content analysis based on the following criteria: 1. female and male characters; 2. depictions of women and men in professional contexts; 3. first-person incidents; 4. representations of women and men in social roles; 5. representations of women and men in household roles; and 6. adjectives used for men and women. Results were gathered based on how frequently gender-related ideas and viewpoints were expressed. The results demonstrated that gender stereotypes, or representations of masculinity and femininity, were still present in the content of these ELT coursebooks (Ghorbani, 2009).

Another study conducted by Pattalung (2008) in Thailand investigated fifteen ELT coursebooks for the basic, intermediate, and advanced levels of ELT training using qualitative case studies. The study employed feminist critique to determine what gender roles Thai authors of ELT coursebooks approved of as suitable and whether or not the language used upheld or contested patriarchy. The findings of this study demonstrated that sexist language was used in coursebooks and that these texts also contained material that encouraged sexist gender norms. The findings of the study revealed that four out of five categories of sexist language may have been found in coursebooks. Terms that suggested that males were the standard by which individuals should have been measured

and terms that suggested that women were somehow different from men when performing the same things were the two greatest problems with sexist language. Chairman, weatherman, middleman, laundryman were some examples of terms that were discovered in this research that suggested males were the standard by which others were to be assessed, as well as the usage of generic pronouns like ‘he’, ‘him’, and ‘his’. All but one coursebook used language that implied males were the standard by which individuals should have been assessed. The results also showed that the coursebooks contained material that encouraged sexist gender stereotypes. For instance, a man's competence was indicated by traits like intellect, but a woman's competence was shown by the trait of being ‘kind-hearted’. The researcher suggested that when thinking about successful corporate leaders, kindness was not at the top of the list; intelligence was; therefore, a large portion of the mechanism underlying this prejudice may have come from unintentional stereotyping (Pattalung, 2008, pp. 54-57).

Most of the studies investigating gender representations in ELT books focused on coursebooks but not grammar books. Considering this gap, Lewandowski (2014) conducted a study analyzing grammar coursebooks to contribute to the literature. Two corpora were created with this goal in mind. The first one had passages taken from three EFL coursebooks that were published in the 1970s and 1980s, while the second one provided comparative information from three 21st-century works. The study used information from six advanced EFL grammar coursebooks released in the UK. The recently released grammar coursebooks represented the two genders in a significantly less stereotypical way than the coursebooks from the 20th century, according to a contrastive analysis of the sentences in the two corpora across 11 semantic domains. In other words, in terms of a balanced representation of both genders in the example and practice sentences, modern EFL grammar coursebooks were preferable to those published in the 1970s and 1980s from a strictly quantitative standpoint. As for employment, the two genders were shown considerably more properly and equitably in the new coursebooks. Despite the fact that there was still a 10% gender gap in professional settings, women were no longer underrepresented. In contrast to how women were depicted in old coursebooks, where they were almost invisible in professional settings, women outweighed men when it came to doing household duties. As a result, the stereotyped portrayal of women in old coursebooks was influenced by how frequently they appeared

in home settings. The new coursebooks offered a much fairer portrayal of the two genders, which resulted in relatively few examples in this category. In modern coursebooks, which often included significantly less references to socioeconomic position, there was no male-centeredness. Both genders were more or less equally represented in the new coursebook corpus; however, according to the data's qualitative analysis, males were portrayed as being wealthier or possessing more than women (Lewandowski, 2014, pp. 83-92).

As the present study has been conducted in the Turkish context analyzing the coursebooks used in Turkish educational institutions, it would be convenient to review the literature in the same context. There is a considerable number of studies that carried out content analysis of ELT coursebooks regarding the gender representations in Turkey. This section of the literature review intends to present some of those studies that are relevant to the present study's content to have a better insight into the topic and to set a more suitable basis for the current study.

Most of the studies conducted in the Turkish context revealed the fact that the coursebooks have stereotypical items accompanied with unequal representation of both genders. To put it in other words, although the studies showed progress in terms of equal gender representation in recently published versions, there is still evidence of gender inequality even in 21st century ELT coursebooks. To give an example, the study conducted by Bağ and Bayyurt (2015) presented how gender is portrayed in Turkish public elementary schools' EFL coursebooks. The study also investigated if there was a change in the depiction of gender in these coursebooks during the 2006–2007 academic year as a follow-up to their earlier study which shared the same objectives and research questions. The study's overall conclusions indicated that there were some advancements in the coursebook's treatment of gender equality. For instance, in one of the coursebook illustrations, the wife and husband were both shown wearing aprons, and the entire family was shown cleaning the house. However, there were still a lot of gender biases in the coursebooks. For instance, a woman asked her husband's consent before purchasing a new coat, and a girl said that she was unable to leave the house after 8 p.m. Fathers frequently assisted their children with their schoolwork, while moms were typically portrayed as being aware of what was required in the kitchen (Bağ & Bayyurt, 2015). To discuss such findings, the researchers suggested that "*these portrayals may have subliminal gender*

messages implying that first and foremost the role of a woman is to be a 'hardworking' wife and mother; the father is the leader of the house" (Bağ & Bayyurt, 2015, p.82).

In order to investigate whether the authors paid attention to equal representation of both genders, another study compared the first edition and the recent edition of an EFL coursebook series. The time span between the first and the latest editions of the series was 10 years. The presence of female and male characters in the coursebooks, the number of characters depicted as family members, the distribution of occupational activities, the division of household activities, the variety of leisure activities, and the adjectives used to describe each gender were set as the six operating areas of gender stereotypes that would be examined in the content analysis of the study. Overall, the representations of female and male characters in the first editions were found to be more stereotypically depicted throughout the whole research. In contrast, gender depictions have ideally improved in the most recent editions across all analyzed gender stereotype categories. To give an example, the number of female traditional jobs decreased in recent versions of the coursebooks from 19% to 13%, which was a very slight decrease; nevertheless, the percentage of female nontraditional jobs increased from 22% to 36%. This modification demonstrated that, despite the fact that women continued to hold some stereotyped positions, they had more visibility in business life than they had in the coursebooks' initial editions. In that regard, it could be argued that the most recent versions more accurately depicted how roles changed in real life than the earlier ones (Yılmaz, 2012).

Another study analyzing the high school ELT coursebooks and workbooks published by the Turkish Ministry of National Education revealed similar findings. In this study, similar to the ones presented earlier, a frequency count was conducted to determine the number of roles given to male and female characters. In this regard, the token counts were used to establish the frequency of the jobs and adjective attributions of the male and female characters. The study's findings indicated that 102 professions were altogether represented throughout all English coursebooks analyzed. Male characters performed twice as many, whereas female characters only executed 32 of them. Additionally, the findings revealed that male characters held more prestigious jobs like professor, astronomer, mountain climber, researcher, career builder, ambassador, and so on while female characters were given more domestic and indoor jobs like nurse, teacher, carpet

weaver, waitress, and housekeeper (Söğüt, 2018). While discussing the findings, the researcher stated that "*the presence of gender bias and sexist language in the coursebook materials have the potential to empower and trigger stereotypical thinking in students' mindsets*" (Söğüt, 2018, p. 1731).

Diktaş (2010) examined two different sets of ELT coursebooks. The books in the first set were created by the *Turkish Ministry of Education* and are used in public schools. The books in the second set were created by British publishers and were used in some private schools in Turkey. The findings of the study revealed that women were underrepresented in the texts and illustrations in the coursebooks published by the Turkish Ministry of Education. In addition, gender discrimination against women was seen in the areas of profession, family activities, leisure activities, and illustrations. When using adjectives to describe men and women, there were obvious traditional gender norms of masculinity and femininity. Women were underrepresented in both text and images in the coursebooks published by British publishers. Men tended to converse more and engage in more masculine activities in their free time. All in all, both British and Turkish publishers fell into unequal representation of genders in their EFL coursebooks (Diktaş, 2010, pp. 130-133).

While most of the studies focused on occupational attributions, household chores, or presence of genders in visual or written texts, in addition to these categories, a study also examined the desired qualities attributed to each gender. The results were in the same line with the other categories; highly stereotypical. To make it clearer, it was common to associate intelligence and physical strength with men solely. The findings showed that females had the most desirable characteristics for relationships and a feeling of responsibility. Males, on the other hand, possessed the desirable traits in terms of social connections, physical strength, and intelligence (Şeker & Dinçer, 2014, pp. 94-97).

Another study that was recently conducted showed similar results. Six different editions of the same widely used coursebook series were analyzed in this study. Male and female characters in texts and visuals, well-known male and female figures, occupations, domestic chores, and family responsibilities were the categories chosen for the investigation. The aim was to see if there was a more gender equivalent representation in the last editions compared to the earlier ones. Comparative content analysis of different

editions of the same series revealed that some minor adjustments were made to promote equality; nonetheless, the imbalance in gender-biased material is only partially eliminated. Characters were still portrayed in ways that reinforce stereotypes; male characters were more frequently seen in texts and visuals, while female characters were more frequently seen in domestic roles and household duties (Elçin, 2021, pp. 60-63).

Unlike the studies presented earlier, there are a few studies drawing a relatively more positive picture in terms of material developers' explicit intention of paying more attention not to fall into using stereotypical items and unequal representations. On the other hand, it is essential to acknowledge the fact that all of such studies reviewed present many stereotypical representations, nevertheless. To give an example, Aydınoğlu (2014) wrote an article discussing the findings of a comparative content analysis study that compared three different coursebooks used in public elementary schools in Turkey, one of the coursebooks had lots of elements suggesting an explicit attention on equal representation of two genders. The allocation of employment amongst the characters that were male and female reflected the major variation in how they addressed gender prejudice. The coursebook's authors were well aware of gender stereotypes in the workplace and made an effort to combat them. For example, the driver, science and physical education teachers, weather forecast reporter, and speaker were all female while less variety of jobs were attributed to males. Additionally, when outdoor activities compared, the authors were extra careful to equally attribute the variety of activities to different genders. Moreover, both male and female characters provided approximately equal amounts of instruction. All of these promising findings made the researcher suggest the idea that authors feel compelled to address gender problems delicately and the studies and publications that look at gender representation in textbooks have naturally led to this knowledge and sensitivity. In addition, with more such studies and research, it is anticipated that textbooks would avoid gender prejudice more (Aydınoğlu, 2014, pp. 236-239).

To sum up, studies conducted in the field of language education that focused on the content analysis of ELT coursebooks in terms of gender representation were presented in this section. Both in global and Turkish context, all of the studies analyzed indicated many instances of unequal representations of genders and stereotypical statements. The studies

presented in this section provided compelling evidence of the prevailing gender biases and stereotypes within ELT coursebooks.

CHAPTER 3. METHODOLOGY

3.1 Research Questions

The current study seeks to provide a response to the following query in light of earlier research in the area and taking recent societal developments into consideration. Is there still an imbalance in the representation of the two genders? In order to be able to partly answer this question, two sets of coursebooks published in different years are analyzed in this study.

The current study addresses the following research questions:

1) How are genders represented in two sets of coursebooks; *Open Doors* and *Project Explore*?

2) What are the changes in gender representation over the years in two sets of EFL coursebooks; *Open Doors* and *Project Explore*?

3.2 Research Design

In order to answer the research questions presented in the previous section, the current study was designed to analyze the content of two sets of coursebooks used in middle school English classes in different years in Turkey. In order to answer the second research question which aims to detect any change in terms of equal gender representation, two different coursebook series published twenty years apart by the same publisher were analyzed.

Data collections tools and the data analysis procedure are explained in detail in the following sections.

3.3 Data Collection

3.3.1 Data collection tools

The data of the present study was collected from two sets of A2 level coursebooks, namely *Open Doors* and *Project Explore* designed for teenagers. Both series were published by Oxford University Press; the former was published in 1994 and 1995 and the latter was published in 2019. While *Open Doors* series are not available in the market any longer, *Project Explore* series are still being used in some of the middle schools in Turkey. Each series has three different coursebooks. Detailed information including the publication dates, levels, and page numbers of each coursebook can be seen in Table 1 below. Additionally, detailed information of each series is presented in the following sections.

Table 1: The Information about Coursebooks Analyzed

TITLE	PUBLICATION DATE	CEFR LEVEL	NUMBER OF PAGES	AUTHOR(S)
Open Doors 1	1994	A1/A2	111	Norman Whitney
Open Doors 2	1994	A1/A2	111	Norman Whitney
Open Doors 3	1995	A2/B1	111	Norman Whitney
Project Explore 1	2019	A1/A2	87	Sarah Philips Paul Shipton
Project Explore 2	2019	A2	87	Sylvia Wheeldon Paul Shipton
Project Explore 3	2019	A1/A2	87	Sylvia Wheeldon Paul Shipton

Open Doors 1-2-3

Open Doors series is presented as ‘a course for young teenagers’ and published in 1994-95. Each coursebook has 12 units and as can be seen from Table 1, it aims to improve A1 level learners to A2/B1 level. The series has both authentic pictures and illustrations. Each level has its own authentic characters at around the target group’s age and in each unit the students are provided with the characters' everyday lives, experiences and adventures.

The units start with the dialogue exchanges between those characters related to the unit's theme, and continue with the syntactic or semantic analysis of that dialogue. In addition, they present some study skills and language skills practice for learners. Finally, the units end with a progress diary page in which students have a summary of the unit accompanied by a song related to the target vocabulary or grammar of the unit.

Project Explore 1-2-3

Project Explore series claims to follow Project methodology as the series name suggests and it was published in 2019. Each coursebook has 6 units and each unit includes vocabulary and grammar introduction along with a reading text and dialogue exchanges between the series' authentic teenager characters just like *Open Doors* and ends with a project task to meet the requirements of the methodology the series adopted. The series aims at preparing students to use English in the real world with a variety of subjects, readings, and assignments. It makes the assertion that its initiatives, culture education, photo stories, and cartoons would enhance curiosity.

These two series published by the same publisher; *Oxford University Press*, published 25 years apart, were chosen as the data sources of the current study because of having a similar unit design methodology and layout.

3.3.2 Data collection procedure

The current study uses content analysis to gather data. According to Baxter (2009), content analysis is used to interpret written materials, particularly written texts in the media, policy papers, letters, videos, and novels. In fact, content analysis involves splitting texts into smaller pieces, such as sentences, paragraphs, phrases, or single words. These units are then categorized using codes that have a common meaning (Baxter, 2009, p. 275). The content analysis allows researchers to make inferences from written and visual texts. Weber (1990) states that "*these inferences are about the sender(s) of the message, the message itself, or the audience of the message*" (p. 9). In the context of the present study, the senders of the message are the coursebooks themselves, the message itself using an equal representation in terms of gender, and the audience of the message would be the language learners, or in the other words, students.

The content analysis of the current study examines three categories adopted from the guidelines presented by Florent et. al. (1994) to be able to answer the research questions presented in the previous sections (pp. 114-118). The categories are linguistic features, including false generic 'man', gendered job titles, false generic 'he'; representation, including underrepresentation of genders in illustrations, dialogues, and lists of sentences; and lastly, stereotypes, including professional attributes and household chore attributions in terms of gender. Florent et. al. (1994) were members of a voluntary group called *The Women in EFL* who had the aim of studying the gender representations in British EFL materials and raising awareness on the issue (p. 112). For this reason, Florent et. al. (1994) created the guidelines that EFL materials should follow to have an equal representation of both genders as a result of cumulative data they collected from hundreds of experienced teachers and material designers through a questionnaire they created.

The mentioned guideline for the analysis also includes the analysis of the audio recordings, however, they are not included as a data source of the current study because of the fact that the audio recordings of the *Open Doors* series are out of reach of the researcher. Each category of the guideline will be explained in detail in the following section.

3.4 Data Analysis Procedure

The categories and the method of analysis used for investigating how gender is represented in the sample coursebooks are briefly described in the sections that follow.

3.4.1 Linguistic features

Linguistic features refer to the analysis of the cases in which gender specific terms are used instead of gender-neutral terms. It includes the use of false generic 'man', gender specific job titles, the avoidance of false generic 'he' to refer to an indefinite person. The use of false generic 'man' refers to the usage of the word 'man' in phrases or compound words that are used to refer to both genders. It is extremely important to avoid that kind of generics in the language in order to have a more equivalent society as Spring (1980) claimed that using nonsexist language wouldn't just signify a shift towards a more equal ideology, but it would also serve as a means of promoting social fairness. By removing the vagueness and gender-specific nature of language like 'he/man', we would enhance

the ability to communicate openly and equitably regarding both genders (p.487). Nowadays, linguists are suggesting alternative and more neutral usages of the phrases or words that include false generic ‘man’. For instance, instead of using the word ‘businessman’ people started to use a more gender-free term ‘business person’ to make it more gender-fair. As mentioned before, the educational materials’ huge contribution to this attitude is undeniable. Therefore, material developers should pay extra attention to not using generics.

As for the gender-specific job titles, even though jobs are performed by both men and women, job titles are mostly gender-specific and prejudiced. Ali et. al. (2022) supported this idea by saying;

> jobs are performed by both genders, male and female, but there are some jobs for which there are no female representing job titles. Most of the job titles are male oriented and male representing. Even if female representing job titles are there, people do not use them. Some people use female representing job titles but they are very few in number. (pp. 73-74)

As feminist ideas evolved, more attention was paid to the word choices of people. Alternative neutral forms of gendered job titles were suggested to people. As it was presented in the literature review, the previous studies revealed evidence on wide use of gender specific linguistic items causing unequal representations.

Lastly, false generic ‘he’ refers to the use of the pronoun ‘he’ when the gender of the mentioned person is not identifiable. According to Eckert & McConnell-Ginet (2003), most of the languages have explicit gender content and users of those languages, such as English, are forced to use a third-person singular pronoun that refers to a certain gender (p. 65). When there is an ambiguity, the users tend to use ‘he’ to refer to a person whose gender is unknown. However, increasing focus on women’s rights and provoking more equal representation made language users pay attention to not using gender specific linguistic items when the gender is ambiguous. ELT coursebooks are also expected to pay the utmost attention to avoiding using false generic ‘he’.

The current study seeks to see whether those unequal representations related to linguistic features existed in the data sources of this study, namely the ELT coursebooks series *Open Doors* and *Project Explore*. The analysis is made by counting and recording the cases in which unequal representations specified by Florent et. al. (1994) detected for each coursebook.

3.4.2 Representation

Not only language coursebooks, but all books or writing texts should pay extra attention to equal representation of both genders in illustrations / photos and texts. As language coursebooks designed for ELT are mainly constructed with dialogues and lists of sentences, the written text analysis of this study focuses on them specifically.

The first analysis regarding representation is made by counting the existence of male and female characters in the content of each coursebook separately. Characters that appear in many images or photographs are only counted once while examining the illustrations or photos' content. Excluded from the research are any drawings with a large number of people and figures that are difficult to categorize as male or female; only the characters whose gender is easily detected are included in the analysis. Then, the dialogues are analyzed in terms of whether a male or female character initiates the dialogue. The number of occurrences for each gender was noted down. Finally, the same procedure is followed for the list of sentences. The number of example sentences constructed using a female and male subject is recorded. While analyzing the lists of sentences' content, some occurrences are counted as one if the content is created for a specific reading text for a specific person. For instance, in *Open Doors 2*, there is a text titled "*A Day in the Life of a Teenage Genius: Arjuna Jeyasingh*" (*Open Doors 2*, 1994, p. 26) and Arjuna Jeyasingh is a male person. There are 9 sentences, including one example, listed related to the text and students are asked to check whether these sentences are true or false about the information they gather from the text. In such cases, the male or female characters are counted only once.

3.4.3 Stereotypes

Cook and Cusack (2011) defined a stereotype as a conventional idea or assumption about the traits or qualities that people who belong to a certain group, like women, possess or

the roles that they play or should play (Cook and Cusack, 2011, p. 9). Furthermore, according to McGarty et al. (2002), a stereotype is a tool for explanation, a stereotype saves energy, and a stereotype is a set of widespread views. In other words, people address stereotypes to be able to easily make sense of a situation, to minimize their effort, and to be in accordance with the norms or accepted beliefs of the society (McGarty et al., 2002, p. 2). Therefore, stereotypes are worth attention when it comes to developing a child's personality. If a child gets too many exposures to gender stereotypes, normalizing and internalizing those stereotypes are inevitable.

According to Florent et. al. (1994), examples of stereotypes that can be found in ELT coursebooks could be found in many different areas including stereotypical characteristics or physical types of genders, professional attributes in terms of gender and household chore attributes in terms of gender (pp. 114-115). The main focus of the current study concerning stereotypes are professional attributes and household tasks.

According to Eckert & McConnell-Ginet (2003), one of the significant indicators of where gender is included in morphology is the process of transforming a noun that traditionally refers to a male person into its female counterpart such as the English suffix '-ess' as in waitress or actress (Eckert & McConnell-Ginet, 2003, p.68). The occurrences of such cases are detected and recorded during the content analysis of this study.

The current study records each mentioned profession in the content of each coursebook and the illustrations representing a profession by uniform or the setting. The professions are recorded with their gender attributions to provide the professional distributions in terms of gender. The same procedure is followed in terms of household chores.

CHAPTER 4. FINDINGS AND DISCUSSION

In this chapter, the findings of the content analysis of each coursebook series are shown in tables and the results are discussed in detail both for individual series and in comparison with each other. As presented in the earlier chapters, the analysis deals with the content analysis of gender representations of two sets of coursebooks; namely, *Open Doors* published in 1994-1995 and *Project Explore* published in 2019. In addition, the main goal of the content analysis is to answer two main research questions of the present study. One of the research questions aims at seeing how genders are represented and the other one is intended to check what changes there are regarding gender representation over the years (25 years) in two sets of coursebooks. The findings are analyzed in the following order; the linguistic features (false generic 'man', gender specific job titles, and false generic 'he'), gender representations (in illustrations, dialogues, and lists of sentences), gender stereotypes (professional attributes and household chores against genders). The results are shown and analyzed in the same order in the following sections.

4.1 The Analysis of *Open Doors* Series

4.1.1 Linguistic features

The analysis of linguistic features includes false generic 'man', gender-specific job titles, and false generic 'he'. The presence of each category in *Open Doors* series is shown in tables in the following sections.

4.1.1.1 False generic 'man'

Table 2: The Use of False Generic 'man' in *Open Doors* Series

	False generic 'man' (e.g. instead of 'mankind', using 'people')
OPEN DOORS 1	-
OPEN DOORS 2	*first man (p.65) *sportsman (p.74)
OPEN DOORS 3	*men (p.41) *white men (p.57) *modern man (p.76) *man (p.83)

Through the content analysis of *Open Doors* series, some instances of false generic 'man' usages are detected as can be seen in table 2 above. There is no example of a false generic 'man' in Open *Doors 1* book. In *Open Doors 2,* on the other hand, there are 2 cases in which the use of false generic 'man' is detected. Those cases are saying 'first man' (p. 65) instead of 'first person' and using the word 'sportsman' (p. 74) meaning 'sports person'. In *Open Doors 3,* in all 4 cases the use of false generic 'man' detected- men (p. 41), white men (p.57), modern man (p.76), man (p.83), generic terms are used to express all individuals including males and females.

4.1.1.2 Gender-specific job titles

Table 3: The Use of Gender-specific Job Titles in Open Doors Series

	Gender-specific job titles (e.g. instead of 'fireman', using 'firefighter')
OPEN DOORS 1	-
OPEN DOORS 2	*policeman (p.18) *policeman (p.21)
OPEN DOORS 3	*cameraman (p.33) *policewoman (p.60)

In Open *Doors* series**,** some instances of not using neutral alternatives of gender-specific job titles are detected as can be seen in table 3 above. There is no use of gender-specific job titles in *Open Doors 1,* there are 2 cases of using 'policeman' (p. 18 & p. 21) in *Open Doors 2* and in *Open Doors 3* book, the use of gender-specific job titles 'cameraman' (p. 33) and policewoman (p. 60) were detected.

4.1.1.3 False generic 'he'

False generic 'he' could mostly appear in the instructions of pair or group work activities as the coursebook gives instructions of who is going to do what. There is no instance of using false generic 'he' detected in any of Open *Doors* series books.

4.1.2 Representation

4.1.2.1 Illustrations

Table 4: Gender Representations in Illustrations in *Open Doors* Series

	number of female occurrences		number of male occurrences	
OPEN DOORS 1	226	42,18%	311	57,82%
OPEN DOORS 2	313	43,37%	408	56,63%
OPEN DOORS 3	209	39,82%	315	60,18%

When gender representations in illustrations in Open *Doors* series are analyzed, it is seen that there are more male than female occurrences in all books. In Open *Doors 1* book, while there are 226 female characters, the number of male characters is 311. In Open *Doors 2* book; the number of female occurrences is 313 and there are 408 male characters detected in the illustrations. Similarly, in Open *Doors 3* book; there are 209 female characters while the number of male representations in the illustrations are 315 times. All of these findings are shown in table 4 above with the percentages.

4.1.2.2 Dialogues

Table 5: Gender Representations in Dialogues in *Open Doors* Series

	dialogues - female initiates		dialogues - male initiates	
OPEN DOORS 1	17	36,17%	30	63,83%
OPEN DOORS 2	29	49,15%	30	50,85%
OPEN DOORS 3	20	52,63%	18	47,37%

Gender representations in dialogues are analyzed by counting the number of cases in which each gender initiates the dialogues. Except for Open *Doors 3* book, in other books of the series males initiate the dialogues more than females. In *Open Doors 1* book; female characters are counted as initiating the dialogues 17 times, while males initiate the dialogues 30 times. In Open *Doors 2* book; female characters initiate the dialogues 29 times and males initiate the dialogues 30 times. In *Open Doors 3* book; the numbers of females and males who initiate the dialogues are, relatively, 20 and 18 times. Gender

representations in dialogues analyzing the cases of each gender's dialogue initiation are shown in table 5 above with the percentages.

4.1.2.3 List of sentences

Table 6: Gender Representations in List of Sentences in *Open Doors* Series

	lists of sentences - number of female occurrences		lists of sentences - number of male occurrences	
OPEN DOORS 1	115	48,94%	120	51,06%
OPEN DOORS 2	41	49,40%	42	50,60%
OPEN DOORS 3	48	52,63%	51	47,37%

The lists of sentences are analyzed and the number of female and male subjects are counted and in all books of *Open Doors* series, there are more male subjects used in the list of sentences than female subjects. In *Open Doors 1* book; 115 females, 120 male subjects are used in the list of sentences. In Open *Doors 2* book; 41 females, 42 male subjects are detected in the list of sentences. Lastly, in *Open Doors 3* book; there are 48 female subjects and 51 male subjects used in the list of sentences. The findings of the analysis of gender representations in the list of sentences in *Open Doors* series are shown in table 6 above with the percentages.

4.1.3 Stereotypes

4.1.3.1 Professional attributes

Table 7: Professional Attributes in *Open Doors* Series

	Female	Male
OPEN DOORS 1	bus driver 1 singer 1 teacher 1 construction worker 1 travel guide 1 pop star 4 doctor 1 hospital staff 1 supermarket staff 1 cafeteria staff 2 scientist 1 officer 1	bus driver 1 singer 1 teacher 2 construction worker 4 travel guide 1 pop star 17 sergeant 1 bodyguard 1 banker 1 hotel staff 1 shop assistant 2 paperboy 1 philosopher 1 political leader 1 detective 1 police officer 1

	Female	Male
OPEN DOORS 2	teacher 2 athlete 7 singer 1 nurse 1 architect 1 dancer 1 doctor 1 shop assistant 1 make-up artist 1 editor 1 submarine captain 1	teacher 1 athlete 25 singer 1 orchestra conductor 1 rock guitarist 1 repairman 1 police officer 3 guard 2 chef 1 butcher 1 waiter 1 referee 2 movie director 1 scriptwriter 2 costume designer 1 camera operator 3 film critic 1 submarine navigator 1 submarine engineer 1
OPEN DOORS 3	teacher 3 singer 2 zookeeper 1 nurse 1 shop assistant 1 kitchen maid 1 chief animator 1 model 1 news reporter 1	teacher 4 singer 15 zookeepers' boss 1 police officer 2 butcher 1 professor 1 gardener 1 athletes 3 musician 1 librarian 1 manager 1 taxi driver 1 school principal 1

In *Open Doors 1* book; there are 7 jobs that are attributed to both male and female characters. Those jobs are bus driver, singer, teacher, construction worker, travel guide, and pop star. Among these jobs, there is one attribution to each gender for bus driver, singer, and travel guide, while there are 2 male teachers and 1 female teacher; 4 male construction workers and 1 female construction worker; 17 male pop stars and 4 female pop stars. There are 6 different jobs attributed to only females; namely, 1 doctor, 1 hospital staff, 2 cafeteria staff, 1 scientist, and 1 officer. On the other hand, there are 10 jobs attributed to only male characters; namely, 1 sergeant, 1 bodyguard, 1 banker, 1 hotel staff, 2 shop assistants, 1 paperboy, 1 philosopher, 1 political leader, 1 detective, and 1 police officer.

In Open *Doors 2* book; the number of jobs attributed to both genders is 3; teacher, athlete, and singer. While there are 2 female teachers, 7 female athletes, and 1 female singer; there are 1 male teacher, 25 male athletes, and 1 male singer. There are 8 jobs that are only attributed to female characters and there are 1 representation for each. Those jobs are nurse, architect, dancer, doctor, shop assistant, make-up artist, editor, and submarine

captain. For the male characters, however, there are 16 different jobs attributed. There are 1 male orchestra conductor, 1 male rock guitarist, 1 male repairman, 3 male police officers, 2 male guards, 1 male chef, 1 male butcher, 1 male waiter, 2 male referees, 1 male movie director, 2 male scriptwriters, 1 male costume designer, 3 male camera operators, 1 male film critic, 1 male submarine navigator, and 1 male submarine engineer.

In *Open Doors 3* book; there are only 2 jobs attributed to both male and female characters and those jobs are teacher and singer. While there are 3 female teachers and 2 female singers, there are 4 male teachers and 15 male singers. Among 7 different jobs attributed to only female characters, there are 1 zookeeper, 1 nurse, 1 shop assistant, 1 kitchen maid, 1 chief animator, 1 model, and 1 news reporter. Additionally, there are 11 jobs only attributed to male characters and those attributions are as follows; 1 zookeepers' boss, 2 police officers, 1 butcher, 1 professor, 1 gardener, 3 athletes, 1 musician, 1 librarian, 1 manager, 1 taxi driver, and 1 school principal. All of the findings presented in this section can be seen in table 7 above.

4.1.3.2 Household chores

Table 8: Household Chores in *Open Doors* Series

	Household chore attributes in terms of gender
OPEN DOORS 1	*mum is repairing the car *a female person is doing the shopping at the supermarket *dad is cleaning the car *mum is preparing breakfast
OPEN DOORS 2	*mum is making a cake *mum is associated with cooking *a male person is ironing his clothes *mum is making sandwiches for her child *mum is washing the dishes *a male person is cleaning the car *a female person is preparing breakfast in the kitchen *a female person is taking care of the sick child by giving her medicine
OPEN DOORS 3	*a man is ironing *grandma is cooking in the kitchen *boy is doing the washing-up *boy is doing the ironing *boy is doing the washing-up

When it comes to household chores, In *Open Doors 1* book; there are 4 instances where the characters are either mentioned or shown in illustrations dealing with the household chores. There are 3 cases in which female characters are shown or mentioned doing the

household chores, while there is 1 male character shown doing a household chore which is cleaning the car. As for the female characters, there is a mum repairing the car, another mum preparing breakfast, and another female character doing the shopping at the supermarket. In Open *Doors 2* book; among 8 cases in which characters are either shown or mentioned dealing with household chores, there are 2 male characters involved. Those instances are again cleaning the car and ironing the clothes. Female characters are shown or mentioned cooking, making sandwiches for the child, washing the dishes, preparing breakfast, and taking care of the sick child by providing medicine. On the contrary, In *Open Doors 3* book; among 5 instances in which characters are shown or mentioned dealing with the household chores, there are just 1 case in which a female person is cooking. In the other cases, there are 2 male characters ironing and 2 male characters doing the washing-up in different pages. The results for household chores detected in *Open Doors* series are shown in table 8 above.

4.2 The Analysis of *Project Explore* Series

4.2.1 Linguistic features

The analysis of linguistic features includes false generic 'man', gender-specific job titles, and false generic 'he' in the same manner as the analysis of *Open Doors* series. The presence of each category in *Project Explore* series is shown in tables in the following sections.

4.2.1.1 False generic 'man'

Through the analysis of the whole *Project Explore* series, there is no use of false generic 'man' detected.

4.2.1.2 Gender-specific job titles

Among *Project Explore* series, there is only 1 case where the gender-specific job title 'policeman' (p. 5) is used in *Project Explore 3* book as can be seen in table 9 below.

Table 9: The Use of Gender-specific Job Titles in *Project Explore* Series

	Gender-specific job titles (e.g., instead of 'fireman', using 'firefighter')
PROJECT EXPLORE 1	-
PROJECT EXPLORE 2	-
PROJECT EXPLORE 3	*policeman (p.5)

4.2.1.3 False generic 'he'

Similar to Open *Doors* series, there is no instance of using the false generic 'he' detected in any book of *Project Explore* series.

4.2.2 Representation

4.2.2.1 Illustrations

Table 10: Gender Representations in Illustrations in *Project Explore* Series

	number of female occurrences		number of male occurrences	
PROJECT EXPLORE 1	230	48,12%	248	51,88%
PROJECT EXPLORE 2	143	39,98%	215	60,02%
PROJECT EXPLORE 3	191	45,6%	228	54,4%

When the illustrations of *Project Explore* series are analyzed, in all books of the series, the number of male appearances is higher than females. In *Project Explore 1* book, there are 230 female and 248 male characters represented in the illustrations. In *Project Explore 2* book, there are 143 female and 215 male occurrences in the illustrations detected. Lastly, in the *Project Explore 3* book, there are 191 female illustrations and 228 male illustrations. The findings with the percentages are shown in table 10 above.

4.2.2.2 Dialogues

Table 11: Gender Representations in Dialogues in *Project Explore* Series

	dialogues - female initiates		dialogues - male initiates	
PROJECT EXPLORE 1	21	65,63%	11	34,37%
PROJECT EXPLORE 2	10	58,82%	7	41,18%
PROJECT EXPLORE 3	8	53,33%	7	46,67%

Similar to illustrations, in all books of *Project Explore* series, the number of dialogues initiated by males is higher than females. In *Project Explore 1* book, female characters initiate the dialogues 21 times while males start the conversations 11 times. The number of female initiated dialogues is 10 and males initiate 7 dialogues in *Project Explore 2* book. Lastly, in *Project Explore 3* book there are 8 dialogues initiated by female subjects and 7 dialogues initiated by males. The numbers and percentages of dialogue initiations against genders in *Project Explore* series are shown in table 11 above.

4.2.2.3 List of sentences

Table 12: Gender Representations in List of Sentences in *Project Explore* Series

	lists of sentences - number of female occurrences		lists of sentences - number of male occurrences	
PROJECT EXPLORE 1	10	40%	15	60%
PROJECT EXPLORE 2	12	35,29%	22	64,71%
PROJECT EXPLORE 3	38	47,5%	42	52,5%

Gender representations in list of sentences are analyzed throughout the whole *Project Explore* series and it is found that there are 10 female subjects in *Project Explore 1*, 12 female subjects in *Project Explore 2,* and 38 female subjects in *Project Explore 3*, while there are 15 male subjects in *Project Explore 1*, 22 male subjects in *Project Explore 2*, and 42 male subjects in *Project Explore 3.* The numbers and percentages of female and male occurrences in the list of sentences are shown in table 12 above.

4.2.3 Stereotypes

4.2.3.1 Professional attributes

Table 13. Professional Attributes in *Project Explore* Series

	Female	Male
PROJECT EXPLORE 1	teacher 1 nurse 1 kite surfer 1 holiday club director 1 guide 1 factory worker 1 food scientist 1 food blogger 1	teacher 1 professor 1 scientist 1 archaeologist 1 chef 1 zookeeper 1 swimmer 1
PROJECT EXPLORE 2	explorer 1 scientist 1 'waitress' 1 teacher 1	explorer 1 detective 1 scientist 4 chef 1 inventor 1
PROJECT EXPLORE 3	teacher 1 astronaut 1 professor 1 musician 1 adventurer 1 detective 1	teacher 1 astronaut 6 scientist 1 engineer 1 businesspersons 2 company manager 1 chemist 1 doctor 2 superhero 2 play narrator 1

In *Project Explore 1* book, there is just 1 profession, which is teacher, attributed to both genders and there is 1 representation for each gender. The jobs attributed to the only females are 1 nurse, 1 kite surfer, 1 holiday club director, 1 guide, 1 factory worker, 1 food scientist, and 1 food blogger. The jobs attributed to the only males are 1 scientist, 1 archaeologist, 1 chef, 1 zookeeper, and 1 swimmer.

In *Project Explore 2* book, similar to *Project Explore 1* book, there is 1 job -explorer- attributed to both genders and there is 1 representative of an explorer for each gender. The jobs attributed to the only females are 1 scientist, 1 'waitress', and 1 teacher. The jobs attributed to the only males are 4 scientists, 1 detective, 1 chef, and 1 inventor.

Unlike Project *Explore 1* and Project *Explore 2*, there are 2 professions; namely, teacher and astronaut, attributed to both genders in *Project Explore 3*. However, while there are 1 female and 1 male teacher, there are 1 female astronaut and 6 male astronauts. There are 1 professor, 1 musician, 1 adventurer, and 1 detective attributed to only female

characters and 1 scientist, 1 engineer, 2 businesspersons, 2 company managers, 1 chemist, 2 doctors, 2 superheroes, 1 play narrator attributed to only male characters. All of the findings presented in this section can be seen in table 13 above.

4.2.3.2 Household chores

Table 14: Household Chores in *Project Explore* Series

	Household chore attributes in terms of gender
PROJECT EXPLORE 1	*mum is cooking *mum is in the kitchen cooking in a comic strip *grandma is making a cake *a male person is making lunch *mum is making a great curry *mum is making a cake *mum is making tortilla
PROJECT EXPLORE 2	-
PROJECT EXPLORE 3	-

When the whole *Project Explore* series is analyzed, it is seen that there are no examples of any kind of household chore mentioned or implied in *Project Explore 2* and *Project Explore 3* books. On the other hand, in *Project Explore 1*, there are 7 instances where household chores are detected whether in illustrations or texts. All of these cases include mums or a grandma cooking. The findings are shown in table 14 above.

4.3 Discussion

In this section, the gender representations of *Open Doors* and *Project Explore* series are discussed in comparison to each other. Additionally, some samples of under- represented females as well as various sorts of equal representations detected through analysis are presented and explained.

To begin with, when the three main categories namely, linguistic features, representation, and stereotypes that are analyzed within the scope of the present study are investigated, it can be said that there is an overall more equal representation in *Project Explore* series published in 2019 compared to *Open Doors* series published in 1994 and 1995 although it still has some unequal representations. As for the use of false generic ‘man’, in *Open Doors* series, there are some usages such as using ‘men’ to refer to all the people who

lived in a period of time, but there are no such cases detected in *Project Explore* series. Rather, in two different pages the coursebook developers prefer to use the word 'sports personality' instead of the word 'sportsman' (*Project Explore 2*, 2019, p. 53 & *Project Explore 3*, 2019, p. 39). On the other hand, *Project Explore* series also includes one gender-specific job title 'policeman' instead of using its neutral version 'police officer' (*Project Explore 3*, 2019, p. 5). Lastly, for the use of false generic 'he', both series show a neutral attitude and prefer not to use any false generic 'he' in any books. There is only one text in which the writers prefer to use the phrase 'he or she' instead of the false generic 'he' in *Open Doors 3* book when the gender is unknown. Although nowadays the more neutral pronoun 'they' is preferred instead of saying 'he or she', it can be accepted as more gender fair instead of using generic 'he'.

When gender representations in illustrations in both series compared and contrasted, the average female representation percentage of the whole *Open Doors* series is 41,79% and it is 44,56% for the whole *Project Explore* series. These numbers show that there is a slight increase in the female representation in the illustrations over the years, nevertheless, both series have male dominant illustrations as can be seen in figure 1 below.

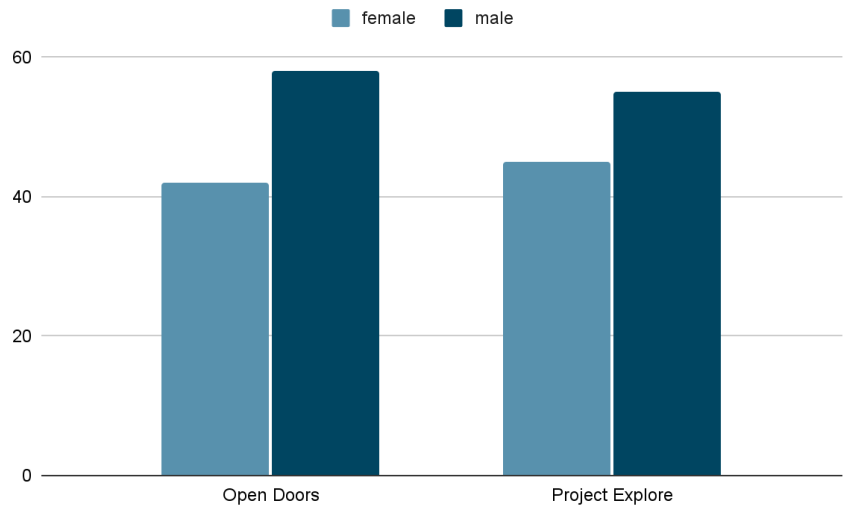


Figure 1. Average Gender Representations in illustrations in Both Series

Average gender representations in dialogues in terms of which gender initiates the dialogues show a different picture. Unlike the illustrations, in *Project Explore* series there is a female dominance when it comes to dialogue initiation. The female average of

dialogue initiation is 59,26% in *Project Explore* series, while 45,98% of the dialogues are initiated by females in *Open Doors* series. This time both series have an unequal representation in different directions; in *Open Doors* series there are more dialogues initiated by males, in *Project Explore* series the number of dialogues initiated by females are more than the dialogues initiated by males as can be seen in figure 2 below. This unequal representation might serve as a contribution to the stereotypical notion that women are more talkative than men. Therefore, this overrepresentation of female characters in dialogues may not be accepted as a development in terms of giving more space to women. What the ideal representation would be is providing equal room to both genders not to fall into any kind of prejudice.

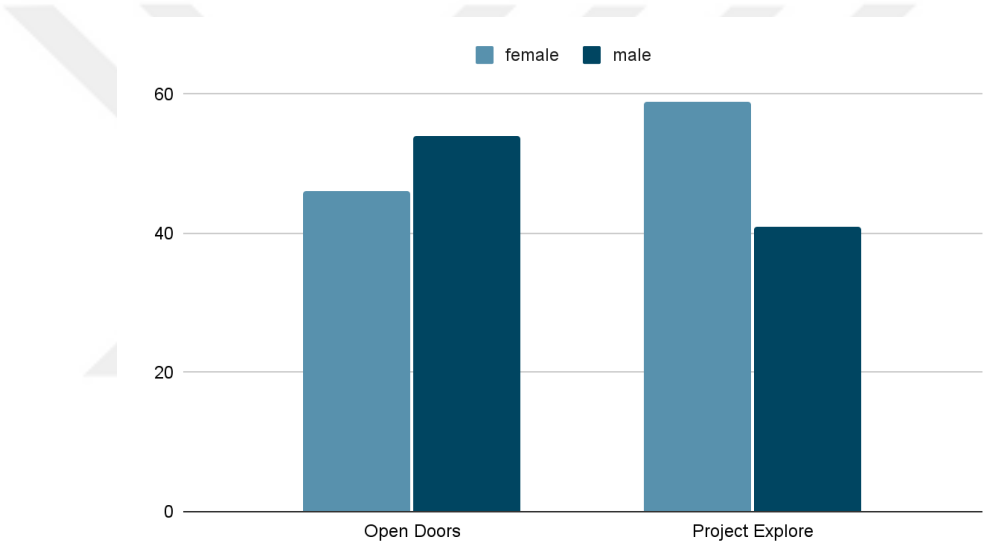


Figure 2. Average Gender Representations in Dialogues in Both Series

The average gender representation in the list of sentences for females in *Open Doors* series is 50,32%, suggesting an equal representation. However, the average female representation in the list of sentences in *Project Explore* series is 40,93%, displaying a significant unequal representation as can be seen in figure 3 below. Among all other categories analyzed, the list of sentences is the only one that shows a significant unequal representation in the more recently published series.

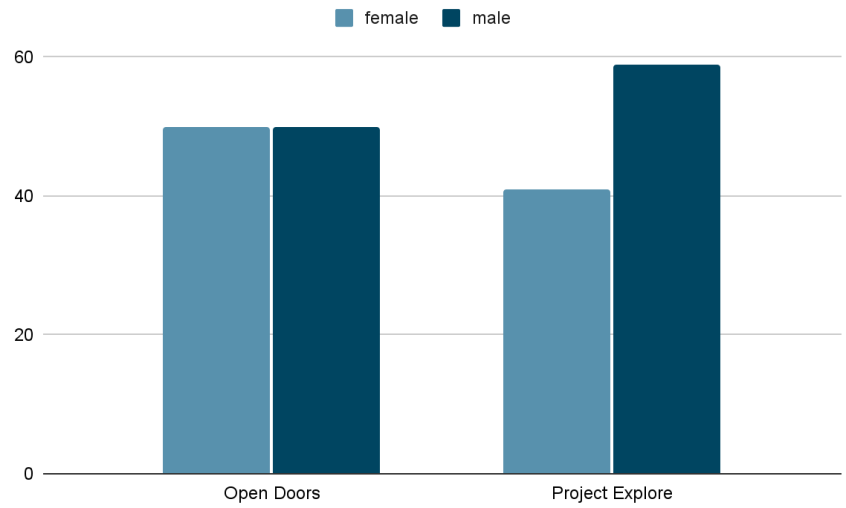


Figure 3. Average Gender Representations in List of Sentences in Both Series

Regarding the professional attributes, both series have a male dominant picture at the end of the analysis in terms of the total number of female and male employees and the general tendencies for attributing specific jobs to different genders although there are some not traditionally attributed jobs present. More specifically, there are 25 different jobs attributed to females and 40 different jobs attributed to males in *Open Doors* series and 16 different jobs attributed to females and 18 different jobs attributed to males in *Project Explore* series that can be seen in table 7 in the previous sections of this chapter. When the overall qualities and requirements of the jobs attributed to males are analyzed, it is seen, first of all, that in both series jobs that require physical strength are attributed mostly to males. For instance, in *Open Doors* series, some of the jobs attributed to only males that can be considered in the mentioned category are bodyguard, police officer, guard, or butcher. The only job that requires physical strength that is attributed to both genders is construction worker, but while there are 4 male construction workers, there are only 1 female construction worker. In addition, another observed quality of jobs that are attributed to male characters in both series is having high status or requiring intelligence. To give an example, there are only 5 female characters who have such jobs; architect, doctor, scientist, submarine captain, while there are 11 male characters who have high status jobs or jobs that require intelligence; sergeant, philosopher, political leader, orchestra conductor, chef, movie director, submarine engineer, boss at a zoo, professor, manager, and school principal in *Open Doors* series. The same trend, even with a more

tremendous discrepancy, is observed in *Project Explore* series as well. The total number of females who have high status jobs are 5, the number of males is 22. This shows that the unequal representation of females in the workplace is still present in the recently published series.

When it comes to household chores, there are more examples in *Open Doors* series. In *Project Explore* series, there are even no examples at all in the series' second and third books and in the first book, female characters are dominantly depicted doing the household duties. Therefore, despite the fact that it would not be meaningful to compare and contrast the two series in terms of household chores since not all books include household chores whether in the written or visual texts, it can be said that in *Open Doors 1, Open Doors 2*, and *Project Explore 1* books, the attribution of household chores to female characters are twice as much as male characters. Only in *Open Doors 3* book, there are 4 male characters depicted as doing the household chores such as ironing and doing the washing-up while there is just one female character depicted as doing the cooking in the kitchen in the illustrations. Some examples of household chores attributed to both genders in the two series are shown in the Appendix I.

Through the analysis, some unequal representations that do not fall into the categories predetermined prior to the analysis and good examples of equal representations whether it be intentional or not are noted down and will be presented in this section for each series separately.

To start with *Open Doors* series, there is an objectification of the female body through song lyrics and illustration as can be seen in Appendix II. The lyrics were as follow;

> She's got long red boots
> She's got blue blue jeans
> She's got a long long sweater
> Do you know what I mean?
> She's a real hot scene
> She's a teenage dream
> Go, girl, go!
> You're a fashion queen.

She walks like a cat
She sings like a bird
She wears great clothes
She is a real cool girl. (*Open Doors 1,* 1994, p. 51)

Another example is showing stereotypical social roles, attitudes, behaviors and interests. In a text, a female person wants to buy clothes and the woman is said to be taken out to a restaurant by her husband instead of them going together (*Open Doors 1,* 1994, p. 79). As for the stereotypical behaviors attributed to women, there is a couple breaking up in a song and the woman is the one who cries in the illustration, not the man. Although he looks sad, he is not crying (*Open Doors 1,* 1994, p. 83). Additionally, in a dialogue, mum is said to do shopping a lot and dad is complaining about it (*Open Doors 1,* 1994, p. 84). This can be suggested as an example of a stereotypical interest of shopping attributed to females. The texts are provided in Appendix III.

Furthermore, in a dialogue, a dad does not let his daughter go to a concert and when she suggests that Tim is allowed to go, dad says: "*Tim's a boy. It's different for boys*" (*Open Doors 2,* 1994, p. 52). The text is provided in Appendix IV. Another example of a highly stereotypical expression is detected in a text where the authors are trying to appreciate the women's success and fame by claiming that the woman's "*achievements were remarkable, especially because she was a woman in a man's world*" (*Open Doors 2,* 1994, p. 90). The text is provided in Appendix V.

Similarly, in a reading text in *Project Explore* series, boys are volunteering for outdoor tasks, while a girl is feeding an animal (*Project Explore 1,* 2019, p. 46). In addition, in a text where the timeline of air travel is presented, there is no mention of any historical female figure (*Project Explore 1,* 2019, p. 73) or even though there are three paintings from one female and two male artists, only the male artists' works are described (*Project Explore 2*, 2019, p. 19). The related pages can be seen in Appendix VI & VII.

Lastly, to give some examples of intentional or unintentional equal representations or opposing gender bias; in a dialogue and illustrations related to it, boys cook better than girls (*Open Doors 2*, 1994, p. 28) or in a grammar part, to teach a structure list of sentences are given about two tennis players who are a boy and a girl which can be shown as an

example of an equal representation (*Open Doors 3,* 1995, p. 10). The related parts can be found in Appendix VIII. There are more examples of equal representations in *Project Explore* series. For instance, in a text that focuses on explorers, there are one male explorer and one female explorer presented (*Project Explore 2,* 2019, p. 30) or in the same way, in a text that is presenting real-life stories from real people, one man and one woman's story were presented (*Project Explore 2,* 2019, p. 76). The related pages can be seen in Appendix IX. There is even unequal representation against males in another example where famous people in history are presented, four out of six people presented are females (*Project Explore 3,* 2019, p. 19) as can be seen in Appendix X.

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS

The way individuals assume gender roles has changed in recent years. In the actual world and in the media, fathers who look after their kids at home and at parks are regularly seen. Compared to earlier times, women now hold more significant, prominent, and well-paid roles in the workplace. Given that they are getting married later in life, women are not always seen as moms or wives. They are not forced to choose between starting a family and pursuing a job; they may do both simultaneously. This changing mindset should find its place in different forms in every field of life, especially in the materials that may have a considerable amount of contribution to children's attitudes towards gender roles in the society. People use languages to convey messages and pass their opinions on to the following generations; therefore, language coursebooks have a high potential of affecting children's attitudes towards unequal gender representations and gender stereotyping.

The previous studies that were cited in the literature review section all came to the same conclusion: females are typically underrepresented in ELT coursebooks. Male characters were mostly associated with outdoor activities while female characters were mostly engaged with more domestic tasks and activities. For the professions, there was a general criticism of unequal job allocations among genders; male characters were typically depicted holding more interesting, exciting, and well-paid jobs like doctors, engineers, actors, politicians, police officers, lecturers, soldiers, or dentists while female characters were typically occupied with traditional roles as wives and mothers at home and as teachers, students, cleaners, nurses, secretaries, maids, and actresses in the workplace.

The aim of the first research question of the present study is to investigate how genders are represented in two sets of coursebooks; *Open Doors* and *Project Explore*. For this aim, the ELT coursebooks are analyzed under three main categories; linguistic features, representation, and stereotypes. The linguistic features include false generic 'man', gender-specific job titles, and false generic 'he'. The analysis shows that both *Open Doors* series have some usages of false generic 'man' and gender-specific job titles while *Project Explore* series has no usage of false generic 'man' and there is only one usage of a gender-specific job title. When it comes to the usage of false generic 'man', there is no usage

detected in both series. Therefore, for the linguistic features category, it can be said that *Project Explore* series have a slightly more gender-fair attitude compared to *Open Doors* series.

Representation category includes the gender representations in illustrations, dialogues, and list of sentences. Both Open *Doors* and *Project Explore* series have a male dominant representation in illustrations. However, *Project Explore* series gives more space to female characters for dialogue initiation compared to *Open Doors* series. Similar to illustrations, in the list of sentences there is a male dominant representation in both series. Lastly, the third category stereotypes include professional attributes and household chores in terms of gender. In terms of the overall number of male and female employees and the general preferences for assigning certain occupations to different genders, both series show a male dominant image, even if there are few positions that are not usually assigned to females. There are more instances of household chores in the *Open Doors* series. In the second and third books of the *Project Explore* series, there are even no instances at all, while in the first book, female characters are predominantly seen performing household chores. Therefore, *Project Explore* series that was published in 2019 have a more gender fair representation compared to *Open Doors* series that was published in 1994 and 1995. However, the discrepancy between gender representations of the two series was expected to be way further in a sense that more recently published series would portray less unequal representation. This comparison is made to answer the second research question of this study.

The goal of the second research question is to analyze the changes in gender representation over the years in two sets of ELT coursebooks; *Open Doors* and *Project Explore*. When overall findings are analyzed, it can be clearly said that there is a more equal gender representation in *Project Explore* series which was published in 2019 compared to *Open Doors* series that was published in 1994-1995. However, despite this shift in having more gender-fair representation, *Project Explore* series still has some examples of unequal gender representations that are presented in the previous chapters in detail. Before the analysis, the assumption of this study was seeing a more gender-fair representation in the more recently published series. The analysis fulfills this assumption, but the expected improvement in terms of the degree of the fair gender representation is

not met by the more recently published ELT coursebook series; *Project Explore.* In most of the recently published coursebooks, it can be clearly observed that the material developers are trying to be cautious about having a gender-fair representation under the influence of women's rights issues that has been a prevailing issue in the recent years. The coursebook series analyzed in this study also show a sensitivity towards gender representation at some point; however, it is less than expected. Additionally, even the cases where women have more room in the coursebooks analyzed are questionable in terms of the possibility of implying stereotypical ideas such as the fact that *Project Explore* series have more space for female characters when it comes to dialogue initiation that might imply the stereotypical idea of women being more talkative.

Inferring from the study's overall findings, both of the analyzed coursebooks do not show a total gender-fair picture in spite of the fact that the more recently published series have more equal representations compared to the other. Considering the fact that there are 25 years between the publications and changing worldviews calling for a change for suppressing women's position in the societies, the improvements observed through the current study's analysis are way far from the expected. In conclusion, the findings suggest that stereotyping and gender bias are still present in the ELT coursebooks and that the improvements make very little progress in having a more gender-fair representation.

Having an equal gender representation is an issue that concerns many fields. It is significant to mention the fact that all the materials used at schools have a great impact on shaping the students' attitudes towards gender roles and causing them to obtain stereotypical ideas through the underlying messages present in the coursebooks. ELT coursebooks can be said to have the maximum potential for having an equal representation in terms of gender since they have many illustrations, dialogue exchanges, different characters, or stories. If coursebooks portray females as wives and mothers mostly staying indoors, dealing with household duties, caring for their children, and having less paid, nonprofessional jobs; on the other hand, portray the males as strong and intelligent individuals who hold prestigious jobs, young children may internalize these gender roles and how genders represented in the society. As a result, female students may feel discomfort and lose their interest in having a successful career. Therefore, ELT coursebook designers should be well aware of the fact that the preferred gender

representation in materials might have a strong effect at shaping students' opinions about gender roles.

To be able to design coursebooks that adopt a gender-balanced representation, all parties of the material development process should apply to the findings of academic research concerning an equal gender representation in ELT coursebooks. The findings presented in the literature review and the current study's findings serve as a call to action for educators, policymakers, and curriculum developers to critically evaluate and reshape language education materials to foster gender equality and promote a more inclusive learning environment. By providing learners with inclusive and unbiased language education materials, it may become possible to contribute to the development of a more equitable society that values and respects the diverse experiences and identities of individuals.

The current study analyzes two sets of ELT coursebooks; *Open Doors* and *Project Explore* published by *Oxford University Press* in 1994-1995 and 2019 respectively in order to investigate whether the both series have an equal gender representation or not and whether there is a change over the years in terms of having a more gender-fair representation in the more recently published series. The analysis showed that both series have lots of examples of unequal representation although the more recently published series has less instances. Besides, there are some ways that this study can be improved that will be presented in this section.

In order to have a more comprehensive analysis, there are many more categories where genders might not be represented equally that are not included in the current study's analysis. For instance, the adjectives used to describe female and male characters can also be included in the analysis. In order to broaden the scope of the study, as many categories as possible can be included in the analysis.

In addition, more recently published coursebooks and coursebooks that were published even earlier than Open *Doors* series can be added to the analysis. On the other hand, including not only the main coursebooks but also workbooks or any other supplementary books the series provides can be added to the analysis to have more comprehensive data.

Lastly, not only the coursebooks but students who are actually using the coursebooks analyzed can be observed to see whether their attitudes change or not after using the coursebooks. Also, teachers who are using the materials in their classes can also be included in the analysis to reach a more in-depth conclusion.

REFERENCES

Ali, S. S., Amin, T., & Khan, Q. (2022, April). Research Gate. *Investigating gender discrimination in job titles: a corpus-based critical analysis*. Retrieved June 4, 2023 from https://www.researchgate.net/publication/359691618_Investigating_Gender_Discrimination_in_Job_Titles_A_Corpus-Based_Critical_Analysis

Anderson, D. A., & Hamilton, M. (2005). Gender role stereotyping of parents in children's picture books: the invisible father. *Sex Roles, 52*(3–4), 145–151. https://doi.org/10.1007/s11199-005-1290-8

Arıkan, A. (2004). (rep.). *Age, gender and social class in ELT coursebooks: a critical study* (pp. 29–38). Retrieved May 16, 2023 from https://eric.ed.gov/?id=ED494162

Aydınoğlu, N. (2014). Gender in English language teaching coursebooks. *Procedia - Social and Behavioral Sciences, 158*, 233–239. Retrieved January 24, 2023, from https://www.sciencedirect.com/science/article/pii/S1877042814061746

Bağ, E., & Bayyurt, Y. (2015). Gender representations in EFL textbooks in Turkey. In A. S. Mustapha & S. Mills (Eds.), *Gender representation in learning materials: international perspectives* (pp. 64–85). New York: Routledge.

Bahman, M., & Rahimi, A. (2010). Gender representation in EFL materials: an analysis of English textbooks of Iranian high schools. *Social and Behavioral Sciences,* 9, 273– 277. Retrieved February 24, 2023, from https://www.sciencedirect.com/science/article/pii/S1877042810022548

Banegas, D. L. (2018). Evaluating language and content in coursebooks. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.), *Issues in Coursebook Evaluation* (pp. 21–29). essay. Retrieved May 23, 2023 from https://brill.com/display/book/edcoll/9789004387379/BP000010.xml?alreadyAuthRedirecting

Banks, J. A. (2021). *Transforming multicultural education policy and practice expanding*. New York: Teachers College Press.

Baxter, J. (2009). Content analysis. *International Encyclopedia of Human Geography*, 275–280. https://doi.org/10.1016/b978-008044910-4.00415-6

Blakemore, J. E. O., Liben, L. S., & Berenbaum, S. A. (2009). *Gender development*. New York: Psychology Press.

Bordia, S., & Bowman, S. R. (2019). Identifying and reducing gender bias in word-level language models. *Proceedings of the 2019 Conference of the North*. https://doi.org/10.18653/v1/n19-3002

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, *106*(4), 676–713. https://doi.org/10.1037/0033-295x.106.4.676

Cameron, D. (2006). *On language and sexual politics*. New York: Routledge.

Cameron, D. (2014). Gender and language ideologies. In S. Ehrlich, M. Meyerhoff, & J. Holmes, (Eds.), *The handbook of language, gender, and sexuality* (pp. 281-296). Malden, MA: Wiley Blackwell.

Cook, R. J., & Cusack, S. (2011). *Gender stereotyping: transnational legal perspectives*. Philadelphia: University of Pennsylvania Press.

Craeynest, F. V. (2015). *Gender representations in EFL textbooks: a quantitative and qualitative content analysis* (thesis). Retrieved May 12, 2023, from https://www.academia.edu/73241477/Gender_representations_in_EFL_textbooks_a_quantitative_and_qualitative_content_analysis

Diktaş, M. (2010). *Gender representations in EFL coursebooks: a comparative study of textbooks designed by Ministry of Education of Turkey and non-Turkish publishers* (thesis). Retrieved March 17, 2023, from https://openaccess.maltepe.edu.tr/xmlui/handle/20.500.12415/3258

Eckert, P., & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge University Press.

Eisend, M. (2010). A meta-analysis of gender roles in advertising. *Journal of the Academy of Marketing Science*, *38*(4), 418–440. https://doi.org/10.1007/s11747-009-0181-x

Elçin, H. (2021, June). *A comparative study of the coursebook English File and fourth editions in terms of gender representation* (thesis). Retrieved March 17, 2023, from https://acikerisim.maltepe.edu.tr/xmlui/handle/20.500.12415/10169

ELT. (n.d.). *Collins dictionary*. Retrieved January 27, 2023, from https://www.collinsdictionary.com/dictionary/english/elt

Gender bias. (n.d.). *Cambridge Dictionary*. Retrieved January 27, 2023, from https://dictionary.cambridge.org/dictionary/english/gender-bias

Florent, J., Fuller, K., Pugsley, J., Walter, C., & Young, A. (1994). Case study 1: on balance: guidelines for the representation of women and men in English language teaching materials. In Sunderland, J. (Ed.), *Exploring gender: questions and implications for English language education* (pp. 112–120). Prentice Hall.

Ghorbani, Loya. (2009). (rep.). *An investigation of the manifestation of sexism in EFL/ESL textbooks*. Retrieved May 12, 2023, from https://eric.ed.gov/?id=ED505434

Gooden, A. M., & Gooden, M. A. (2001). Gender representation in notable children's picture books: 1995–1999. *Sex Roles, 45*(1), 89–101. Retrieved March 24, 2023, from https://cloud9englishblog.files.wordpress.com/2017/10/gooden_gooden_2001-gender-representation-of-notable-children_s-picture-books_.pdf

Goswami, U. (2008). *Cognitive development: the learning brain*. Hove, UK: Psychology Press.

Healey, J. (Ed.). (2020). *Masculinity and male identity*. Thirroul, NSW: The Spinney Press.

Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. *Reading in a Foreign Language*, 17(1), 23-59. https://doi.org/10125/66601

Jannati, S. (2015). Gender representation in EFL textbooks: A case of ILI pre-intermediate series. *Journal of Applied Linguistics and Language Research, 2*(3), 211–222. Retrieved February 24, 2023, from http://www.jallr.com/index.php/JALLR/article/view/54

Jones, M. A., Kitetu, C., & Sunderland, J. (1997). Discourse roles, gender and language textbook dialogues: Who learns what from John and Sally? *Gender and Education, 9*(4), 469–490. https://doi.org/10.1080/09540259721204

Jule, A. (2008). *A beginner's guide to language and gender*. Bristol: Multilingual Matters.

Kiprotic, A. & Chang'orok, J. (2015). Gender communication stereotypes: a depiction of the mass media. *IOSR Journal of Humanities and Social Science,* 20(11), 69–77. Retrieved September 27, 2022, from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3061718

Kohlberg, L. (1966). Moral education in the schools: a developmental view. *The School Review, 74*(1), 1–30. Retrieved March 12, 2023, from http://www.jstor.org/stable/1084286

Leavy, S. (2018). Gender bias in artificial intelligence: the need for diversity and gender theory in machine learning. *Proceedings of the 1st International Workshop on Gender Equality in Software Engineering*. https://doi.org/10.1145/3195570.3195580

Lewandowski, M. (2014). Gender stereotyping in EFL grammar textbooks. A diachronic approach. *Linguistik Online, 68*(6), 83-99. https://doi.org/10.13092/lo.68.1635

Liben, L. S. (2017). Gender development: a constructivist-ecological perspective. In N. Budwig, E. Turiel, & P. D. Zelazo (Eds.), *New perspectives on human development* (pp. 145–164). Cambridge: Cambridge University Press.

Litosseliti, L., Sunderland, J., Cowley, M., Rahim, F. A., Leontzakou, C., & Shattuck, J. (2002). From representation towards discursive practices: gender in the foreign language textbook revisited. In L. Litosseliti & J. Sunderland (Eds.), *Gender identity and discourse analysis* (pp. 223–255). John Benjamins Pub.

Litosseliti, L. (2006). *Gender and language: theory and practice*. London: Hodder Arnold.

Lupyan, G., & Lewis, M. (2017). From words-as-mappings to words-as-cues: the role of language in semantic knowledge. *Language, Cognition and Neuroscience, 34*(10), 1319–1337. https://doi.org/10.1080/23273798.2017.1404114

Mares, C. (2003). Writing a coursebook. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 130–140). London: Bloomsbury Academic. http://dx.doi.org/10.5040/9781474211826.ch-007

Martin, C. L., & Halverson, C. F. (1981). A schematic processing model of sex typing and stereotyping in children. *Child Development, 52*(4), 1119–1134. https://doi.org/10.2307/1129498

Martin, C. L., & Ruble, D. (2004). Children's search for gender cues: cognitive perspectives on gender development. *Current Directions in Psychological Science, 13*(2), 67–70. https://doi.org/10.1111/j.0963-7214.2004.00276.x

Martin, C. L., Ruble, D. N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, *128*(6), 903–933. https://doi.org/10.1037/0033-2909.128.6.903

McGarty, C., Yzerbyt, V. Y., & Spears, R. (Eds.). (2002). *Stereotypes as explanations: the formation of meaningful beliefs about social groups*. Cambridge: Cambridge University Press.

McKay, S. L. (2003). Toward an appropriate EIL pedagogy: re-examining common ELT assumptions. *International Journal of Applied Linguistics*, *13*(1), 1–22. https://doi.org/10.1111/1473-4192.00035

Mills, S., & Mustapha, A. S. (Eds.). (2015). *Gender representation in learning materials: international perspectives*. New York: Routledge.

Moser, F., & Hannover, B. (2014). How gender fair are German schoolbooks in the twenty-first century? an analysis of language and illustrations in schoolbooks for mathematics and German. *European Journal of Psychology of Education, 29*(3), 387–407. https://doi.org/10.1007/s10212-013-0204-3

Pattalung, P. N. (2008). *An analysis of sexist language in ESL textbooks by Thai authors used in Thailand* (doctoral dissertation). Denton, Texas. Retrieved May 13, 2023, from https://digital.library.unt.edu/ark:/67531/metadc9057/

Piaget, J. (1963). The attainment of invariants and reversible operations in the development of thinking. *Social Research*, *30*(3), 283-286. Retrieved February 5, 2023, from http://www.jstor.org/stable/40969680

Poynton, C. (1989). *Language and gender: making the difference*. Oxford: Oxford University Press.

Sczesny, S., Formanowicz, M., & Moser, F. (2016). Can gender-fair language reduce gender stereotyping and discrimination? *Frontiers in Psychology*, 7(25). https://doi.org/10.3389/fpsyg.2016.00025

Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, *63*(3), 224–237. https://doi.org/https://doi.org/10.2307/2695870

Söğüt, S. (2018). Gender representations in high school EFL coursebooks: an investigation of job and adjective attributions. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, *18*(3), 1722–1737. Retrieved January 19, 2023, from https://dergipark.org.tr/en/pub/aibuefd/issue/39790/471184#article_cite

Stern, H. H. (1984). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Stubbs, M. (1982). What is English? modern English language in the curriculum. In R. Carter (Ed.), *Linguistics and the teacher* (pp. 137-156). London: Routledge & Kegan Paul.

Şeker, M., & Dinçer, A. (2014). An analysis of gender stereotyping in English teaching course books. *Cukurova University Faculty of Education Journal*, *43*(1), 90–98. Retrieved August 8, 2022, from https://www.researchgate.net/publication/284396126_An_Analysis_of_Gender_Stereotyping_in_English_Teaching_Course_Books

Talbot, M. M. (1998). *Language and gender*. Cambridge: Polity Press.

Teliousi, V., Zafiri, M., & Pliogou, V. (2020). Occupation and gender stereotypes in primary school: the case of the English language coursebooks in Greek primary schools. *Universal Journal of Educational Research, 8(4)*, 1135–1148. https://doi.org/10.13189/ujer.2020.080403

Tyarakanita, A., Drajati, N. A., Rochsantiningsih, D., & Nurkamto, J. (2021). The representation of gender stereotypes in Indonesian English language textbooks. *Sexuality & Culture*, *25*(3), 1140–1157. https://doi.org/10.1007/s12119-021-09813-0

Vervecken, D., Hannover, B., & Wolter, I. (2013). Changing (s)expectations: How gender fair job descriptions impact children's perceptions and interest regarding traditionally male occupations. *Journal of Vocational Behavior*, *82*(3), 208–220. https://doi.org/10.1016/j.jvb.2013.01.008

Vig, J., Gehrmann, S., Belinkov, Y., Qian, S., Nevo, D., Singer, Y., & Shieber, S. (2020). Investigating gender bias in language models using causal mediation analysis. *Neural Information Processing Systems.* Retrieved May 13, 2023, from https://www.semanticscholar.org/paper/Investigating-Gender-Bias-in-Language-Models-Using-Vig-Gehrmann/78d08b8ab4132defffe98ec7f80a51452203f70d

Ward, M. L., & Grower, P. (2020). Media and the development of gender role stereotypes. *Annual Review of Developmental Psychology*, *2*, 177–199. https://doi.org/https://doi.org/10.1146/annurev-devpsych-051120-010630

Weber, R. P. (1990). *Basic content analysis*. London: Sage Publications.

Whitney, N. (1995). *Open doors 2: student's book*. Oxford: Oxford University Press.

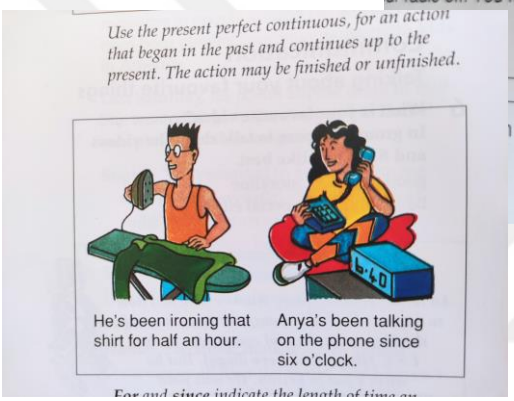
World Health Organization. (n.d.). *Sexual health*. World Health Organization. Retrieved November 15, 2022, from https://www.who.int/health-topics/sexual-health#tab=tab_2

Yılmaz, E. (2012). *Gender representations in ELT coursebooks: a comparative study* (thesis). Retrieved November 14, 2022, from https://open.metu.edu.tr/handle/11511/21826

APPENDICES

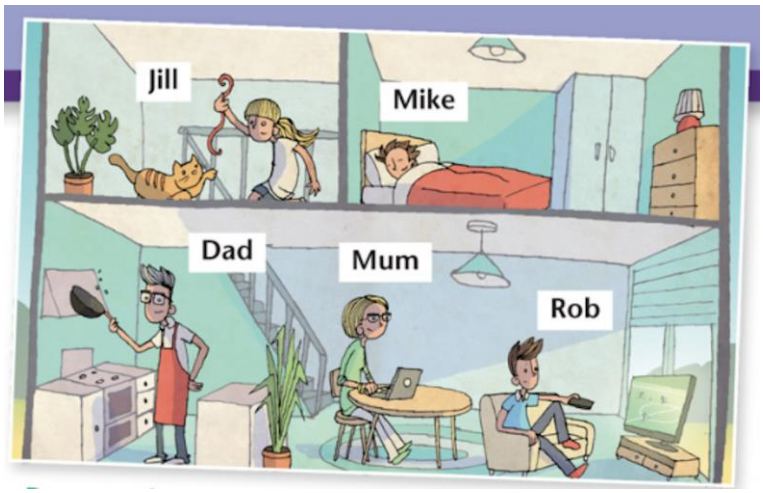
Appendix 1: Samples of Household Chore Representations

Open Doors:



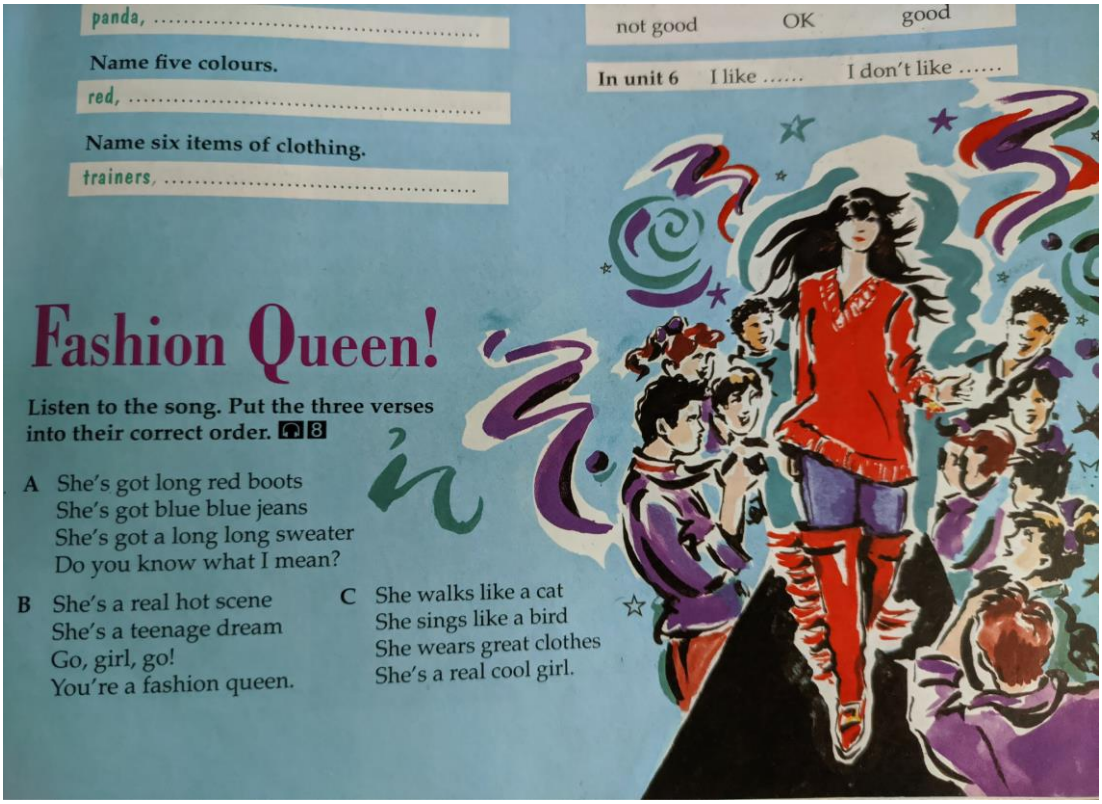


Project Explore:





Appendix 2: Samples of Unequal Gender Representations



panda, ...

Name five colours.

red, ...

Name six items of clothing.

trainers, ...

not good OK good

In unit 6 I like ..... I don't like .....

Fashion Queen!

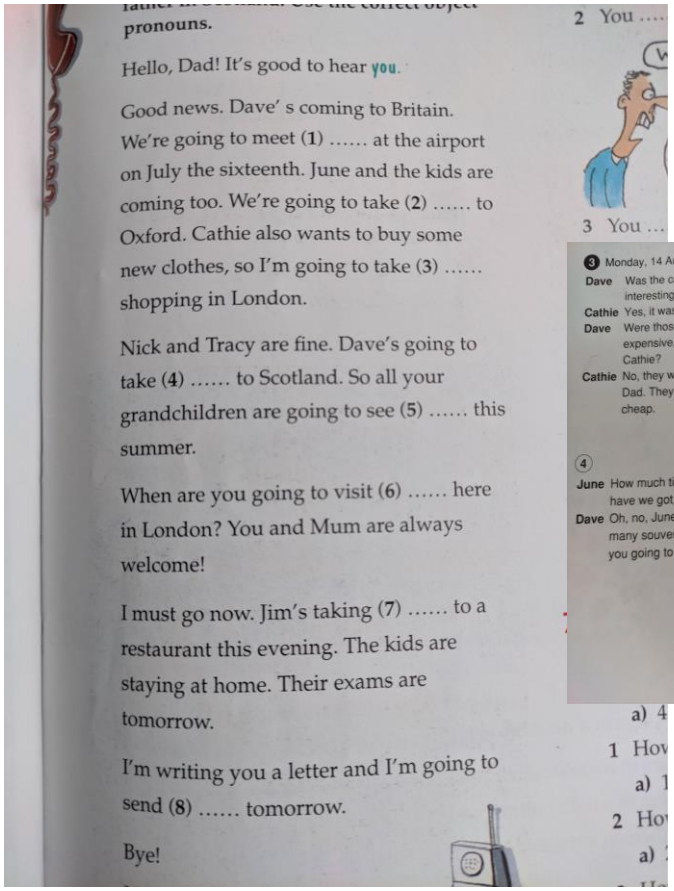
Listen to the song. Put the three verses into their correct order. 8

A She's got long red boots
She's got blue blue jeans
She's got a long long sweater
Do you know what I mean?

B She's a real hot scene
She's a teenage dream
Go, girl, go!
You're a fashion queen.

C She walks like a cat
She sings like a bird
She wears great clothes
She's a real cool girl.

Appendix 3: Samples of Unequal Gender Representations



pronouns.

Hello, Dad! It's good to hear you.

Good news. Dave' s coming to Britain. We're going to meet (1) ..... at the airport on July the sixteenth. June and the kids are coming too. We're going to take (2) ..... to Oxford. Cathie also wants to buy some new clothes, so I'm going to take (3) ..... shopping in London.

Nick and Tracy are fine. Dave's going to take (4) ..... to Scotland. So all your grandchildren are going to see (5) ..... this summer.

When are you going to visit (6) ..... here in London? You and Mum are always welcome!

I must go now. Jim's taking (7) ..... to a restaurant this evening. The kids are staying at home. Their exams are tomorrow.

I'm writing you a letter and I'm going to send (8) ..... tomorrow.

Bye!

2 You ....

3 You ...

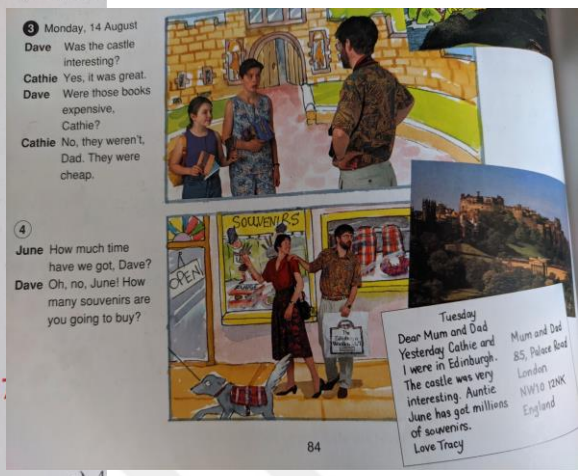
a) 4

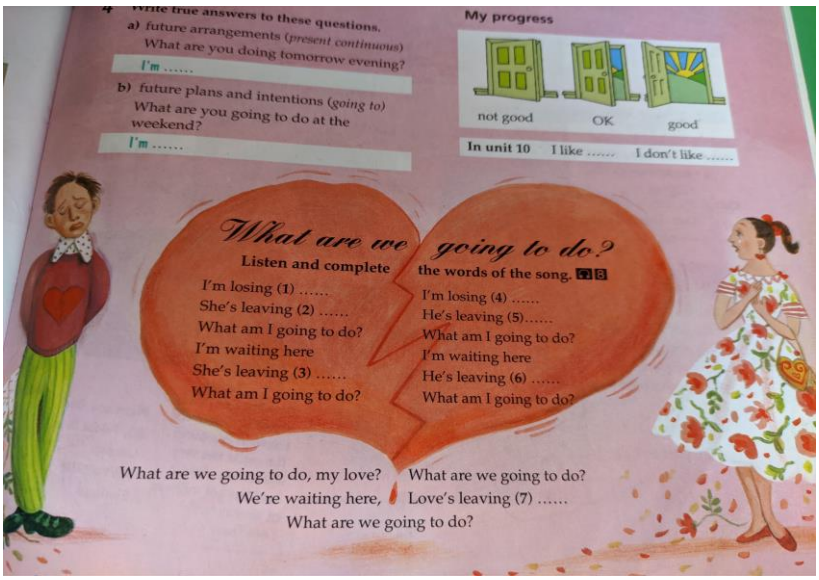
1 Hov

a) 1

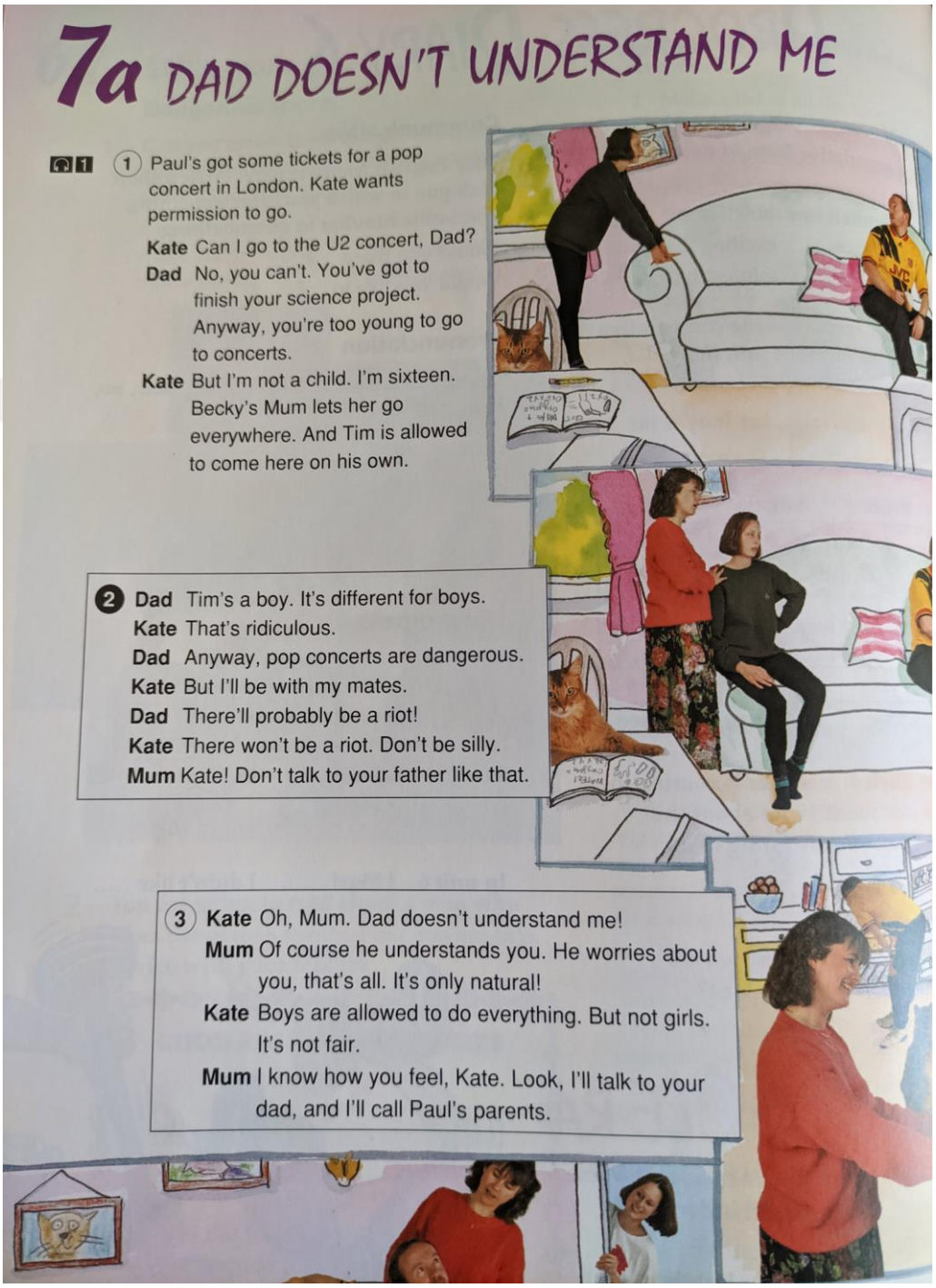
2 Ho

a)





Appendix 4: Sample of Male Dominance



Appendix 5: Sample of Unfair Female Representation



Whitney Houston, the American singer and superstar

Cleopatra, th legendary qu of ancient Eg

2 Read about another famous woman. Then complete the table with the correct dates.

AMY JOHNSON
Queen of the air

Amy Johnson was born on 1 July 1903 in the north of England. As a schoolgirl, she was good at hockey and cricket. Three months after her eighteenth birthday, she went to university to study Economics. When she graduated, three years later, she moved to London and decided to become a secretary.

She became very interested in aeroplanes and joined the London Aeroplane Club. In 1928, she qualified as a pilot. Two years later, she became the first woman to fly solo from England to Australia. In 1932, she broke the world record for a solo flight from London to Cape Town in South Africa.

Amy Johnson's achievements were remarkable, especially because she was a woman in a man's world. Her death, just a few months before her thirty-eighth birthday, was a tragedy and a mystery. She was killed in an aeroplane accident over the River Thames. Even today, people do not really know what happened to the 'Queen of the air'.

Born 1903

Appendix 6: Sample of Unequal Gender Representation



Animals and me

Are you interested in helping wildlife? Here are three things our readers do.

The Big Butterfly Count!

15 July–7 August

Elias

Dear English Magazine

I think butterflies are amazing animals. Scientists can't count all the butterflies in Britain. They need our help. I take part in the Big Butterfly Count every year. You can help, too. Here's how.

- Download the butterfly chart from the website.
- Go to your garden, a park, a field or a wood.
- Mark the butterflies you see on the chart. Stop after 15 minutes.
- Send your observations to the website.

There's a map on the website with all the results. It's really interesting!

Elias

Volunteer at an animal rescue centre

Grace

Dear English Magazine

I love hedgehogs. Hedgehogs often have accidents or need help. I volunteer at a hedgehog rescue centre on Saturdays. The centre looks after about 100 hedgehogs.

I do lots of different things. I clean cages, I talk to visitors about the hedgehogs, I feed the babies with a bottle. When a hedgehog is better we take it to a safe place so it can live in the wild. That's my favourite job.

Grace

Make a home for the animals in your garden

Rex

Dear English Magazine

We all love wild animals in our family. There are lots in our garden.

We put bird boxes in the trees. There are lots of baby birds in spring. They're really cute.

We make insect homes out of bamboo. Bees and other insects like living in small holes. The insects are good for the fruit trees in the garden.

We've also got a special bat box in the garden. Bats love living in it. We can see the bats catching insects at night. It's fantastic.

Rex

1 **Read the introductions then look at the pictures. What are the three articles about?**

2 **Choose one of the magazine's reader letters. Read it and choose the correct answer for your text.**

What is the letter about?

a Helping animals in the garden.

b Helping scientists.

c Helping animals with problems.

3 **Who do you think says these things? Choose two sentences for your text.**

1 It's fun making useful things.

2 I like showing people our work.

3 Gardens are great places to see wild animals.

4 It's fun to be part of a big project.

5 Saturdays are the best day of the week.

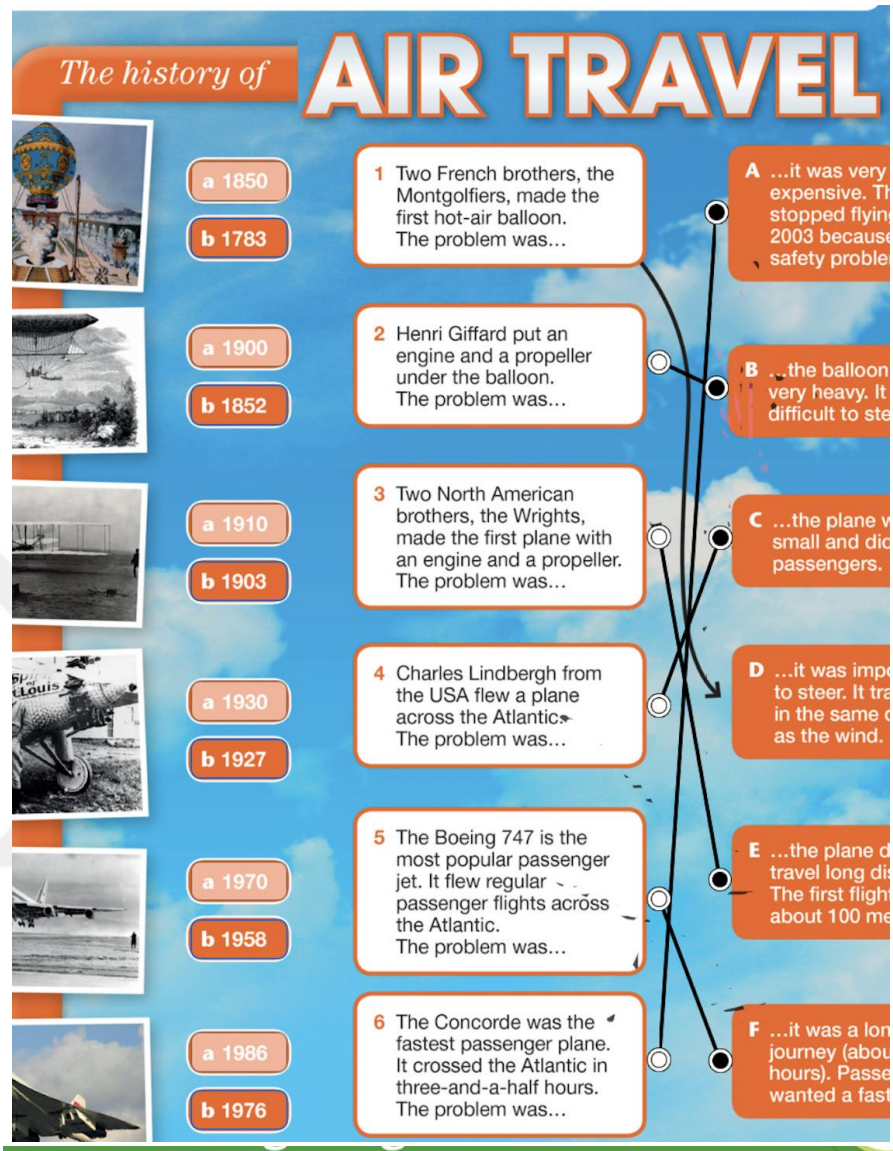
6 I want to be a scientist when I'm older.

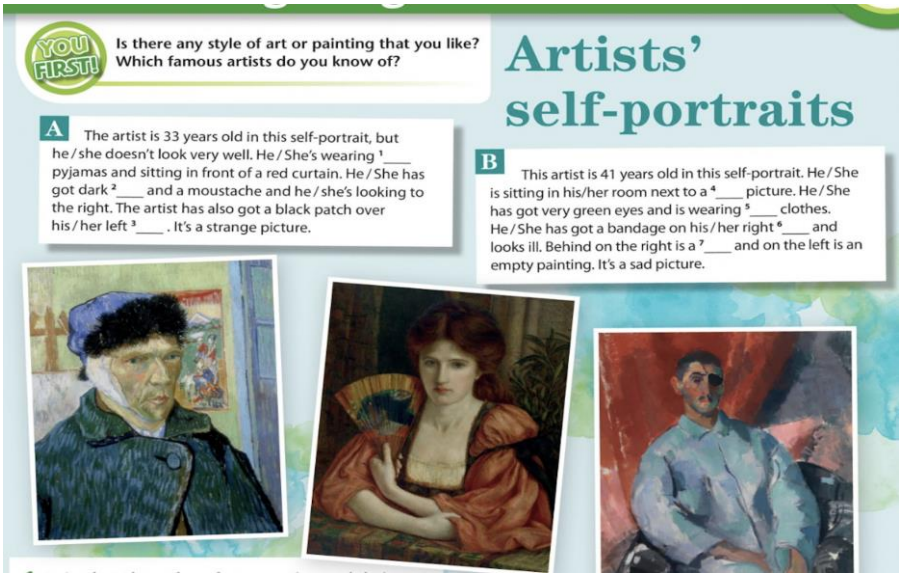
4 **Over to you!** **Work in small groups. Discuss the questions.**

1 Which activity in this lesson would you like to do? Why?

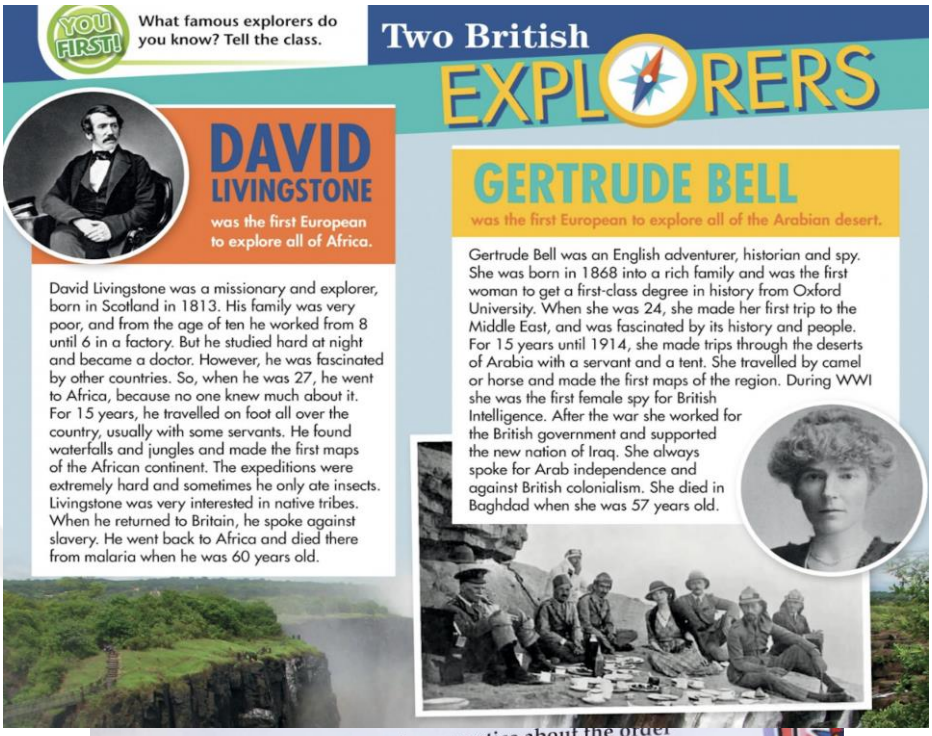
2 Which activity in this lesson wouldn't you like to do? Why not?

Appendix 7: Samples of Female Underrepresentation





Appendix 8: Samples of Equal Gender Representations



YOU FIRST! What famous explorers do you know? Tell the class.

Two British EXPLORERS

DAVID LIVINGSTONE

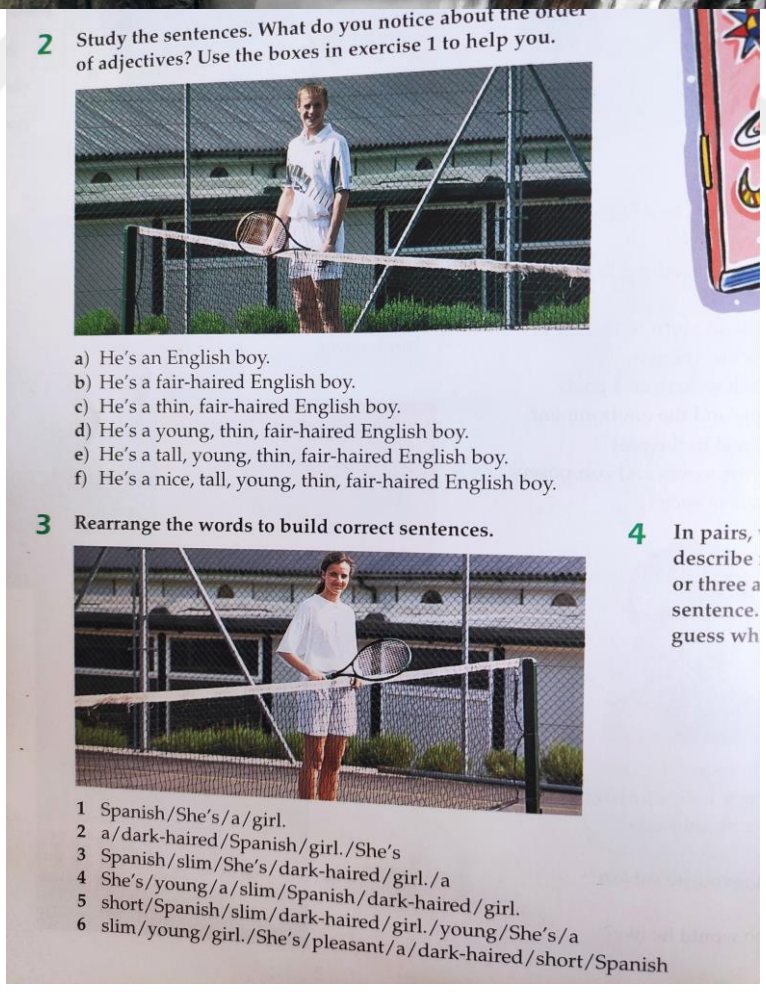
was the first European to explore all of Africa.

David Livingstone was a missionary and explorer, born in Scotland in 1813. His family was very poor, and from the age of ten he worked from 8 until 6 in a factory. But he studied hard at night and became a doctor. However, he was fascinated by other countries. So, when he was 27, he went to Africa, because no one knew much about it. For 15 years, he travelled on foot all over the country, usually with some servants. He found waterfalls and jungles and made the first maps of the African continent. The expeditions were extremely hard and sometimes he only ate insects. Livingstone was very interested in native tribes. When he returned to Britain, he spoke against slavery. He went back to Africa and died there from malaria when he was 60 years old.

GERTRUDE BELL

was the first European to explore all of the Arabian desert.

Gertrude Bell was an English adventurer, historian and spy. She was born in 1868 into a rich family and was the first woman to get a first-class degree in history from Oxford University. When she was 24, she made her first trip to the Middle East, and was fascinated by its history and people. For 15 years until 1914, she made trips through the deserts of Arabia with a servant and a tent. She travelled by camel or horse and made the first maps of the region. During WWI she was the first female spy for British Intelligence. After the war she worked for the British government and supported the new nation of Iraq. She always spoke for Arab independence and against British colonialism. She died in Baghdad when she was 57 years old.



2 Study the sentences. What do you notice about the order of adjectives? Use the boxes in exercise 1 to help you.

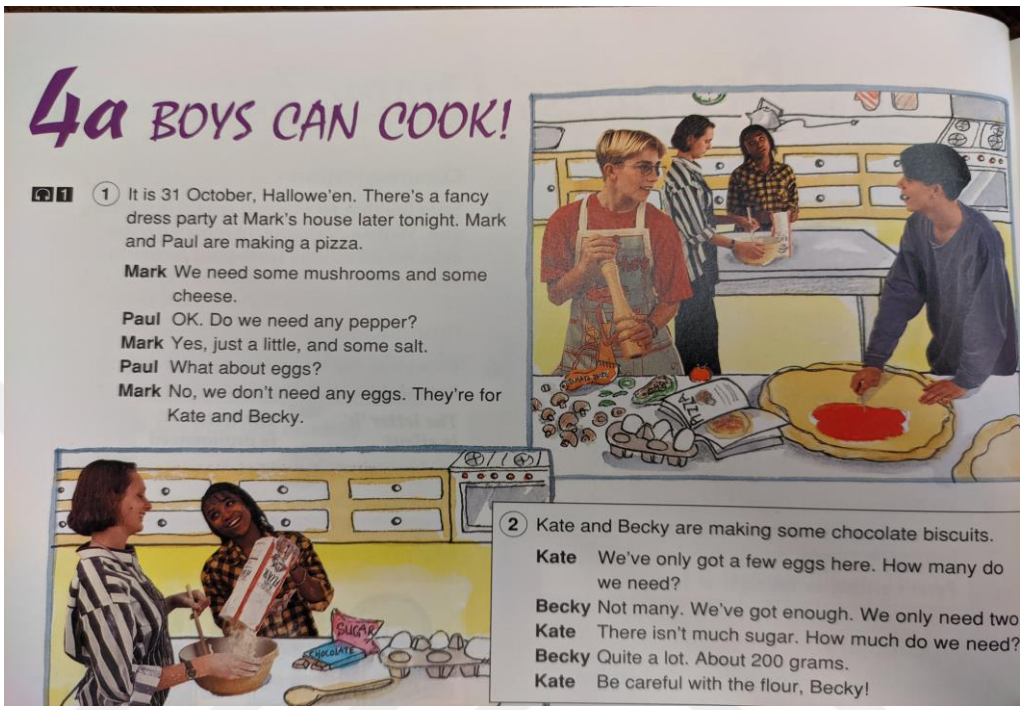
a) He's an English boy.
b) He's a fair-haired English boy.
c) He's a thin, fair-haired English boy.
d) He's a young, thin, fair-haired English boy.
e) He's a tall, young, thin, fair-haired English boy.
f) He's a nice, tall, young, thin, fair-haired English boy.

3 Rearrange the words to build correct sentences.

1 Spanish/She's/a/girl.
2 a/dark-haired/Spanish/girl./She's
3 Spanish/slim/She's/dark-haired/girl./a
4 She's/young/a/slim/Spanish/dark-haired/girl.
5 short/Spanish/slim/dark-haired/girl./young/She's/a
6 slim/young/girl./She's/pleasant/a/dark-haired/short/Spanish

4 In pairs, describe or three a sentence. guess wh

Appendix 9: Samples of Equal Gender Representations



4a BOYS CAN COOK!

1 (1) It is 31 October, Hallowe'en. There's a fancy dress party at Mark's house later tonight. Mark and Paul are making a pizza.

Mark We need some mushrooms and some cheese.
Paul OK. Do we need any pepper?
Mark Yes, just a little, and some salt.
Paul What about eggs?
Mark No, we don't need any eggs. They're for Kate and Becky.

(2) Kate and Becky are making some chocolate biscuits.

Kate We've only got a few eggs here. How many do we need?
Becky Not many. We've got enough. We only need two
Kate There isn't much sugar. How much do we need?
Becky Quite a lot. About 200 grams.
Kate Be careful with the flour, Becky!



1

The story of
Glen James

He was a homeless person who lived on the streets of Boston, USA, for over seven years. One day, he slowly walked into a shopping centre. It was warm and dry so he sat down. He saw a man with a rucksack. Later, he looked up – there was no man, but the rucksack was still there. He picked up the rucksack and opened it quickly, to see what was inside. He found over $2,000 in cash and $40,000 in traveller's cheques.

What do you think?

1. He doesn't have to give the bag to the police. He can keep it and stop living on the streets in the cold and wet. He can even help other homeless people with the money.
2. He has to take the bag to the police station. It isn't his and it isn't his money. It's wrong to take another person's money.

➤ Workbook pages 60–61, exercises 1–2

Real-life
DILEMMAS

2

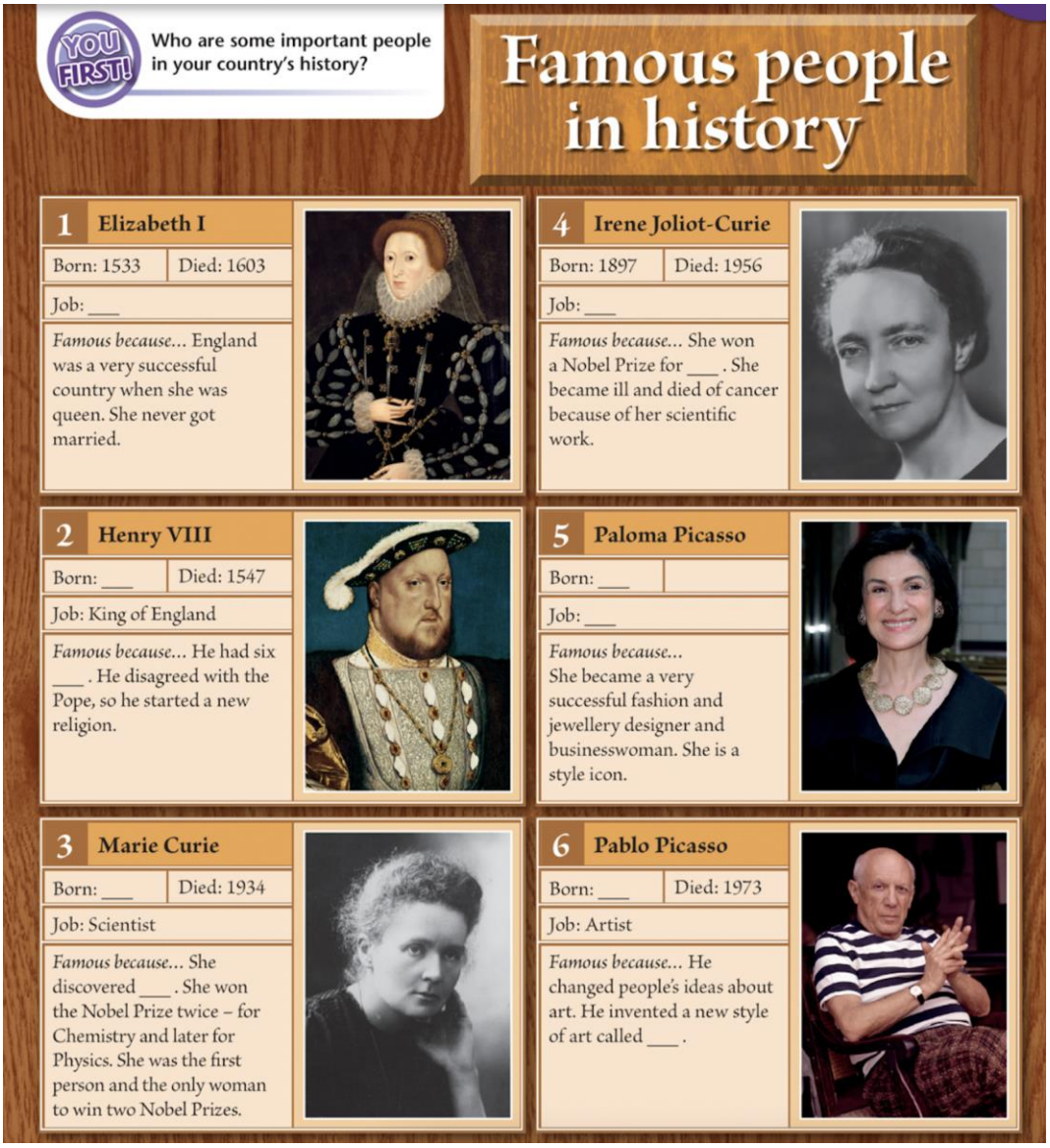
The story of
Helen Clements

She was taking her children to Longleat Safari Park in the UK. It was a hot day and she was driving through the lion area. Then, her car caught fire. Smoke was coming into the car. She and her children couldn't breathe very well. She sounded the car horn, but no one came. She switched the engine off. The car could explode! The lions came to see what was happening. The children were crying.

What do you think?

1. She has to get out of the car with her children immediately. The burning car is much more dangerous. She has a better chance of survival with the lions.
2. She doesn't have to get out of the car. She can open the doors so the smoke goes out. She can't run away from lions with two children. It's better to wait for help.

Appendix 10: Sample of Female Overrepresentation



CURRICULUM VITAE

Duygu EMİNOĞLU

Education

MA	2021-2023	Maltepe University, ELT
BA	2009-2015	Boğaziçi University, ELT
High School	2005-2009	Sinop Anatolian Teacher Training High School

Professional Experience

2020-2023	Eyuboglu College (English Teacher)
2015-2020	ITU Development Foundation School (English Teacher)
2014-2015	English Culture Private Language School (English Teacher)
2013	Bogazici University Kids Summer Camp (English Teacher)

Accomplishments

2015	Bogazici University graduation with the Certificate of Honor
2013-2014	ERASMUS Exchange program (Italy)
2009-2014	The Ministry of Education Scholarship
2009	Sinop Anatolian Teacher Training High School graduation (2nd Place)