GENDER REPRESENTATIONS IN TWO DIFFERENT LEVELS OF ENGLISH LANGUAGE TEACHING COURSEBOOKS: ENGLISH FILE ELEMENTARY AND ENGLISH FILE INTERMEDIATE

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MASTER'S THESIS

Department of Foreign Language Education
English Language Education Master's Programme with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

İstanbul
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JÜRİ VE ENSTİTÜ ONAYI

MERVE KOCAMAN OKUCU'ın "İngilizce öğretimi ders kitaplarının iki farklı düzeyinde cinsiyet temsilleri: English file elementary ve English file intermediate" başlıklı tezi 20.02.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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Enstitü Müdürü

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 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ACKNOWLEDGEMENTS

First of all, I am grateful to my thesis advisor, Prof. Dr. Aysu Aryel Erden, for her guidance, support and constructive feedback throughout my thesis.

Besides my advisor, I would like to thank my professors, Assoc. Prof. Nejat Töngür and his suggestions and criticism.

I would also like to express my gratitude to my mother, Nazire Kocaman, my father, Ali Ihsan Kocaman and my husband, Burak Okucu for their existence in my life and their love and patience during this process.

Last of all, I would like to send my endless love to my little daughter, Lina OKUCU. Hopefully, she will be reading this one day in the future and be proud of her mother.

Merve KOCAMAN OKUCU

February, 2024

ÖZET

İNGİLİZCE ÖĞRETİMİ DERS KİTAPLARININ İKİ FARKLI DÜZEYİNDE CİNSİYET TEMSİLLERİ: ENGLISH FILE ELEMENTARY VE ENGLISH FILE INTERMEDIATE

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Dünyanın her alanda eşitliğe daha fazla önem vermesi nedeniyle, ELT ders kitaplarındaki cinsiyet temsilleri son yıllarda eğitimde büyük ilgi görmektedir. Fakat cinsiyet rollerine ilişkin farkındalığın artmasına rağmen ders kitaplarının çoğunun hala geleneksel cinsiyet normlarını güçlendiren içeriklere sahip olmasına rağmen, eğitimciler bu kitaplardaki tehlikenin farkında olmadan derslerde bu materyalleri kullanmaktadırlar. Çeşitli çalışmalardaki bulgular, ders kitaplarının çoğunda kadınlara karşı negatif ayrımcılık yapıldığını ve erkeklere yönelik olumlu muamele yapıldığını doğrulamaktadır. Özellikle şekillenmeye hazır genç öğrenciler için bu tarz cinsiyetlerine dayalı potansiyellerinin engellenmesi ve basmakalıp davranışlar içerisine konulmaya çalışılması gençlerimizin geleceği açısından oldukça tehlikelidir. Bu çalışmadaki amaç, sadece özel ve devlet üniversitelerinin hazırlık sınıflarında değil aynı zamanda özel kurslarda da okutulan *English File* adlı kitabın başlangıç ve orta (Elementary ve Intermediate) seviyeleri için cinsiyet yansımalarının araştırılmasıdır. Aynı kitabın iki farklı seviyelerinin incelenme sebebi ise iki farklı seviye için ünitelerin farklı konular üzerine odaklanmasıdır. Bu iki ders kitabının incelenip karşılaştırılabilmesi için içerikler incelenmiştir ve bu kitaplarda toplumsal cinsiyetin nasıl temsil edildiğini anlamak için araştırmacı tarafından yedi farklı kategori ortaya konulmuştur; fotoğraflarda kadın ve erkek karakterlerin varlığı, kitaptaki meslek dağılımının analizi, ev içi roller, boş zaman aktiviteleri, video bölümlerindeki kadın erkek dağılımı, görsellerde kullanılan ünlüler ve cinsiyetleri tanımlamak için yapılan sıfat seçimi. Bu kategoriler tek bir kişinin çalışması olmayıp, daha önceki

araştırmacıların da katkısıyla ortaya konulmuştur ve yedi tane kategorinin çeşitliliği araştırmacının kendisi tarafından belirlenmiştir. Sonuçlar niteliksel olarak analiz edilmiştir ve bulgular, son yıllarda daha dengeli bir cinsiyet temsili konusunda bazı ilerlemeler kaydedildiğini ortaya koymuştur. Bu çalışmada incelenen kitapların yazarlarının da cinsiyet konusuna önem verdikleri, kadınlara yönelik herhangi bir cinsiyet ayrımcılığının veya geleneksel cinsiyet kalıp yargılarının farkında oldukları ortaya çıkmıştır.

Anahtar Sözcükler: İngilizce Ders Kitapları, toplumsal cinsiyet Temsilleri, toplumsal cinsiyet önyargıları, karşılaştırmalı çalışma

ABSTRACT

GENDER REPRESENTATIONS IN TWO DIFFERENT LEVELS OF ENGLISH LAN-GUAGE TEACHING COURSEBOOKS: ENGLISH FILE ELEMENTARY AND ENGLISH FILE INTERMEDIATE

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Gender representations in ELT coursebooks have attracted great attention in education in recent years, as the world pays more attention to equality in all fields, yet despite the increasing emphasis on gender roles, most coursebooks still have contents that reinforce traditional gender norms, and educators are using these books without realizing this danger. Examples in various studies confirm coursebooks' discriminations towards women and positive treatments towards men. It is very dangerous, especially for young people who are ready to be shaped, to hinder their gender-based potential and try to include stereotypical behaviors. The aim of this study is to investigate the gender representations of two ELT books (for Beginner and Intermediate Level) that are used not only in preparatory classes of private and public universities but also in private courses. In order for these two coursebooks to be examined, seven different categories have been put forward by the researcher: the presence of male and female figures in the photographs, the analysis of the professional situation in the book, the domestic role, the frequency of females in the video sections, free-time activities, celebrities used in images and the choice of adjectives for both genders. These categories are not the work of a single person, but were put forward with the contribution of previous researchers, and the diversity of the seven categories was determined by the researcher herself.

The results have been analyzed and the findings have revealed that some progress has been made towards more widespread gender representation in recent years. It is also

obvious that the authors of these books have also paid attention to gender issues, and they are aware of gender discrimination and traditional gender stereotypes.

Keywords: ELT coursebooks, gender bias, gender representations, comparative study

GENİŞLETİLMİŞ TÜRKÇE ÖZET

İNGİLİZCE ÖĞRETİMİ DERS KİTAPLARININ İKİ FARKLI DÜZEYİNDE CİNSİYET TEMSİLLERİ: ENGLISH FILE ELEMENTARY VE ENGLISH FILE INTERMEDIATE

İngilizce öğretiminde, ders kitaplarının yeri tartışmasız büyük bir önem teşkil etmektedir. Hazır içerikleri sebebiyle hem öğretmenlere zamandan tasarruf ettirmekte hem de öğrencilere çeşitli aktiviteleri ve zengin içerikleriyle renkli bir dünya sunmaktadırlar. Bu durumda, ders kitapları öğrencilerinin önüne sunulmadan önce, eğitimciler tarafından gözden geçirilmelidir. Çünkü faydalı diye düşünülen ders kitapları basmakalıp yanlış içerikler sebebiyle tam tersine zararlı birer araç haline dönüşebilir. Neredeyse artık her alanda kadın erkek eşitliğine verilen önem gün be gün artmaktadır. Aynı şekilde araştırmacılar ELT kitaplarındaki cinsiyet rollerini de incelemeye başlamış ve çeşitli sonuçları her gecen gün ortaya koymaktadırlar. Şaşırtıcı bir şekilde günümüz dünyasında cinsiyet farkındalığın artmasına rağmen ders kitaplarının çoğunda hala geleneksel cinsiyet normlarının kullanıldığı ortaya çıkmıştır. Son yıllardaki bulgular, ders kitaplarının çoğunda kadınlara karşı negatif ayrımcılık yapıldığını doğrulamaktadır. Aşikar ki günümüzde dil öğretiminin vazgeçilmez araçları olarak kabul edilen ders kitaplarının içeriği günlük yaşamdan alınmaktadır. Dil öğrenimine yeni başlayan öğrenciler için bu tarz cinsiyetlerine dayalı potansiyellerinin engellenmesi ve basmakalıp davranışlar içerisine konulmaya çalışılması oldukça tehlikelidir. Öğrencilerin bakış açıları ders kitaplarındaki okuduklarıyla ve gördükleriyle şekillendiğinden ötürü metinlerindeki ve görsellerdeki cinsiyet dengesizliğinin onları olumsuz etkilediği açıktır. Ders kitapları, kadınları ev işleri yapan kişiler olarak tasvir ettiği sürece, toplum kadının görevini sadece ev içi olarak sınırlayacaktır. Ancak yazarlar veya eğitimciler bu konuyu dikkatle ele alırlarsa, ders kitapları okuyucuların zihninde bu tür bir ortam oluşturmayacaktır. Bu çalışmadaki amaç, Türkiye'deki sadece özel ve devlet üniversitelerinin hazırlık sınıflarında değil aynı zamanda özel kurslarda da yoğunlukla kullanılan *English File* adlı kitabın başlangıç ve orta (Elementary ve Intermediate) seviyeleri için cinsiyet yansımalarının araştırılmasıdır. Aynı kitabın iki farklı seviyelerinin incelenme sebebi ise öğrencilerin en başlangıçtan itibaren cinsiyet

konusunun farkında olması ve ilerideki dönemlerde de cinsiyet ayrımcılığına karşı duruşlarının belli olmasıdır. Bu iki kitabın incelenmesi için önce iki adet araştırma sorusu belirlenmiştir.

Birinci soru cinsiyetlerin kitapta nasıl tasvir edildiğidir; ikinci araştırma sorusu ise farklı düzeydeki ders kitaplarından kaynaklı herhangi bir cinsiyet yanlılığı olup olmamasıdır. Alakalı konuda detaylı bir literatür taraması yapılmıştır. Bu literatür taramaları sırasında önceki araştırmacıların bazı kategoriler belirlediği ve bunlar üzerine içeriklerin incelendiği anlaşılmıştır. Bu çalışmada ise yedi adet kategori araştırmacının kendisi tarafından belirlenmiştir ve içerikler bu kategorilere göre incelenmiştir. Bu kategoriler; fotoğraflarda kadın ve erkek karakterlerin varlığı, kitaptaki erkek kadın meslek dağılımı, kullanılan ünlü kişilerin cinsiyetleri, kadın ve erkeğin ev içindeki rolleri, yaptıkları boş zaman aktiviteleri, video bölümlerindeki kadın erkek dağılımı, cinsiyetleri tanımlamak için yapılan sıfat seçimidir. Kitaplardaki erkek ve kadınların varlığı analiz edildiğinde metinlerde ve görsellerde kadın figürlerin daha çok kullanıldığı ortaya konulmuştur. İkinci alt başlık olarak mesleklere bakıldığında kadınların da yüksek statü sayılabilecek mesleklerde gösterildiği, erkeklerin de kadınlar gibi işsiz kalabilme durumunun olabileceği örneklerin verildiği gözlemlenmiştir. Sonrasında kitaplardaki kadın ünlülerin erkek ünlülere göre sayısı karşılaştırılmıştır. Burada daha çok erkek ünlünün seçildiği belirlenmiştir. Ünlülerin toplumun üzerindeki etkileri göz ardı edilemediği için bu konuda bir düzeltmenin yapılması vurgulanmıştır. Yine de ünlü seçimlerinde güçlü kadın figürlerinin kullanıldığı göz ardı edilmemiştir. Video bölümlerinde ise kadınlara verilen söz hakkının her iki kitapta da erkeklerden çok daha fazla olduğu ortaya konulmuştur. Bu da ifade özgürlüğü açısından kadınlara değer verildiğini göstermektedir. Ev işleri temsilleri, çalışmanın bir diğer ilgi alanıdır. Her iki kitapta da erkeklerin ev işleriyle uğraştığı görülmektedir. Sadece yemek yapmakla değil aynı zamanda ortalığı süpürdükleri, bulaşıkları yıkadıkları örnekler verilmiştir. Kadınlar ise çocuk bakımıyla sınırlı kalmayıp bahçe gibi dış mekanlarda da iş yaparken kendilerini göstermişlerdir. Buna benzer günlük aktivitelerinde de yine kadınların fotoğraf çekmek gibi hobilerinin olduğu, ayrıca erkekler gibi sporla alakalı oldukları örneklerde verilmiştir. Her iki cinsiyet de araba sürerken betimlenmiştir. Cinsiyetler için yapılan sıfat seçimlerinde elementary kitabına kıyasla intermediate kitabında daha çok örnekler bulunmuştur. Hem kadınların hem erkeklerin hırslı bir yapısı olabileceği, kadınların çalışkan, eli bol gibi

pozitif sayılabilecek kişilik özellikleriyle örneklerde kullanıldığı görülmektedir. Öğrenciler için bir temel oluşturmak amacıyla, başlangıç seviyesindeki dil kitabının yazarlarının basit etkinliklere ve temel terminolojiye yer verdikleri anlaşılmıştır.

İki farklı seviyede iki kitabın seçilmesi nedeni ise; dil ediniminin kümülatif bir süreç olmasıdır. Bu nedenle bir araştırma sırasında çeşitli düzeylerdeki kitaplarda doğrulama yapılması gerekmektedir. Çünkü öğrencinin dil öğrenimi sırasındaki ilk bilgileri şüphesiz ilerideki sürecini etkileyecektir. Öğrenciler üst seviyelere çıktıkça, vurgu daha karmaşık bir dile doğru değişir. Müzikle ilgilenmek veya TV izlemek gibi boş zaman etkinlikleri dışında, konuların basit etkinliklerin ötesine geçmesi nedeniyle orta düzey kitaplar daha çeşitli dilsel unsurlara sahiptir. Cinsiyet ayrımcılığı farkındalığıyla kullanılan materyaller faydalıdır ve pozitif bir öğrenme ortamı için tavsiye edilir. Ders kitapları, öğrencilerin dil becerilerini daha dengeli bir öğrenme ortamında kazanmalarını desteklemeli ve basmakalıp düşüncelere değer vermeden çeşitliliği ve eşitliği desteklemelidir. Bu araştırmadaki sonuçlar niteliksel olarak analiz edilmiştir ve bulgular, son yıllarda daha dengeli bir cinsiyet temsili konusunda bazı ilerlemeler kaydedildiğini ortaya koymuştur. Kaçınılmaz bir gerçek vardır ki keyifli ve teşvik edici başarılı bir öğrenme atmosferi, öğrencilerin kendilerini değerli hissetmelerinden kaynaklanacaktır. Bu çalışmada incelenen kitapların yazarlarının da cinsiyet konusuna önem verdikleri, kadınlara yönelik herhangi bir cinsiyet ayrımcılığının yapılmadığı ve geleneksel cinsiyet kalıp yargılarının farkında olduklarını ortaya koymuştur.

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ABBREVIATIONS

ELT **:** English Language Teaching

EFL **:** English as a Foreign Language

ESL **:** English as a Second Language

CEFR **:** Common European Framework

L1 : Mother tongue

L2 : Second language

1. INTRODUCTION

This chapter aims to give general information about the examination of gender issues. To begin with, the main problem will be introduced, which will be followed by the aim of the study, significance of the study and limitations of the study. Lastly, keywords will be given.

1.1 Statement of the Problem

Language teaching can be done easily and systematically with the use of materials such as coursebooks because they serve valuable resources and guide learners in every skill separately. As they include not only grammar, vocabulary and listening exercises but also cultural insights, it has become a must for educators to revise the content of these coursebooks before using them as educational tools recently.

Gender representations in English language teaching coursebooks have started receiving great attention in education compared to past, as the world gives more attention to equality in all fields. In spite of the increase in awareness of gender roles, most coursebooks still reinforce traditional gender norms. Researcher would like to investigate Elementary and Intermediate books in terms of presence of women and men in the coursebooks, frequency of women and men in the video sections, famous people, occupations, selection of adjectives, house chores and free-time activities done by both genders.

Gender stereotypes still exist in teaching materials such as English as a foreign language coursebooks (Setyowati et al., 2021). In these books, females and males are seen as having different social figures. For instance, a man can become a policeman or a driver, but a woman cannot. Women have different roles at home such as, cooking and doing the dishes, while men are better in the outer world.

If people who are the writers of these coursebooks change their stereotype creations, the upcoming generation will think and act differently in the future, regardless of their attributed gender roles. As teachers use these coursebooks in their classrooms as teaching material, the books should serve both effectiveness and promise equality because these

materials are great sources to create opportunities for learners. Creating the wrong social values and behaviors can simply destroy a society**.**

To give an example about the discrimination of women, it can be said that men are strong while women depend on men. In Pakistani books, men are depicted as brave, while women are depicted as dependent on men. This kind of education is quite dangerous in structuring perceptions of human beings. Whereas women are supposed to be ideal people for nurturing and domestic life, men are seen as free and powerful creatures. They also claim that even with titles, there is a lot of discrimination. While men appear in books with the title Mr., female titles have not been used that much (Ahmad, M. Shah, K, S., 2019).

Gender bias in coursebooks creates a great deal of oppression for females (Gharbavi, A. and Mousavi, A., S., 2012). When ELT coursebooks reflect this kind of unfair language, this not only affects the students' way of thinking but also the authors' and developers' way of creating new books. The lack of women's representation or less visibility of female characters is seen in the coursebooks.

Moreover, underrepresentation of women in ELT coursebooks is of great interest among scholars these days (Aydınoğlu, 2014). Aydınoğlu (2014) assures that ELT coursebooks that are used in public schools in Turkey are fully aware of the gender bias problem, and people cannot find any unequal indications in these materials.

Coursebooks give different statuses of jobs to men and women. While men are shown with high-status occupations, women are attributed to low-status jobs. Bahman (2020) has not just studied jobs but also firstness, adjectives, and visibility attributed to men and women. He concluded that like in many other coursebooks, doctors are portrayed as males, while women are displayed as housewives or mothers whose roles are to do housework.

Also, Bahman (2020) claims that the variety of professionals is higher than women's occupations in three coursebooks that he has investigated. Males are found in sixteen different jobs, while women are found in four different occupations. Not just the variety of jobs, but also the frequency of both genders appearing in these roles varies. Men

outnumber women in how often they are seen in the photos. Bahman (2020) offers solutions for this sexist behavior in coursebooks by choosing a non-sexist language.

According to Putri (2018), females are seen as powerless compared to men, so they are inferior in job selection to men in the books, but in the book "*Cerita Pandek tentang Cerita Cinta Pendek"* that he has studied, women are shown to be more dominant, and occurrences of women are higher compared to males. Putri (2018) additionally has written about how different men and women are from each other, both biologically and socially. Males are represented eighteen times, while women are represented fifty-one times in the book. In terms of power, although women are portrayed more in number, men show violence to women, and women suffer from this problem throughout the book. Putri (2018) believes that it is a deliberate representation of women.

To conclude, coursebooks can help teachers strengthen their teaching since they can provide as a foundation for those who lack experience and require teacher training. Thus, being aware of gender problem will help new teachers to adopt an equal behavior towards female students in class and provide a better learning setting for them.

1.2 Aim of the Study

Coursebooks are fundamental learning resources that are used around the world. Learning a language with the help of a variety of coursebooks is also common in the Turkish education system. Even before the start of the new academic year, many schools and universities oblige parents and students to buy these language coursebooks because, while teaching English, teachers take advantage of ready-made syllabi, reading passages, examples taken from real lives, and many more. In this sense, choosing the right coursebook becomes a very significant issue.

The impact of gender-biased books somehow shapes people's way of thinking and leaves long-term negative outcomes. When coursebooks are under the influence of the male-dominated world's representations, education with these gender-biased examples is quite dangerous for future generations. For instance, they can influence social behaviors. Instead of creating this kind of unequal world, educators should try to create a more equal society.

Thus, examining a coursebook is crucial to ensuring equal examples and a respectful learning atmosphere for language learners of both genders. The aim of the current study is to detect any gender problems in the representations in *English File Elementary* and *English File Intermediate* coursebooks and to detect any kind of discrimination against women in two different levels of coursebooks.

1.3 Significance of the Study

This study aims to analyze *English File Elementary* and *English File Intermediate* fourth edition published by Oxford University Press written by Christina Lahtam-Koenig, Clive Oxenden, Jerry Lambert and Paul Seligson in order to examine gender representations including the number of men and women appeared in the book, equal gender representations of famous people, distribution of jobs, amount of talk by two genders in video sections, distribution of family roles, adjectives used for both genders and distribution of free-time activities according to the first research question, in other words, how they are represented in two sets of coursebooks and to detect any gender bias against women in comparison with men caused by different levels of text-books.

Examining two different levels of coursebooks holds particular significance for educators and students because, in this way, learners at various stages face gender-inclusive materials that show respect for their identities. Furthermore, language is a cumulative process. The way gender is represented at early and intermediate levels can have different results as learners progress. Teaching materials at different stages create different dynamics.

Teaching a language is like growing a baby from birth. Elementary level is the first step of learning and intermediate level is a more advanced level compared to elementary level, so elementary level and intermediate level cannot be separated. If, in the first stage, a baby is grown up with a great care, that baby will be a healthy one in the upcoming years.

Likewise, if a student is taught a language with good values, that student will support gender-equality, be respectful for both genders and create a better world in the future. Gender bias will catch students' attention in intermediate level and be against those kind of inequality. For these reasons, teachers should adapt gender-inclusive materials to every learning environment, regardless of students' language abilities.

ELT materials are designed for various levels. Studying gender representations at different levels of coursebooks provides better evolution for effective strategies because learning is a long process. It is important to track changes over time. As the elementary level is the first step in learning a language, the researcher would like to compare it with intermediate level. Developmental impacts can be seen clearly because elementary and intermediate levels are critical stages in the language learning process. Promoting inclusivity first at the elementary level and then respect-fully at the intermediate level is important since students at different levels have different cognitive skills.

Starting by instilling values of respect and equality in the early stages of teaching a language and supporting it in the upper levels lead to lifelong learning from the very beginning of the learners' language learning journey. Analyzing different editions of ELT coursebooks provides insight into evolving trends, focusing on different levels is also essential and useful for learners at various stag-es. It helps diversity because the topics in the units are independent from each other and language level is different from each other.

1.4 Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. Firstly, the generalizability of the results may be limited due to the specific focus on the '*English File Elementary*' and '*English File Intermediate*' coursebooks. While these coursebooks are widely used in English language teaching, the findings may not apply to other coursebooks or teaching contexts.

The study's findings are influenced by the context in which the coursebooks are used. Factors such as the teaching environment, student demographics, and institutional factors can all impact how the coursebooks are implemented and perceived. Furthermore, the study assumes certain levels of language proficiency among students using the coursebooks, which may not be representing all learners at different proficiency levels. These contextual factors could limit the generalizability of the findings to other teaching contexts. Moreover, due to time constraints, it may not be possible to conduct an in-depth analysis of all aspects of the coursebooks, potentially limiting the depth of the study's findings.

To have a better result, researchers can interview writers of the book, which can be a better result for the ELT world. A full study of gender representations will help find ways to reduce gender problems. Since the data is collected from *English File Elementary* and *English File Intermediate*, it is difficult to generalize the results for all levels. Pre-intermediate and Advanced level of these books can be investigated to have a more detailed result.

Additionally, *English File Elementary* and *English File Intermediate* coursebooks have workbooks and teachers' book. Researchers can also include those books into their research. In conclusion, more research in this field is still needed to be carried out.

1.5 Keywords and Identification

Gender: Unlike sex, gender is a socioculturally unique set of traits that characterizes how men and women behave in social situations and how they relate to each other. Thus, gender is not just about men or women; it also describes how these two relate to one other and how this connection is shaped by society (Mkuchu, 2004).

Gender bias: According to Cambridge dictionary definition, it is unfair difference that women and men receive. (Cambridge, n.d)

Gender roles: Gender roles are the behaviors, attitudes, interests, and abilities that are expected of the two sexes in a culture and that are deemed proper for them to possess. In contrast to sex roles, gender roles are the product of human creation over time. Gender roles are social constructs that are flexible (Mkuchu, 2004).

Gender stereotyping: The inclination of a particular culture to ascribe specific traits and roles to men and women differently is known as gender stereotyping. Stereotyping is based on the presumption that a woman's characteristics apply to all women and a man's attributes apply to all men (Mkuchu, 2004).

CEFR: An international standard for describing language ability. (Common European Framework)

L1: It refers to learner's native language.

L2: It refers to a second language that a person learns in addition to one's first language.

2. LITERATURE REVIEW

This chapter aims to define the difference between sex and gender use, give general information about gender development theories that can be useful to cover, additionally, gender stereotyping, gender bias in language, gender representations in ELT coursebooks, gender and power relation, gender roles and coursebooks and their hidden curriculum.

2.1 Gender and Sex

Two concepts of gender and sex have been mistakenly used to convey the same meaning by society for years, although they are two separate terms that are not interchangeable. It is important to give definitions of these two concepts before dealing with some theories about gender issue. The Canadian Institute of Health Research defines sex and gender as follows:

> Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.
>
> Gender refers to the socially constructed roles, behaviors, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society. (What is gender? What is sex?, n.d.)

It can be inferred that while sex is used for physical aspects, gender is used for the expected roles for women and men in society. Traditional female and male activities are

the topic of gender issues while one's sex is determined as a male or a female with chromosomes."Therefore, sex is traditionally understood as the biological classification of individuals into 'females' and 'males'; whereas gender is defined as the social construction of individuals' behaviors into 'feminine' and 'masculine". (Boutemedjet, 2019, p.48)

Mazure (2021) claims that the terms "gender" and "sex" have been used as synonyms, but they are not accepted in science from now on. Sex is often determined based on physical attributes, while gender is shaped by social factors. It is crucial to mention that gender and sex have evolved in recent years.

A cultural construct that is instilled from birth is gender. People can tell if a baby is boy or girl when they look at their genitalia. The parents will gift the newborn a pink balloon or blanket if she is a girl. In the meanwhile, it will be colored blue if it is male. That is an illustration of how gender is done in society. In addition, a gender reveal, sometimes known as a baby shower, is a new option for family to learn the gender of a pregnant mother. So, there's one way that gender is socialized in society (Hajarahmatullaily, 2020, p.29).

> Gender is used to differentiate between men and women non-biologically. Gender can be defined as society's perspective of an individual's function, expression, and identity. Social roles subconsciously influence the way people act as female or male which has an effect on the traits associated with being male or female in society. While gender can change over time, sex is an innate trait that cannot be changed. (Vidari, 2021. p.25).

Teunissen (2021) conducted research among medical students to determine whether they know gender and sex in terms of general use and healthcare use. They were asked some questions, and the answers were audio-recorded. The first question was what gender and sex meant to them. Some of them were aware of these two separate concepts, while others were not. Thus, not only in education but also in other sectors, the difference between gender and sex is significant.

> Sex is not the same as gender. Sex, as a biological category, has little influence on gender: it isn't the case that all women and all men behave exactly like the other members of their biological sex group. Gender, then, is not something a person has, it is something they accomplish through their behavior, clothing, habits and speech. (Language, Society and Power, 2015, p.109).

To sum up, it is essential to give clear definitions of both terms. Thus, it is obvious that while sex is used to refer to biological and physiological characteristics, gender is used to refer roles given to women and men by society.

2.2 Gender Development Theories

This chapter aims to give background information to the reader about the major scientific theories on gender development throughout history. Learning about gender development theories will help the reader understand how individuals acquire their gender roles, identities, and behaviors.

2.2.1 Psychoanalytic theory

Gender development refers to a long, dynamic process starting from birth in which individuals internalize their gender identity. Psychoanalytic theory is one of the approaches developed by Sigmund Freud. (Breuer, J., and Freud, S. ,1895).

According to Breuer, J., and Freud, S. (1895), psychoanalytic theory suggests that children do not have any gender identity before the phallic stage. One of the important concepts of this theory is the Oedipus complex. Between the ages of 3 and 6, boys develop some sexual desire towards their mothers, and they think that their father is an obstacle before them towards their mother. They want all the attention for on them, and they are afraid to be castrated by their fathers. To solve this problem, boys start adopting their fathers' behaviors and suppressing their feelings.

For girls, there is a similar concept called Electra. Girls start feeling jealous towards their mothers, and they start fighting with their mothers, but in the end, they adopt their mothers' behaviors so that they can develop their gender identity. In other words, they decide to be a female or a male after this realization period (Diktaş, 2010).

2.2.2 Social learning model

Unlike psychoanalytic theory, this theory suggests that children develop their gender through observing their social environment. They imitate their surroundings' behaviors, and in this way, they construct their gender identity. Reinforcement and punishment are important in this kind of learning style in order to shape human behavior.

Diktaş (2010) suggests that boys imitate masculine behaviors shown by their fathers and girls copy their mothers' behaviors. Diktaş (2010) additionally places importance on peer interaction. The effect of friends on individuals' lives is undeniable. In this way, people are punished or rewarded according to their behavior. Especially, boys are more inclined to be criticized by their society and peers for their inappropriate behaviors.

2.2.3 Social role theory

Social theory, which is associated with the work of Alice Eagly and Linda Carli proposes that instead of biological differences, social roles and expectations affect the attitudes of individuals. Eagly (1984) claims that apparently, men and women have different gender roles.

> To answer this question, a sociological stance is required because people's activities are a product of their social roles, and, to a lesser extent, of broader aspects of social structure such as social class. Therefore, beliefs that subgroups in our society, such as women and men, differ from one another arise when these subgroups are differently distributed within the society, particularly into differing social roles. In the case of women and men, there are very important differences in the social roles that are commonly occupied.(Eagly, 1984, p.8)

Elçin (2022) states that many gender roles are the outcome of expectations assigned to both genders. For instance, while women are seen as home carers, men are related with power. Additionally, she mentions that family has impact in shaping an individual's identity, but it is not the only shaping factor in one's life. Also, society has a great role to develop gender differences. Thus, it can be said that these roles mentioned above are the outcomes of society.

> Our theory and findings, suggest that gender stereotypes--the beliefs that women in general. differ from man in general -will not disappear until people divide social roles equally--until child- care and, household responsibilities are shared equally by women and men, and the responsibility to be employed outside the home is borne equally. (Eagly, 1984, p.27)

According to Mkuchu (2004), female students' personality development is hampered if they do not find appropriate role models in the coursbeooks they read. One of their main sources of role models is the literature they study. When female characters are portrayed in stereotypically small roles, female pupils tend to set lower goals for themselves. It is significant to observe how the socialization process through coursebooks has reflected gender roles in terms of what is deemed gender "appropriate" behavior through the representation of role models.

2.2.4 Cognitive- development theory

Cognitive development theory is important for understanding early childhood education. This theory focuses on how individuals acquire and construct knowledge in their brains. It emphasizes that the learner has an active role in constructing the knowledge.

Development theory is mostly associated with two important psychologists: one of them is Jean Piaget and the other one is Lawrence Kohlberg. Jean Piaget, a prominent psychologist, proposed a stage based model of cognitive development. Piaget (1963) proposed that there are some stages that children go through during cognitive development. Which of these are: the sensimotor, preoperational, concrete operational, and formal operational stages (Piaget, 1963). Obviously, Piaget (1963) claims that children go through different states as they grow, each characterized by specific ways of thinking and understanding the world. Each stage represents a different level of cognitive ability and understanding. Sensimotor stage is from birth to 2years old, the preoperational stage is from 2 years to 7 years old. The concrete operational stage is from 7 years to 11 years old and the formal operational stage is 11 years and beyond.

Kohlberg (1966) conducted his research on how children develop their understanding of gender roles. He claims that the cognitive development of children and gender development are parallel to each other.

2.2.5 Gender schema theory

Gender schema theory was introduced by Martin and Halverson (1981) and Sandra Bem (1981). The role of cognitive organization is the focus of gender schema theory. It emphasizes the child as an active processor of information. This theory suggests that individuals pay more attention to information that is more associated with their gender by developing mental schemas in their minds. Being male or female has different characteristics, in fact. Individuals recall what is to be a man and what it is to be a woman according to the world they live in.

According to this idea, infants pick up on how their communities define what it is to be a man or a woman and internalize this information as an unquestioned basic belief known as a gender schema. Subsequent experiences are arranged according to the gender schema (Bem, 1993). Thus, children's experiences and gender schemas combine to shape how they perceive men and women. Children will eventually adopt the characteristics and actions they believe appropriate for their gender and merge their own self-concepts into their gender schema.

2.3 Gender Stereotyping

The relationship between gender and power goes back to the feminist movement in history. A lot of things have been done to change gender power dynamic so far because women had limited opportunities while men were so free back in old times. Women wanted to change this belief and fought against discrimination, so this raised kind of awareness in every field. After some time, women gained a bit of confidence and they were not believed to be so weak compared to men who had power and authority in their hands. Just being physically strong does not make anyone having a higher status than the other one.

The manifestation of power between men and women is not only today’s issue but also one that was present in the past (Paudel and Khadka 2019). They claim that the stereotyping of genders is somehow related to power and dominance. Men both physically and mentally despise women almost in all sectors and in the confines of their homes. Thanks to the global slogans and equal rights given to women, laws ensure women live in a more equal world. According to Gharbavi and Mousavi (2012), making male

students stronger in any kind of subject can make female students feel powerless and have destructive outcomes for their success. In other words, lower expectations can surpass female students' potential success.

Of course, there are some teachers who are aware of gender problems and try to integrate gender dimensions into their teachings, but sometimes learners can have one-sided values, which hinder a safe learning atmosphere (Tarrayo et al., 2021). They offer teachers to ask students to change roles so as to understand the opposite side and show empathy towards other genders. In this way, students learn to adapt to different kinds of perspectives. Thus, the class dynamic will be equal for both men and women. No male student will claim to be in a higher position than a female one. Women will feel stronger.

Each culture and each language are different and have their own characteristics. (Dahmardeh and Kim, 2020). They suggest women be more involved in being writers or developers of educational materials and have a say about their own well-beings. All countries should have their own women writers or developers. When a woman is in charge of creating an educational tool, surely, the material will be carefully checked about gender issues. It should be kept in mind that gender representations are the reflections of cultures, so to build a more powerful place for women in society, teachers should be more careful while selecting coursebooks.

In coursebooks, men are found to be stronger than women in a lot of aspects. Men are engaged in jobs that require physical strength. In addition, they have more highly respected jobs than women. Women seem to lack technical skills in the books, while men make better leaders and earn more money than women. In the confines of houses, women are in charge of all housework while men love doing outdoor activities and spending time with their friends (Yılmaz 2012).

Gender stereotyping patterns have been present in societies throughout history, and without relating them to a specific location or date, they have been affected by social factors over time. It can be easily seen in various cultures and time periods. The term 'stereotype' simply refers to the sets of expectations by society about the gender roles and characteristics of individuals.

Not only in society but also in education gender stereotyping has a strong impact on people and have negative outcomes. Stereotyping leads to unfair discrimination and unfair equality among people. Because of gender stereotypes, girls may be discouraged from some kinds of traditionally male-dominated subjects while studying. Also, they can play more passive roles compared to boys in classrooms, as society expects boys to be more assertive and firmer in their talks.

Personality behaviors linked to male and female images are highly stereotyped in coursebooks (Cocorada, 2018). For instance, people expect women to show kindness in society, and so in the books, women are connected with kindness in the images. Moreover, there is stereotyping in the physical appearance of the images. Women are described as being prettier than men. For instance, women wear make-up, jewelry, and nice dresses, but boys are apparent in books with not their physical appearance but their challenging personality traits, such as being fighters. She also claims that in rural areas and among younger people, stereotyping is more common than in urban areas and among students in high schools.

Actually, stereotyping is present in people's lives from birth. For instance, for a newborn boy, parents or family members try to choose the color blue while choosing a gift; for girls, the clothes or toys made for girls are generally pink, so people start to think that blue is a color for boys, and it is not appropriate for a baby girl to wear blue because people will think that the baby is a boy. It is clear that this is kind of stereotyping.

Similarly, Yılmaz (2012) claimed that parents fill their daughters' rooms with Barbie dolls or tea sets while buying super heroes or vehicles for their boys. Parents want their daughters to be kind ladies while they want their boys to be protective of their sisters or wives or have adventurous identities. When they are grown up, society expect boys to work and bring money to their house, while they expect women to take care of the house. To clarify, being a financial provider is a man's job, while women are just expected to seem beautiful to their husbands.

In today's culture, women are particularly sexualized in advertisements, TV shows, movies, games, and applications. Men are also sexualized by the media and society's expectations for them to be in fit bodies. They seem to be less macho if they do not have

this kind of physical look (Siren, 2018). This type of expectation is also a stereotyping. Girls and boys try to imitate people in those advertisements and more stereotypes show up in society. In mass media, women are shown to be less confident in advertisements than men. Images are analyzed and they show that women generally stay at home and wait for their husbands to bring money to their homes. In conferences, women are represented as silent, powerless victims under the authority of men (Tajeddin and Enayat, 2010).

Students perceptions of gender are largely affected by not only society but also instructional materials and teachers' behaviors. Stereotyping in education can limit the students' potential development in their future careers. Boys are portrayed as having a higher and more prestigious status than girls in coursebooks. Female students are more invisible in conversations. Men and women are both stereotyped: men engage in active roles, such as playing football, and women are presented as wives of men or mothers to children in domestic environment (Cocorada, 2018). Furthermore, female stereotypes are weak, incompetent, and dependent, while male ones are depicted as strong, independent, and talented. Images depict women dealing with house chores, but boys dealing with sports or being engineers who are good at dealing with computers and capable of doing any kind of work that needs intelligence or power.

Students are more aware of gender stereotyping issues than their ancestors were in the past. They conduct a research about how students feel about gender stereotypes when they watch a movie, see a photograph or an artwork. They claim that watching a film can be a great tool to make students think critically about gender roles (Jhonatan et al., 2020).

In society, people find women to be beautiful, tolerant, and compassionate (Vidari, 2021). Men are expected to perform maintenance duties such as machine repairs and car washing. They are also expected to be intelligent and strong. Furthermore, physically women are usually portrayed as lovely, graceful, while men are generally portrayed as strong and athletic. Salamah (2014) found out that when men do housework, they use technological tools to help the work in the house, because it is clear a stereotype man is more into technology than women in ELT books. In contrast, women are depicted as less competent about technological items than men.

Brahimi (2017) pointed out that male characters have short hairs. They wear quite simple clothes. For instance, they show up in their daily T-shirts or trousers while women characters sometimes put on make-up or show up wearing jewelry, or wear better outfits then men. This type of stereotyping shows that although women should take care of their physical images, men do not need to take care of their appearance as much as women. Another stereotyping is about physical appearance of women and men. There are four types of men and women. First of them is being an athletic man or woman, the second one is being a business man and a business woman, the third depiction is being a sexy woman or a macho man and the last one is blue-collar working man or a house wife. Of course, each of them has different qualities. For instance, a businesswoman or a business man should be looking smart in clothes. A sexy woman or a macho man should be attractive enough, an athletic person should be fit. This is simply stereotyping.

Intelligence, kindness, love, calmness, and compassion are traits that are more frequently associated with the female gender. Negative attributes such as cowardice, weakness, slowness, and passivity are also ascribed to women, yet these drawbacks are seen as advantageous aspects of femininity (Hameed and Jabeen, 2021).

Compared to men, women are portrayed in domestic environments more often (Pillay,2013). Coursebooks reinforce negative stereotypes of men and women. Men are shown in a greater range of professional professions. Coursebooks depicted males in a variety of well-paying, high-status professions, including managing directors, and so on. More men are shown as having leadership roles in businesses. Women are depicted as being uneducated, while men are shown to be self-assured. Men are also characterized as being direct in business, while women are portrayed as being more emotional and dependent on men when it comes to business matters.

In short, people face stereotype examples that are reinforced in every aspects of life. They are negatively or positively affected by perception. This should be kept in mind that gender bias is developed from gender stereotypes. To exemplify, occupational stereotypes and, family roles are some of them. Efforts are being put forward to eliminate gender stereotyping in education materials to promote diversity and equal opportunities in learning environment.

2.4 Gender Bias in Language

Gender bias refers to unequal treatment based on gender. It often includes stereotyping and discrimination. Gender bias can happen anywhere including the everyday language in use. The firstness of the pronouns, dominance use of one gender, and using gendered occupations in conversations are examples of gender bias in language (Khalid & Ghania, 2019).

Language is a tool that is used every day and it cannot be thought of without culture (Lan and Jingxia, 2019). Culture highly influences the language society uses. Back in old times, patriarchal ways of thinking lasted quite a while as so did their effects on the language. Discrimination against women was visible in daily language in the form of men being considered superior to women. Because of the fact that language plays an important role in shaping gender perceptions, using a non-sexist language promotes respect for both genders. Instead of using words that strengthen gender bias in the sentence, people can use non sexist words, such as ’operator’ instead of using ‘cameraman’ (Theresa et al., 2021).

As it is a well-known fact that male or female specific roles and occupations are indicated in English using masculine terminology. Men's nouns such as "fireman," and "postman," are instances of naming jobs that are suitable for both men and women but because of the words, this may give the impression to a young learner that certain jobs are exclusive to men (Siren, 2018).

Another thing is the terminology used to characterize women working in various fields, such as ‘waitress’ and ‘actress.’ and men working in various fields, such as ‘waiter’ and “actor”. It is not acceptable to use different words for different genders for the same jobs. Instead of using different words, there can be just one word for both genders. There is no need to separate words in terms of gender use.

Furthermore, prejudices and traditions are also reflected in teaching materials, so attention is needed to promote effective and true education (Jannati, 2015). Jannati (2015) argues that in the coursebooks that are taught in Iran have a lot of imbalanced sentences, exposing learners to gender bias. The use of frequent male names, first-place occurrences,

and male generics have revealed that coursebooks are not fair enough. Sex stereotypes leave negative effects on learners, especially on young ones.

Angelia (2021) mentions that in ELT coursebooks, the depictions of women are generally limited to domestic roles, which proves gender bias in education, although both domestic and public roles should be depicted by both females and males. Women utterances should not be restricted with home. This kind of bias is the result of the underestimation of women in almost every field apart from home.

Similarly, Siren (2018) states that male and female characters are frequently portrayed as violent or insensitive, and as emotional, respectively. Men are shown as courageous and self-sufficient, while women are seen as weak and reliant. There is a gender bias among people that women are more emotional than women, so this type of representation supports gender bias. In literature, a character's strength is demonstrated by bravery and a character's weakness is manifested as cowardice, and helplessness (Siren, 2018).

Shortly, gender-biased books have a negative impact on gender socialization, because the materials that teachers use in schools are powerful for the development of student identity. If materials include gender-biased content, students will be exposed to the wrong cultural and social identity because language skills are used to communicate with foreign people. Discriminatory gender implications in dialogues or reading passages are the empowerment of men and the underestimation of women. This leads to different ways of actings in society, because students apply whatever they learn at school to their private and social lives (Yılmaz, 2012).

2.5 Gender Representations and Stereotyping in EFL Coursebooks

Coursebooks have been thought to be manipulative and powerful tools for guiding learners while learning so the effectiveness of coursebooks has been explored recently. Coursebooks are an essential component of the instructional resources utilized by teachers of second languages (L2) worldwide. They are extremely important in L2 education (Rezai, Farokhipour, Azizi, 2021).

A coursebook is the primary source of reference for classroom materials that are used by teachers and students as a methodical means of instruction and learning, particularly in

language classrooms. Coursebook contents include linguistic skills like speaking, listening, writing, and reading. It also includes vocabulary and grammatical resources. English teachers employ a coursebook in order to achieve learning objectives. For instance, the teacher utilizes a coursebook to teach his students how to read when they are learning reading skills (Hajarahmatullaily, 2020).

The purpose of learning materials is to pique students' interests and provide them with experiences that help them absorb the subject (Siren, 2018). Learning materials should make students be willing to seek out information, ask questions, and look for answers. Otherwise students will be discouraged from learning environment.

The idea, which holds that L2 learners should use the second language in communicative contexts to accomplish goals and complete tasks, is the foundation of the coursebook series. The underlying ideas that guided the creation of this series are: providing natural language in natural settings; establishing chances for real communication; empowering students to use the language they are taught in customized ways; incorporating observation into the learning process; encouraging positive study habits and independent learning; and making learning pleasurable (Rezai et al., 2021).

There are a lot of English coursebooks on the market right now (Vidari, 2021). Therefore, before using a coursebook in the classroom, the teacher should choose it carefully. The choice of coursebook will influence the teaching and learning process. Two steps are important in coursebook analysis procedure. Assessing the book's content in light of its target audience and finding out how effective the materials are.

Coursebooks serve as both a source of knowledge on academic subjects for teachers and aid in the socialization process by helping students establish positive perceptions of their genders. Coursebooks reflect cultural norms, such as gender. It is a teaching tool that is typically used in classrooms to supplement a curriculum. It identifies the subjects and arranges them in a manner that is meant to be followed by students. Additionally, it has lesson plans for classrooms that include appropriate exercises and activities for students (Pillay, 2013. p.9). Obviously, this makes a teacher’s job easier.

Coursebooks shape culture of society according to their perspectives. Children's perceptions of their own and their gender's roles in society are influenced by the representation of male and female characters in coursebooks. Since this is not included in the official, planned curriculum, it is gained through the hidden curriculum (Mkuchu, 2004). In this case, coursebook analysis should be carried out by looking at the coursebook discourse. For instance, wording, examples, illustrations should be checked and by gathering input any kind of development or implementation should apply.(Hajarahmatullaily, 2020). “The hidden curriculum is the “. . . unspoken and unacknowledged content and skills that supports academic and adult-level performance” (as citied in Berg et al., 2017, p.2).

Attitudes, or behaviors are taught and learnt using hidden curriculum without the teacher's or learner's conscious knowledge. Therefore, educational outcomes that are not specifically planned by educators are produced by the hidden curriculum process. These are not mentioned in educational materials or in teachers' written or spoken lists of learning objectives. Positive or negative messages could be included in the hidden curriculum, depending on the learner's perspective and the models used (Mkuchu, 2004).

The hidden curriculum includes gender role stereotypes. Through coursebooks used the official curriculum, children acquire subtle messages about gender roles. Throughout the educational process, these messages reinforce gender-based social disparities between male and female students (Mkuchu, 2004).

Writers should ensure that women are visible both in the text and illustrations. For example, there should be sportswomen as well as sportsmen, female carpenters as well as male carpenters. When there are no illustrations, it has been observed that because of the socialization process, children would see ‘doctors’ as males and ‘cooks’ as females (Mkuchu, 2004).

A lot of materials are now fighting against gender discrimination against women to improve education quality and support human rights. This kind of gender perception is created in learners’ minds explicitly or implicitly via educational materials, so it is essential to check the content of the coursebooks before using them.

There are some significant criteria before starting using a coursebook. Those questions are: Which coursebook do educators think is the best? Will every student be able to use it? Is the language suitable for the students and the circumstances, and will the chosen coursebook fairly portray all the groups that comprise the target society? If coursebooks are investigated before being used, this contributes to appropriateness and diversity (Otlowski, 2003).

Coursebooks are quite easy materials to find on the market. Among the variety of coursebooks, it is significant to select the right material for students as the books might contain some unequal representations, such as stereotypes. While dresses and t-shirts are mostly portrayed by women, men generally wear shirts and trousers in the books. This kind of portrayal is an example of traditional clothing representation among men and women and makes people think that T-shirts are for girls and shirts are for men (Özer et al,. 2019).

Gender roles are somehow affected by the society people live in. In other words, culture determines which roles to assign to women and men. As women and men are biologically different, society expects that they should have different roles. Actually, this does not mean that women cannot have male roles and men cannot have female roles, but there is a misunderstanding among people about this issue. This kind of misperception produces stereotyped gender roles. Feminine roles are generally associated with passive and domestic actions, while masculine roles are generally associated with more active roles (Yımaz, 2012).

Women spend more time with their children. Men spend more time outside, but in the latest editions of coursebooks, women become more involved in male-dominated sports such as sailing and skiing. Another example of changing roles is cooking. Cooking used to be a woman's responsibility in previous editions, but it became a man's free time and an occupational activity (Yımaz, 2012).

Institutions like schools influence the gender roles of a child, and particular roles are expected from both genders (Eminoğlu 2023). That is to say, a woman is expected to have a passive role while a man is expected to have an active role. Another thing worth mentioning is that adjectives used for the personalities of women are generally shy,

emotional, or beautiful, whereas rude, brave, or talkative are used for men. This kind of sexist opinion should not be included in educational materials. They should be excluded and changed with positive content. Sexist opinions perpetuate harmful stereotypes, reinforce gender biases and undermine efforts to promote inclusivity in education.

Bakhtiari and Saadat (2015) state that women are represented in the position of unemployment in coursebooks because women's roles are limited to being dependent on men and as somebody needing men's protection. Both in verbal and visual texts, their roles appear to be mothers, waitresses or secretaries, so sterotypical domestic portrayals of women are doing the laundry or making tea. Being in powerless or passive roles influences women's desires and future job selections. In other words, women have limited control over their circumstances or are not actively engaged in decision-making processes.

Another thing Bakhtiari and Saadat (2015) find out is that some jobs are attributed to both men and women such as cooking. Women are portrayed in action while cooking food, and men are also represented as chefs in ELT coursebooks. For this reason, it can be concluded that some specific occupational roles are not only attributed to women. Moreover, according to the results of the study it is understood that driving is seen as the father's role in the house. Having a driver's license is something women do not need, as their husbands are in charge of this activity.

Male characters are often depicted as successful upper management figures, such as CEOs or Managing Directors, in both coursebooks. Conversely, female characters are presented as low-skilled workers performing secretarial tasks rather than managerial roles. The manager's unique leadership role is essential to accomplishing the company's objectives, thus they must be capable, knowledgeable, and diligent (Pillay, 2013. p.51).

There are two roles of women and men to be categorized which are instrumentality and affective. Instrumentality roles refer to men. They can be listed as being independent, unemotional and competent. Affective traits can be listed as warm and sensitive which are assigned for women (Salamah, 2014).

Women are minorities in the coursebooks as they are not as visible as men and they are more linked to house chores instead of outside activities (Otlowski, 2003). For instance, it is obvious in one of the dialogues that laundry is the woman's duty in the book. There is a woman asking a man about the dirty laundry. The man says laundry is not a problem, but he would like to help the woman with some work done in the house. The woman says he can mow the lawn, which can be interpreted as saying that men are in charge of physical roles that require more strength while women are taking care of activities in the house.

While female characters are given a limited number of roles, men have a variety of roles in the coursebooks (Söğüt, 2017). Findings show that women have passive or indoor activities, such as housekeeping, teaching, waitress, but men are attributed to reputable occupations, such as professors, writers and researchers. Moreover, the adjectives used for women have negative meanings. For instance, women are mostly angry or unhappy in the texts; obviously, they have negative feelings. On the other hand, for men, the coursebooks use adjectives that have positive connotations. It is a must that teachers be aware of the risks and prevent such sexism in class while using the teaching materials, because this kind of representation confines women at home and surpasses their identity.

In learning process, visual representations in texts are quite significant for the status of women in society. Akçay and Kapıcı (2020) have concluded that in Turkish middle school coursebooks, male representations outnumber female representations. Coursebooks should give place to women as engineers or scientists; that is to say, more science-related jobs should be attributed to women in the representations.

Besides, Jannati (2015) argues that there are a lot of patriarchal patterns hidden in English coursebooks. They obviously affect the perceptions of society. In one of the illustrations, there is a woman being fined for the wrong parking. In this illustration, the underlying meaning is easily understood: women are not capable of reasoning, they are not good drivers, driving is not for them, and they can be punished because of their wrong act. Jannati (2015) concludes that material developers should ensure gender balance while creating future materials in illustrations. She advocates for the inclusion of gender balance

in illustrations when creating additional materials. By promoting gender balance in illustrations, material developers can contribute to a more equitable learning environment.

The term ‘female and male’ activities relate to the various tasks that are performed by men and women in coursebooks, including working, studying, and shopping. Coursebooks demonstrate that there is more masculine activity than female. Both sexes engage in a variety of activities, including working, studying, reading, writing, and singing. However, the illustration of women's tasks are more related to sweeping, cleaning, cooking, and shopping. On the other hand men are portrayed engaging in driving, or video game playing (Hajarahmatullaily, 2020).

Coursebooks are essential for children to learn about their cultural heritage. With the help of books, they learn what roles are for men and how a woman behaves in the confines of their house or outside. In their study, men are highly visible throughout the book, while women are less visible. Women are not associated with non-traditional occupations. Apart from caregivers, women can also be bank managers, doctors, or shoemakers. Women are cleaning the house, while men are doing creative jobs. This kind of act is obviously a sexist manifestation (Ullah et al., 2014).

Not only in daily life but also in coursebooks, inequality between women and men is frequently experienced. Women have two important duties: one is dealing with food, and the other is dealing with psychological issues, so in the coursebooks, more women are seen in kitchen and in beauty saloons. Moreover, in sports activities, men are more visible in the coursebooks. Women readers should not feel excluded or less valuable. Coursebooks should aim to respect all identities and never make women feel less worthy (Ramadani and Novianti, 2021).

Unfair, imbalanced representation of women conveys the wrong cultural attitudes and guide the new generation to the wrong destinations. Hall (2014) states that language is a powerful communication tool to teach cultural values. The most common portrayal as breadwinners are men. Women are nothing apart from being house carers in the illustrations. Women’s roles should be restricted to changing diapers or feeding the baby. They have the power to change the light bulbs or repair the car. In Hall’s study (2014),

he concludes that possibilities are not equal for women and men in Iranian coursebooks, and this leads to the wrong perception of women and men's roles in daily life.

The amount of talk made by both genders in the dialogues or texts is quite significant for gender-balanced materials. According to Language, Society and Power (2015), where the talk takes place should be investigated. The talk can take place in the public or private place and obviously these places have different qualities. Public talk is linked with higher power, so when the person speaks in front of society, it means that he has a high status among people. They listen to the words of those people. On the other hand, private talk serves different purpose, such as making social connections between people. Clearly, public talk is much more valued. If an example should be given for private talk, the talk between a mother and a daughter can be given. In coursebooks, either the amount of talk or the place of talk serves importance for any gender study.

Sports, such as basketball, ice-hockey and football are performed by men in coursebooks (Siren, 2018). He finds out that women are underrepresented in sport activities. Women are not portrayed while taking part in some kinds of sports, such as boxing. Gendered images of sports is a sign of discrimination in the representation of women in ELT coursebooks.

Moreover, since men are portrayed as using the newest gadgets, including laptops and desktop computers, it is possible to conclude that men rule the technological world. Pillay (2013) implies that the positions of illustrations in the coursebooks are quite important in shaping students' beliefs. The man's aggressiveness in the photos can be interpreted like his drive for success and this is easily conveyed by his body language. It also serves to support the coursebook's portrayal of masculine assertiveness. It is likely that pupils will think that men are more successful at finding solutions to significant problems and they internalize this as being manly.

A study by Şahin and Açıkalın (2021) analysed that all family members have responsibilities and duties in one of the Turkish coursebook they studied. The father is vacuuming the floor, mother is using the washing machine and the girl is dusting. Although the father is dealing with house work, the workload of woman is much more. For example, she is the only one depicted in the kitchen. The daughter is helping her but

the boy is not around while everybody is doing some kind of work in the house. Mother is also taking care of children's personal cares. She cuts the nails of children. This indicates that women have the primary roles in the house. Father is just in charge of a few tasks. Moreover, father is depicted in free-time activities more than the mother. He takes his son to a football game. and they go camping together.

In terms of occupational activities, teacher, doctor, scientist, cook, pilot, health operator, medical engineer, and writer are among the professions listed in the coursebooks that are carried out by both men and women. Although the diversity of jobs are attributed to women, it cannot be denied that men are seen less responsible in terms of housework.

Both men and women are seen performing childcare and household duties (Mkuchu, 2004). The results demonstrate how men's assistance with household chores benefit women. Men frequently assist their wives by taking care of the child and shopping while the woman is busy with doing something. Thus, it is clear that main responsibilities are still on the shoulders of women, men are just helping their wives. Additionally, men are depicted reading books or newspapers which is a sign of empowerment in their free time, while women are portrayed as serving the family members in the domestic sphere. The researcher also states that female personalities are linked with kindness and love while men's personal traits are linked with aggressive, courageous and unfaithful behaviors. It is clearly seen in the pictures.

It can be concluded that ELT coursebook designers ought to give careful consideration to the depiction of gender in their works because coursebooks are widely used, highly effective learning tools that have the power to either promote or impede social development in a community. They ought to create resources that fairly portray social issues including roles assigned to each gender. EFL students can build a more accurate understanding of the responsibilities in their society in this way (Rezai et al.,2021).

3. METHODOLOGY

In this section, the researcher will focus on the design of the study.

3.1 Research Questions

For years, gender issues has been the center of discussions in many fields. In education, equity is something everybody wants. In coursebooks, examples are still given with some stereotypes, such as, a housewife always being a woman, but a man, most of the time, is the person who does the shopping. While selecting the right course material, teachers should pay attention to books that promote equal opportunities for learners, because these coursebooks should shape culture in a correct way regardless of stereotyped gender roles. This study attempts to make sure whether there are any under-lying messages that put women in the second position compared to men through jobs, adjectives, free-time activities, house chores, famous people, and the frequency of the photos of both genders that have been used by writers of the book both in the texts, dialogues and in video sections. Thus, the author tries to find answers to these two questions below:

1) How are genders represented in the elementary and intermediate levels of the *English File* coursebook?

2) Is there any gender bias caused by different levels?

3.2 Research Design

The current study aims to analyze the content of two different levels of coursebooks written by the same writers based on a qualitative research. Qualitative research. without trying to generalize, essentially aims to provide detailed answers to the how and why questions in order to gain a thorough understanding of the phenomenon.(Boutemedjet, 2019). Thus, the content analysis method is employed and is explained in detail in following sections. Content analysis is one of the research methods which systematically analyzes the content of texts, audios or visual media. Researcher makes inferences about communication's meanings and effects.

According to Colombia University's school of public health, content analysis is defined as follows:

> Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). Using content analysis, researchers can quantify and analyze the presence, meanings, and relationships of such certain words, themes, or concepts. As an example, researchers can evaluate language used within a news article to search for bias or partiality. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of surrounding the text. (Content Analysis, n.d.).

Advantages of content analysis can be listed. First of all, content analysis investigates communication using the text, allowing for not only qualitative analysis but also quantitative analysis. It provides historical insights of a topic and how it has changed over time. It deals with human opinion and language use together. Additionally, content analysis is a free research method. One can make it stronger with interviews and observation (Content Analysis, n.d.).

In this research, there are seven categories decided by the researcher. For these categories previous studies have been taken into consideration. They are: presence of female and male, famous female and male people, distribution of jobs, amount of talk in video sections, house chore representations, adjectives and distribution of free-time activities.

3.3 Data Collection

3.3.1 Data collection tools

The data has been collected from two ELT coursebooks from different levels. Both series were published by Oxford University Press in 2018. The first one, *English File Elementary*, aims for beginner learners A1-A2 Level, and the second one, *English File Intermediate*, aims for B1-B2 level students designed according to CEFR. Each book contains eight units consisting of listening sections, video sections, reading passages, vocabulary lists and speaking sections.

Table 1. Coursebooks

Books	**Edition**	**Publisher**
English File Elementary	Fourth edition	Oxford University Press
English File Intermediate	Fourth edition	Oxford University Press

These books were selected because they are best-selling books from a well-known publisher which is Oxford with a strong global reputation. Moreover, current coursebooks were written with Common European Framework (CEFR) criteria. The CEFR seeks to provide a common framework for the development of language across Europe. Also, in Türkiye, numerous private language schools and universities use these coursebooks for young and adult learners for general purposes of English.

3.3.2 Data collection procedure

In this study, two coursebooks that are being studied by a great number of universities in Turkey, *English File Elementary* and *English File Intermediate*, are two data sources. The study will be conducted using the content analysis method, which requires qualitative research. *"The qualitative analysis of characters'; utterances, actions, activities and occupations, allowed for a deeper investigation of individual character portrayals, which revealed a more complete picture of how males and females were portrayed in the textbooks."* (Forbes, 2019, p.52).

Although the symbolic meaning of texts serves as a guide for content analysis, deep consideration is still required. Messages are generally about phenomena. A recipient of the message knows the character of symbolic communications and should relate it with the surrounding and make inferences (Mkuchu, 2003).

After the gathering of the data, the most significant categories are determined. Based on the goals of the study, the categories selected are acceptable to the area of interest in research. Each section is scanned carefully to detect any gender inequality. Related

examples have been highlighted. Teachers' books and workbooks have not been analyzed as they are extra sources.

3.4 Data Analysis Procedure

First of all, the coursebooks have been deeply analyzed to determine whether their content is appropriate to be examined for this gender study. Texts, video section parts, dialogues, reading passages, vocabulary banks, visual content, and listening scripts have been analyzed, and notes have been taken. Later on, research categories are selected in order to limit the research to some extent. In any written material, characters have been counted once, and the same characters have not been taken into consideration.

The number of times is counted both textual and graphical where female and male characters appear. It has been investigated whether female characters are underrepresented or invisible when it comes to presence in pictures and video sections, the use of adjectives having positive meaning, non-traditional job selection, free-time activities, house chores and representation of female famous people. Clearly, total number of males and females in video sections, gender visibility throughout the books, male-centered language, gendered job selections, adjectives, distribution of activities at home and outside used for women and men are checked. Last but not least, the findings and results and data have been explained meaningfully during this qualitative study.

4. FINDINGS AND DISCUSSIONS

In this chapter, key findings are shown in tables, and the interpretations of these findings related to our research questions are discussed comprehensively. As mentioned in the earlier chapters, the content analysis of gender representations in *English File Elementary* and *English File Intermediate* published in 2018 has been presented. Firstly, the results of *English File Elementary* are discussed in terms of the presence of female and male characters in the photos, famous female and male characters, distribution of occupations, amount of talk in video sections, house chore representations, adjectives used for female and male characters and distribution of free-time activities. The results of *English File Intermediate* are discussed in terms of the same categories.

4.1 Findings

4.1.1 English file elementary

4.1.1.1 Presence of female and male characters in the photos

In order to answer the first research question, it is a must to do a detailed analysis of the presence of both genders to detect any inequality. In *English File Elementary*, which is one of the coursebooks analyzed for this study, both female and male characters have been counted in the pictures. Totally, there are 171 female pictures and 162 male pictures in the book. It can be said that the numbers are close to each other, and there is a very slight difference. The presence of females in the photos is slightly higher than that of males. The percentage of women appeared in the visuals of the current coursebook is 51.35% and the percentage of men is 48.65%.

Table 2. Presence of Female and Male Characters in the Photos

Gender	Number of characters in the photos
Female photos	171
Male photos	162
Total	333

4.1.1.2 Famous male and female characters

Like most of the coursebook writers, *English File* coursebook authors used famous people in the dialogues and texts to leave a better impact on students while learning because they are real people and they do real actions. Especially young learners hare familiar with favorite famous people in their lives and they take their actions as examples for themselves. Out of the 19 famous people mentioned in the current coursebook's illustrations, 12 are male and 7 are female. The percentage of famous men in the current book is 63.16% and the percentage of famous women is 36.84%. With this result, it can be concluded that male ones outnumber female ones. The males in photos are: Christopher Colombus, Snoop Dogg, Zuckerberg, Einstein, Van Gogh, Kurt Vonnegut, Billy de Williams, Brad Pitt, Jake Gyllenhaal, Morgan Freeman, David Guetta, and Ian Rankin. Famous women used in the photos are: Adele, Mary Olsen, Carey Mullingen, Meryl Streep, Kate Olsen, Shakira, and Virginia Woolf. All the famous people have been shown as strong and good examples, so it can be said that both female and male famous people have good lives to be shared, but women are very few in number.

Table 3. Famous Male and Female Characters

Gender	Number of famous characters
Famous female	7
Famous male	12
Total	19

4.1.1.3 Distributions of occupations

Both men and women need some money to live on, so they find suitable jobs for themselves and work. These occupational activities are used in the books and help show gender equality or inequality in a variety of job fields. There are 19 occupations used for females and males in the coursebook. 9 of them are used for women 10 of them are used for men. The percentage of women is 47.37% and the percentage of men is 52.63%. Moreover, there is one common job which is performed by both men and women and that is 'teaching'.

As mentioned in the literature review, some of occupations are seen as traditional jobs and some of them are listed as non-traditional ones. In the vocabulary bank section related to jobs, there are 13 female photos and 17 male photos. The percentage of women in vocabulary bank section is 43.33% and the percentage of men is 56.67%. When workplaces are taken into consideration, it is seen that both females and males perform a variety of jobs inside or outside in the coursebook but the number is not satisfying. A woman is portrayed as an architect, the other one is portrayed as a tourist guide and another one as an administrator. It is a well-known fact that a tourist guide's workplace is outside or as everybody knows administrating is a prestigious job compared to others.

The only common occupation in the elementary coursebook, both female and male genders is 'teaching'. The teaching job is not just assigned to women but also to men in the dialogues through the coursebook.



Figure 1. A woman cardiac surgeon. *English File Elementary* coursebook (Oxford, 2018, p. 32)

Table 4. Distributions of Occupations

Gender	Occupations
Female	Assistant editor, waitress, administrator, journalist, doctor (cardiac surgeon professor), shop assistant, policewoman, project assistant, fortune-teller.
Male	Receptionist, policeman, taxi driver, actor, businessman, photographer, Dj, architect, chef, inspector.
Common	Teacher.

Table 5. Distributions of Occupations In the photos on Vocabulary Bank Section

Gender	Occupations
Female	Teacher, shop assistant, receptionist, musician, model, journalist, accountant, guide, flight attendant, cleaner, architect, administrator, nurse.
Male	Pilot, waiter, vet, taxi driver, soldier, police officer, dentist, doctor, lawyer, hairdresser, footballer, factory worker, engineer, chef, builder, actor, bank manager.

4.1.1.4 Amount of talk in video sections

In the *English File Elementary* coursebook, the revise and check section comes after each unit. In those sections, as seen in Figure 2, there is a video listening part in which five people answer one question related to their lives. Totally, there are 10 men and 19 women appearing in the videos in the revise and check sections. The percentage of women appeared in videos is 65.52% and the percentage of men appeared in videos is 34.48%. Those sections are quite significant, as people share their experiences related to that unit. In the first video section, there are three women introducing themselves, while there is

only one man. In the second video section, three women and two men appear in front of the camera. In the third video section, there are three men and two women talking about their free-time activities. In the fourth revision and check, there are again three women and two men. In the next, there is only one man talking about his activities. In final video section, there is again one man and there are four women in the videos.



Figure 2. English File Elementary coursebook (Oxford, 2018, p.85)

Table 6. Presence of Female and Male Characters in Video Sections

Gender	Number of characters in video sections
Female	19
Male	10
Total	29

4.1.1.5 House chores representations

House chore representations include the activities that are performed among the family members, especially those shared between mother and father at home. In the current book, while women look after the children, men do cooking and vacuuming in the texts, so it cannot be said that just women are in charge of household activities, but also men.

Cooking is the activity that both genders perform. In unit 3A, the sentence is ‘my boyfriend cooks fantastic curries.’ She does not only mention that her boyfriend cooks,

but also that she favors her cooking. In another example, the child claims that ‘my mom does not mind cooking.’

Painting walls is not a traditional activity for women, but in the book, women paint the walls, which requires strength.Clearly, the selection of activities are variable for men and women. Not only traditional activities but also non traditional activities as mentioned in the literature part are assigned to women.

As shown in Figure 3, a man is in charge of the activity of doing barbecue. It is kown that barbecue is not something that people frequently do. It is something that people do for spending good time on the weekends. This is an activity done for pleasure.



Figure 3. Man is doing barbecue. *English File Elementary* coursebook (Oxford, 2018, p.41)

Table 7. House Chores Representations

Gender	Verbs related to house chores
Female	Looking after children, cooking, painting the walls, working in the garden.
Male	Driving, cooking, going shopping, vacuuming.
Common	Cooking.

4.1.1.6 Adjectives used to describe two genders

The first adjective that is encountered is 'tired' in the listening section. 'Tired' is clearly viewed as a negative adjective, and this adjective is used with Jenny. The sentence is 'Jenny is tired' although there is another man in the dialogue who can be also tired, but this negative adjective is used with a woman in the dialogue, and the speaker is also a man who utters this sentence out of his mouth.

In the listening and reading section, the woman whose name is Lisa is the mother, and John is portrayed as the father. While John is driving the car, she is shown as an angry and impatient person, while John looks very determined and calm while driving the car. Also in the text, the example is related to Lisa being angry. As the dialogue flows, Lisa says that she is cold and that she wants John to close the window. This example shows that women are quite fragile and men are strong creatures. Lisa cannot close the window of the car, but John can do it for her.

In unit 4A, the text tells us something about Brad Pitt's brother. In one of the sentences it is written that Doug is not jealous of his brother, but again, in another listening part, main character Jenny shows her jealousy for her sweetheart. Again, in the same part, the text mentions how happy he is, although he is not a famous person.

In unit 6A, there is a short North African story in which the mother of the boys is pictured as tired and old. Another example is about a policeman being so cute in green uniforms.

Generally, the adjective ‘lovely’ is used for women, babies, or animals, but in this example, it has been used to describe a policeman.

In one of the practical English sections, the same character Jenny is seen worried while searching her bag, and this is written in the text, while in one of the sentences it is written that Rob is pleased. In unit 5A, there is a girl attending a contest. While waiting for the concert, she messes up everything and forgets the song. She utters this sentence: I am so nervous. Being nervous and worried which have negative meanings are attributed to women while being pleased which has a positive meaning is attributed to men. She would be easily portrayed as a successful and a calm one. As it can be understood from the examples, many adjectives have been used for women, but in a negative way, while men are generally happy and consent about their lives. Obviously, diversity is lacking in the selection of adjectives.

Table 8. Adjectives used to Describe Two Genders

Gender	**Adjectives used to describe two genders**
Female	Tired, angry, cold, old, worried, nervous.
Male	Not jealous, pleased, happy.

4.1.1.7 Distributions of free time activities

English File Elementary coursebook has been analyzed for the present study to see whether there is any gender bias against women in terms of distribution of free-time activities. In stereotyped free- time activities, generally, women cook and wash dishes while men relax in front of the TV.

Tn the current coursebook, men engage in 18 activities while women engage in only 12 activities, which means that men have more free time than women to do a variety of things. Apparently, the percentage of the activities done by men is 60% and the percentage of activities done by women is 40%. Men listen to music, socialize with friends, spend hours on the internet, have good lives, play saxophone, play tennis and many more. It can be seen that male characters are more related to outside activities such

as driving, playing football and taking photographs while women are more related to indoor activities, such as doing yoga, or watching TV.

On page 19, it can be seen in the family photo that the father is the driver. The wife sits in front and the children sit in the back. It can be concluded that driving is regarded as a manly activity in the book.

In the texts, men are also associated with indoor activities such as reading books. Like a man is represented with indoor activities, a woman is also represented with outdoor activities. In Figure 4, a girl is playing the guitar on the street, so it cannot be said that there is a gender bias against women in terms of leisure time activities, because in the example, the girl is outside, alone, has a good voice, and she makes music in the streets of London independently, so it is clear that both genders deal with music in their leisure time. In unit 3A, one of the sentences is 'she cooks everyday' and the second example is 'he goes out Friday night.' These two sentences are written in the same pronunciation section as examples to teach pronunciation. In this example, one concludes that man is related with free-time activities more. In one of the listening sections, the woman is asking the man whether he can do the shopping before coming home. Apart from seeing it as house chore activity, it can be inferred that man is associated with outdoor activities. In the coursebook, both gender have pets and they love animals. They take their animals out and socialize with opposite genders. They spend time with their animals. Both genders have animals and take the responsibility of their animals.

To sum up, free-time activities are divided into two categories: One of which is indoor activity, and the other is outdoor activity. Most of the time, men do outdoor activities, and women stay in and do indoor activities. Although girls also perform outside activities, the number of activities are not enough and some revision needs to be done.



Figure 4. The girl is playing the guitar on the street. *English File Elementary* coursebook (Oxford, 2018, p. 50)

Table 9. Distributions of Free Time Activities

Gender	**Verbs related to free time activities**
Female	Going to hairdresser, practicing piano, traveling, doing yoga, painting the walls, watching TV, playing violin, playing the guitar, singing, working in the garden, loving animals, listening to music.
Male	Driving, taking photograph, playing loud music, shopping, loving animals, playing football, listening to music, playing violin, watching tv, reading book, being with friends, spending hours on the internet, having a good social life, play piano, playing saxophone, speaking a language, playing tennis, playing the guitar.

4.1.2 English file intermediate

4.1.3 Presence of female and male characters in the photos

The presence of males and females in pictures in the *English File Intermediate* book has been counted. Totally, there are 105 female photos and 132 male photos in the book. The percentage of women appeared in the visuals of the current coursebook is 44.30% and the percentage of men appeared in the current course book is 55.70%. In the intermediate book, the presence of males in the photos is a bit higher than that of females. The presence of females in the elementary book is higher.

Table 10. Presence of Female and Male Characters in the Photos

Gender	Number of characters in the photos
Female	105
Male	132
Total	237

4.1.3.1 Famous male and female characters

One of the focuses of this study is to see whether the authors have used more famous males compared to female ones, because famous people are quite significant in shaping society. They become people's center of attention and are somehow examples for the people who admire them. Specifically, young people get affected very easily by the images famous people create. Out of 21 famous photos in the coursebook, 14 are male and 9 are female. The percentage of famous women appear in the book is 42.86% and the percentage of famous men appear in the book is 66.67%.

Famous men used in the photos are: Steven Spielberg, George Frideric Handel, Jimi Handrix, Duncan Bannatyne, Nick Jenkins, Peter Jones, Captain R. Scott, David Bowie, Alan Rickman, Johan Cruyff, Prince, Muhammed Ali, Leonard Cohen, Umberto Eco. Famous women used in the photos are: Elizabeth the Queen, Deborah Meaden, Kelly

Hoppen, Malala Yousafzai, Harper Lee, Haha Hadid, Carrie Fisher, Ruth Rendell, Agatha Christie.

On page 131, there is a listening script related to inventions. There are four designers. The mini skirt's designer is Mary Quant, the others are all male. The red phone box was designed by Giles Gilbert Scott. The Anglepoise lamp was designed by George Carwardine who was an engineer. The penguin book cover was designed by another man, Allen Lane.

In unit 10A, the topic is idols and icons, so this section has also been analyzed because of its content related to the current study. After the investigation it is important to mention that out of 9 icons, just 3 are female; the rest are male.The percentage of woman appear in the photo below is 33.33% and the percentage of men appear in the photo below is 66.67%. The male famous people triplicate famous females.



Figure 5. Famous people. (*English File Intermediate* coursebook. Oxford, 2018, p.96)

Table 11. Famous Male and Female Characters

Gender	Number famous characters
Female	9
Male	14
total	21

4.1.3.2 Distributions of occupations

The distribution of occupations is another concern for this study. While men do 20 of them, women are attributed 8 jobs. The percentage of men being engaged in different occupational activities is 71.43% and the percentage of women being engaged in different occupational activities is 28.57%. When the variety of jobs is investigated, it is understood that there is no discrimination against women but as number shows there discrimination in the number of occupational activities that the current coursebook has used.There are three occupational activity that are attributed to both genders. They are being a chef, writer and a teacher. Being a chef is attributed to both genders. On page 9, in speaking section, the sentence is the best chefs are usually men. A woman chef is also portrayed as the head chef in one of the pages in the current book.

On page 107, there are four people who have been used as great examples for young generations with the jobs they do. Luz Acosta is one of them. The book favors her for being a weightlifter. As a woman, winning a bronze medal in the Olympics is not something witnessed that much in the coursebooks, because weightlifting is a sport that involves high endurance and strength. Moreover, there is a man who is known as ‘the world’s hottest grandpa’. He is a model. Another example is Ilhan Omar. As seen in Figure 6, she is the first Somali-American politician in the United States.

On one of the pages, the female characters says, ‘I am unemployed’, on the next page, under another male character’s photo it is written that he is unemployed. Unemployment is the condition in which both genders are.

On page 68, the woman has her own business, but the man is unemployed. On page 14, in the practical English part, a female character, Jenny, has been used for the position of

managing director in the True and False section. In the question section on page 77, the questions are always asked by two genders. One of the examples is ‘Where does he/she work (in an office, at home, etc.)?.’ Working in an office or at home is not an action just women do but also men.

Furthermore, in unit 8A, there is a sentence, ‘she had a good salary, but she did not like her boss.’ It means that she was earning a good deal of money and was economically strong, but she left the job because of her boss, and it is not clear whether the boss is a male or a female, so it cannot be said that there is unfair judgment against women.

One of the great examples is written on page 99, in the speaking section, there are two people; one of them is Captain R. Scott, a polar explorer, and the other is a famous living person and activist, Malala Yousafzai. Malala is fighting against women’s education. If the book were against the power that women have, they would not use this female activist as an example.

Lastly, it has been analyzed and put forward that this current coursebook supports women having their own businesses and economic freedom. On page 163, the sentence is ‘ Angela set up a business selling clothes online.’ This sentence shows that a woman is strong enough to start a business on her own and can be successful if she wants.



Figure 6. Ilhan Omar, a Somali-American politician. (*English File Intermediate* coursebook. Oxford, 2018, p. 107)

Table 12. Distributions of Occupations

Gender	Occupations
Female	Architect, actress, activist, tennis player, weightlifter, politician, fashion designer, nurse.
Male	Conductor, athlete, skier, personal trainer, acupuncturist, businessman, hairdresser, actor, song writer, director, boxer, poet, novelist, explorer, inspector, model, referee, guitarist, footballer, runner.
Common	chef, teacher, writer

4.1.3.3 Amount of talk in video sections

The section titled "Revise and Check" follows each unit in the *English File Intermediate* coursebook. There is a video listening component in those areas where five individuals respond to a single question about their lives, as previously noted. In total, the videos feature 15 women and 10 males speaking. The percentage of the amount of talk by women is 60% and the percentage of the amount of talk by men is 40%. It is evident that women talk more than males do. It might be said that writers have employed more female figures than male figures as a result. More speech freedom is given to women.

Table 13. Presence of Female and Male Characters in Video Sections

Gender	Number of Characters in Video Sections
Female	15
Male	10
Total	25

4.1.3.4 House chores representations

House chore representations are the activities done by each family member at home. Throughout the book, in example sentences, there are not many activities related to house chores, yet on the photos there are some illustrations. Probably, this is because of the unit varieties. Whatever topic the unit is related to, the sentences in the book are shaped accordingly.

In Figure 7, there are two men who are represented as the participants of the image, washing the dishes. Two young men are doing this activity. For laundry, in the same text, it is written that mothers have magical powers to remove stains from clothes. Both genders are in charge of different kind of house chores.

On the next page, Marco, the male speaker, states that he is so happy living with his parents because, without them, he claims that he would do the housework and cooking. On page 44, the speaker claims that her/his mother has never been able to cook well.



Figure 7. Men washing the dishes. (*English File Intermediate* coursebook. Oxford, 2018, p.70)

Table 14. House Chores Representations

Gender	Verbs related to house chores
Female	Looking after brothers, cooking.
Male	Washing the dishes.

4.1.3.5 Adjectives used to describe two genders

Adjectives used to describe women and men are quite important to shape a character in learners' minds. When a negative word, such as weak, is used for a woman, people can generalize it to all women, so selecting adjectives for characters throughout the book should be done meticulously.

In the current coursebook, a man and a woman are portrayed sitting; the girl is smiling, while the boy is looking serious. There are five adjectives attributed to both men and women. The woman is extroverted, generous, hardworking, talkative, and funny, while the man is shy, mean, lazy, quiet, and sensible. Man is portrayed as a problematic character. On the next page, positive adjectives, such as affectionate, honest, and imaginative, have been used to describe a girl.

In unit 3B, the speaking section is about male and female behaviors. The research claims that women are more emotional than men about their partners but as competitive and aggressive as men. On the other hand, men are more insecure and panic in some situations.

Table 15. Adjectives used to Describe Two Genders

Gender	Adjectives used to describe two genders
Female	Extroverted, generous, hardworking, talkative, funny, affectionate, honest, imaginative, moody, emotional, caring, panic, aggressive, warm, cold, clever, sunny, pretty, intelligent, hardworking.
Male	Shy, mean, lazy, quiet, sensible, angry, furious, tired, insecure, panic, charisma, annoyed, good looking, wealthy.
Common	Competitive.

4.1.3.6 Distributions of free time activities

There are 8 free-time activities in the current coursebook and they are shared between two genders equally. Men engage in 4 activities and women engage in 4 free-time activities. The percentage of them is 50%. There are two activities which are done by both genders. They are driving and cycling. As it is seen below in figure 4, driving is not seen as just a man's activity in this coursebook. The woman is sitting in the driver's seat while the man is sitting in the passenger's seat.

Apart from that, doing different kinds of sport is regarded as an activity both genders do. Females in the book is doing kite-ski which is considered to be an extra ordinary sport. Moreover, they go to the cinema, take photos and deal with astrology. Although astrology has not scientific validity, it is regarded as something pseudoscience. On the other hand, men play basketball. Additionally, they do yoga and t'ai chi.



Figure 8. Woman is driving. (*English File Intermediate* coursebook. Oxford, 2018, p.14)

Table 16. Distributions of Free Time Activities

Gender	**Verbs related to free time activities**
Female	Kite-sking, going to cinema, taking photos, dealing with astrology.
Male	Racing, playing basketball, doing yoga and t'ai chi.
Common	Driving, cycling

4.2 Discussion

The first research question is how genders are represented in the *English File Elementary* and *English File Intermediate* coursebooks, and the second research question is to detect any gender bias caused by different levels. For the first research question, in two of the books, the presence of females and males is examined to detect any numerical imbalance between the two genders. In the second step, famous females and males are counted because it is a fact that icons are important figures for most people regardless of age. Then, the distribution of occupations is investigated to understand whether both genders are represented in various jobs. The following part focuses on video sections and the

amount of talk made by two genders in these sections. Which gender has been given more freedom of speech is the center of the question in this part.

After that, family roles are examined. The researcher would like to see women's positions in the confines of a house. Since in the previous studies, as obvious in the literature part, women are responsible for house activities while men are not. Later, the researcher focuses on adjectives used for women and men. Negative and positive meanings are investigated. Lastly, the distribution of free-time activities is checked to see what kind of social life a woman has compared to men. For the categories above, two books have been examined separately and then compared to each other.

While in the elementary book, the presence of women is slightly higher, in the intermediate book, the number of men is slightly higher, so it can be concluded that the visibility of women and men are balanced in the coursebooks.

For the second category, there can be revisions in the selection of famous people because, in both of the books, male famous people outnumber famous female figures. Yet, there are a lot of important female figures who changed the course of history in a good way. Thus, while creating these books, selecting from those successful female people will undoubtedly encourage female students to be more creative and useful for their society.

There are strong famous examples but their number is not satisfying. It is an undeniable fact that famous people are quite significant characters, and they have great effect on people, either positively or negatively. Using more strong female characters surely makes a better contribution to the development of a female student. To conclude, like in the elementary book, the visuals are quite man-centered. There are strong famous figures used in the book but not as may as male ones, so urgent correction needs to be done in both of the coursebooks in the number of famous figures.

After the investigation of occupations, one can say that in both of the books, teaching is viewed as a job that both genders do. Moreover, both genders claim to be 'unemployed' in both of the books, so it can be said that unemployment is a situation in which not only a woman suffers but also a man does, according to the current coursebooks.

In the elementary book, a cardiac surgeon professor, which is seen as a highly respected job, is portrayed as a woman. Likewise, in the intermediate book, there is a female activist, whose name is Malala, used in one of the photos and texts.If the book was against the empowerment of the female gender, they would not have used her as an example in the coursebook. As seen in Figure 5, the domination of famous males is much higher. With this result, it can be concluded that male ones again outnumber females like in the elementary coursebook.

When it comes to video sections, the frequency of women appearing in the videos is quite surprising again. In the elementary book, there are 19 women speaking about different topics in front of the camera, while there are only 10 men. Similarly, in the intermediate book, there are 15 women speaking about different topics in front of the camera, while there are only 10 men. If the coursebook writers valued male opinions more than women, obviously they would give more place to men and let them speak more than women, but in reality, women's presence in video sections is almost doubling that of men. It can be said that the amount of talk made by women almost doubles the amount of talk made by men. Thus, it can be obviously said that the authors of this coursebook use women's speeches more than men and give women the freedom to talk more about their daily activities.

The fifth concern of the study is house chore representations. In other words, how are responsibilities distributed between a woman and a man in the house? In the elementary book, cooking is attributed to men while working in the garden and painting the walls, which involve strength and durability, are attributed to women. In the intermediate book, unlike the information found in the literature review, washing the dishes is attributed to men, and this is portrayed in one of the photos. Two boys are washing the dishes. Obviously, there is a fair distribution in the book in the use of house chore activities.

Next, the researcher found out that in elementary book, the selection of adjectives for women is quite disappointing, and an urgent correction needs to be made. The adjectives used for women are quite negative: tired, angry, cold, old, worried, and nervous. The adjectives used for men are: not jealous, pleased, and happy. From these examples, it can be said that more positive adjectives can be used to describe women's emotions. In

intermediate book, there is no discrimination found apparently. Some of the adjectives used for women are: generous, funny, aggressive, intelligent, and hardworking. Some of the adjectives used for men are: shy, angry, tired, good-looking, and wealthy. From these examples, one can conclude that men cannot control themselves, and they show anger, or get furious or annoyed by someone's actions or something easily. Women are more inclined to show affection towards their environment, but it is also written that this does not solely mean that they never get aggressive or panic in all situations. Clearly, the adjectives are balanced, and no gender bias is seen in the selection of adjectives.

Distribution of the free-time activities is the last concern of this study. In the elementary book, the driver in one of the photos is a male person, while in the intermediate book, the driver is female, so it can be said that driving is a common activity that both genders do in their free time.

In the elementary book, there is a girl making music on the street which is not quite common for a girl to be on the street singing. In the intermediate book, both genders are into sports and do cycling as a hobby. While women take photographs and deal with astrology, men deal with yoga and t'ai chi. To conclude, the distribution of activities is balanced.

For the second research question, which is 'is there any gender bias caused by different levels?', it can be said that one of the biggest differences between the elementary and intermediate books is that there are a total of 36 activities in the lower book that both men and women engage in, but in the intermediate book, there are only 11 free-time activities that both genders do in total. In lower-level language books, writers generally focus on everyday activities and basic vocabulary to build a foundation for learners.

Language is a cumulative process and while doing an investigation different levels of check are must, because what kind of start a student makes while learning a language surely affects her or his continuation during this process. For instance, there is a section in the elementary book called 'Jobs'. In the intermediate book, there is not any section like this, so occupations are investigated just in the dialogues or texts.

In the elementary book, there are lots of house chore activity verbs that are considered to be A1 level because, with the help of this book, students start learning a language from the beginning. In the elementary book, activities done in the confines of a house are quite easy and repetitive, so they are not used in intermediate book whose level is quite higher than elementary.

As students progress to the upper levels, the focus shifts towards a more complicated language, including complex language structures and a broader range of topics. Themes change beyond simple activities, so there are more diverse language elements in intermediate books except for simple free-time activities such as playing sports or spending time out with friends. As it is seen below, the activities can be regarded as elementary vocabulary. More complex language is given as an example, but not with free-time activities because they are limited.

It is obvious that this coursebook attributes more jobs whose workplace is outside to men, while women again stay in the confines of a building. Shown in Figure 1, where an important surgeon is portrayed as a woman, the woman says that her husband is away a lot and that he is not at home all the time. The husband's workplace is somewhere outside, and women spend more time in the house although she is a busy professor. It is clear that she takes care of the house more than the man, but she has a prestigious job. The book shows her not only as a mother but also as a successful surgeon.

In short, it can be clearly seen that the book paid attention to selecting occupations and relating them to both genders, but there should be a revision in the number. There should be more jobs related to women that require strength, such as being a DJ, footballer, builder or a taxi driver. Because of the working conditions, these jobs should not be just attributed to men. To conclude, more gender-free language is needed in this coursebook because under-representation of women in such a material leads new generations into a wrong perceptions.

That the visibility of women in photos is more than men is a great sign of empowerment of women in coursebooks. As the current book is the last edition which was published in 2018, it is obvious that there is a great deal of advancement in the materials developed in recent years.

It should be kept in mind that giving examples from famous, strong females can leave a positive impression, especially on female students, so the use of famous female characters can be revised and improved. Furthermore, avoiding using any specific gender or using a non-sexist language prevents the discrimination against women and promotes equality in educational materials.

5. CONCLUSION AND SUGGESTIONS

Gender discrimination against women has been getting more attention in recent years than in the past. As education is in almost every part of our lives, it becomes a necessity to check educational materials to make sure they are free of any kind of discrimination or bias, because whatever students learn in the schools are applied to real life by them.

In this sense, this research aimed to find answers to two questions about gender issues in two of English language teaching coursebooks. Before answering two questions, content analysis method has been adopted by the researcher. Two of the coursebooks are selected with great care. A detailed investigation has been carried out in two different levels of the books of *English File* coursebook fourth edition by Oxford.

For a peaceful learning environment, materials with a gender discrimination element are not recommended or beneficial. Coursebooks should promote a more respectful and balanced language acquisition process, help students develop communication skills, and help them understand diversity and equality without reinforcing stereotyping. This kind of atmosphere leads to more successful and powerful female students who are not afraid of to show their potential.

It can be said that both coursebooks are aware of women's issues and try to give equal examples for both genders, and it is obvious that the writers of the book tried to use non-sexist language. Instead of using sexist language, the book avoids sexist language by choosing careful words, such as a relative, family member, sibling, person, parent, the police, speaker, operator, flight attendant without giving any implication for any gender. Hopefully, these results, which are meticulously gained will contribute valuable knowledge to existing and further studies.

Gender discrimination in ELT coursebooks is an outcome of the inequality of women and men in society. Coursebooks are indispensable materials for language teaching nowadays, and the content they use is taken from everyday life. Obviously, gender imbalance in coursebooks has negative effects on learners because their' perceptions are shaped by what they read or see.

As long as coursebooks show women in the position of mothers, caring ones, the ones who take care of the household chores, learners get affected accordingly, but if writers of the coursebooks or teachers pay serious attention to this issue coursebooks do not create this kind of world in readers' minds.

Respecting both genders equally will create more welcoming classrooms, regardless of students' gender. Learners will feel respected, and this will contribute to a positive and supportive learning environment. Any restriction based on their gender will be out of the question and this will enable students to pursue their careers freely.

Another result is that in order to address gender disparity issues in instructional materials, EFL teachers should be given a gender perspective in teacher training courses. This way, it can guarantee that EFL teachers acquire the necessary skills to work with and handle materials that are gender biased.

Furthermore, the value of coursebooks and their contents should be understood by EFL teachers. They should use caution, therefore, while selecting the teaching aids to be used in the classroom. Illustrators should guarantee equitable gender representation in next ELT coursebooks. The use of females in the photos have inevitably great positive effects on female students, so balanced representation leaves good impression on female students.

By creating latest editions of the books, writers try to provide balanced representations of both genders. Traditional way of thinking is now becoming a history just in old published books. Thanks to coursebooks which encourage females and make them believe in themselves for jobs that require power and endurance. For example, women can be taxi drivers or firefighters, or with the help of coursebooks which represent men as house carers, a man can change a baby's diaper in the visuals.

While developing curriculums, examples should be taken from both genders. When writers represent males as caring more for the house, using positive and strong adjectives for females, and using non-generic pronouns, the world they create becomes a more equal place to live in for both genders.

Stereotypical adjectives for women, such as shy and polite should be outdated. Not just girls, but also boys should take care of their physical appearance. Males should strive to attract females with their appearance or with their beauty routine like women do vice versa.

According to the findings, it can be concluded that coursebook writers worked on the gender issue deliberately and created these coursebooks with great care, but with there are still some examples to be corrected and they should work on more. Clearly, the authors should revise famous people they have used for the current books because men are very high in number while famous women's photos stay in small numbers and pay attention to the selection of adjectives in elementary coursebook.

If all writers and writers modernize their old ways of thinking, better works are studied and better students are trained. The status of women in society rises, and a positive learning environment are provided.

The analysis of this study showed that there is no unfair gender representation in both coursebooks. It is clear that it is the fourth edition, and writers paid extra attention while writing these two books.

There are a lot of books in the ELT world that still need to be examined. Due to the fact that gender issues are a very broad topic to be covered, this thesis could not include all their implications. Moreover, the current study is just an examination of two books, and this is not enough to restrict the results. Researchers can study pre-intermediate and advanced level of *English File* coursebooks.

Moreover, some questionnaires can be prepared to get teachers', students', and writers' opinions about gender bias. Teachers and students can be valuable resources to develop better curricula.

In addition, workbooks and teacher books have not been taken into consideration, but it is a general truth that teachers get help from teacher books and students have homework from workbooks, so one can say that both of them are used by teachers and students. With their analysis, more comprehensive work can be done by the researchers.

Lastly, local coursebooks that are written in different countries can be investigated to see different results. Actually, it is the culture that shapes the coursebooks taught in schools or private institutions in the countries, so this can give us some information about different countries' perceptions of the position of women in daily life.

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