

**A COMPARATIVE STUDY OF THE CHANGE OF LIFESTYLES:
HEADWAY INTERMEDIATE (1987), HEADWAY PRE-
INTERMEDIATE (1991), LANGUAGE HUB INTERMEDIATE
(2019), AND LANGUAGE HUB PRE-INTERMEDIATE (2020)**

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MASTER OF ARTS THESIS

Department of Foreign Language Education

English Language Teaching Master's Programme with Thesis

Advisor: Assoc. Prof. Dr. A. Nejat TÖNGÜR

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T.C. Maltepe University

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JÜRİ VE ENSTİTÜ ONAYI

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



ETİK İLKE VE KURALLARA UYUM BEYANI

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



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Esen Muhsine GÖK

Eylül, 2023

ÖZET

HEADWAY INTERMEDIATE (1987), HEADWAY PRE-INTERMEDIATE (1991), LANGUAGE HUB INTERMEDIATE (2019), VE LANGUAGE HUB PRE- INTERMEDIATE (2020) DERS KİTAPLARINDA GÖRÜLEN YAŞAM TARZI DEĞİŞİKLİĞİ KARŞILAŞTIRMALI ÇALIŞMASI

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Yabancı Diller Eğitimi Anabilim Dalı

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Danışman: Doç. Dr. A. Nejat Töngür

Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2023

Bu çalışma 1987 ve 2020 yılları arasında yayımlanan dört İngilizce ders kitabındaki yaşam tarzı yansımalarını ve değişikliklerini araştırmak ve karşılaştırmak amacıyla yapılmıştır. Kitaplar yabancı yazarlar tarafından oluşturulmuş olup farklı kuruluşlarda ve İngiliz Dili Eğitimi alanında kullanılmıştır. Bu çalışmanın amacı İngiliz Dili Eğitimi ders kitaplarındaki yaşam tarzı yansımalarını, yaşam tarzı öğelerinin kategorilendirilmesiyle nicel ve nitel olarak araştırmaktır. Buna ek olarak, bu çalışma yıllar içinde İngiliz Dili Eğitimi ders kitaplarındaki yaşam tarzı yansımalarının neler olduğunu ve hayat tarzının nasıl değiştiğini birbirleriyle karşılaştırarak tespit etmeyi amaçlamaktadır. Bu sonuçlara ulaşabilmek için, bu çalışma yedi farklı kategoride incelemeye alınmıştır: a) yiyeceklerle ilgili görseller b) teknolojik ürünler, cihazlar, araçlar ve ekipmanlar c) ırk, etnik köken ve uyruk, d) boş zaman faaliyetleri, e) kıyafetler, f) kadın rolleri, meslekleri ve aktiviteleri, g) erkek rolleri, meslekleri, ve aktiviteleri. Görsel veriler bu kategorilere göre tablolara dönüştürülerek nicel ve nitel olarak analiz edilmiştir. Araştırmanın sonucu ders kitaplarının karşılaştırılmasıyla yaşam tarzı yansımalarının *Headway Intermediate* (1987), *Headway Pre-Intermediate* (1991), *Language Hub Intermediate* (2019) ve *Language Hub Pre-Intermediate* (2020) kitaplarında büyük ölçüde farklılık gösterdiğini ortaya koymuştur. Yiyecek içecek, ırk, etnik köken ve uyruk, ve boş zaman aktivitelerindeki çeşitlilik *Language Hub Intermediate* (2019) ve *Language Hub Pre-Intermediate* (2020) kitaplarında belirgindir. Tümüde, kıyafetlerin ve cinsiyet rolleri

eřitlilięi neredeyse paraleldir, ancak kapsamları farklıdır. Hem cinsiyet rollerinin hem kıyafetlerin kapsamı ve öğelerin eřitlilięi konusunda ders kitapları gelişen teknoloji ve globalleşme sebebiyle deęişikliğe uğramıştır.

Anahtar Sözcükler: Hayat Tarzı, İngiliz Dili Eğitimi Ders kitabı, Headway Intermediate (1987), Headway Pre-Intermediate (1991), Language Hub Intermediate (2019), Language Hub Pre-Intermediate (2020)



ABSTRACT

A COMPARATIVE STUDY OF THE CHANGE OF LIFESTYLES: *HEADWAY INTERMEDIATE* (1987), *HEADWAY PRE-INTERMEDIATE* (1991), *LANGUAGE HUB INTERMEDIATE* (2019), AND *LANGUAGE HUB PRE-INTERMEDIATE* (2020)

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Maltepe University Graduate School, 2023

This study is conducted to analyze and compare the lifestyle reflections and changes in four ELT coursebooks which were published between the years of 1987 and 2020. The coursebooks are created by foreign authors and used in different institutions and in the ELT field. The focus of this study is investigating the lifestyles reflected in the ELT coursebooks quantitatively and qualitatively by categorization of lifestyle elements. Furthermore, this study aims to detect what are the reflections of the lifestyles in the coursebooks and how the lifestyles changed over the years compared to each other. To deduce these, this study is carried out under seven categories: a) food related visuals b) products, devices, tools, and equipment c) race, ethnicity, and, nationality, d) leisure time activities, e) clothes, f) female roles, professions, and activities, g) male roles, professions, and activities. The visual data is formed in the tables according to the categories and analyzed both quantitatively and qualitatively. The result of the investigation shows that in comparison of the coursebooks, reflection of the lifestyles is different on a large scale in *Headway Intermediate* (1987), *Headway Pre-Intermediate* (1991), *Language Hub Intermediate* (2019), and *Language Hub Pre-Intermediate* (2020). Variety of food related visuals, race, ethnicity and nationality, and leisure time activities are visible in *Language Hub Intermediate* (2019) and *Language Hub Pre-Intermediate* (2020). In all, clothes and gender roles are almost in line in terms of variety, but the scope

of them is different. The coursebooks change both in scope of gender roles and clothes, and in variety of the items because of the technological developments and globalization.

Keywords: Lifestyle, ELT Coursebook, Headway Intermediate (1987), Headway Pre-Intermediate (1991), Language Hub Intermediate (2019), Language Hub Pre-Intermediate (2020)



GENİŞLETİLMİŞ TÜRKÇE ÖZET

HEADWAY INTERMEDIATE (1987), HEADWAY PRE-INTERMEDIATE (1991), LANGUAGE HUB INTERMEDIATE (2019), VE LANGUAGE HUB PRE- INTERMEDIATE (2020) DERS KİTAPLARINDA GÖRÜLEN YAŞAM TARZI DEĞİŞİKLİĞİ KARŞILAŞTIRMALI ÇALIŞMASI

Bu çalışma, 1987 ile 2020 yılları arasında yayımlanan dört farklı İngilizce ders kitabındaki yaşam tarzı yansımalarını ve değişikliklerini incelemek amacıyla yapılmıştır. Bu kitaplar farklı yazarlar tarafından yazılmış olup çeşitli eğitim kurumlarında ve İngiliz Dili Eğitimi alanında kullanılmıştır. Bu çalışmanın temel hedefi, İngiliz Dili Eğitimi ders kitaplarında yer alan yaşam tarzı yansımalarını, yaşam tarzı öğelerini kategorilendirme yoluyla hem nicel hem de nitel olarak araştırmaktır. Ayrıca, bu çalışma yıllar içinde İngiliz Dili Eğitimi ders kitaplarında yaşam tarzının nasıl değiştiğini anlamak amacıyla bu yansımaları karşılaştırmayı hedeflemektedir. Bu sonuçlara ulaşmak için, çalışma yedi farklı kategoride incelenmiştir: a) yiyeceklerle ilgili görseller, b) teknolojik ürünler, cihazlar, araçlar ve ekipmanlar, c) ırk, etnik köken ve uyruk, d) boş zaman faaliyetleri, e) giysiler, f) kadın rolleri, meslekleri ve aktiviteleri, g) erkek rolleri, meslekleri ve aktiviteleri. Elde edilen görsel veriler, bu kategorilere göre tablolar halinde düzenlenmiş ve hem nicel hem de nitel olarak analiz edilmiştir. Araştırma sonuçları, *Headway Intermediate* (1987), *Headway Pre-Intermediate* (1991), *Language Hub Intermediate* (2019) ve *Language Hub Pre-Intermediate* (2020) kitaplarında yaşam tarzı yansımalarının büyük ölçüde farklılık gösterdiğini ortaya koymuştur. Yiyecek içecek, ırk, etnik köken ve uyruk, ve boş zaman aktivitelerindeki çeşitlilik özellikle *Language Hub Intermediate* (2019) ve *Language Hub Pre-Intermediate* (2020) kitaplarında belirgindir. Tüm kitaplarda, giysilerin ve cinsiyet rollerinin çeşitliliği neredeyse benzerdir, ancak kapsamaları farklıdır. Cinsiyet rolleri ve giysiler konusundaki bu çeşitlilik, teknolojinin ve küreselleşmenin etkisiyle zamanla değişmiştir. Sonuç olarak, ders kitaplarında yaşam tarzının farklı yansımaları bulunmaktadır ve bu öğelerin çeşitliliği yıllar içinde değişmektedir. Araştırmadan elde edilen bulgulardan biri, İngiliz Dili Eğitimi ders kitaplarında sağlıklı yaşam bilincinin gösteriminde belirgin bir değişiklik olduğudur.

Sağlıklı olma endişesi, İngiliz Dili Eğitimi ders kitaplarının içeriğini yiyecek, içecek ve yemekler açısından değiştirir. Bu durum, spor ve boş zaman etkinlikleri kategorisinde de görülebilir. Ayrıca, İngiliz Dili Eğitimi ders kitaplarına farklı mutfak kültürleri eklenmiştir. Bu, tek kültürlü içerikten çok kültürlü içeriğe geçişi gösterir. Günümüzdeki ders kitapları, modern yaşamın hızla değişen manzarasını yansıtarak teknoloji ve eğlence alanındaki son trendleri içerir. Bu temsiller, öğrencileri etkilemekle kalmaz, aynı zamanda onları çağdaş dil ve kültürel referanslara maruz bırakır. Teknolojik gelişmeler, yeni medya ve eğlence yöntemleri, İngiliz Dili Eğitimi ders kitaplarında ürünler, cihazlar, araçlar ve ekipmanlar ve boş zaman etkinlikleri açısından yansıtılır. Farklı ırk, etnik köken ve uyruğa sahip insanlar da İngiliz dili Eğitimi ders kitaplarında görünür. Görseller artık farklı ırklardan, etnik kökenlerden ve uyruklardan gelen bireyleri içerir ve daha eşitlikçi bir bakış açısını yansıtılır. Her ırk ve cinsiyet eşit öneme sahiptir, geleneksel kalıplardan sapar ve daha kapsayıcı bir dünya görüşünü teşvik eder. Eşitlikçi bakış açısı, günümüzde İngiliz Dili Eğitimi ders kitaplarında mevcuttur. Boş zaman etkinlikleri ve spor etkinlikleri açısından İngiliz Dili Eğitimi ders kitaplarına yeni türde etkinlikler de eklenmiştir, bu da ders kitaplarının değişen toplumsal dinamiklere duyarlılığını gösterir. Sağlık endişeleri ve internete erişim, yeni spor türlerini deneyimlemeyi mümkün kılar ve bu yansımalar İngiliz Dili Eğitimi ders kitaplarında görülebilir. Sporlar ve hobiler artık İngiliz Dili Eğitimi ders kitaplarında yer alır, öğrencilere yeni ilgi alanlarını ve deneyimleri keşfetme olanağı tanır. Bu, fiziksel aktivite ve boş zaman etkinliklerine doğru geniş bir kültürel değişimin bir yansımasıdır. İngiliz dili Eğitimi ders kitapları, giysiler ve cinsiyet rolleri ve aktiviteler açısından savaş karşıtı bir tutuma sahiptir. İngiliz Dili Eğitimi ders kitaplarında bu anti-savaş duruşu, eski normları ve varsayımları sorgular. Giysilerle ilgili olarak, internet ve sosyal medya insanların tercihlerini etkilediğinden modayı takip etme alışkanlığı artar. Giysi trendi temsilleri, özellikle internet ve sosyal medyanın hızla yayılan moda trendleriyle, popülerlik kazanır. Cinsiyet rollerinin tasviri, kadınları geleneksel rollerin dışında gösterme yoğunluğunda giderek değişir. Bu geçiş aynı zamanda erkekleri de etkiler. Dolayısıyla, cinsiyet açısından, kadınları geleneksel rollerin dışında gösterme eğilimi artar. Ayrıca, erkek rolleri, meslekleri ve aktiviteleri de bu eğilimden etkilenir. Globalleşen dünyanın yansıması İngiliz Dili Eğitimi ders kitaplarında görülmektedir.

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ABBREVIATIONS

ELT	: English Language Teaching
LHP	: Language Hub Pre-Intermediate
LHI	: Language Hub Intermediate
HWP	: Headway Pre-Intermediate
HWI	: Headway Intermediate

CHAPTER 1. INTRODUCTION

Among the issues explained by the researchers in the English language teaching (ELT) coursebooks, there is a wide repertoire of grammatical, methodological, cultural, and lexical items. However, how the lifestyle is reflected in the ELT coursebooks must be researched more with an emphasis on how these lifestyles are mirrored. By bringing them in a single study, it is possible to reveal the lifestyle changes in old and new coursebooks. The gap in the literature is the notion that the ELT coursebooks reflect the lifestyle changes influentially. Thus, using multiple subtopics to conduct the research will provide more reliable results and an understanding of how the content of the coursebooks shape according to lifestyles over the decades. This study aims to contribute to existing knowledge of comparative ELT coursebook studies and give access to evaluate the ELT coursebooks with an alternative viewpoint and unique interpretation.

1.1 Statement of the Problem

In ELT, there are key elements which are the teacher, students, learning environment, length of the course, aims of the students, materials, and the coursebooks used.

Although there are many studies on the methodologies, lexical items, grammatical structures, topics included, and cultural perspective of the coursebooks, the number of the studies about the lifestyles in the coursebooks is limited. Obviously, in addition to the other items, how lifestyle is reflected in the coursebooks and how the changes in lifestyle are included are essential to have a different understanding of changing world and changing ELT coursebooks. There, too, have been many studies on the problems related to coursebooks such as gender bias, race, cultural symbols and images, and social class representations in texts, images, and listening scripts. By narrowing these areas down, the problem selected is the evaluation of content in visuals and pictures by analyzing and comparing the changes on ways of life in two different ELT coursebooks over the decades. The reason behind this is that there have been minor studies on changing the ways of life in time in ELT coursebooks, and it is important to see how the ELT coursebooks have changed over the decades. Alongside, technological devices, teaching

techniques, approaches, and methods which have been reflected in the coursebooks over the decades, the researchers also assume that these coursebooks mirror the changes in lifestyles in their content and these have not been analyzed sufficiently. In the ELT coursebooks, there have been a few studies focused on that area and those studies do not fully represent the lifestyle changes over time.

1.2 The Aim of the Study

It is assumed that coursebooks might show different kinds of cultural, methodological, lexical, and linguistic elements over time resulting from technological developments, improved learning methods, and the inevitable influence of other cultures and globalization of the world. So, the main aim of the study is to compare the lifestyles reflected in the four ELT coursebooks which were published with a time span of 33 years and to analyze how lifestyle changes were included in these coursebooks. *Headway Intermediate* was published in 1987, *Language Hub Intermediate* was published in 2019, *Headway Pre-Intermediate* was published in 1990, and *Language Hub Pre-Intermediate* was published in 2020. Hence, studying those four coursebooks would give an insight into the change of lifestyles in them over the course of time. The questions to be answered to be able to explore the main aim of the study and the data to be collected and analyzed are:

1. How are the lifestyles reflected in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020)?
2. How have the lifestyles changed over the years in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020)?

1.3 Significance of the Study

The development of the ELT coursebooks allows researchers to follow people's daily lives. It is required to address concerns such as if certain topics are appropriate for the

age group, how students will be influenced while learning a foreign language, and whether more current coursebooks should be developed. These are crucial topics to consider before selecting an ELT coursebook because they reflect lifestyle changes, such as gender issues. Furthermore, technology opportunities change, influencing and shaping the content of the ELT coursebooks, and the ELT sector thrives for decades. This research has the potential to improve the educational practices of the ELT coursebooks. Furthermore, changes in lifestyle should be monitored and reflected in ELT coursebooks on a regular basis. They have an important role in students' lives. The reflection of lifestyles in the coursebooks shape students' world views in every way, and they can also illuminate their way of living and thinking, which can be a tremendous assistance in developing not only academically but also intellectually. Furthermore, the publishers may gain from this research as well. They can be informed on the portrayal rate of way of life and determine whether or not the coursebooks are current. They can make any necessary changes. The investigated coursebooks in this study appear to be examples of changing lifestyles and their reflection in the ELT coursebooks. Even though there have been studies conducted on the content of the ELT coursebooks, each of them mostly focuses on one single or two subtopics such as gender, race, and leisure time activities. These subtopics reflect the lifestyle of the year when the coursebook was written, still, there may be other focus topics to include in them to fully comprehend the changes of lifestyle over time in coursebooks like the products, devices, tools, and equipment, clothes, and leisure time activities. Because coursebooks are the most used material by ELT students and institutions, students are directly affected by the contents of the books. The content is expected to be created in a timely fashion so that students can benefit fully. To achieve this, ELT coursebooks should be relevant in a constantly changing world, with new developments, technologies, and information emerging day by day. The relevance here helps students make connections in their learning with real-world situations and applications. Also, creating ELT coursebooks up-to-date ensures that students get accurate and reliable information. Engagement of the students in the classroom is supported by the coursebooks as well. They can relate the content to their lives and see the issues they care about. As a result, they are more likely to be interested in their studies. With current and diverse perspectives, students are able to analyze multiple viewpoints and interpret information effectively. This skill is crucial in an

information-rich world. By considering these benefits, this analysis aims to contribute to the field of ELT by putting this study into practice to analyze and compare the lifestyles in the ELT coursebooks. For this reason, studying other items is considered useful for the field of the ELT, and not only teachers but also publishers, too, may benefit from this research. Because coursebooks, in a way, reflect and are supposed to reflect the lifestyle that one lives in this fast-paced world. The comprehensive review of literature in this study aims to gather the pre-studied topics on ways of life. After answering the research questions, the potential benefit is supposed to reach coursebook authors and publishers, institutions, and teachers because they are to be aware of the reflection of the lifestyle and they can question if it is interesting or beneficial enough for students in today's world. The assumed potential for further studies around this subject area is more detailed subtopics may be covered in the future as this one is thought to take a leading part in the field.

1.4 Limitations of the Study

This study is limited to two publishers and four different coursebooks of old and new editions. So, it is not possible to generalize as all the coursebooks were evolving and changing in terms of their content over time. The chosen series *Headway* and *Language Hub* are among the most commonly used coursebooks in Turkey, but other books could also be analyzed in a similar way where English is thought of as a foreign or second language in institutions all over the world. Other parts of the coursebooks, such as grammar explanations, definitions of words, intonations, and phonology were not included in the research as it might be better to focus on only the content of the coursebooks, not the language in itself. Other coursebooks should also be analyzed in order to have a better picture of the questions. Linear studies must also be done to achieve the most accurate results of the change of lifestyles in the ELT coursebooks, and for this, they should be studied systematically year after year.

1.5 Operational Definitions

Coursebooks: Coursebooks are believed to have a crucial role in English language teaching process and accepted as effective tools for learners to enhance their intercultural knowledge. “*With regard to teaching culture, it is vital to take the content of coursebooks into account*” (Fakazlı & Baytar, 2021, p. 2266).

Lifestyle: American Psychological Association clarified lifestyle as “*the typical way of life or manner of living that is characteristic of an individual or group, as expressed by behaviors, attitudes, interests, and other factors*”. (n.d., 2023, para. 1)



CHAPTER 2. REVIEW OF LITERATURE

2.1 Coursebooks and ELT

A comparative study of the change of lifestyles in two different coursebooks requires an analysis of how previous studies contributed to the field. In language teaching, the key elements to teaching a foreign language are the teacher's role, student profile, physical conditions, the aim of the course, length of the course, and materials. Coursebooks are an indispensable part of language teaching and therefore, "*coursebooks are the most commonly used course materials in transmitting knowledge and skills*" (Demir & Ertaş, 2014, p. 243). Coursebooks are helpful tools in teaching a foreign language as they have visuals, listening tracks, video series, online materials, self-study platforms, and sheets. They have many advantages both for the teacher and learner. Allen (2015) stated the advantages of the ELT coursebooks as following:

- 1) They provide a coherence of syllabus in institutions.
 - 2) They create a structure to the process of learning a language.
 - 3) They help teachers who need assistance and are lack of adequate training.
 - 4) They are time-saver by providing ready to go materials.
 - 5) They assist teachers who are expected to teach higher level of proficiency.
- (p. 250)

The first issue to be taken into consideration is the design and organization of coursebooks and many studies contributed to give an insight into the lifestyles in coursebooks (Başal et al., 2016; Domin, 2007; Hewings, 1991; Hill, 2003; Laitinen 2014; Lenzner et al., 2013; Levin, 1981; Romney, 2012; Romney & Bell 2012; Roohani & Sharifi, 2015). As for the design and organization of coursebooks, pictures/visuals were the most useful elements. The pictures/visuals are a great help for the students to memorize the lexical items and understand the context such as getting the gist of the content to be covered. Firstly, to understand the significance of the design and organization of pictures/visuals in the coursebooks, it might be useful to understand why publishers use them in coursebooks. The reason for using visuals/pictures in the ELT coursebooks was explained by Domin (2007) as the following:

Visual stimuli are effective means of transferring information. In addition to this they help motivate and activate students, keep their attention, create a relaxed atmosphere, and provide a context in which the students use new language. Visuals are not simply teaching aids. They are chunks of real world brought to the classroom to make using foreign language meaningful. (p. 9)

As the English coursebooks mostly include visual elements, number of the studies (Başal et al., 2016; Lenzner et al., 2013; Romney & Bell, 2012) depended on the categorization of images by Levin (1981) which were decorative, representational, organizational, interpretational, and transformational. Başal et al. (2016) explained that *“the reason for using Levin’s typology of illustrations was that it is relatively easy to categorize the illustrations and it is also one of the most common tools in the literature for investigating the illustrations in the course books”* (p. 529). So, to analyze the coursebooks, many researchers used and depended on this categorization.

According to Lenzner et al. (2013), the pictures must be categorized as decorative pictures and instructional pictures; in short, they must be considered instructional when they are primarily informative, and as decorative when they are primarily aesthetically appealing (pp. 811-812). Using decorative pictures might improve the learning environment while having only instructional pictures would make the learning less exciting. As a result, it was asserted that *“the combined cognitive effect of instructional pictures and affective impact of decorative pictures makes learning especially successful”* (Lenzner et al., 2013, p. 829).

One of the studies in this field was conducted by Romney and Bell (2012) who analyzed representations, such as photographs, illustrations, graphs, and charts (p. 212). The aims of this study were to understand the reason for including many decorative graphics in business English coursebooks and to understand if the graphics could be a distraction, or not. They concluded that apart from the ineffective and little images, the number of large-sized images caused students and teachers to not being able to focus on the language to be taught or learned (Romney & Bell, 2012, p. 215).

The study by Hewings (1991) outlined another list of representations of illustrations in the ELT materials and analyzed the images under the sub-categories of representation of

roles, representation of situations, representation of topographical space, and symbolic and graphic representations (pp. 238-242). That list of representations of illustrations aimed to aid the interpretations of the visuals accurately. The main aim of his study was to see how different cultural backgrounded students perceived those images, especially Vietnamese and the Western. He concluded that “*we inevitably see illustrations from a culturally biased viewpoint and tend to assume that all people see illustrations the way we see them*” (Hewings, 1991, p. 243).

Another study on the images in the ELT coursebooks was conducted by Romney (2012) who surveyed three English coursebook publishers and the study drew attention to the question which was whether “*the majority of images in ELT textbooks [are] decorative or [do] they have a learning purpose*” or not (p. 392). The study by Romney (2012) showed that images were more than just being decorative (p. 396). Moreover, the earlier study was carried out by Hill (2003) and concluded that 55% of the pictures which found their place in British English coursebooks were for decoration (p. 176). Similarly, in order to determine if illustrations were merely ornamental features or whether they aid in understanding the text, the study by Laitinen (2014) analyzed ten English textbooks and concluded that “*pictorial illustrations are mainly used as decorative elements, which aim to affect the reader’s emotions and attitudes, and as visual representations of the text or aspects of it*” (p. 70).

Similarly, illustrations of English coursebooks in a Turkish context were studied by Başal et al. (2016), who showed that “*most of the illustrations in four books were subsumed under the category of representational function*” (p. 525).

Furthermore, the design of the English coursebooks was taken into consideration according to the balance of black-and-white and color drawings by Roohani and Sharifi (2015). Two coursebooks in the research were *Interchange 3* and *Top Notch 3B* and Roohani and Sharifi (2015) concluded that:

The analysis of visual elements reveals that, first, color pictures constitute a large percentage of illustrations in both textbooks, reflecting current publication trend for stylish color pages. Second, *Interchange 3* has more drawings than the *Top Notch 3* whereas the *Top Notch* textbook has more photos, which can establish

more authenticity and result in its higher price. Third, the majority of the portraits are color photos, and, further, actions are represented more through drawings than photos, presumably because of practicality issues. Finally, pictures used for decorative purposes constitute a small percentage of illustrations in both textbooks, indicating their pedagogically facilitative effects. (p. 68)

Obviously, the previous studies showed that to identify the different lifestyles in coursebooks, it is important to be informed about the design and organization of coursebooks. Because pictures and visuals in coursebooks are subcategories of their design and organization. So, it is important to be acquainted with the norm of design and organization of the ELT coursebooks to have a concise outcome of the content analysis of the depiction of ways of life in the ELT coursebooks. The results in this section featured an understructure of the creation of coursebooks which were the essential part of such study. Apparently, the studies by Başıal et al. (2016), Domin (2007), Hewings (1991), Hill (2003), Laitinen (2014), Lenzner et al. (2013), Levin (1981), Romney (2012), Romney and Bell (2012), Roohani and Sharifi (2015) showed that pictures and their design were useful in comprehending the information, served as the mirror of the world, moreover; using decorative ones supported the learning environment, nonetheless; big images could be a distraction for learning a language, and images might be identified differently depending on the culture of the students. As for the purpose of the images, the findings suggested that above mentioned images were classified as decorative, informative, representational, and colored depending on the coursebook itself.

2.2 Language Content and Skills in ELT Coursebooks

In order to make a study on the change of lifestyles, language content and skills in coursebooks should be explored. In language teaching, coursebooks were mainly created according to the level of language and skills to be taught. In that sense, there are many points to consider such as vocabulary input, grammar explanations, speaking activities, reading passages, tasks, and exercises stated in the ELT coursebooks. Coursebook analysis and evaluation were favored to work on different aspects of coursebooks for a long time. Especially, vocabulary presentations and the density of vocabulary input were studied by many researchers (Baleghizadeh & Ashoori, 2011; Garcia, 1990; Hamiloğlu

& Karlova, 2009; Marmol, 2011; O'loughlin, 2012) to develop better content in the future and to select suitable material for institutions, teachers, and students.

Selecting the right vocabulary for the teaching purpose of the coursebook is another concern which got the attention of many researchers as lexis might be one of the foundations of the language and the course to be taught. Vocabulary knowledge is accepted as the foundation of the language and Baleghizadeh and Ashoori (2011) explained the importance of vocabulary as “*a necessity for communication and in expressing meaning through the productive and receptive skills*” (p. 1). In that case, the common lexical core was studied in sixteen different coursebooks at the same level by Garcia (1990) who outlined that there is an irregular lexical density among them, and this might be the reason for having a different selection of criteria (p.111).

The publishing houses and authors were concerned with word building, word formation, synonyms, and easily confused words (Hamiloğlu & Karlova, 2009, p. 43). According to Hamiloğlu and Karlova (2009), teachers and instructors might better check the vocabulary level and frequency of the coursebook when they select it since coursebooks don't mention the level and frequency of words stated in them (p. 53). Material developers, publishing houses, and educational institutions have been concerned with vocabulary selection as well as other factors such as topic, design of the unit, structure, pronunciation, types of exercises, visuals/pictures, and physical make-up (Kayapınar, 2009, p. 70). Among those sub-topics, foreign language teachers and researchers have been interested in the most frequent words to teach to have competence in productive and receptive skills. So, every coursebook was considered to have a certain vocabulary list. Although the vocabulary distribution of some coursebooks at the same level might not be equal, a study was conducted by Marmol (2011) and found that “*distribution patterns have shown the different philosophy behind each textbook*” (p.19).

How to select the words to be included and the criteria in the selection of vocabulary in the coursebooks have been another issue, and in this regard, British National Corpus [BNC] and Corpus of Contemporary American English [COCA] offer comprehensive vocabulary to the publishers, educators, researchers, and teachers. The most frequent words to get the best out of a foreign language got the attention in the world from many learners. In that case, BNC was recognized by the foreign language education world as

they serve “a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written” (British National Corpus, 2009). Another word list was created by COCA and it was the only comprehensive and depictive corpus of American English (Davies, 2008). In COCA, more than one billion words from eight different genres were included in the corpus, including spoken word, fiction, popular periodicals, newspapers, academic texts, subtitles of movies and series, blogs, and other web pages (Demir, 2021, p. 18).

Similar to word lists, O’loughlin (2012) studied the likeliness of the vocabulary to be learned in coursebooks. The study revealed that “*the first three levels of the coursebook series New English File expose learners to a large amount of high frequency vocabulary, although a substantial number of such words are still not met*” (O’loughlin, 2012, p. 267).

Not only the vocabulary analysis of the coursebooks is needed to be taken into consideration, but also one needs to scan previous studies on the analysis of speaking skills in them. A number of studies analyzed coursebooks on account of Bloom’s Taxonomy. In this regard, the study by Koral and Mirici (2021) put emphasis on the analysis of speaking skills in high school English language curricula and coursebooks. It was stated that “*in the English language curricula and coursebooks for the grades 9, 10, and 11th, it has been found out that both the outcomes and the activities for the speaking skill have been mostly distributed into the lower order thinking skills (LOTS) categories*” (p. 73). Qasrawi and BeniAbdelrahman (2020) stated that “*it is important to mention that Bloom’s different levels of skills were divided by researchers into higher (HOTS) and lower thinking skills (LOTS)*” (p.747).

Another study by Taş and Khan (2021) was on speaking skills in coursebooks, and it was related to being a local coursebook and being an international coursebook in terms of the extent of speaking activities in them. The results show that international coursebooks include more opportunities for students to practice functional communication and there are more speaking activities that are not only structural but rather communicative (Taş & Khan, 2021, p.10).

In addition to the studies on different skills such as vocabulary and speaking skills in coursebooks, it should be noted that reading skills also appeared in the analysis of coursebooks. From this standpoint, a study by Mera-Rivas (1999) demonstrated the following:

The coursebooks seem to reflect current interactive views on reading, although they differ in the number and type of activities included and are deficient in various ways. This implies that ELT teachers need to supplement deficient reading activities to help learners become efficient readers. (p.12)

Reading skill is usually accompanied by a reading text in the ELT coursebooks and as concluded by Koral and Mirici (2021), reading skill in coursebooks could be analyzed according to HOTS and LOTS. In this light, Sirait (2014) conducted a study and came to the conclusion that:

More than 70% reading exercises in the series of *Look Ahead* are presented to achieve the lower- cognitive level of the reading taxonomy, and there are less than 30% reading exercises presented in the course books to achieve the higher-cognitive level of the reading taxonomy. (p. 263)

A content analysis on the topics of reading passages in the ELT coursebooks was conducted by Arıkan (2008) and 15 coursebooks were chosen. Turkish students' sociopolitical living conditions were analyzed while making assumptions, which showed that the topics such as relationships, love, business life, school-related topics, and moral principles were not placed in them. On the contrary, violent, and criminal stories and magical heroes were highly popular, and Turkish students were in favor of them (Arıkan, 2008, p. 12). Apart from the topics of reading passages in the ELT coursebooks, the images and titles' effect on reading skills was researched by Filippatou and Pumfrey (1996), and they outlined that "*pictures and titles are not uniformly effective in all prose-reading situations, and that not all types of pictures and titles are equally effective for children with different reading ability*" (p. 287)

The last skill investigated is writing skills, even though the topics chosen are not clear as in reading or listening skills because of their productive nature. Still, different approaches to producing that skill in coursebooks may show standpoints. As a result, Johnston (1996)

focused on process writing features of 7 coursebooks, and according to her, “*only Intermediate Matters offers a good balance of process and product, and reflects many aspects of the writing process, discussion to generate ideas, multiple drafts, evaluation, and revision, as well as activities to develop student awareness of an audience*” (p.353). A similar research was carried out by Lee (2003) analyzing two ELT coursebooks’ content used in Korea and stated that writing tasks were designed as process writing, placed at the end of each unit either as homework or supportive material to be checked later by the instructor/teacher or students’ peers (p. 177).

Including all four skills, vocabularies, grammar points and pronunciation of two popular ELT coursebooks *Topnotch* and *Total English* were analyzed by Jafarigohar and Ghaderi (2013). Their concern was in a broader area such as language components, tasks, exercises, activities, and critical discourse. The analysis was based on a minimum of one year of experienced teachers’ opinions and the data showed that teachers were in favor of *Topnotch* because of its language components, activities, and critical discourse (p. 200).

As a result, the studies conducted before concluded that vocabulary density and skills in speaking, reading, and writing are relevant topics to study coursebooks to make a connection between different coursebooks as these subjects occupy a great place in the ELT coursebooks. The results in this section attribute to understanding the core parts of the coursebook analysis. So, the studies by Arıkan (2008), Baleghizadeh and Ashoori (2011), Demir (2022), Filippatou and Pumfrey (1996), Garcia (1990), Hamiloğlu and Karlhova (2009), Jafarigohar and Ghaderi (2013), Johnston (1996), Kayapınar (2009), Koral and Mirici (2021), Lee (2003), Marmol (2011), Mera-Rivas (1999), O’loughlin (2012), Sirait (2014), and Taş and Khan (2021) showed that choice of lexical items is not regular in every coursebook and this random selection might be seen in visuals as well when it is about researching the lifestyle of pictures in coursebooks. So, to avoid this confusion while creating a course book, certain criteria came up by BNC and COCA. The situation mentioned above studies also applies to speaking skills as they don’t always meet the desired criteria such as LOTS and HOTS and international coursebooks provide a lot more functional communication exercises/activities. Moreover, the pictures’ and titles’ effectiveness were in question, too.

2.3 Inclusion of Culture and Lifestyle in ELT coursebooks

The culture of people is made of language, beliefs, traditions, norms, symbols, and people's way of living. Culture can be learned over a lifetime and transmitted to one another. To specify, one could conclude that *"culture cannot be a biological phenomenon but a learned pattern of social behavior to be followed"* (Soomro et. al., 2015, p. 2). In this study, the term, culture, is considered changeable and evolving because people in a nation are affected by technological changes, changes in habits in daily life, and generations' different points of view. Over the years, borders have become easy to cross, and culture is more likely to be transmitted and integrated across the borders. As Yetkin (2013) stated *"language is of the foremost importance in a society in order for people to conduct their social lives and it is closely connected with culture in many ways"*, so the term culture is relatable to lifestyles (p. 7). One should be aware of their relationship and the importance to make a study on changes of lifestyles in coursebooks. Language shapes lifestyle and lifestyle shapes language. Studying language and culture brings a number of elements that are intertwined with cultural content. Being informed about the culture of the language and teaching English as a foreign language goes hand in hand and it might be seen clearly in coursebooks as well. To learn a foreign language, one needs to be familiar with the target language's speakers' way of living and culture. Especially, to understand the ways of lifestyles in the ELT coursebooks, it is worth getting an idea of the cultural elements during the learning process to correctly interpret the subject area. In this regard, to create content in coursebooks, researchers, authors, and publishers have been keen on putting cultural elements of the target language. In recent years, it is worth highlighting that the content of coursebooks is not merely dependent on the target language culture, but also multicultural elements. This subject of the area yields the analysis of the cultural content of the ELT coursebooks as they reflect many different elements to interpret this issue. In this section, the subheadings connected to culture are gender, race, clothes, and leisure time activities as they are thought to reflect the way of living and because the coursebooks written in different years are mirroring the changes of lifestyles, following the traces of these changes one can comprehend the changes in life. The coursebooks are considered to have a tendency of transitioning from monocultural to multicultural content which is a new issue in the field. In this heading, culture is mentioned in three different ways which are dominant British/American culture,

a culture that extends beyond national borders, and local culture that is already present in a specific country.

The study by Böcü and Razi (2016) classified the culture as the source language's culture, dominant American/British culture, and the cultural elements that extended beyond national borders in the coursebook series *Life A1* and *Life A2* created by National Geographic Learning. The term, source language's culture, was defined by Cortazzi and Jim (1999) as it was the culture in which the learners grow up with a certain language and its special usage; in contrast, the target language's culture was said to include the US, the UK, or other English speaking countries' culture (pp. 204-210). Böcü and Razi (2016) concluded that "*the textbooks were quite rich in terms of covering a variety of cultures except for direct references to the source culture, which is Turkish*" (p. 221). At this stage of understanding, it might be believed that in *Life A1* and *A2*, trying to understand the perspectives of people from other cultures was a way of gaining the necessary language skills.

Furthermore, the culture that extends beyond national borders, local culture, and dominant American/British culture in the ELT coursebooks appeared to be cases of a study by Fakazlı and Baytar (2021). In this comparative study, *Headway* and *English File* were analyzed; all in all, it derived that "*more cultural elements were found in English File (224) compared to the number of the cultural items identified in the coursebook titled Headway (174)*" (p. 2272). The study did not mention if the American or British culture was dominant in those coursebooks, as it defined both American and British culture as the target culture in this study.

However, the research by Kaewsakul and Teo (2016) showed that in *Fundamental English* coursebooks, the culture that extends beyond national borders was highlighted more than the source language culture and dominant American/British culture (p. 83).

To analyze whether coursebooks have monocultural or multicultural content, images, and names, a study in Iran was conducted by Dahmardeh et al. (2017), and the coursebooks from 1939 until 2016 were analyzed. According to the findings, it was emphasized that while just a few of the coursebook illustrations were from Western culture in the 1939 series, many Western-like statements, manners, proverbs, and names were welcomed,

moreover, it suggested that in the series 1977 and 1979, Western culture was even more pronounced, and this led to the importation of Western ideas into Iran via the ELT coursebooks (Dahmardeh et al., 2017, p. 66).

In the same vein, two different levels of the same coursebook called *New Language Leader* were investigated by Gencer (2020). Gencer (2020) also found out that in terms of landmarks, “*there is a transition from monocultural elements to multicultural ones*” (p. 53). Also, Gencer (2020) concluded that different ways of living from different cultures gained importance even the coursebooks were published with the concept of British culture (p. 53). Moreover, under the subject of multicultural elements in coursebooks, Pinar (2015) came to the conclusion that the likeliness of placing multicultural elements in American and British ELT coursebooks was almost equal and those coursebooks “*are the examples of transition from mono-cultural perspective to multi-culturalism and paved way to current tendency to avoid discrimination on the basis of sex, class, religion and color in the coursebooks*” (p. 71). Yetkin (2013) drew attention to two coursebooks published in the 1980s and 2000s and found out that in the earlier version, publishers didn’t pay attention to foreign countries’ cultural elements other than a place where English was spoken as a native language, while the latest version adapted the older coursebooks by incorporating multicultural elements (p. 111).

In order to have a better understanding of the transition from monocultural to multicultural perspective, the ELT coursebooks written by Turkish authors for the purpose of foreign language education in schools based on the Turkish Ministry of Education are helpful. By reviewing the results, Demirbaş (2013) concluded that multicultural items were less in *Four Seasons English* coursebooks such as Japanese, French, and German cultures and, Asian, African, European, and Australian cultures must be included as well (p. 301). A similar study on Turkish ELT coursebooks was carried out by Çelik and Erbay (2013), and its concern was to understand if the monotype Turkish ELT coursebooks included multicultural features or not. Contrary to the findings of the above research, it mentioned that in selected coursebooks, there was enough diversity of other cultures and a subtle emphasis on Europe (Çelik & Erbay, 2013, p. 336). The results by Çelik and Erbay (2013) went as follows:

In addition, the results show that the range of products related to places to visit, such as Bodrum, Manchester, Madrid and Warsaw; food items, such as Turkish kebab, baklava, English breakfast, fish and chips, and sushi; historical places, such as the Topkapı Palace, the Maiden's Tower, the Statue of Liberty and the Taj Mahal, appear most frequently in the coursebooks. However, although products from six continents are presented in the series, Africa is underrepresented among these. (p. 345)

Another study by Çakır (2010) thoroughly investigated the Turkish authors' elementary ELT coursebooks as they were at risk of not having enough culture-specific elements. Though, the learners were better familiar with culture-specific elements, known as authentic materials, of the target language to be competent in that language. In that case, Çakır (2010) highlighted that the frequency of idioms showed that authors did not pay attention to the culture of the target language; moreover, cultural items were insufficient when cultural values and expressions in the course syllabus were taken into account (p. 186).

In line with the previous study, in Indonesia, a study was conducted by selecting the local authors' English coursebooks based on the Indonesia Ministry of Education and its concern was to divide the study into subcategories as cultural values (Lekawael & Rafli, 2018). As a result, "*prestige, honesty, discipline, alignment, individuality, diversity, hard-working, generosity, creativity, beauty, equality, fighting spirit, mutual help, caring, proud, independent, and belief themes were found in them, and dominating values were diversity, beauty, and alignment*" (Lekawael & Rafli, 2018, p. 28). So, the students get acquainted with multicultural themes to be prepared for the global world.

As for the use of English as a lingua franca, Dahmardeh and Kim (2020) questioned the likeliness of putting the right amount of foreign culture items in the ELT coursebooks as they suggested English was lingua franca which is defined as "*English being used as a lingua franca, the common language of choice, among speakers who come from different linguistic backgrounds*" (Jenkins, 2009, p. 200). As a result, in Iran, the study by Dahmardeh and Kim (2020) found that the dominant American/British culture, international, and universal cultural representations were lacking in number compared to

the source culture (p. 17). That means the studied Iranian coursebook had more information about Iranian culture.

On the contrary, another result was obtained by the study of Lappalainen (2011), and American culture representations in coursebooks were analyzed. Lappalainen (2011) showed that in terms of Finnish ELT coursebooks that are *Key English 8* [KE8], *In Touch 2* [IT2], *Smart Moves 2* [SM2], and *Culture Café 3-4* [CC3-4] “the slightly older textbooks, KE8 and IT2, include significantly more America-related cultural content than the newer textbooks, SM2 and CC3-4” (p. 74).

Compared to the previous studies above, it might be inferred that the choice of cultural items in the ELT coursebooks could be due to the author’s nationality or the country’s preference itself. Because in China, a study (Xiao, 2010) provided evidence for culture-specific elements existed in some countries including China. He concluded the following:

The study found a strong preference for cultural contents, particularly the cultures of the United Kingdom and the United States and the structure of cultural contents in *Book 3* was basically designed with the aim of enhancing the students’ knowledge of English speaking countries’ culture. (Xiao, 2010, p. 3)

This was consistent with the findings in a previous study conducted in China by Juan (2010) who focused on content analysis of the different kinds of cultural content in *College English* (New). Juan (2010) pointed out that as language and culture were closely intertwined, there was coverage of the culture of language in text, pre-reading, footnotes, and activities (p. 143). Juan (2010) underlined that cultural elements should be diversified in coursebooks (p. 143).

As could be seen from studies by Böcü and Razi (2016), Cortazzi and Jim (1999), Çakır (2010), Çelik and Erbay (2013), Dahmardeh et. al. (2017), Dahmardeh and Kim (2020), Demirbaş (2013), Fakazlı and Baytar (2021), Gencer (2020), Jenkins (2009), Juan (2010), Kaewsakul and Teo (2016), Kazemian, and Mahar (2015), Lappalainen (2011), Lekawael and Rafli (2018), Pınar (2015), Soomro et. al (2015), Xiao (2010), Yetkin (2013), and analyzing the coursebooks in terms of the culture that extends beyond national borders, local culture, and dominant American/British culture were remarkable while choosing the appropriate coursebook for the learners. The content of the coursebooks was created

according to the nationality of the authors which was significant in the inclusion of cultures. Also with globalization, it was found that in older coursebooks, local culture was not pronounced as much as it is in newer ones; moreover, there was a tendency to transition from a monocultural perspective to multiculturalism in coursebooks. The studies mentioned showed that some older versions of the ELT coursebooks lacked multicultural elements while in newer editions multicultural items are visible. Moreover, those studies of cultural content analysis were influential for this research to understand the examples of lifestyles in coursebooks because of the fact that most of the categories used in the cultural content analysis were remotely or closely related to the ways of life in coursebooks.

2.4 Reflection of Changes of Lifestyle in ELT Coursebooks

The denominators under this heading are gender, race, leisure time activities/ festivities/ occasions/ celebrations/, and clothes because they are considered to be relevant to the topic. Coursebooks have been analyzed with those denominators by scholars frequently. Also, in the analyzed coursebooks, it is seen that the ELT coursebooks are emphasized with those categories frequently. Because among the items which constitute and reflect lifestyles of people are clothes, gender, leisure time activities/ festivities/ occasions/ celebrations/, and races; also, how they are included in life. Foreknowledge of these subjects provides a better understanding of the lifestyle changes in coursebooks. Therefore, in this part, how gender, race, clothes, and leisure time activities/festivities/occasions/celebrations are relevant to the changes of lifestyles is explored. The review section of this study covers the above mentioned topics but other categories which are food related visuals, products, devices, and tools are added and used in the framework of data analysis to highlight the changes in lifestyle.

2.4.1 Gender

Gender issues and the significance of gender studies aroused the attention of many scholars. The reason to choose gender in this comparative study is that gender bias or equality has a relevance on one's way of living and in the ELT coursebooks, gender representation and differences among males and females can hint at a lifestyle. A study by Sunderland (1992) focused on the reasons for the importance of sexism in the ELT materials and outlined two points. According to Sunderland (1992), the influence of TV

shows, films, magazines, and children's books was inevitable in affecting children's perception of gender as well as coursebooks; secondly, female learners were perhaps aware of limited roles of women in coursebooks, and this situation probably hampered their language learning process (p. 86). To find answers to the change of lifestyles in the ELT coursebooks, one might better skim the gender-related studies as they were related to lifestyles in many ways. For instance, women's chores and responsibilities as well as their situation in society in the past and how it changed over the years might reflect the lifestyle of that period. First, the studies and the relevance of gender and language must be explored. The different approaches to the study of gender and language were put into words by Aydınoğlu (2014) as following:

The history of gender and language can be roughly classified into four approaches chronologically: deficiency approach, dominance approach, difference approach and postmodernist approach. In deficiency approach the weaknesses of female language are highlighted; in dominance approach the reflections of male dominance in language is studied; in difference approach how female language is different from male language is the focus of the studies. In postmodernist and post structural understanding, gender is performed, constructed and displayed in written and spoken discourse; therefore it is important to eliminate the gender discriminating elements in any language to be able to establish gender equality in society. (p.234)

The subject of gender and language and if they are affected by one another was a starting point for the study by Aydınoğlu (2014) and the question was whether gender implicitly or explicitly was stated in state schools in Turkey. Aydınoğlu (2014) found out that when visual data in selected coursebooks were analyzed, male characters were more frequent than female characters; however, the Turkish Ministry of Education did its best to avoid gender stereotyping despite the ongoing debates about the situation in Turkey (pp. 235, 238).

In her dissertation, Bilgin (2013) studied three ELT coursebooks used and developed by the Turkish Ministry of National Education. It was stated that the depiction rate of male and female visuals and their implications on the texts showed a balance, however, there

were some imbalances when specific categories are taken into consideration and the male was more dominant in terms of power subtopic (Bilgin, 2013, pp. 3, 111).

To express the breadth of the current knowledge base, Şeker and Dinçer (2014) researched Turkish Ministry of National Education-based English language coursebooks and sectioned the result into three headings as professions, physical appearance, and personality attributions for males and females. It was concluded that in-demand personality adjectives were directed to men more frequently; intelligence and physical power were assigned only to men; on the other hand, females were mostly mentioned in social relations and had a job in the educational field, while men were busy with the business field, medicine, and politics (Şeker & Dinçer, 2014, p. 96).

The ideology of gender was mostly hidden in texts and visuals in coursebooks in schools and pupils' development might be affected by those representations. Therefore, with the starting point of gender ideology, Çubukçu and Sivaslıgil (2007) summarized that in the ELT coursebook *Let's Speak English 7th grade* published by Turkish Ministry of National Education, men were depicted more than women in texts, produced more speech and act, and males were more outstanding than other, and finally, men and women were represented in accordance with the society's point of view on men and women, which was considered as a gender bias (p. 17).

In Turkey, a comparative study of gender in terms of family roles, household chores, jobs, and famous people in different editions of the same coursebook was conducted by Elçin (2022) and revealed that in analyzed coursebooks, the balance of male and female characters in texts and visuals improved in time in a positive way, but it was not enough to state that there were not any inequalities between two genders (p. 60).

Another study in Turkey focused on the “*distribution rate of occupations, domestic roles, home, and out-of-home responsibilities, sports, and activities assigned to males or females*” (Demir & Yavuz, 2017, p. 105) and stated the following:

Throughout the *Yes You Can* coursebook series, males and females were represented in a strong balance in terms of visibility in the illustrations, distribution of domestic roles, household and out-of-home responsibilities, assignment of activities and sports, participation in conversations and text

writings, primeness in conversation initiation and text mention, and gender focus in writings. (p. 118)

Although there were efforts to lower gender stereotyping in lessons and coursebooks, a picture investigation of the Turkish ELT coursebook *Progress* showed that female characters in visuals were occupied with less professional jobs and looked like they made less money than males; however, some free-time activities such as reading a book, listening to music, being busy with a hobby, and doing sport were performed both genders (Acar, 2021, p. 62).

The presence of gender stereotyping in different nationalities was investigated By Diktaş (2010) in a comparative study and he concluded that in the coursebooks of the Turkish Ministry of Education, women did not gain as much attention as men in visuals and texts, at the same time, in British coursebooks, women did not take place as men did (pp. 130-133). Furthermore, Davies (1995) claimed that studying coursebooks in different regions proved that gender inequalities were common in every culture (p. 14).

A study by Giaschi (2000) focused on the commonly used coursebooks' images of men and women in terms of the activity of the images, who were active and passive in the image, who had status, what the body language and clothing communicated, and where the eyes were directed (p. 37). By means of body language, the hands of the women were usually crossed on their laps while men were relaxed or concentrated at work; and by means of clothes, men wore three simple clothing types which were casual, professional, and power-dressed, on the other hand, women were seen in baroque dresses and fun clothing (Giaschi, 2000, p. 40). Furthermore, regarding the status of men and women in pictures, men were in a higher status than women in 89% of the pictures (Giaschi, 2000, p. 39).

A study by Hellinger (1980) analyzed ELT coursebooks used in Germany and its goal was to prove gender bias patterns in language. One of its extraction was on occupations assigned to men and women, and it concluded that "*men may be car builders, bankers, engineers, scientists, explorers; women hardly ever perform demanding, interesting, and successful tasks and the jobs or roles available for women include waitress, office worker, nurse, maid, housewife*" (Hellinger, 1980, p. 272).

The ELT textbooks by Thai authors used in Thailand were analyzed to reveal the presence of sexist language in those coursebooks and it showed that there was remarkable usage of sexist language and gender roles in those textbooks were influenced by that (Pattalung, 2008, p. 4). Likewise, sexism in visuals and texts in coursebooks was studied by Porreca (1984) and occupations were one of its subcategories. According to this research, it could be understood that the occupations assigned to females were generally secretary, nurse, landlady, and babysitter, on the contrary, men were frequently mentioned as president, writer, policeman, and explorer (Porreca, 1984, p. 715).

Overall, gender and social roles were usually attributed to people by the time infants were born and these roles were constructed by society and their expectations. As a result, in coursebooks and educational areas, it was inevitable to see gender and social roles as they were artificial environments and texts. In this light, a study on social gender identity was carried out in terms of adjectives used for both sexes by Söylemez (2010). The results were as following:

Upon a closer look at the adjectives, it is obvious that the adjectives used for females modify more extreme and exaggerated feelings such as being shocked instead of surprised or feeling fantastic instead of well, which are the adjectives used for males. It is also surprising that adjectives such as famous and rich are attributed to the male characters in the books. (Söylemez, 2010, p. 749)

A comparative study on gender representations in the ELT coursebooks by Yılmaz (2012) examined that the first edition coursebooks were often revised years later by publishers and the aim of the study was to understand if the publishing company and writer considered gender stereotyping or not. Yılmaz's (2012) study found the following:

It was observed that although the first publications of the coursebooks were not highly gender biased, the imbalanced representation of genders was in favor of males. The last editions of the same coursebooks showed a more balanced and nearly equal representation of females and males. (p. 80)

In time, women's place and role in society were shifting to a different place and this might be seen in the comparative studies of coursebooks that were published in a different year. Politically and socially, governments/societies started to believe that male or female,

everyone must be able to acquire equal rights regardless of their gender, belief, and opinions. This transition can be observed in media, news, articles, organizations, and as a result, in educational institutions where coursebooks and materials are supposed to be used frequently. For instance, in China, a study by Shu (2004) examined egalitarianism in gender and education and claimed that in the past "*in all stages of life, women were subordinate to men—obeying fathers when young, husbands when married, and adult sons when widowed and most women had no access to schooling and lacked economic roles outside the home*" (p. 311). To review this shift from past to present, it might be worth noting the study by Yılmaz (2012) as it suggested that the presence of female and male figures in recent coursebooks were almost equal in the percentage of 50, and the time sequence was only 10 years, which was a notable change (p. 81).

The gender of the famous people is another issue studied. The study by Arıkan (2005) analyzed the celebrities in *The New Headway*, *Think Ahead To First Certificate* and came to the conclusion as following:

Overruling majority of celebrities are males (4 male and 1 female celebrities in *The New Headway* and 11 male and 3 female characters in *Think Ahead to First Certificate*)..both numerically as well as qualitatively, the many depictions of the males make them appear superior to women as well-being inherently different. (pp. 36-37)

Moreover, the topic of gender and being famous was studied by Elçin (2022), and she concluded that in the *English File* series, famous people were mirrored as having power, success, intelligence, and wealth, and the dominant gender of famous people was male (p. 41). Apparently, the celebrities were linked with gender equality and under this category, it was found that female celebrities were not as many as male celebrities in coursebooks

The change of lifestyles in the ELT coursebooks was part of the above-mentioned studies by Acar (2021), Arıkan (2005), Aydınoglu (2014), Bilgin (2013), Davies (1995), Castañeda-Peña (2016), Çubukçu and Sivashgil (2007), Demir and Yavuz (2017), Diktaş (2010), Elçin (2022), Giaschi (2000), Hellinger (1980), Pattalung (2008), Porreca (1984), Shu (2004), Söylemez (2010), Sunderland (1992), Şeker and Dinçer (2014), Yılmaz

(2012) as they reflected the images and texts' content in comparative studies of gender-related issues. Gender representations and stereotyping have been denominators of lifestyles, so they should be assessed by analyzing the roles attributed to gender in coursebooks. It was concluded in the above studies that over time, the depiction rate of women compared to men changed considerably in some coursebooks.

2.4.2 Race

In addition to gender, race is the other concern of the study to understand how the lifestyle changed in the ELT coursebooks as they could give the learners perception of worldview throughout the cultural image of the heritages. The beliefs upon cultural symbols and way of living and thinking were naturally transferred to learners in a tenuous way, and this was the reason to outline and reveal the racial distributions and percentages in the ELT coursebooks published worldwide. In a similar manner to how it happened, in gender stereotyping and in racial stereotyping, learners could be prejudiced about the way of living and thinking of characters from different nationalities stated and varied in coursebooks. The representation of ethnic groups must be taken into consideration as they are in a way related to the changing lifestyle of the world in time, in order to comprehend if the authors of the ELT coursebooks and publishing companies were cautious about the diversity of different races which were other than White Anglo-Saxon Protestants (WASP). WASP referred to "*White Anglo-Saxon Protestants in the United States or Canada, usually in a reference to an apparent elite status*" (Citizendium, 2023, para. 1). In that sense, Bose and Gao (2022) claimed that such study was crucial because it should raise awareness for coursebook publishers and authors as their work and effort would create a positive or negative standpoint on different ethnic and cultures (p. 9).

The first relevant study to mention was conducted in India by Bose and Gao (2022) and according to the research, the results of the distribution of races in Indian ELT coursebooks were that "*the White racial group was dominant (56%) in 10 textbooks, followed by South Asian (31%) and the rest were scattered as Asian, Black racial category, mixed*" (p. 5).

Likewise, the worldview of the students was supposed to be shaped by coursebooks, and studying the content of the coursebooks in terms of culture, race, and gender was the

starting point of cultural studies, that notion was also addressed by Boukheddad (2011). According to the Boukheddad (2011):

Minorities and people of colour are almost invisible in all aspects of the textbooks, stereotypes with regards to this aspect are scarce; nevertheless, the text and illustration on the American blacks during 1960s reflect the fact that they are stereotyped as, slaves, helpless, weak and the servant of the white men. (p. 153)

In a study by Roohani and Molana (2013), the ELT coursebooks in Iran were chosen to highlight the dominance of race and nationality by using Kachru's (1985) inner, outer, and expanding circle theory. Roohani and Molana (2013) concluded that *"as regards race, the white race was dominant in all three textbooks; it received the highest frequency (788) and percentage (about %79) in the total corpus"* (p. 123).

In Korea, educational institutions decided to revise the ELT curriculum and started to welcome differences between culture and language. As a result, the English language was considered to be a worldwide and universal identity (Song, 2013, p. 382). So, Song (2013) concluded that there should be an analysis of the ELT coursebooks if they followed the way of thinking with the curriculum and found out that *"the analysis of the characters shows unequal cultural representations revealing the dominance of white and male representations"* (p. 389).

Ignorance or avoidance of diversity, variety, and multiculturalism was studied in that sense by Otlowski (2003) and his study summarized the following:

Out of more than a hundred illustrations and pictures in the textbook, there are only four that depict someone who may not be 'white'. Even in the pictures showing classrooms in both the United Kingdom and the USA, all the students are white and, from the appearance of the classrooms and the students' dress, come from upper-middle class families. (p. 11)

It is obvious from the above study that the bias on race was a debate topic in schools as the students get most of their awareness of different living styles and ethnicities from the ELT coursebooks that represented sensitive topics.

In a recent study by Ponte and Alonso (2021), the ethnicities represented in the ELT coursebooks were based on the figures chosen as white women, and life of ancestry was controlled by white men's point of view (p. 47). In other words, students only saw the way of life and ethnicity distribution from a limited point of view in the ELT coursebooks which might alter their eagerness to learn the foreign language.

In a study in Turkey conducted by Bulut and Arıkan (2015), both Turkish writers' and foreign writers' ELT coursebooks were analyzed in terms of race, gender, and people who are handicapped. In coursebooks, which were written by Turkish writers, the highest percentage belonged to British people (24.6%), and Turkish people had the lowest rate (6.1%) (Bulut & Arıkan, 2015, p. 16).

In summary, race is one of the aspects of content analysis of coursebooks. Such studies (Boukheddad, 2011; Boze & Gao, 2022; Bulut & Arıkan, 2015; Otlowski, 2003; Ponte & Alonso, 2021; Roohani & Molana, 2013; Song, 2013,) showed that number of the coursebooks represented the White mostly in terms of people's race in visuals. Moreover, the White and gender of male were having equal importance, and, in a way, they were considered dominant. What's more, in Turkish ELT coursebooks, there were British people more than American people. As a result, not only the considered dominant race or gender was an issue but also the country's policies towards education and globalization were important while putting different races in the ELT coursebooks.

2.4.3 Clothes

In order to have the right assumption about how lifestyle changed in the ELT coursebooks of different decades and how they are represented in coursebooks, apart from gender, culture, and race; clothes are reviewed in this research because trends and fashion or what kind of colors, styles people prefer as a trend is connected to their lifestyles and the difference of clothes according to the climate, geography, or working conditions is significant to analyze lifestyles. Moreover, the ELT coursebooks have numerous examples of clothing and fashion because they can be easily put in coursebooks as visuals, and clothes unit is preferred often by curricula devisers especially for lower grade students while learning a foreign language. This reason was also supported by Çelik and Erbay (2013) through the following:

Authors find these elements much easier to portray, and that they assume that primary school students may prefer learning about products and persons such as food, drinks, clothes, and famous people, which they frequently encounter in films, songs, and other mass media in their daily lives. (p. 346).

Items such as clothes, devices, materials, and in general products might not be reflected in certain countries as foreign because of the country and student origin. This issue was taken into consideration by Yuen (2011) as following:

It is unlikely for people, especially in Hong Kong, to think of it as ‘foreign’, despite the fact that computers did not originate in China. In contrast, a ‘Samsung LCD monitor’ for example, is a foreign product because the brand name clearly indicates the origin. Similarly, a drawing of a woman becomes an example of a foreign person when there are traits that signify her foreign origin, such as her skin colour and clothing. (p. 462)

In a content analysis of coursebooks by Aykaç (2012), gender discrimination was intertwined with the subtopic of clothes in terms of colors compared to boys and girls in pictures. Red, yellow, and blue was seen in girls’ clothes more than black, blue, and white color (Aykaç, 2012, p. 54). He argued that *“as traditionally, Turkish society think pink is a color for girls, red and its shades are among the least used colors in the clothes of boys”* (Aykaç, 2012, p. 55). As a result, the color choice depiction rate mirrored the traditional Turkish belief of the colors of boys and girls. Similarly, gender, age, and social class were studied by Arıkan (2005), and there were clothes-related findings according to their social class which were lower, middle, upper, and celebrity (p. 32). The findings showed that traditional clothes belonged to the lower or middle class. From gender point of view, *“colorful outfits and fashion are associated with women and men are either given sportswear or business suits”* (Arıkan, 2005, 36).

To see the content of the coursebooks, a questionnaire-based study was conducted among 197 teachers and 186 students in Iran by Vahdat et al. (1999), and the related data showed that *“the teachers (51%) disagreed that the textbooks discouraged excessive attention to appearance or fashion; in addition, they were familiar with the examples given for clothes (81%)”* (p. 127). Voyevutko and Protsenko (2020) examined the discrimination content

in coursebooks in Ukraine and defined coursebooks as “*hidden learning content*” (p. 35). They questioned if there was a social label on people according to their looks and clothes and investigated the visuals in coursebooks and concluded that there must be a fair representation of men and women while portraying their clothing and looks (Voyevutko & Protsenko, 2020, p. 39).

From the above studies by Arıkan (2005), Aykaç (2012), Çelik and Erbay (2013), Vahdat et al. (1999), Voyevutko and Protsenko (2020), and Yuen (2011), it can be concluded that clothes and fashion in the ELT coursebooks reflected the importance of trends and interests of students especially elementary ones and an effective topic to teach vocabulary and daily use of English. In addition, it could be different in each country and their origin when it was about the clothes as they might be either foreign or familiar to students’ culture, and coursebooks were supposed to be chosen in this regard. The relationship between color of clothes and gender was also studied and put in words in this section and also clothes were found out to represent the social class of people in coursebooks. Last but not least, pointing excessive attention to appearance through the ELT coursebooks was another focus of such studies.

2.4.4 Leisure time activities/festivities/occasions/celebrations

Like clothes, race, and gender, options of leisure time activities mirror the people’s way of living in a culture as daily life consists of sleeping, eating, working, entertaining, and in general living. So, having an idea of leisure time activities stated in the ELT coursebooks is helpful to revise this study’s results. As the cultural norms are differentiated among countries, their pass-time activities might differ, too. To illustrate, compared to the UK or the United States, an action or activity might be seemingly different in Morocco, Oman, or Lebanon as coursebooks usually included contextualized themes (Ghosn, 2022, pp. 48-49).

Vahdat et al. (2020) questioned whether the activities included in the ELT coursebooks are in line with the students’ way of living and concluded that students and teachers agreed that the activities were common ones in their own culture and daily life and were appropriate for Islamic-Iranian norms as well (pp. 125-129).

In the ELT coursebook *Progress*, four units were investigated by Acar (2021) in relation to gender equality and leisure time activities. The study concluded that in four units, there were 25 different leisure time activities in *Progress* published in 2019 by the Turkish Ministry of Education (p. 59). From gender point of view, Acar (2021) stated that “*female characters do fewer activities to spend their free time than male characters, and female characters do 17 activities and male characters do 25 activities in total*” (p. 58). Similarly, a study by Rashed-Almghams (2020) concluded that leisure time activities were performed by males more than females more frequently; however, not only domestic chores but also outdoor activities such as going to parks, museums, and festivals were done by females (Rashed-Almghams, 2020, p. 38). But still, the number of activities performed by females was lower than males.

Malinowski (2018) questioned six coursebooks in the light of the integration of information and communication technology and the study also made the emphasize on the daily life of this century as it included technological point of view. As a result, Malinowski (2018) concluded the following:

It is worth noting that only two coursebooks mention the newest trends in leisure activities, i.e. uploading content on Instagram, YouTube and Twitter (*English Class*) or posting on Facebook and watching live-streamed shows on Netflix or YouTube (*English Plus Options*). The reasons behind this fact might lie in the possible copyright violations. Finally, texting and sending emails have apparently become such routine activities that they are no longer understood as leisure. (p. 63)

The activities to pass the time do not always reflect the source language culture because of the fact that coursebooks can be written in another country and this phenomenon was found out in questionnaire prepared by Ayyıldız and Çakır (2022). From the data obtained from teachers’ experiences and opinions, Ayyıldız and Çakır (2022) expressed the following:

The free time activities given in the book did not reflect the activities that rural students do with their friends, the original activities include some concepts such as throwing a slumber party; however, I added some rural activities such

as riding a donkey and swimming in the river so as to make the content more authentic. (p. 31)

So, it is likely to see that teachers might adapt the free time activities according to their circumstances.

Another study to see the changes in the ELT coursebooks' content was conducted by Parsaiyan and Garshasbi (2021) and they concluded that:

The number of eastern celebrations is the highest in the third edition (6 times). However, the eastern occasions are chiefly related to China, Japan, Taiwan, Korea, and India and other eastern countries have no saying. The only global celebration mentioned in the first and third editions is “wedding”; however, more universal celebrations like mother’s day, birthdays, and children’s day have been mentioned in the fifth edition. So, it seems that the focus on western celebrations has decreased, and universal celebrations have gained more importance over time. (p. 283)

Leisure time activities found a place in the ELT coursebook analysis as the daily activities mostly reflect a lifestyle and culture of a nation and country. In this sense, research by Acar (2021), Rashed-Almghams (2020), Ayyıldız and Çakır (2022), Ghosn (2022), Malinowski (2018), Parsaiyan and Garshasbi (2021), and Vahdat et al. (2020) showed that activities could be questioned if the leisure time activity was related to the country’s own culture and familiar to students’ pass time activities that they did as a habit and see in their family life and routines accordingly. The other point to be considered was whether the activities were suitable to their religious and cultural norms or not. When the gender issue was considered, it was obvious that men were having more free time and accordingly more activities than women. Nevertheless, activities performed by females included outdoor activities as well as indoor activities like household chores. Moreover, leisure time activities were analyzed in terms of technological developments such as using social media and because of its common usage, they were considered as daily routines instead of free time or leisure activities. A number of activities shown in coursebooks were adapted by teachers as the students were from different areas of the city/country like rural areas and metropolitan areas. Celebrations as a subtopic of activities were studied

as well. As a result, universal celebrations gained importance in time over Western celebrations. These all may give a thought to the lifestyle representation of the coursebooks used in the ELT classrooms. Furthermore, new technologies, new media, and new entertainment ways also penetrated into coursebooks. Therefore, new types of events and activities are added to the ELT coursebooks.

In this study, the literature review part covers the topics of gender, race, clothes, and leisure time activities/festivities/occasions/celebrations but other categories of food related visuals, products, devices, tools, and equipment are also included in this study because they are considered as indispensable to observe and analyze lifestyles and changes in lifestyles in the studied coursebooks. Altogether they are assumed to give data about lifestyles and changes in lifestyles from the 1980s to the 2020s.

CHAPTER 3. METHODOLOGY

Under this heading, the research design of this study is laid out. To give an idea of this study method, the content analysis method is handled and explained in detail.

3.1 Research Questions

Coursebooks are great help for teachers' lesson design and plan, and students' learning process. Especially in foreign language teaching, coursebooks are an indispensable part of the schools and lessons. As a result of different publishing houses and release years, coursebooks have different visuals, units, outcomes, and content. So, to be able to understand the change of the lifestyles in different coursebooks, the following questions direct the study to the data to be found and analyze.

1. How are the lifestyles reflected in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020)?
2. How have the lifestyles changed over the years in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020)?

3.2 Research Design

Analyzing a coursebook requires systematic steps and classification of the desired data. In this process, various questions pave the way for researchers. Content analysis is used to reach several aims such as clearing out international misunderstandings in a text, comparison of communication media, reviewing open-ended questions, understanding the intentions of the message sender, laying out the cultural point of view in a nation, group, or society, and lastly to see the changes in communication content (Berelson,

1952). In this research methodology, the quantitative approach and qualitative approach are used. A qualitative approach is used collectively to interpret the quantitative data.

Wang (2018) stated that *“using qualitative research methods, human activities are examined, and underlying meanings are explored, which is transformational for both of the researcher and the participants involved”* (p. 118). To use a qualitative approach, it is beneficial to know that it is *“not a single research approach, but different epistemological perspectives and pluralism have created a range of “approaches” such as grounded theory, phenomenology, ethnography, action research, narrative analysis, and discourse analysis”* (Vaismoradi et. al., 2013, p. 398).

Different subjects and underlying meanings in a context can be studied with the content analysis method. Content analysis method aims to analyze variations of data like pictures or texts, and it is useful in separating the data into categories relatable to research questions (Harwood & Garry, 2003, pp. 479-480). Moreover, content analysis was described as *“a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use”* (Krippendorff, 2018, p. 24). However, it is not only to analyze texts but also for visuals as stated by Bowen (2009) that in this type of research, *“documents contain text (words) and images that have been recorded without a researcher’s intervention”* (p. 27). Furthermore, it was stated that *“the researcher is expected to draw upon multiple (at least two) sources of evidence; that is, to seek convergence and corroboration through the use of different data sources and methods”* (Bowen, 2009, p. 28). Also, it was believed that there are five advantages of using the content analysis method as stated in the following:

First, it is unobtrusive, in that it allows the researcher to gather data without interruption. Second, content analysis may simplify the data gathering process by enabling the researcher to return and correct mistakes. Third, it is reliable, in the sense that it allows replication; researchers in different contexts can expect to obtain the same findings when they apply the same technique to the same data. In addition, verification is easy, because the content is in a permanent form, and categories of analysis are explicit. Lastly, clarity and parsimony of analysis may result in its popularity, in that researchers’ conclusions are limited to the content being studied. (Çelik & Erbay, 2013, pp. 341-342)

All in all, the studies on gender roles, race (Aydinoğlu, 2014; Bilgin, 2013), clothes (Arıkan, 2005; Aykaç, 2012; Voyevutko & Protsenko, 2020), leisure time activities (Acar, 2021; Almghams, 2020; Malinowski, 2018), and celebrities (Elçin, 2022) used content analysis in their study. As a result, it is specifically chosen to follow the content analysis method in this study, too. In light of the considerations, in this study, content analysis is employed to collect and interpret data from the coursebooks.

3.3 Data Collection

Evaluation of coursebooks directs researchers to use different classifications and frameworks depending on their study field and area. There were studies by Dahmardeh et. al. (2017), Pınar (2015), Byram (1993), Çelik and Erbay (2013), Bilgin (2013), and Kabira and Masinjila (1997) on different frameworks and criteria which are useful for the researchers in data collection process in a cultural study. Based on a specific criterion, Dahmardeh et. al. (2017) conducted a cultural study on coursebooks and used the perspective of persons, images, and perspectives in terms of local and foreign culture. Another aspect of the criterion was used by Pınar (2015), and this criterion was developed by Byram (1993). He evaluated cultural content under specific topics such as collective identity, interpersonal relations, ideology, and actions, ideological institutions, enculturation, lifetime, holidays, place of a country in the world, cultural legacy, patterns, and cultural diversity (Byram, 1993, pp. 52-52). Furthermore, Çelik and Erbay (2013) followed a framework while finding cultural elements in coursebooks and organized the data into four categories which were products, practices, perspectives, and persons (p. 342). A gender analysis on coursebooks (Bilgin, 2013) used a framework by Kabira and Masinjila (1997) and reviewed illustrations under three parts named action, visibility, and power. To summarize, a framework or set of criteria provides a clear structure for carrying out the research. It specifies the topic of the study and defines which aspects of culture will be investigated to evaluate coursebooks. This clarity helps to keep the research focused and coherent. This contributes to the body of the knowledge in the field of cultural studies in the ELT. Moreover, the framework or criteria should be consistent with the goals and objectives of the research. It ensures that the study concentrates on cultural components that are essential to research questions and objectives. So, in this study, relevant topics and categories are determined to collect and analyze the data according to

the research questions. The process of this study entails the careful identification and characterization of relevant subjects. These topics and categories serve as the core framework to carefully guide the data collection process and analyze in accordance with the research goals. This method ensures a systematic and organized methodology, which improves the clarity and depth of the research process.

3.3.1 Data collection tools

This research is based on the content analysis method and the data from four coursebooks. The accumulated data is analyzed regarding the publication dates of the coursebooks in this study. The data was reviewed in the light of lifestyle changes in coursebooks comparatively. While choosing the coursebooks to uncover in this study, the researcher preferred analyzing *Language Hub* because of her own experience of teaching with these coursebooks for more than three years. Moreover, this set of coursebooks is used and chosen commonly by other institutions. The other set of coursebooks is *Headway* and the researcher selected this set after considering the publication date of coursebooks and it was also used by many in the past frequently. To be able to compare them in terms of past and present, these sets of coursebooks may reflect the differences in due time, as the creation and publishing date gap is 33 years. Two of them were published in 1987 and 1991, while the other two were published in 2019 and 2020.

Headway was published by Oxford University Press, includes 204 pages, and their levels are Intermediate and Pre-Intermediate. These two coursebooks' authors do not change. So, it increases the dependability of the research as their point of view may not vary while publishing the coursebooks. The other coursebooks are *Language Hub* published by Macmillan and in total 240 pages are present. These are chosen as intermediate and pre-intermediate as well. The coursebooks and authors are listed below the Table 1.

Table 1. The Information About Coursebooks Analyzed

Books	<i>Language Hub Pre-Intermediate 1st Edition Student's Book</i>	<i>Headway Pre-Intermediate 1st Edition Student's Book</i>	<i>Language Hub Intermediate 1st Edition Student's Book</i>	<i>Headway Intermediate 1st Edition Student's Book</i>
Year of Publication	2020	1991	2019	1987
Authors	Daniel Brayshaw-John Hird	John Soars-Liz Soars	Jeremy Day-Gareth Rees	John Soars-Liz Soars

3.3.2 Data collection procedure

In order to mark out the similarities and differences, visuals of each unit are analyzed to have a better understanding of the lifestyle changes and differences between the two ELT coursebooks. By working on the *Language Hub Intermediate Student's Book* (2019), *Language Hub Pre-Intermediate Student's Book* (2020), *Headway Intermediate Student's Book* (1987), and *Headway Pre-Intermediate Student's Book* (1991) comparatively, the results of the data collected were conferred clearly. As only visuals were put into the analysis, the pronunciation parts of both ELT coursebooks were not included while gathering the data. Because pronunciation parts of the ELT coursebooks were not reflecting the real-life experience of language learning and they were not meaningful in the context to be able to conduct such a content analysis study. Moreover, apart from the main units, the café hub and review sections at the end of each unit in the set of *Language Hub* were also included in the research as they presented visuals, too. Grammar, vocabulary, communication, and writing hub in the set of *Language Hub* were excluded from the study because, in the set of *Headway*, there is only a grammar section at the end of the book and no visuals are present.

There were also few issues concerning the data. For instance, there are drawings in *Headway*, and in such case, it is not clear if the person is male or female because drawings represented only a human, not a gender. This situation also occurred while collecting the races and nationalities as those drawings were black and white in color. They were not included in race and gender data to avoid such misunderstanding.

Furthermore, workbooks and teacher's books are excluded from the research as workbooks mostly do not include any visuals, and teacher's books of *Language Hub* contain the same visuals as in the student's book, so it does not affect the result of the data. Also, workbooks are usually preferred as homework or self-study hours by institutions and teachers. Therefore, they do not include many visuals or pictures. They are for written practice and contain texts like multiple-choice questions and rewrite activities.

Forming the tables according to the data collected required arrangements. The items in the visuals were both matching and unequalled in between selected coursebooks. The listing shows firstly the matching items of both coursebooks, then continues to lay out the unequalled items.

3.3.3 Data analysis procedure

In this comparative study, using coursebooks requires specific steps which are deciding on the parts of the coursebooks to analyze, choosing themes, topics, and categories; lastly, collecting the data by creating tables in order to compare and contrast coursebooks. The parts of the coursebooks are the main unit pages that students encounter the most in the ELT classrooms. Also, the units include various pictures and visuals to interpret the data and employ the analysis. The sexist uses of generic language are not examined as the research only comprise the visuals and pictures of the ELT coursebooks. The theme and topics of the analysis are decided according to the common ones in the literature like gender, and race; however, the other common themes and topics which are food related visuals, the products, devices, tools, and equipment and leisure time activities are included in this study to fill the gap in the literature. Later, the collection of the data from the coursebooks is employed. While collecting the data, in the category of food related visuals, the items seen in the visuals were counted once although there may be many of them in one visual. Similarly, for all categories in this study, the same method was employed to form the tables. The category of male female roles, professions, and activities, female roles, professions, and activities, race, ethnicity, and nationality include characters, and they were placed on the tables if they were determined clearly in the crowd. As for race, white/unknown nationality was denominated for the characters whose race and nationality are uncertain. According to the topics and categories, the tables are

created to lay out the similarities and differences of the items in the visuals of the coursebooks. Firstly, *Language Hub Pre-Intermediate Student's Book* (2020) and *Headway Pre-Intermediate Student's Book* (1991); then, *Language Hub Intermediate Student's Book* (2019) and *Headway Intermediate Student's Book* (1987) are compared. The data are put into the tables accordingly. Food related visuals and products, devices, tools and equipment are added to other pre-studied topics that are stated in the literature review part. In this way, interpretation, and comparison of the data in the tables are employed as the coursebooks were released in different years. The tables comprise items that are considered the subheadings of the categories. The table of food related visuals includes fruits and vegetables, meals, ingredients, and cigarettes. In the table of the products, devices, tools and equipment, the categories are divided as products and devices, tools, personal items, musical instruments, and vehicles. In race, ethnicity, and nationality category, there are characters which are written to be from the USA and the UK are not identified. So, the name of the country has been written. In this research, sports activities are included as a subcategory of leisure time activity in the tables. In clothes category, accessories, shoes, and uniforms are employed as subcategory, too. Lastly, in female and male roles, professions, and activities, the tables are divided into roles and professions, and activities.

CHAPTER 4. FINDINGS AND DISCUSSION

4.1 Findings

In this part, the key findings of the study is given in tables in accordance with the categories related to research questions. There are tables throughout this section that help reveal the data found. These findings provide answers to the research questions. It lays the groundwork for the discussion, conclusion, and implications that follow.

Table 2. List of the Food Related Visuals in the Coursebooks (Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Items	Eggs, Hamburger	
Fruit and Vegetables	Onion, Carrot, Potatoes, Apple, Mushroom, Green Beans, Lettuce, Banana, Cucumber, Cauliflower, Strawberry, Tomatoes, Garlic, Grapes, Pear, Melon, Pineapple, Lemon, Berries, Cherry	Avocado, Broccoli, Kale
Items Consumed	Cigarettes, Chewing Gum	Pills, Syrup
Ingredients	Crisps, Rice, Flour, Bread, Chicken	Wheat, Grain
Beverages	Wine, Milk, Coke (Coca Cola)	Coffee, Water
Meals	No Items	Bakery, Pizza, Croissants, Sushi, Spaghetti, Chocolate, French Fries, Salad

In table 2, as far as food is concerned, in group of fruits and vegetables, one can see orange (p. 18), apple (pp. 18, 30), onion (pp. 26-27, 31), mushroom (pp. 26, 30), carrots (pp. 26-27, 30), potatoes (pp. 27, 30), banana (p. 30), cucumber (p. 30), cauliflower (p. 30), strawberry (p. 30), lettuce (pp. 30-31), tomatoes (p. 31), grapes (p. 31), pear (p. 31), melon (p. 31), pineapple (p. 31), lemon (p. 31), berries (p. 31), cherry (p. 31) in *HWP*. Nonetheless, there are avocado (p. 56), broccoli (p. 56), kale (p. 56), and salad (p. 68) in *HWP*. In dairy products, there are milk (p. 27), butter (p. 27), and eggs (p. 27) in *HWP*. In *LHP*, there aren't any dairy products. As for drink, in *HWP*, there are wine (p. 29) and coke (Coca Cola) (p. 77). However, in *LHP*, there are coffee (pp. 32-33, 36, 65) and water (pp. 52, 68). Chewing gum (pp. 10, 29), cigarettes (pp. 24, 102), flour (p. 27), crisps (pp.

29, 61), green beans (pp. 30-31), garlic (p. 31), chicken (p. 31), bread (p. 32), and rice (p. 78) find place in *HWP*. In *LHP*, unmatched food visuals with *HWP* are French fries (p. 7), bakery products (pp. 8, 9x2), croissants (p. 8), spaghetti (p. 15), sushi (p. 40), chocolate (p. 52), pills (p. 52), grain (p. 56), wheat (p. 56), syrup (medicine) (p. 58), pizza (pp. 68x2, 118x4). Also, hamburger is seen both in *HWP* (p. 61) and *LHP* (p. 7). Eggs are also shown in *HWP* (p. 27) and *LHP* (p. 52).

Table 3. List of the Products, Devices, Tools, and Equipment in the Coursebooks
(Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Items	Book, Paper, Manual Clock, Remote Controller, Wristwatch, Desktop Computer, Reading Lamp, Telephone, Tv, Umbrella, Pencil, Keys, Cash, Headphones Wired, Ceiling Fan, Pot, Record Player, Cash Register	
Products, Devices, and Tools	Digital Clock, Iron, Cassette Player, Airplane Propeller, Microwave Oven, Refrigerator, Beverage Automat, Washing Machine, Tape Player, Scissor, Stepladder, Gun, Shovel, Signboard, Calculator, Lighter, Kitchenware, Fish Net, Needle, Spoon, Toile, Trash Bin, Binoculars, Utility Box	Laptop, Tablet, Mobile Phone, Point Of Sale Machine, Train Timetable, Coffee Machine, Virtual Reality Glasses, Humanlike Robot, Self-Driving Car, Thermometer, Robotic Arms, Drone, Newspaper Printing Machine, Digital Screen, Headphones Wireless, Camera, Stationery Equipment, Desk Bell, Vacuum Cleaner, Paperclips
Personal Items	Train Ticket, Brush, Wallet, Band-Aid, Receipt, Hair Comb, Notebook, Coin, Postcard, Balloons	Artwork, Shopping Bags, Garbage Bag, Plastic Garbage
Musical Instruments	Violin, Guitar	Ukulele
Sports Items	Arrow	Tennis Rocket, Canoe Paddle, Chess Set
Communication	Newspaper Headlines, Envelop	Magazine/Web Page Article, Movie Poster, Advertising Campaign, Post On An Online Forum, Blog Post, Newspaper, University Brochure
Vehicles	Boat	Hot Air Balloon

In Table 3, as far as the products, devices, tools, and equipment, pencil is placed in *HWP* (p. 7) and *LHP* (pp. 17, 48). Moreover, paper is seen in both *HWP* (pp. 7, 26-27, 37, 49, 57, 100, 103) and in *LHP* (pp. 17, 48, 61). Book is seen more frequently in *HWP* (pp. 7, 16, 22, 37, 90, 100-101, 103, 105, 108) than *LHP* (pp. 35, 77). In *HWP* (p. 10) there are keys, as well as in *LHP* (p. 98). Money as cash can be seen in both *HWP* (p. 10) and *LHP*

(p. 81). Headphones are divided into wired type and wireless type. So, in *HWP* there is a wired headphones (p. 14). But in *LHP*, wired headphones (pp. 8-9, 47) and wireless headphones (p. 78) can be seen. Desktop computer is placed both in *HWP* (pp. 17, 57) and *LHP* (pp. 8, 46). There is reading lamp in *HWP* (pp. 17, 37) and in *LHP* (p. 118). In *HWP*, there is a ceiling fan (p. 17) and regular fan in *LHP* (p. 58). In *HWP*, there is a record player (p. 117), and a record in *LHP* (p. 18). Telephone is seen in both *HWP* (pp. 57, 109) and in *LHP* (p. 58). As a kitchen gadget, pot is placed both in *HWP* (p. 57) and *LHP* (p. 15). TV is seen twice in *HWP* (pp. 62, 90), and once in *LHP* (p. 118). Umbrella is seen in *HWP* (pp. 74, 76) and in *LHP* (p. 18). Remote controller is put in *HWP* (p. 90) and in *LHP* (p. 118). Wristwatch is seen in *HWP* (p. 92) and in *LHP* (p. 29) as well. Manual wall clock is put in *HWP* (pp. 92x6, 102) and less frequently in *LHP* (p. 28). In *HWP*, there are airplane propeller (p. 9), lighter, notebook, tissue, receipt, scissors, calculator (p. 10), train ticket (pp. 10, 70), hair comb, wallet, band-aid (p. 10), iron (pp. 18, 101), cassette player (pp. 17, 31), microwave oven (p. 17), money as coin (p. 18), boat (p. 19), newspaper headlines (p. 20), postcard (p. 25), refrigerator (p. 27), envelop (pp. 28, 103), kitchenware (p. 105), balloons (p. 35), stepladder (pp. 36, 105), pencil (p. 37), violin (p. 40), hot air balloon (p. 55), cash register (p. 57), fish net (p. 57), brush (p. 57, 105), needle (p. 57), spoon (p. 57), toile (p. 57), guitar (p. 63), trash bin (p. 68), beverage automat (p. 77), signboard (p. 83x13), binoculars (p. 87), arrow (p. 88), washing machine (p. 118), digital clock (p. 92x3), shovel (pp. 103, 105, 109), utility box (p. 105). However, in *LHP* one can see a laptop frequently (pp. 8x2, 9, 46, 64). In *LHP*, there are magazine/web page article (p. 6, 56, 62, 82, 96, 112, 114), post from an online forum (p. 94), Ukulele (p. 8), cash register (p. 8, 9x2), train timetable (p. 29), canoe paddle (p. 21), coffee machine (p. 32), VR Glasses (p. 34), humanlike robot (p. 34), tablet (pp. 34, 65, 92, 112), self-driving car (p. 35), blog post (p. 42), thermometer (p. 53), desk bell (pp. 58x2, 59), mobile phone (pp. 65, 92), chess set and tennis racket (p. 66), kitchen utensils (p. 68, 69x14), shopping bags (p. 83), robotic arms (p. 91), paperclips (p. 86), stationery equipment such as protacter, stapler, and compass (p. 70x3), artwork (pp. 74x4, 75x4) movie poster (p. 76x6), point of sale machine (pp. 88-89), newspaper (p. 92), drone (p. 98), university brochure (p. 100), plastic garbage (p. 106), newspaper printing machine (p. 111), digital screen (p. 113), advertising campaign (p. 116x2), vacuum cleaner (p. 116).

Table 4. List of the Race, Ethnicity, and Nationality Visuals in the Coursebooks
(Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Race, Ethnicity, and Nationality	White/Nationality Unknown, Japanese, Chinese, Black	
Different Race, Ethnicity, and Nationality	French, American, Brazilian, Norwegian, Egyptian, Canadian, Malaysian-Portuguese-Polish	USA, Spanish, UK, Romanian, Inupiat, Danish, Indian, Austrian, Azerbaijani, Irish, Scottish, Canadian, Serbian

In Table 4, as for the race, ethnicity, and nationality-specific visuals, it can be seen that white people with unspecified nationality find more place in *HWP* (pp. 11, 14, 19, 24, 28, 29, 32, 33x3, 34x2, 35x2, 38-40, 46x3, 48-49, 54, 55x2, 56-58, 60-63, 66-68, 70, 72x4, 74, 76x4, 77-78, 79x3, 80, 82, 87x5, 88x4, 90, 91x8, 93, 95x2, 98, 100x4, 101x6, 102x6, 103x4, 105x9, 108-110, 111x4, 113, 115x2, 117x7, 118x8). In *LHP*, less frequently, there are white people with unspecified nationality as well (pp. 2, 4, 7-8, 9x2, 13-16, 17x4, 18x3, 21, 28x3, 29, 32-34, 36, 42x2, 47, 48x4, 51-52, 53x10, 54-56, 58x3, 59x4, 62, 65, 68, 82, 88x2, 92, 94-95, 108x3, 114x2, 116, 118x4). Japanese is seen both in *HWP* (pp. 15, 17) and in *LHP* (pp. 11, 34, 54). Chinese is the common one too, as they are placed in *HWP* (p. 78x2), and *LHP* (p. 41). Norwegian (p. 15), American (pp. 52-53), Brazilian (p. 63), Egyptian (p. 63), Canadian (p. 81), Malaysian-Portuguese-Polish mixed race (p. 99), French-Dominican mixed race (p. 99) is only seen in *HWP*. Moreover, Spanish is only seen in *LHP* and very often (pp. 8, 9x3, 18x2, 28x2, 29, 58x3, 66, 68-69, 98x4, 108x3, 118x4). American is placed in *LHP* (pp. 8x2, 9x3, 18x2, 38x4, 62x3, 66x2, 68x2, 69x2, 78x2, 79x2, 84x3, 88x3, 96, 98, 118x4) more than in *HWP*. British is also seen in *LHP* (pp. 8-9, 22, 24x2, 44, 61, 108x4, 118x3). Different than *HWP*, there are Romanian (p. 5), Inupiat (p. 1), Danish (p. 36), Indian (p. 55), Austrian (p. 66), Azerbaijani (p. 66), Irish (p. 71), Scottish (p. 84), Canadian (p. 86), Serbian (p. 91) in *LHP*. Lastly, black is seen once in *HWP* (p. 93), but more frequently in *LHP* (pp. 2, 17, 33, 42x2, 47, 56x2, 64, 77, 86).

Table 5. List of the Leisure Time Activity Visuals in the Coursebooks (Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Activities	Chatting in a Cafe, Watching TV, Skiing, Eating in a Restaurant, Travelling, Playing with Toys, Reading a Book, Trekking, Playing Chess, Reading a Newspaper, Running	
Different Activities	Dancing, Washing The Car, Writing A Letter, Gardening, Household Chores, Listening To Music, Playing Violin, Smoking, Eating From McDonald's, Sunbathing, Protesting, Playing A Flute, Grocery Shopping, Painting The Wall, Repairing The Car	Walking In The Park, Going To A Concert, Using VR Headset, Making Campfire, Solving Crossword Puzzle, Playing A Trade Game With Cards, Children Playing Outside, Playing Jenga, Birthday Celebration
Sports Activities	Exercising, Playing Football, Swimming, Parachuting, Hunting, Playing Tennis, Gymnastics	Sailing, Canoeing, Doing Yoga

Table 5 shows that as for the sports as an activity, doing gymnastics is placed in *HWP* (p. 11), while in *LHP*, one can see that doing yoga is chosen (p. 51). In *HWP*, trekking (p. 55) is seen and similarly there are canoeing (p. 21) and trekking (p. 62) in *LHP*. In *HWP*, skiing is chosen (pp. 63, 66), while speedskating which is a type of ice-skating is seen in *LHP* (p. 54). Swimming is only in *HWP* (p. 63). One could see that playing tennis (p. 105), playing football (p. 103), and running (p. 105) is chosen in *HWP*. Similarly, running can be observed in *LHP* (p. 55x2). Exercising for a healthy life is also seen in *HWP* (p. 117x3). Sailing is only placed in *LHP* (p. 24). Yet, there is parachuting visual in *HWP* (p. 79). Playing chess is both in *HWP* (p. 62) and *LHP* (p. 66). Likewise, watching TV is placed in both *HWP* (pp. 62, 90) and *LHP* (p. 118x4). Moreover, traveling is seen in *HWP* (pp. 63, 70), but more in *LHP* (p. 22, 28x4, 29). Again, reading a newspaper is in *HWP* (p. 68) and *LHP* (p. 92). Reading a book is both in *HWP* (p. 90, 105) and *LHP* (p. 77). In *HWP*, visiting a jungle is stated (p. 87) but it is different in *LHP* as visiting a technology expo (p. 34). In *HWP*, chatting in a café (pp. 46, 77) is less frequent than in *LHP* (pp. 13, 17, 31-33, 65). One can see eating from McDonald's is put in *HWP* (p. 61), but in *LHP*, eating street food is placed (p. 7). Shopping is both in *HWP* (p. 62) and *LHP* (p. 88x3). Visiting acquaints/neighbors can be observed in *HWP* (p. 118) and in *LHP* (p. 11). Eating in a restaurant is put in only in *HWP* (pp. 63, 102). In *HWP*, dancing (pp. 71, 117), playing a flute (p. 95), playing violin (p. 40), and listening to music (p. 14) is seen. However,

going to a concert (pp. 72-73) is emphasized in *LHP*. The other activities are washing a car (pp. 102-103), repairing a car (p. 105), and painting the wall (p. 105) in *HWP*. Moreover, there are visuals of gardening (pp. 105, 109), grocery shopping (p. 105), and household chores (p. 105x2) in *HWP*. Also, smoking (p. 24), sunbathing (p. 63), playing with toys (pp. 68, 98), protesting (p. 72), hunting (p. 88), and writing a letter to someone (pp. 103, 111) are only placed in *HWP*. In *LHP*, playing in snow (p. 1) and children playing outside (p. 71) are observed. In *LHP*, making campfire (p. 36) and walking in the park (pp. 78x2, 79x2) are visible. Using VR headset (p. 34), playing Jenga (p. 108), playing trade game with cards (p. 86), and solving crossword puzzles (p. 61) are noticed in *LHP* as well.

Table 6. List of the Clothes Visuals in the Coursebooks (Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Items	Shirt, Sweater, Suit, Tie, Jacket, Pants, Dress, T-Shirt, Coat, Apron, Skirt, Blouse, Belt, Boots, Briefcase, Sneakers, Scarf, Hat, Glasses, Sunglasses, Worker Uniform, Vest, Cowboy Hat, Helmet, Cardigan, Tracksuit	
Clothes	Jumpsuit, Leggings, Undershirt, Puffer Vest, Pajamas	Jeans, High Visibility Jacket, Robe, Sweatshirt, Shorts, Snow coat, Flared Trousers, Puffer Jacket, Fur Coat, Turtleneck Jumper
Accessories	Suspender For Pants, Pantyhose	Cap, Backpacks, Wool Scarf, Bandeau, Shoulder Bag, Suitcase, Wool socks, Work Gloves, Messenger Bag, Dastar (Indian Headwear)
Shoes	Shoes, High Heeled Shoes	Flipflops
Uniforms	Soldier Uniform, School Uniform, Racing Suit, Police Uniform, Doctor/Nurse Scrub	Ski Suit, Space Suit, Pharmacist Scrub

It can be seen in Table 6 that in terms of clothes, sweater is seen in both *HWP* (pp. 7x2, 11, 14, 16x2, 33, 37, 40, 50, 57, 61, 63, 68, 80, 90, 98-99, 101, 103x6, 105x5, 117x4) and in *LHP* (pp. 2, 4, 5, 11, 14-15, 24, 32, 36, 42, 47, 53x2, 58x3, 59, 61, 68, 92, 95, 118x4). Tie can be seen in *HWP* (p. 11, 28, 34, 70, 71, 91) and *LHP* (pp. 2, 28x2, 29, 42, 84). Wearing a shirt had a place in *HWP* (pp. 11, 14, 28, 33-34, 37, 48-49, 54-55, 57, 63, 67-68, 70-71, 76-77, 80-81, 87, 95, 99, 100, 102, 105, 108-109, 111x2, 118). Similarly, shirt is spotted in *LHP*, too (pp. 2, 8, 15-16, 17x4, 21, 24, 28x3, 29, 33, 35, 42, 44, 47, 48x3, 65-66, 68-69, 84, 86, 88x3, 89, 92, 94, 108x4, 114, 118x3). The other common clothing is suit and it can be seen in *HWP* frequently (pp. 12, 19, 22-24, 36, 53, 57, 76, 101-102,

105, 110, 115x2, 117, 118x3) and in *LHP* (pp. 2, 42, 48x2, 53, 66x2, 84x4, 92). There is a coat in *HWP* (pp. 14, 50, 55, 66-67, 70, 91) and in *LHP* (pp. 5, 7, 42, 116) but there is a snow coat which is designed for extreme weather conditions observed in *LHP* (pp. 1, 52). T-shirt is stated less frequently in *HWP* (pp. 16, 54, 62-63, 105x3) than in *LHP* (pp. 8x2, 9x4, 11, 18x2, 22, 24x2, 33, 35, 38x4, 53x3, 59, 66x2, 68x2, 69x2, 78x2, 79x2, 86, 98x4, 114x2, 118x3). Jacket is noticed in *HWP* (pp. 19, 36, 56, 62-63, 71, 76, 80, 82, 91, 100, 101x2, 102-103, 111x2, 113, 117x2). Similarly, it is apparent in *LHP* (pp. 2, 8, 9x2, 22, 24, 28-29, 42, 48x2, 62, 65, 82, 89, 92). Dress is seen more in *HWP* (pp. 22-23, 32, 53, 57, 71-72, 74, 101, 111, 115x2) than in *LHP* (pp. 24, 89). Vest is detectable in *HWP* (p. 28) and in *LHP* (pp. 2, 17, 85). Apron is viewed in *HWP* (pp. 29, 32, 57, 67, 105). Likely, it is seen in *LHP* (pp. 8-9, 69). Skirt is visible in *HWP* (p. 36, 56, 61, 71, 79x2, 82, 101, 103, 105x3, 117, 118x4); however, it is less in number in *LHP* (pp. 9, 78x2, 79x2, 89, 118x4). Belt is marked in both *HWP* (pp. 48, 61, 117) and in *LHP* (pp. 88x3, 92). Briefcase is used in visuals in *HWP* (pp. 50, 118x2) and in *LHP* (p. 28) as well. It is clear that sneakers are present in *HWP* (pp. 50, 103, 105x2) and in *LHP* (pp. 55x2, 71, 116), too. There is one cowboy hat in *HWP* (p. 52) and in *LHP* (p. 22). Doctor/nurse scrub is noticeable in *HWP* (pp. 57-58) and pharmacist scrub is seen in *LHP* (p. 58x3). Hat is a common accessorize in both *HWP* (pp. 57, 61, 66, 76, 78x2) and in *LHP* (pp. 7, 33, 36, 52, 94, 116). Helmet is used in *HWP* (p. 57) and *LHP* (pp. 18, 41), as well. Eyeglasses are found in *HWP* (pp. 11, 19, 32, 49, 81, 61). Similarly, they are observed in *LHP* (pp. 22, 28x3, 29, 32, 41, 61, 65, 84, 91, 94). Moreover, there are sunglasses in *LHP* (pp. 39, 42, 53-54, 88x3). Blouse is observable in both *HWP* (pp. 61, 76, 82, 110, 113, 117) and in *LHP* (pp. 9x3, 17, 38, 47, 64, 77, 108x3). Pants are shown in *HWP* (pp. 66, 68, 71, 87, 90-91, 100-101, 105x2, 108-109, 117x4, 118x4). At the same time, pants are seen in *LHP* (pp. 11, 24, 38, 62, 71, 88x2, 118x4). Cardigan is placed in *HWP* (p. 72) once, but; it is frequently seen in *LHP* (pp. 18x3, 32, 38x2, 42, 88x2, 92, 114x2, 118x4). Scarf is noticeable in both *HWP* (pp. 71, 74, 76, 95, 117) and in *LHP* (pp. 2, 5, 7, 62, 89). Differently, there is a wool scarf in *LHP* (pp. 52, 58x3, 116). Boots are spotted in *HWP* (pp. 74, 79x2, 103, 105) more than *LHP* (p. 116). Tracksuit is detectable in *HWP* (pp. 102, 105). Similarly, it is found out in *LHP* (pp. 55x2, 56x2, 66). Worker uniform is seen both in *HWP* (p. 118) and in *LHP* (pp. 41-42).

In *HWP*, leggings (p. 11), undershirt (p. 11), school uniform (p. 17), suspender for pants (p. 34), casual shoes (pp. 50, 105x4, 117x3, 118x2), racing suit (p. 53), soldier uniform (pp. 57, 88x4), jumpsuit (pp. 57, 87), high heeled shoes (pp. 71-72), police uniform (p. 74), pantyhose (p. 79), puffer vest (p. 81), undershirt (p. 95), and pajamas (p. 102) are discovered but they are not present in *LHP*. At the same time, there are clothing items found in *LHP* but not in *HWP* such as jeans (pp. 1, 13, 33, 77, 89, 92, 118x3), backpacks (pp. 5, 17, 21-22, 29, 34, 88x3), bandeau (pp. 8, 9x3), cap (pp. 9x3, 21, 32, 38x4, 68, 69x2, 78x2, 79x2, 98, 118x4), flared trousers (p. 24), shoulder bag (pp. 28, 88), high visibility jacket (pp. 28x2, 29, 42), suitcase (p. 29), puffer jacket (p. 34), wool socks (p. 36), work gloves (p. 41), messenger bag (p. 41), flipflops (pp. 44, 59), ski suit (p. 54), Dastar (Indian headwear) (p. 55), fur coat (p. 56), sweatshirt (pp. 71, 88x2), shorts (p. 79x2), turtleneck jumper (p. 92), spacesuit (p. 96), and robe (p. 98x4).

Table 7. List of the Female Roles, Professions, and Activities Visuals in the Coursebooks (Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate</i> (1991)	<i>Language Hub Student's Book Pre-Intermediate</i> (2020)
Common Activities	Shopping, Reading a Book	
Roles and Professions	Working in a Bazaar, Writer, Working in Baker's, Violinist, Model on a Podium, Writer, Restaurant Owner, Cashier, Receptionist at a Hotel, Painter, Dentist, Presser, Taxi Driver, Veterinarian, Duchess, Journalist, Textile Designer, Worker	Working in a Clothes, Blogger, Lawyer, Clothes Store Owner, Pharmacist, Police Officer, HR Employee, Daughter, Traveler, Photographer, TV Presenter (Oprah Winfrey), Waitress, Doctor, Working in a Call Center, Sales Manager
Activities	Playing With Toys, Playing with a Doll, Fighting for Right to Vote, Gardening, Grocery Shopping, Playing Tennis, Walking a Dog, Doing Gymnastics, Listening To Music, Doing Homework	Watching TV, Traveling, Cooking Dinner/Lunch, Trekking, Canoeing, Experiencing VR, Doing Yoga, Speed Skating, Running, Solving Crossword Puzzle, Repairing a Robot, Repairing Electrical Cables
Common Roles	Student, Engineer/Architect, Nurse, Famous Person, Actress, Businesswoman, Mother	

Table 7 on female roles, professions, and activities shows that in *HWP* female is depicted while doing homework twice (pp. 7, 105), playing with toys (p. 68), reading a book (p. 90), playing with a doll (p. 98), and as a student (pp. 100, 118x2). Moreover, in *LHP*, female is seen as a student (p. 17), and while reading a book (p. 77).

In terms of jobs attended for females, it is seen that in *HWP*, they are depicted while working in a bazaar (p. 29), working in baker's (p. 32), as an actress (p. 48), a writer (pp. 49, 113), restaurant owner (p. 56), cashier (p. 57), receptionists at a hotel (p. 57), painter (p. 57), engineer/architect (p. 57), dentist (p. 57), presser (p. 57), nurse (p. 57), taxi driver (p. 57), veterinarian (p. 57), famous person (p. 61), model on a podium (p. 61), duchess (p. 76), journalist (p. 91), textile designer (p. 99), worker (pp. 102, 117), businesswoman (p. 118), and violinist (p. 40). On the other hand, in *LHP*, female is seen while working in clothes store (pp. 38, 88x3), as an architect (p. 42), traveler (p. 5), nurse (p. 42), businesswoman (p. 42), blogger (pp. 5, 64), photographer (p. 8), lawyer (pp. 8, 48x3), waitress (p. 42), doctor (p. 42), pharmacist (p. 58x3), working in call center (p. 47), police officer (p. 42x2), sales manager (p. 42), HR employee (p. 48x2). There are famous people chosen female in *HWP* (p. 61), while in *LHP*, there are more famous people as females such as famous tennis players (pp. 56x2, 66), actress (p. 62x2), and TV presenter Oprah Winfrey (p. 84).

In *HWP*, female is seen while doing gymnastics (p. 11), playing tennis (p. 105); however, it is depicted while trekking (p. 62), canoeing (p. 21), doing yoga (p. 51), speed skating (p. 54), and running (p. 55) in *LHP*.

In *LHP*, female is placed as a mother (p. 14), a daughter (p. 14), and while cooking dinner/lunch (pp. 15, 69), shopping (pp. 82, 88x3), watching TV (pp. 114, 118x4), repairing electrical cables (p. 95), repairing a robot (p. 91), solving crossword puzzle (p. 61), traveling (pp. 28x2, 29), and experiencing VR (p. 34). In *HWP*, it can be seen that female is spotted while listening to music (p. 14), fighting for right to vote (p. 74), mother/having baby (p. 101), gardening (p. 103), grocery shopping (p. 105), and walking a dog (p. 115).

Table 8. List of the Male Roles, Professions, and Activities Visuals in the Coursebooks (Headway Student's Book Pre-Intermediate, 1991; Language Hub Student's Book Pre-Intermediate, 2020)

Categories	<i>Headway Student's Book Pre-Intermediate (1991)</i>	<i>Language Hub Student's Book Pre-Intermediate (2020)</i>
Common Roles	Architect, Businessman	
Common Activities	Watching TV/Relaxing	
Roles and Professions	Cook/Chef, Repairman, Musician, Teacher, Detective, Shopkeeper, King/Royal, Journalist, Storyteller, Fisherman, Salesman, Car Mechanic, Ballet, Soldier, Clock Smith, Booking Clerk, Doctor, Patient, Worker	Electrical Lineman, Musician (Mozart), Painter (Picasso), Former President (Obama), Painter (Picasso), Mathematician (William James Sidis), Chess Master (Garri Kasparov), Andrew Carnegie, John D Rockafeller, Bill Gates, Warren Buffet, Security, Student, Blogger, Cafe Owner/Baker, Video Games Maker, Firefighter, Waiter, Entrepreneur, Working In A Call Center
Activities	Gardening, Washing the Car, Stockbreeding, Skiing, Putting out The Trash, Arresting Suffragette, Playing with a Doll, Playing Football, Grocery Shopping, Washing the Dishes, Repairing the Car, Cooking, Painting Walls	Cooking Dinner/Lunch, Learning to Drive, Teaching to Drive, Traveling, Visiting a Technology Expo, Clothes Shopping, Solving Crossword Puzzle, Doing Yoga, Speed Skating, Running a Marathon, Website Owner

In Table 8, male is seen as teacher (pp. 17, 118), detective (p. 23), shopkeeper (p. 28), musician (pp. 54-55, 63), fisherman (p. 57), salesman (p. 57), car mechanic (p. 57), repairman (p. 57), cook/chef (pp. 57, 67), ballet (p. 57), soldier (p. 57), stockbreeder (p. 57), clock Smith (p. 57), booking clerk (p. 70), doctor (p. 87), king/royal (p. 88), journalist (p. 91), architect (p. 99), worker (p. 102), businessman (p. 118), and repairman (p. 118) in *HWP*. In *LHP*, male is in the role of architect (p. 42), businessman (pp. 42, 48x2), electrical lineman (p. 41), blogger (pp. 4, 16), cafe owner/baker (pp. 8-9), video games maker (p. 8), security (pp. 28x2, 29), firefighter (p. 42), waiter (p. 42), entrepreneur (p. 44), worker in call center (p. 47), and website owner (p. 86). Male is depicted as famous person frequently in *HWP* (pp. 23-24, 52-53, 71, 81, 88). In *LHP*, famous people as male are selected as Obama (p. 62), Mozart the musician (p. 66), Picasso the painter (p. 66), William James Sidis the mathematician (p. 66), Garri Kasparov the chess master (p. 84), Andrew Carnegie, John D Rockafeller, Bill Gates, and Warren Buffet (p. 84).

In *HWP*, male is also seen while watching TV/relaxing (pp. 62, 90), putting out the trash (p. 68), playing with a doll (p. 98), washing a car (pp. 102-103), washing the dishes (p. 105), grocery shopping (p. 105), repairing a car (p. 105), cooking (p. 105), gardening (pp.

105-109), painting walls (p. 105). In *LHP*, male is also cooking dinner/lunch (pp. 15, 69x2), watching TV (pp. 114, 118x4), learning to drive (p. 17), teaching to drive (p. 17), traveling (p. 22), visiting technology expo (p. 34), clothes shopping (p. 38), and solving crossword puzzle (p. 61).

Male is spotted while skiing (p. 66), playing football (p. 103) in *HWP*, while male is depicted while doing yoga (p. 51), speed skating (p. 54), running a marathon (p. 55) in *LHP*. Moreover, male is seen while arresting suffragette (p. 74), as a patient (p. 87), and as storyteller (p. 91) in *HWP*. In *LHP*, male is placed as a student twice (p. 17x2).

Table 9. List of the Food Related Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Items	Water, Bread, Orange	
Fruit And Vegetables	Pineapple, Mandarin	Carrots, Lemon, Lettuce, Grapes, Apples, Pear, Lettuce, Banana, Tomatoes, Onions, Potatoes, Celery, Cauliflower, Broccoli, Strawberry, Apricot, Grape, Redberry, Blueberry, Parsley, Dried Apricots, Kiwi, Goji Berries, Açai Berries
Items Consumed	Cigarette	
Ingredients	Nuts, Seeds, Oil	Egg, Sugar, Herbs, Red Chili Peppers, Curry Paste, Thai Fish Sauce, Beef, Mayonnaise Lemon Juice, Quinoa, Chia, Seeds, Green Pepper, Coffee Beans, Almond, Walnut, Red Pepper, Flour
Beverages	Milk, Beer, Whiskey, Wine, Champagne	Coconut Milk, Cup Of Coffee, Espresso, Mint Tea, Black Tea
Meals	Broth, Turkey With Rosemary, Meat	Falafel, Fried Pita, Mojo Criollo Garlic Sauce (Cuba), Ropa Vieja (Cuba), Gambas O Camarones (Cuba), Thai Chicken Green Curry, (Thailand), Chicken, Chili Con Carne (Texas), Red Beans, Sweet Corn, Potato Salad (Iran), Peas, Popcorn, Pizza, Fruit Salad, Chocolate Brownie

In Table 9, as far as food is concerned, in *HWI*, pineapple, orange, and mandarin is detectable (p. 24x3). However, there are tomatoes (pp. 20, 76), orange (p. 23), grapes (pp. 23, 78), apples (p. 23), pear (p. 23), lemon (pp. 23, 82), carrot (pp. 39, 76, 79, 80, 145), lettuce (pp. 39, 79-80), red chili peppers (pp. 76, 145), red beans (p. 76), sweet corn (p. 76), onions (p. 76), potatoes (p. 76), peas (p. 76), goji berries (p. 78), açai berries (p. 78),

celery (p. 78), green pepper (p. 78), cauliflower (p. 78), broccoli (p. 78), apricot (p. 78), redberry (p. 79), blueberry (p. 79), parsley (p. 79), banana (p. 80), dried apricots (p. 83), kiwi (p. 82), almond (p. 82), walnut (p. 82), fruit salad (p. 115) in *LHI*. In *HWI*, there is water (p. 18), wine (pp. 24, 47), milk (p. 47), beer (p. 47), champagne (p. 47), whiskey (p. 47); on the other hand, water (pp. 80, 115), coconut milk (p. 76), cup of coffee (pp. 71, 145), mint tea (p. 73), lemon juice (p. 76), espresso (p. 2), coffee beans (p. 82), black tea (p. 116) is observable in *LHI*. In *HWI*, there is bread (p. 24), Turkey (p. 26), meat (p. 47), seeds (p. 47), nuts (p. 47), oil (p. 47), broth (p. 51), and a cigarette (p. 47). In *LHI*, different cuisines are seen such as rainbow salad bowl from Marrakesh (p. 73), falafel (p. 73), fried pita (p. 74), mojo criollo garlic sauce from Cuba (p. 74), ropa vieja from Cuba (p. 74), gambas o Camarones from Cuba (p. 74), Thai chicken green curry (p. 76), curry paste (p. 76), Thai fish sauce (p. 76), chili con carne from Texas (p. 76), potato salad from Iran (p. 76). Moreover, in *LHI*, bread (pp. 116, 71), herbs (p. 20), chicken (p. 76), red chili peppers (p. 76), sugar (pp. 76, 82), beef (p. 76), eggs (pp. 76, 80, 82), mayonnaise (p. 76), quinoa (p. 78), chia seeds (p. 78), fruit cobbler (pp. 82-83), popcorn (p. 107), pizza (p. 114), fruit salad (p. 115), chocolate brownie (p. 145), flour (p. 17) are observed and they aren't stated in *HWI*.

Table 10. List of the Products, Devices, Tools and Equipment Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Items	Desktop Computer, Wristwatch, Pencil, Paper, Newspaper, Book, Typewriter	
Products, Devices, and Tools	Handset Telephone, Lapel Microphone, Film Camera, Wired Microphone, Television Screen, Tape Player, TV, Megaphone, Coffee Maker, Projector Screen, Speaker, Automated Teller Machine (ATM), Wired Computer Drawing Pen, Telephone Switchboard, Gramophone Record, Compass, Paperclip, Clock, Stamp, Hotel Room Keys, Traffic Lights, Sandglass, Stylograph, Paper Puncher, Pencil Sharpener, Tea Pot	Wristwatch, Mobile Phone, Wireless Microphone, Digital Camera, Wireless Microphone, Laptop, Headphones, Joystick Tablet, Projector Screen, Voice Recorder, Smartwatch, Handset Telephone, Espresso Coffee Machine, Tripod, Smart Refrigerator, Solar Panel, Robot, Walky-Talky, Mobile Umbrella, Mobile Food Bowl For Cats And Dogs, Scissors, Binoculars, Studio Light, Traffic Lights, Toolbox, Sewing Machine, Drill, Hammer, Pliers, Screwdriver, Tape Measure, Spanner
Personal Items	No Items	No Items
Musical Instruments	No Items	No Items
Sports Items	No Items	Scuba Diving Equipment
Communication	Letter, Newspaper Headlines, Health Magazine Article, Banner, Travel Leaflet, House Advert, Wedding Invitation	Social Media Post, News From A Web Site, Website Article, Blog Post, Newspaper Advert, Event Poster,
Vehicles	No Items	No Items

In Table 10, as far as the products, devices, tools, and equipment are concerned, one can see handset telephone in *HWI* (pp. 14, 63, 65, 76), while there is only one handset telephone in *LHI* (p. 53), and instead of it, there are three mobile phones in *LHI* (pp. 52, 59, 117). By checking the newspaper's frequency, it is seen that in *HWI*, there are 3 newspaper images (pp. 21, 24, 55). Nevertheless, there is only one newspaper image (p. 106) in *LHI*. In *HWI*, sandglass image is seen (p. 51). Moreover, wristwatch is encountered at the same number in both coursebooks as it is in *HWI* (pp. 9, 59, 71) and in *LHI* (pp. 1, 17, 49). However, there is a new type of wristwatch in *LHI* which is a smartwatch connected to mobile phone (p. 61). In *HWI*, there is a teapot (p. 18), and it can be seen that there is also a simple coffee maker (p. 63). However, in *LHI*, there is espresso coffee machine which is the latest technology product (p. 2). As long as computers are taken into consideration, it can be seen that desktop computers are equal in numbers in *HWI* (pp. 63, 73, 75-76) and *LHI* (pp. 52-53, 64, 88). Moreover, after the

release of laptops, their frequency outnumbered the desktop computers as they are seen only in *LHI* (pp. 29, 49, 52, 59, 112-114). Later, the new form of a device is seen in *LHI* as in the form of tablet (p. 20, 52). Also, there is a voice recorder in *LHI* (p. 4). Furthermore, typewriter is in daily lives in *HWI* (pp. 63, 76), but in *LHI* it is placed only for reminiscing the old times according to the content of the unit (p. 52). Similarly, for the same purpose, it can be seen that there is a walky-talky to reminisce in *LHI* (p. 50). There are 7 screen views of TV (p. 8) and TV itself (p. 33) in *HWI*, but in *LHI*, TV and TV screen images are not found. The type of microphone is different in *HWI* and *LHI*. In *LHI*, there are wireless microphones (pp. 20, 4); although in *HWI*, there are wired microphones (pp. 9, 62). A similar pattern is also seen in the object of cameras. To illustrate, film camera is used in *HWI* (p. 27). Nevertheless, in *LHI*, there are digital cameras (pp. 2, 22). Furthermore, there is tripod in *LHI* (p. 22). There is a studio light in *LHI* (p. 22). Paper is placed in 6 pictures in *HWI* (pp. 30, 33, 56, 76-77, 79) and *LHI* there are only 2 pictures of paper (pp. 88, 117). Listening to music is with the help of tape player (p. 33) and gramophone record (p. 24) in *HWI* and speaker (p. 49). Later, headphones are introduced and in *LHI*, there are pictures of headphones that are wireless (p. 4, 10, 28, 98-99). In *HWI*, there is a clock on the wall (p. 33), but in *LHI*, it isn't found. The other visual that is only stated in *HWI* is megaphone used in demonstration (p. 35). Moreover, in *HWI*, there are two visuals of banners (p. 35, 78). Another difference is on the visuals of letters in *HWI* as they are in number of 5 (p. 36, 41, 65, 72, 76); however, the letter isn't found in *LHI*. Instead, there are blog posts (p. 14, 68, 78) to reach many people and social media posts, as well (p. 2, 12, 24, 104) in *LHI*. Travel leaflet is used in *HWI* (p. 30, 21). The visual of stamp is put in *HWI* (p. 40). There are hotel room keys as well in *HWI* (p. 42). In *HWI*, the information about health is placed in health magazine articles in visuals in number of 10 (p. 47); but in *LHI*, the information about health or many other topics is given in form of website articles (p. 6, 18, 40, 42, 74, 86, 92, 98, 100, 110, 116). The visuals of books are in number of two in *HWI* (p. 55, 77). In *LHI*, the visuals of book are more as in number of 4 (p. 9, 28, 49, 103). Stylograph is put in *HWI* (p. 65). Moreover, visuals of pencils are in the same number in *HWI* (p. 30, 33) and in *LHI* (p. 88, 117). It can be seen that there is paper puncher, pencil sharpener, paper clip in *HWI* (p. 63). In *LHI*, it can be seen that a toolbox is placed (p. 21) and a sewing machine (p. 56). In *HWI*, there is a projector screen (p. 73). Similarly, in *LHI*, there are two

projector screens (p. 58-59). Furthermore, there is a visual of traffic lights in *HWI* (p. 64) and in *LHI* (p. 25). In *HWI*, automated teller machine (ATM) is placed (p. 73). Another visual is telephone switchboard placed in *HWI* (p. 75). There is wired computer drawing pen in *HWI* (p. 73), however, in *LHI*, there are two visuals of wireless joysticks to play video games (p. 10, 65). There is a robot in *LHI* as well (p. 43). There are newspaper headlines in *HWI* (pp. 80-83). However, there is news from a website in *LHI* (p. 62). Printed wedding invitation can be seen in *HWI* (p. 84), but in *LHI*, there is an event poster (p. 32). In *HWI*, a compass is placed (p. 25) which is a simple tool compared to scuba diving equipment placed in *LHI* (p. 15). In *LHI*, there are images that are not found in *HWI*, as well. In *LHI*, there is smart refrigerator (p. 80), solar panel (p. 87), mobile umbrella (p. 90), mobile food bowl for cats and dogs (p. 91), binoculars (p. 66), scissors (p. 89), allen key, drill, hammer, pliers, screwdriver, tape measure, and spanner (p. 94).

Table 11. List of the Race, Ethnicity, and Nationality Visuals in the Coursebooks
(Headway Student's Book Intermediate, 1987; Language Hub Student's Book
Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Race, Ethnicity, and Nationality	White/Nationality Unknown	
Different Race, Ethnicity, and Nationality	USA, German, Indian, Scottish, Chinese	Black, Cuban

Table 11 shows that in *HWI*, visuals of white people with unspecified nationality are distributed populously (pp. 4, 9, 11-12, 15, 21-22, 24, 27, 35, 38, 42, 44, 47, 56, 60, 62, 65, 70, 73, 75, 77, 78-79, 81-84). At the same time, In *LHI*, visuals of white people with unspecified nationality are encountered (pp. 1-4, 10, 13-14, 17-22, 26-30, 32, 34-34, 30-40, 45-47, 49-52, 58-59, 61-69, 71, 74, 78, 83, 85-86, 94-95, 97-98, 101-102, 104, 106-107, 109, 112, 114-118). Moreover, other than white people with unspecified nationality, German is placed in *HWI* as well (p. 7). Likewise, Indian is seen in *HWI* once (p. 11). Scottish people are also put in *HWI* (p. 21). Chinese people can be seen in *HWI*, as well (p. 28). There aren't any black people in *HWI*, however; there are black people in visuals of *LHI* (p. 17, 28, 67, 97-98, 112). In *LHI*, another nationality is found as Cuban (p. 74).

Table 12. List of the Leisure Time Activity Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Activities	Running, Tennis, Cycling, Swimming, Sailing, Fishing, Watching TV, Playing Musical Instrument	
Different Activities	Playing Cards, Listening To Radio, Gardening, Listening To Record Player, Cooking, Playing Roulette, Singing, Herding Animals	Listening Music Via Headphones, Shopping, Playing PlayStation, Photographing, Visiting Art Gallery, Reading Book, Snowball Fighting, Pottery, Birdwatching, Tuning A Car, Going To A Concert, Reading From A Tablet, Stamp Collecting, Beekeeping, Sewing, Playing Ukulele
Sports Activities	Golf, Hockey, American Football, Squash, Basketball	Playing Golf Indoors, Ice Hockey, Running Marathon, Scuba Diving, Ice Skating, Climbing, Skiing, Table Tennis, Yoga

Table 12 shows that in *HWI*, swimming activity is found (p. 3), as well as in *LHI* (p. 21). Playing basketball is put in *HWI* (p. 3) but it isn't encountered in *LHI*. Cycling activity can be seen in both *HWI* (p. 3) and *LHI* (pp. 32, 40, 45, 66) but in *LHI* distribution is more often. Another activity is running, and it is in *HWI* twice (pp. 3, 44), as well as in *LHI* (pp. 19, 115). Playing golf is seen in *HWI* (p. 3), but in *LHI* it is an indoor activity (p. 52). Hockey as an activity is both seen in *HWI* (p.3) and *LHI* (p. 63). Another activity is playing squash and it is only seen in *HWI* (p. 3). Sailing is placed in *HWI* (p. 3) and *LHI* (p. 16) as well. Playing tennis can be seen in *HWI* (p. 12) once, similarly; it can be found in *LHI* (p. 71). However, table tennis is chosen in *LHI* (p. 68). Activity as fishing is placed in both *HWI* (p. 28) and *LHI* (p. 68). Playing soccer/football is seen in *HWI* (p. 15), but not included in *LHI*. Nonetheless, there are activities in *LHI* which are not found in *HWI*. For example, in *LHI*, it is found as skydiving (p. 13), scuba diving (p. 15), climbing (p. 17), surfing (p. 61), ice skating (p. 62), snowboarding (p. 63), skiing (p. 62), hiking (p. 109). In *LHI*, yoga (p. 69) and camping (p. 104) found place in visuals, but not in *HWI*.

As for sedentary and pass time activities, 6 activities are put in visuals in *HWI*, such as gardening (p.9), cooking (p. 11), watching TV (p. 33), playing roulette (p. 49), singing (p. 62), playing cards (p. 76). However, in *LHI*, different kinds of activities can be seen, such as photography (pp. 2, 22), playing PlayStation (pp. 10, 65), reading from a tablet (p. 21), reading a book (pp. 28, 52), snowball fighting (p. 62), eSports (p. 64), pottery (p. 66), birdwatching (p. 66), tuning a car (p. 67), going to a concert (p. 67), stamp collecting

(p. 68), beekeeping (p. 68), sewing (p. 89), visiting an art gallery (pp. 97-98), playing story dice game (p. 104), watching a film (p. 106) shopping (p. 112). Listening to radio is found in *HWI* (p. 33). In *LHI*, listening to music via headphones (p. 28) is seen. Moreover, in *HWI*, listening to record player is placed in a visual (p. 85). As for the instruments, in *HWI*, playing a musical instrument is seen (p. 49), as well as in *LHI* (p. 98). The difference is playing Ukulele in *LHI* (p. 98), and it isn't found in *HWI*.

Table 13. List of the Clothes Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Items	Suit, Jacket, Shirt, Tie, Sweater, Wristwatch, Shorts, T-Shirt, Helmet, Undershirt, Blouse, Wedding Dress, Dress, Shoes	
Clothes	Slouchy Jeans, Tracksuit Top, Jeans, Sari (Indian), Tennis Skirt, Plaid And Kilt (Scottish), Nun's Clothing, Sweater Vest, Boilers Suit	Skinny Jeans, Cardigan, Sweatshirt, Leggings, Jumper, Polo Shirt, Skirt, Business Pants, Raincoat, Parachute Trousers, Blazer Jacket, Denim Jacket, Puffer Vest, Sweatpants
Accessories	Bowler Hat, Buttonhole, American Football Gloves, Scarf, Balmoral (Scottish Cap)	Hat, Backpacks, Messenger Bag, Swimming Cap
Shoes	Trainers, Cowboy Boots	Sneakers
Uniforms	Military Uniform	Work Uniform

As can be seen in Table 13, in *HWI* and *LHI*, suit is encountered frequently. To illustrate, in *HWI*, suit is in 14 visuals (pp. 1, 9, 11, 18, 47, 49, 62, 73, 75-79, 84). Likewise, in *LHI*, 11 visuals show the use of suit (pp. 20, 22, 27, 29, 34-35, 50, 52, 58-59, 116). Tracksuit is seen in both *HWI* (p. 62), and *LHI* (p. 71). In *HWI*, slouchy jeans are encountered in visuals (pp. 1, 4, 42, 70), however; in *LHI* skinny jeans and slouchy jeans are frequently used (pp. 47, 49, 51, 92, 97, 112, 14, 50). As for the jackets in *HWI*, classical jackets are placed (pp. 4, 22, 30, 35, 42, 49, 55, 59-60, 73, 78). But in *LHI*, blazer jacket is evident (p. 4). Another type of jacket is denim jacket in *LHI* (p. 28). Classical jackets are observable in *LHI*, too (pp. 26, 28, 34, 40, 63). In *HWI*, there are more visuals including tie (pp. 7, 59-60, 73). On the contrary, there is one visual of tie in *LHI* (p. 18). Shirt is observable in *HWI* (pp. 4, 7, 30, 62, 70), but it is more frequent in *LHI* (pp. 10, 18, 20-21, 28, 39, 46-47, 50-51, 65-67, 94-95, 112, 114, 118). In *HWI*, sweater vest is noticed (p. 7), but not in *LHI*. As for the sweater, there are more sweaters visuals in *LHI* (pp. 1, 4, 14, 17-18, 46-47, 52, 62, 65, 80, 83, 94, 102, 104, 106, 109, 112, 115, 117-118). However, there are fewer visuals of sweaters in *HWI* (pp. 9, 18, 35, 55, 59-60, 65, 73). It

is obvious that t-shirt is less in visuals of *HWI* (pp. 15, 44), but in *LHI*, t-shirt is placed more frequently (pp. 2-4, 10, 17, 19, 45-46, 50, 52, 61, 64, 66-67, 74, 94-95, 97-98, 114). Moreover, visuals of dress are placed in *HWI* (pp. 1, 27, 49, 55, 60.) In *LHI*, dress is only in one visual (p. 49). There is one visual of wedding dress in *HWI* (p. 84), and in *LHI* as well (p. 20). In *HWI*, bowler hat is seen (p. 1). But in *LHI*, a regular cap/hat is placed (pp. 26, 34-35, 62, 83, 94-95, 98, 106-107). As for the helmet for protection, it is only in one visual in *HWI* (p. 15). However, in *LHI*, helmet is seen more frequently (pp. 32, 40, 45, 62-63, 66, 94). Moreover, in *HWI*, there is a visual of American football gloves (p. 15). Visuals of shorts are placed in *HWI* (pp. 15, 44). Moreover, visuals of shorts are observed in *LHI* more (pp. 40, 45, 61, 66). Blouse is in two visuals in *HWI* (pp. 56, 83), and in one visual in *LHI* (p. 116). Tennis skirt is seen in *HWI* (p. 12), but not in *LHI*. Instead, in *LHI*, there are visuals of regular skirt (pp. 26, 34). As for the shoes, there is a visual of cowboy boots in *HWI* (p. 4). Trainers are less in *HWI* (pp. 49, 15). On the contrary, visuals of trainers/sneakers are more in *LHI* (pp. 40, 45, 49, 51, 71, 92, 97, 104, 115). For regular shoes, it can be seen that one visual is put in *HWI* (p. 42). In *LHI*, regular shoes find place, too (pp. 50, 92, 112). As traditional clothing, there is a visual of Sari (Indian cloth) in *HWI* (p. 11). Furthermore, Scottish clothing is put in *HWI*, which is plaid and kilt (p. 21) and a cap called Balmoral (p. 21). Religious clothing is chosen for *HWI* (p. 35) as nun's cloth. For the work uniforms, it is seen that there is a military uniform in *HWI* (p. 35) and boilers suit (p. 76). In *LHI*, work uniform can be seen, too (pp. 50, 67-68, 85).

As for the accessories, buttonhole with a flower is chosen for *HWI* in one visual (p. 4). Another item as an accessory is scarf in *HWI* (pp. 9, 55). Visuals of wristwatch is equal in *HWI* (pp. 9, 70) and in *LHI* (pp. 1, 61). In *HWI*, there aren't any visuals of backpacks. On the contrary, there are visuals of backpacks in *LHI* (pp. 1-2, 40, 45, 59, 109) and a visual of messenger bag (p. 28).

In *LHI*, it can be seen that visuals of raincoat are present (pp. 2, 59). Moreover, polo shirt is chosen as well in *LHI* (pp. 3, 49, 71). Sweatshirt is put in *LHI* frequently (pp. 14, 17-18, 32, 45, 64), but not in *HWI*. Parachute trousers are observable in *LHI* (p. 17). Another clothing placed in *LHI* is jumper (pp. 22, 47, 118). Also, leggings are obvious in *LHI* (pp. 32, 62, 69, 109, 115). Cardigan is never used in *HWI*, but in *LHI*, it is seen (pp. 50-51, 66, 112, 114). Moreover, there are business pants in *LHI* (pp. 50, 92). As for the

swimming activity, swimming cap is placed in *LHI* (p. 61). There are also puffer vest (p. 69) and sweatpants (p. 83) in *LHI*.

Table 14. List of the Female Roles, Professions, and Activities Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Roles	Famous Person	
Common Activities	Traveling, Reading a Newspaper	
Roles and Professions	TV Presenter, Cook in TV Program, Model on a Podium, Secretary, Nun/Priestess, Receptionist, Croupier, Bank Employee, Taxi Driver, Opera Singer, Nurse, Singer	Radio Programmer, Shop Assistant, Typewriter, Marathon Runner, Cooking Blogger, Helicopter Mechanic, Designer, Kindergarten Teacher, Constructor, Inventor
Activities	Serving Tea, Strolling a Child, Protesting, Watering the Flowers, Reading a Book, Playing Tennis, Traveling by Caravan, Gambling, Doing Homework	Cooking, Working in an Office, Cycling, Shopping, Taking Photos, Playing Video Games, Skydiving, Climbing, Acting, Repairing a Bicycle, Doing Yoga, Studying, Ice Skating, Watching Movie, Hiking, Eating Food

In Table 14, there are occupations attended to females in *HWI* and *LHI*. In *HWI*, female in one of the visuals is chosen as a famous person (pp. 4, 83). Similarly, female famous person can be seen in *LHI* (p. 102), too. Furthermore, female is put in visuals as TV presenter in *HWI* (p. 9). In *LHI*, female is placed as a radio programmer (p. 4). Female is also depicted as a cook on TV in *HWI* (p. 11). In *HWI*, a female person is placed as a model on a podium (p. 27). There is a designer female in *LHI* (p. 49). In *HWI*, female is depicted as a receptionist in a hotel (p. 42). However, in *LHI*, there is a helicopter mechanic who is female (p. 85). It is visible that croupier is female in *HWI* (p. 49). Furthermore, shop assistant is female in one visual in *LHI* (p. 10). In *HWI*, it is seen from the context that a female is a taxi driver as supported by a visual (p. 59). Similarly, a female is a constructor in *LHI* (p. 50). A female is placed working in an office in *LHI* (p. 58-59). In *HWI*, a female is depicted as an opera singer, and a woman in *LHI* is visualized while acting (p. 98). Moreover, a singer is depicted as a female in *HWI* (p. 62). Other occupations assigned to females are secretary (p. 65), nurse (p. 62), and bank employee (p. 73) in *HWI*. In *LHI*, the occupations depicted as female which are not found in *HWI*

are kindergarten teacher (p. 50), inventor (p. 86), cooking blogger (p. 78), and typewriter (p. 52).

Moreover, the roles and activities are assigned to females in *HWI* and *LHI* as well. To illustrate, it can be seen that in *HWI*, a female is depicted as playing tennis (p. 12). Similarly, there are females depicted while skydiving (p. 13), climbing (p. 17), cycling (pp. 32, 40), doing yoga (p. 69), running a marathon (p. 19), ice skating (p. 62), hiking (p. 109) in *LHI*, but not included in *HWI*. In *HWI*, female is viewed while traveling (pp. 22, 18), similarly, in *LHI* a female is also put as traveling (p. 14). In *HWI*, female is seen watering the flowers (p. 14), serving tea (p. 14), strolling a child (p. 28), and as a nun/priestess (p. 28). While in *LHI*, female is depicted as playing video games (p. 64), cooking (pp. 17, 39, 46), shopping (p. 112), and sewing (p. 89). In *HWI*, female is also seen as protesting (p. 35), gambling (p. 49), reading a book (p. 55) reading a newspaper (p. 55), and doing homework (p. 56). Likewise, in *LHI*, it can be seen that female is reading newspaper (p. 106), taking photos (p. 2), repairing a bicycle (p. 26), watching a movie (p. 106), and studying (p. 117).

Table 15. List of the Male Roles, Professions, and Activities Visuals in the Coursebooks (Headway Student's Book Intermediate, 1987; Language Hub Student's Book Intermediate, 2019)

Categories	<i>Headway Student's Book Intermediate</i> (1987)	<i>Language Hub Student's Book Intermediate</i> (2019)
Common Roles	Businessman, Policeman, Famous Person	
Common Activities	Driving, Cooking (Job)	
Roles and Professions	Worker, TV Presenter, Actor, Doctor, Soldier, Interviewer, Stamp Collector, Clown, Singer, Politician	Working (Boss), Radio Programmer, Designer, Model on a Podium
Activities	Playing Cards, Protesting, Painting Carrying a Piano, Playing American Football, Travelling by Train, Rescuing a Cat From Tree, Serving Tea, Fishing, Conducting First Aid Treatment, Gambling, Working on a Computer, Playing Theatre, Marathon Runner	Playing Video Games, Acting, Installing Furniture, Cycling, Shopping, Playing Ice Hockey, Playing Tennis, Fishing, Mopping the Floor, Making Coffee, Running, Birdwatching, Pottery, Snowboarding, Repairing a Car, Cooking (Self), Drinking Coffee, Swimming, Surfing, Watching Movie

In Table 15, male is depicted as a famous person in *HWI* (pp. 4, 81), and in *LHI* (p. 102). Male is put in *HWI* as a politician (p. 7). Moreover, in *HWI*, male is shown as a tv presenter (pp. 9, 70), likewise, in *LHI*, it is a radio programmer (p. 4). It can be seen that an actor is male in *HWI* (pp. 11, 38), as well as in *LHI* (pp. 98, 101). Another occupation attended to male is a policeman in *HWI* (pp. 30, 79), and in *LHI* (p. 50). Also, cooking as an occupation for male is stated in *HWI* (p. 51), as well as in *LHI* (p. 46). However, in *LHI*, cooking for daily life is done by a male in *LHI* (p. 20). Businessman can be seen in male category in *HWI* (p. 77), similarly in *LHI* (pp. 27, 29, 50). A driver is depicted as male in *LHI* (pp. 30, 34-35), and in *HWI*, male is placed driving in a visual (pp. 51, 60). Furthermore, male is stated as a boss in a visual in *LHI* (pp. 58-59). In *HWI*, there are males who are a soldier (p. 35), protestor (pp. 35, 78), a doctor (pp. 47, 76), interviewer (p. 59), singer (p. 62), clown (p. 62), worker (pp. 75, 78). Differently, a male is depicted in *HWI* as a model on a podium (p. 51) and a designer (p. 49). Also, in *HWI*, there are male figures who are specially working with a computer in business (p. 73).

Furthermore, the roles and activities are assigned to males in *HWI* and *LHI*. For instance, in *HWI*, American football player (p. 15) and a marathon runner (p. 44) is male, while in *LHI*, a tennis player is male (p. 71) as well as a runner (p. 115), ice hockey player (p. 62), snowboarder (p. 62), swimmer (p. 20), cyclist (pp. 45, 66), and surfer (p. 61). Male is stated as fishing in visuals both in *HWI* (p. 28) and *LHI* (p. 68). In *HWI*, male is depicted as rescuing a cat from a tree (p. 14). In *HWI*, a male is put in a visual while birdwatching (p. 66). In *HWI*, it is seen that male is viewed serving tea (p. 18), and similarly making coffee in *LHI* (p. 2). In *HWI*, male is stated as conducting first aid treatment (p. 46). Moreover, in *HWI*, male is seen as gambling (p. 49) and playing cards (p. 76). In *LHI*, male is viewed as playing video games (pp. 10, 64-65), and watching a movie (p. 106). Differently, in *LHI*, a male is depicted mopping the floor (p. 118) and interested in pottery (p. 66). In *HWI*, male is seen carrying a piano from a place to another place (p. 51). In *LHI*, male is placed while installing furniture (pp. 21, 94-95). In *HWI*, stamp collector is depicted as male (p. 60). Moreover, male is viewed painting in *HWI* (p. 60). In *LHI*, male can be seen while shopping (p. 112) and drinking coffee (p. 114).

4.2 Discussion

The first research question is about the reflection of the lifestyles in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020). The first research question includes necessary data that are sufficient to analyze and compare the lifestyle changes and reflections in this study. As for the food related visuals, it can be concluded that in the past, unhealthy choices of food, beverages, and meals were included. It is seen that in *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020), there is a tendency to eat healthily, and they are reflected in the coursebooks. Furthermore, a variety of food, beverages, and meals is mirrored in the visuals of *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020). The items related to food, beverages, and meals in the past and today are quite different. Also, the reflection of different cuisines and food types is possible to trace today in coursebooks. In the past, coursebooks did not include cuisines of different countries. This applies to beverage as well, as in *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020), it can be mentioned that new types of drink are introduced in the visuals. In the category of the products, devices, tools, and equipment, the high depiction rate of new technological devices can be noticed in recent coursebooks. New types of technologies and devices are penetrating into coursebooks today. In *Headway Intermediate Student's Book* (1987) and *Headway Pre-Intermediate Student's Book* (1991), the technology is considered outdated. It can be concluded that people with different races, ethnicity, and nationality are included in the recent coursebooks. In the past, the variety of them was subtle. It is seen that leisure time activities are high in number both in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020). With the developments of technology and ease of accessing information, using technology can be considered as a daily life activity today. Moreover, different type of sports activities is reflected in coursebooks today. In the past, they were scarce in number and conventional. Because of health awareness, variety of sports can be seen in coursebooks today. Because people can reach the equipment easily. Furthermore, fast internet connection is visible

today in coursebooks. The other category is clothes, and it can be mentioned that clothes mostly match the past and today in coursebooks; however, it is possible to see that people start to follow the fashion trends, and clothes have become comfortable because in the 21st century, people like clothes providing comfort. Also, by being active and doing sports led people to prefer sportswear more often. Lastly, gender roles were separated into male and female roles, professions and activities, and in new coursebooks, female can be seen in different occupations. The reflection shows that in the past, jobs attended to women in visuals were limited. The same phenomena apply to males today. The males are occupied today with domestic roles as well according to the reflection of the coursebooks. As a result, an egalitarian point of view is present and the tendency to change the reflection of the lifestyles in terms of gender roles is seen in the coursebooks.

The next research question is on the change of the lifestyles over the years in *Headway Intermediate Student's Book* (1987), *Headway Pre-Intermediate Student's Book* (1991), *Language Hub Intermediate Student's Book* (2019), and *Language Hub Pre-Intermediate Student's Book* (2020). For food related visuals, it can be concluded that people start to follow nutritionally rich food and exclude unhealthy habits like smoking and drinking alcohol as they are not seen today in coursebooks. Also, the coursebooks have become multicultural in terms of food because there are many different cuisines today in the coursebooks. So, they are prone to include different kinds of food from other cultures. Not only are healthy options infused today in coursebooks, but also there is junk food in the visuals because of the consumption habits in the 21st century. Still, growing concern about the hazards and dangers of smoking and drinking alcohol changed the visuals of the coursebooks. Eating traditional food and cooking at home were more common in the past. Today, the impact of fast-food culture can be seen. There were no different cultures' cuisines as people could not travel often or get acquainted with different cultures easily in the past. The technological developments and ease of reaching information pave the way to new food types and beverages today in the coursebooks.

For the products, devices, tools, and equipment it can be concluded that new technological inventions infused into coursebooks. So, there are developments in technology, and it changes the content of the coursebooks. People start to use devices that are easy to carry

and practical today. Another change is on the environmental issues as they are infused into coursebooks today. People are conscious of the hazards of issues like plastic waste.

In the category of race, ethnicity, and nationality, it can be concluded that there is a shift from monocultural content to multicultural content. To explain, today coursebook authors and publishers are much more aware of the fact that no matter what their race is, they shall be stated in ELT coursebooks. Because of the globalization of the world and borders are easier to cross, it is common to get to know other cultures and nationalities and this shift can be concluded today in coursebooks.

In leisure time activities, it can be said that people's habits and daily lives change because of the fast-paced world and information era. In the past, people did not have that much of a choice to go out and gather with friends and acquaints. This might be the result of keeping in touch and getting to know around was not as easy as today. Also, visiting foreign countries and traveling the world were not so common in the past. For the household chores, people mostly dealt with handcraft chores by themselves because service was much more expensive in the past and people used to have more free time as they didn't spend time much online like today. Also, the type of sports changes today in the coursebooks. Because in a globalized world, people can see different TV channels and watch different types of sports from different cultures.

Another category is on clothes and people's clothing habits change today in coursebooks. For instance, women start to wear not only women's clothes but also men's clothes. This was not common in the past in the coursebooks. In the past, war-related visuals were included but today antiwar standpoint is common.

There are different styles of different cultures, too. So, the multicultural outlook can be concluded in coursebooks today as well. Also, it can be concluded that people start to follow the latest trends thanks to social media's impact and the importance of good-looking. Visuals show that the clothing styles are alike among peers today. With the help of digitalization, people see and know others' clothes and trends. So, this causes them to imitate specific clothing styles.

For the gender roles, it can be concluded that female role shifts. Because today, women are mentioned for their accomplishments and fame more. The roles of female shift from traditional roles to more contemporary ones in time. So, their presence in life changes and can be noticed in the coursebooks. It can be concluded that female roles regenerate more than male roles today in coursebooks.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This study is conducted to present how the lifestyle is reflected and how have they changed over the years in the ELT coursebooks. Grammatical, cultural, methodological, and lexical items have been the researchers' focus in the literature. However, the gap is found in the review of the literature and to fill that notion, the lifestyle changes over the decades in the coursebooks are compared. The analysis is divided into several key dimensions, each offering insights into the changing lifestyles in ELT coursebooks. This study brings together various categories which are food related visuals, the products, devices, tools, and equipment, race, ethnicity, and nationality, leisure time activities, clothes, female roles, professions, and activities and male roles, professions, and activities. Categorization of the subject helps to gather evidence of the changing lifestyles in the coursebooks over the decades. Moreover, this study works toward comparative studies of the ELT coursebooks and allows to interpret and assess them from a non-standard point of view.

In conclusion, there are different reflections of the lifestyles in the coursebooks, and the variety of the items changes over the decades. One finding from the research is the perceptible shift in the portrayal of health-consciousness in the ELT coursebooks. The concern about being healthy shifts the content of the ELT coursebooks in terms of food, beverages, and meals. This situation is also present in leisure time activities in the category of sports. Moreover, different cuisines are added to the ELT coursebooks. This shows the shift from monocultural to multicultural content. Today's coursebooks incorporate the latest trends in technology and entertainment, reflecting the rapidly changing landscape of modern life. These representations not only serve to engage students but also expose them to contemporary language and cultural references. The technological developments, new media, and new entertainment ways are reflected in the ELT coursebooks in terms of the products, devices, tools, and equipment and leisure time activities. People of different race, ethnicity, and nationality are visible in the ELT coursebooks as well. The materials now feature individuals from diverse races, ethnicities, and nationalities, reflecting a more egalitarian viewpoint. Each race and

gender is accorded equal importance, breaking away from traditional stereotypes and promoting a more inclusive worldview. Egalitarian point of view is present today in the ELT coursebooks. Each race and gender have equal importance. New types of events are also added to the ELT coursebooks in terms of free time activities and sports activities demonstrating ELT coursebooks' responsiveness to changing societal dynamics. Health concerns and accessing the internet frequently make experiencing new types of sports possible and their reflection can be observed in the ELT coursebooks. Sports and hobbies are now included in the ELT coursebooks, allowing students to explore new interests and experiences. This reflects a broader cultural shift toward physical activity and well-rounded leisure activities. There is an antiwar standpoint in ELT coursebooks today in terms of clothes and gender roles and activities. The antiwar stance in the ELT coursebooks question old norms and assumptions. Related to clothes, the habit of following fashion trends scales up since the internet and social media affect people's preferences. Clothing trend representations gains popularity, especially in the age of the internet and social media, where fashion trends travel quickly. The portrayal of gender roles alters with a rising density to portray women outside of traditional roles. This transition also affects men. So, in terms of gender, there is a rising tendency of representation of women out of conventional roles. Also, men are affected by this notion as well in sports and gender roles and activities, but women's place gain prominence in terms of gender stereotyping norms in ELT coursebooks today. Furthermore, in-depth examination of ELT coursebooks reveals evolving lifestyle representations over the decades. ELT coursebooks evolve to reflect the dynamic transformations of a society, from health-consciousness to multiculturalism, technology breakthroughs to inclusivity, and developing gender roles. These materials have an important role in shaping language acquisition and cultural awareness, and the research emphasizes the need of engaging them in unconventional ways to promote more comprehensive and inclusive English language education.

Studying the changes in the lifestyles over the decades will also make the understanding of the differences in the teaching technologies as the new technologies alter the learning environment. The ELT coursebooks are expected to be current in a world that is always evolving, with new innovations, technology, and information arriving on a daily basis. The relevance in this study assists students in connecting their learning to real-world

problems and applications. Keeping ELT coursebooks up to current also guarantees that students receive accurate and dependable material. The coursebooks also encourage student participation in the classroom. They may apply the topic to their own life and recognize the issues that are important to them. As a result, they are more inclined to enjoy their education. Students may study numerous points of view and understand material with current and diversified perspectives. Engaging and relatable content might encourage students to participate more actively in their education. Students are more likely to remain motivated and committed in their studies when they can apply what they are learning. Moreover, this study may affect teachers and institutes, too, who will use certain ELT coursebooks in the future. The ELT coursebooks are an aid for institutions and teachers because they exhibit a solid foundation to meet the objectives of the lesson and a map for students and teachers to follow the syllabus. Especially, teachers who are either new graduates or experienced prefer to use the ELT coursebooks as they serve a variety of interesting content, in-class activities, and guidance in planning the lesson beforehand.

If the ELT coursebooks are especially the sole source of the lesson, it is important to keep up with the developments of the 21st century. The ELT coursebooks in 21st century are expected to reflect the recent lifestyle. Because students cannot benefit with outdated items in the coursebooks. In accordance with the items from their daily lives and the lifestyle, students comprehend and learn faster and develop English language better. Conducting the lesson with the help of an old version of ELT coursebook may affect the students and their education. Because real-life situations make the content of the coursebooks more relevant to students. Learners encounter the materials which reflect the situations they may encounter in the real world. As a result, they are to be engaged with the coursebooks and retain necessary information. Moreover, older coursebooks may be inapplicable to the change of lifestyles over the decades. So far, the creation of the ELT coursebooks makes it possible to trace people's way of living. It is expected to answer the questions of whether certain topics fit the requirements of the age, how students will be affected while learning a foreign language, and whether more up-to-date coursebooks should be created. There are delicate subjects to consider before choosing an ELT coursebook because they mirror the lifestyles like health and gender issues.

Furthermore, technological opportunities are changing, and they impact and shape the content of the ELT coursebooks and the ELT field has been prospering over the decades. This study can improve the pedagogical practices of the ELT coursebooks as students are interested in recent items and topics in the content and they are prone to look at the visuals and pictures in the coursebooks. Furthermore, changes of the lifestyles should be followed continually and reflected on the ELT coursebooks because they have a vital role in students and education as well. The reflections of lifestyles in the coursebooks shape students' world view in every aspect, and they can also enlighten their way of living and thinking and be a great help to develop not only educationally but also intellectually. Moreover, the publishers may get benefit from this study, too. They may be informed about the depiction rate of way of living and deduct whether the coursebooks are up to date. In this way, they can make necessary adjustments. Seemingly, the analyzed coursebooks in this study are the instances of changing lifestyles and their reflection in the ELT coursebooks.

There are also other concerns and issues not presented in this thesis for further development. First, this study may be conducted by adding other categories and other research questions to be more precise and specific. Also, the data can be both collected from the texts and visuals to get more concrete results in terms of way of living. Broadening the scope can be beneficial for further developments of the ELT coursebooks and may help to reach clear-cut results. Teachers, institutions, and publishers can make use of the more comprehensive data.

Moreover, preparing a questionnaire can be an effective tool to collect students' and teachers' opinions on the reflection of the lifestyles included in the ELT coursebooks. Because teachers and students are the primary users of the ELT coursebooks and they can question if the content of the coursebooks, especially visuals and pictures, is up-to-date or outdated according to their way of living or 21st century in a global way. This data may be valuable and widen the perspective of the publishers and institutions, and the field of ELT.

Finally, the number of coursebooks analyzed can be more than four to get concrete results as well. It may show the trend of the latest and earliest coursebooks in terms of lifestyles. Also, considering the first and last editions of coursebooks can lay out the tendency of

the publishing houses. It can be questioned whether they change the ELT coursebooks to keep up with the latest trends or not.



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