



Hacettepe University Institute of Social Sciences  
Department of Foreign Language Teaching  
Division of English Language Teaching

**SOCIALLY RESPONSIBLE TEACHING IN ELT:  
AN EVALUATION OF COURSEBOOKS  
ON ETHNICITY, GENDER, AND DISABILITY**

Mustafa BULUT

Master's Thesis

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## KABUL VE ONAY

Mustafa BULUT tarafından hazırlanan "Socially Responsible Teaching in ELT: An Evaluation of Coursebooks on Ethnicity, Gender, and Disability" başlıklı bu çalışma, 02.06.2008 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

  
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## BİLDİRİM

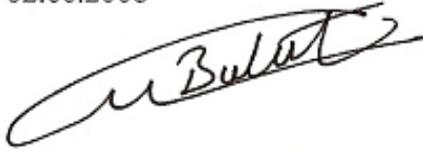
Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

Tezimin sadece Hacettepe Üniversitesi yerleşkelerinden erişime açılabilir.

Tezimin ..... yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

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## ÖZET

Mustafa Bulut, İDÖ’de Sosyal Sorumluluk Bilinciyle Öğretim: İngilizce Ders Kitaplarının Etnisite, Cinsiyet ve Engellilik Konuları Açısından Değerlendirilmesi, Yüksek Lisans Tezi, Ankara, 2008.

Bu çalışmanın amacı; 10 İngilizce ders kitabındaki okuma parçalarının ve ilgili resimlerin etnisite, cinsiyet ve engellilik açısından incelemek ve sosyal sorumluluk öğretimi ile ilişkilendirmektir. Çalışmanın birinci bölümü; konuyu belirtmenin yanı sıra, çalışmanın öncesini, önemini ve kapsamını anlatma amacını gütmektedir. İkinci bölüm, “sosyal sorumluluk” kavramının teorik ve uygulama temelleri ve İngilizce öğretimindeki önemi ile başlamakta ve çalışmanın temel odağı olan millet, cinsiyet ve engellilik sosyal konu ve değerleriyle devam etmektedir. Üçüncü bölüm kullanılan araçlar, kitaplar ve veri toplama-analiz etme işlemleri üzerinde durmaktadır. Diğer bölüm ise sonuçları göstermekte ve tartışmaktadır. Son bölümde, çalışmanın kısa bir özeti verilmekte ve sosyal değer ve konulara daha hassas okuma parçaları, ders kitapları, ve İngilizce öğretimi ders programları geliştirmeye ilişkin tavsiyelerde bulunmaktadır.

Her kitap için yüzdeler ve frekans hesaplamaları SPSS programının 13.0 versiyonu kullanılarak yapılmıştır. Bütünsel veri analizi, İngilizce ders kitaplarının genel olarak küresel konu ve değerlere hassasiyet göstermediğini sergilemiştir. Sonuçlar, ders kitaplarının engellilik konusuna hemen hemen hiç yer vermediğini göstermiştir. Ayrıca, kadınların niteliksel ve niceliksel olarak erkeklerle eşit gösterilmediğini vurgulamaktadır. Etnisite konusuna gelince, kitaplarda daha çok İngilizce’yi anadili olarak konuşan milletlerin vatandaşlarının temsil edildiği ve farklı milletlerin vatandaşlarına eşit derecede yer verilmediği açıkça görülmektedir.

### **Anahtar Sözcükler:**

Ders Kitabı Değerlendirmesi, Küresel Eğitim, Barış Eğitimi, Küresel Tema ve Değerler, Sosyal Sorumluluk, İngiliz dili öğretimi, Cinsiyet, Engellilik, Etnisite

## ABSTRACT

Mustafa Bulut, *Socially Responsible Teaching in ELT: An Evaluation of Coursebooks on Ethnicity, Gender and Disability*, A Master's Thesis, Ankara, 2008.

The purpose of this study is to analyze the reading passages and related pictures of 10 ELT coursebooks in terms of ethnicity, gender and disability, and to relate them to social responsibility teaching. The aim of the first chapter is to state the problem, the importance and scope of the study, and the background to the study. The second chapter starts with the theoretical and practical basis of the concept "social responsibility" and its importance in ELT, and continues with the social issues and values "ethnicity, gender and disability" which are the main focus of the study. The third chapter deals with the instruments, materials used; and data collection-analysis procedures. The following chapter presents and discusses the results. Finally, the last chapter concludes the study and provides suggestions for the development of more value-laden passages, coursebooks, and English language teaching programs.

The Statistical Packages for Social Sciences (SPSS) Version 13.0 was used to compute the frequencies and percentages for each coursebook. The overall data analysis indicated that ELT coursebooks in general are not so sensitive to global issues and values. The results demonstrated that disability gets little or no place in the coursebooks. Also, it was seen that females are both quantitatively and qualitatively under-represented when compared with males. With regards to ethnicity, it is clear that mostly the native speakers of English appear in the coursebooks and there is not an equal representation of different nationalities.

### **Key Words:**

Coursebook Evaluation, Global Education, Peace Education, Global Issues and Values, Social Responsibility, English Language Teaching, Gender, Disability, Ethnicity.

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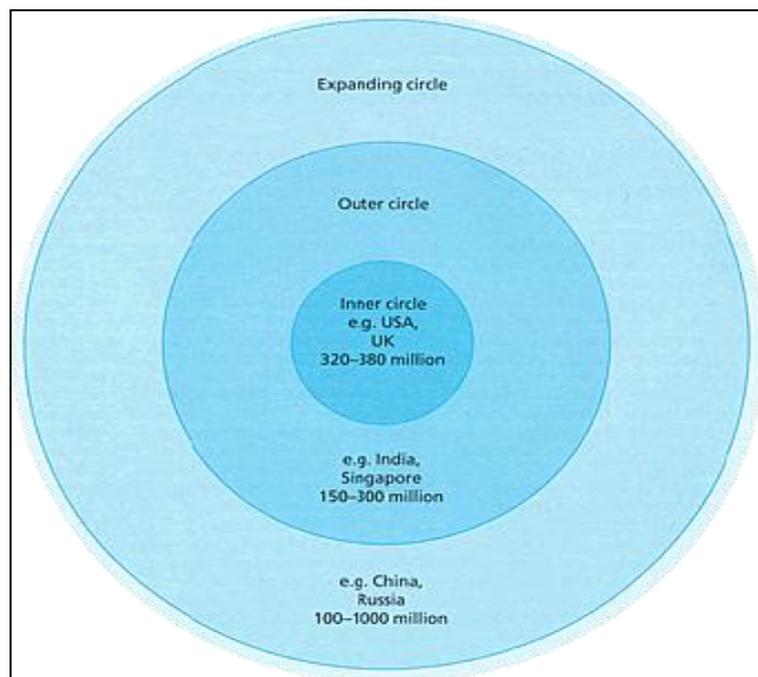
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# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

English is the principal language of the US, Canada, UK, Ireland, Australia, New Zealand and of such newly independent countries as the Bahamas, Guyana and Belize. It is the official language of more than a dozen African countries, as well as various British dependencies. In dozens of other countries it is the unofficial second language. All told, English is the mother tongue of about 350 million people. As Katzner (1986) states English is already well on its way to becoming the unofficial international language of the world community. Kachru (in Harmer, 2001) suggests the division of the English-speaking world into three categories as shown below:



**Figure 1. Division of the English-Speaking World**

English has become a lingua franca all around the world. Harmer (2001) defines a lingua franca as a language widely adopted for communication between two speakers

whose native languages are different from each other's and where one or both speakers are using it as a second language.

It is evident that English has already become the "world language". To put it another way, it is widely spoken and learnt all over the world for several reasons. For example, Katzner (1986) claims that the medium of communication of a German tourist talking to a Japanese shopkeeper in Tokyo, or an African diplomat to his counterpart from Asia will almost certainly be English. In order to learn and teach English, teaching materials are a key component in most language programs. They generally serve as the basis for much of the language input learners receive and the language practice occurring in the classroom. Materials provide the basis for the content of the lessons, the balance of the skills taught, and the kinds of language practice students take part. These materials may take several forms. Among them, coursebooks are the most indispensable materials of every curriculum. Most teachers use them as their primary teaching source all over the world. They serve primarily to supplement teachers' instruction. Several researchers and educationalists have stressed the importance of coursebooks in their studies and books. Hutchinson and Torres (1994) suggest that coursebooks survive and prosper primarily because they are the most convenient means of providing the structure that the teaching-learning system requires. As Richards and Renandya (2002) state; for learners, coursebooks may provide the major source of contact they have with the language and the teacher. According to Crawford (2002), without coursebooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. He also adds that, if a well-developed coursebook is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

Second language learning, like any other learning process, is a cultural experience and a social practice helping to get the necessary language forms needed for communication. ELT coursebooks, as Chouliaraki (1994) suggests, are ways dominant culture and ideologies may be reproduced. Coursebooks may be instrumental in changing cultural ideologies (Haines, 1994). Furthermore, Mannheim (1994) claims that the appropriacy of materials in terms of level and subject matter has always been a concern of teachers

and publishers, but there is now a growing recognition of cultural appropriacy to avoid bias. Language, through the help of textbooks, creates as well as represents reality; it thus has the potential to shape our social values. (Hennessy, 1994).

In general, coursebooks tend not to represent this cultural and social variety that is visible in any given society even though English is an international language. As stated before, although a coursebook may represent language forms and the linguistic patterns accurately, it may lack or represents the necessary global issues and values incorrectly. Therefore, in making subtle and sensible decisions about the role of these commercial coursebooks in a teaching and learning program, the effect of coursebooks on the program, on teachers, and on learners have to be carefully evaluated and they have to be selected accordingly so that biased or socially incorrect information is not passed onto students.

### **1.1 Background to the Study**

Because coursebooks must represent language as it is actually used in social interaction, they contain topics of various kinds. It is clear that it is no longer enough to teach merely the structures and rules of a language. As Finney (2002) points out language is communication, and as teachers we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts. We as teachers may all have experienced the fact that our students tend to learn better when they are not only concentrating on learning the target structures and patterns, but are also dealing with reading passages or writing topics which are loaded with values and social issues.

Most of the cultural information comes from coursebooks that are designed for a specific language. Coursebooks will directly or indirectly communicate sets of cultural values. This is called 'hidden curriculum' (Cunningsworth, 1995; Holly, 1990). Many educationalists claim that hidden curriculum is more effective than the official curriculum. Risager (as cited in Cunningsworth, 1995) states that Foreign language teaching textbooks no longer just develop concurrently with the development of foreign

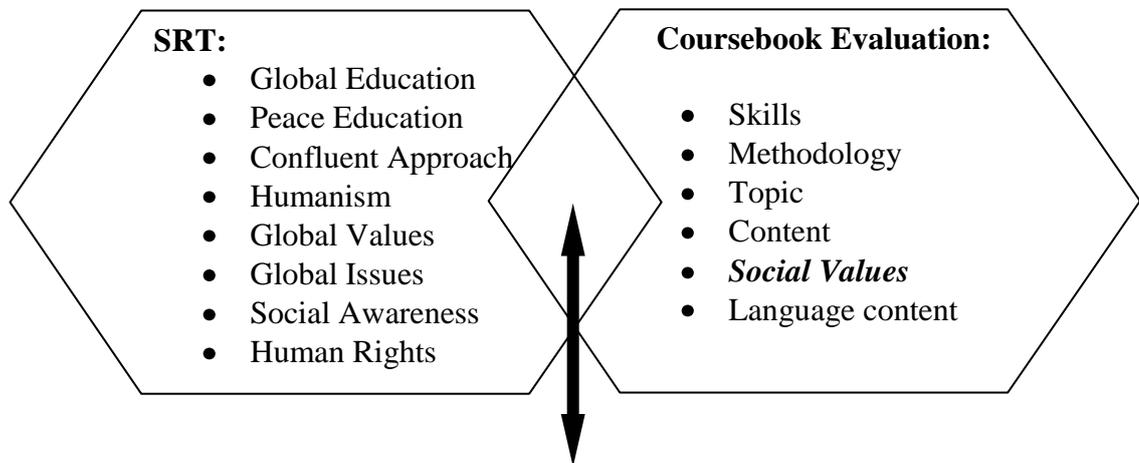
language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society.

Also, Viney (2000) agrees that most ELT authors write to an agenda, which is a mix of publishers' guidelines with their own intuition. Furthermore, Tomlinson (2003) states that whatever genre we are involved in and whatever the register of the situation is, our use of language in coursebooks will be influenced by our ideological positions: the values we hold, the biases and perspectives we adopt.

Such a hidden curriculum, as Cunningsworth (1995) and Holly (1990) rightly puts, and other ideological perspectives contain a value system present in coursebooks, and transferred to students, which will directly or indirectly make students acquire it. Therefore, as Arıkan (2005) claims, coursebooks with all their aspects, have the power of altering students' opinions and beliefs on many socio-cultural matters. To put it another way, value systems in coursebooks are important because students are interaction with them throughout their studies. Thus, students are exposed to values through reading passages, pictures and other activities, and this is especially true for young learners, especially teenage learners, as they are at the point in their life when they are developing their own ideas about the world around them, especially the world beyond their immediate surroundings (Beare, 2008). We should always bear in mind that these coursebooks may affect our students' understanding of social and moral values, and how they see others both positively and negatively.

In this study, our main point, Socially Responsible Teaching (SRT), a concept that covers such values, social issues, and through the smooth application of which our students will become more sensitive citizens is defined, discussed and then applied to coursebook evaluation processes. As the figure below shows, there is a concrete connection between social responsibility teaching and coursebook evaluation studies. As Cunningsworth (1995) suggests, during the evaluation of coursebooks; besides skills, methodology, topic etc., "social values" in the coursebooks should also be analyzed in detail.

**Figure 2. The Connection Between SRT and Coursebook Evaluation**



*“Gender, Ethnicity, Occupation, Age, Social Class, Disability, Characters”*  
 (Adapted from Cunningsworth, 1995)

## 1.2 Statement of the Problem

As we all know, we are by nature social and language learning is mostly a social activity to which social values and responsibilities are attached. There are several value types and global issues that our students face in their everyday life by means of social interaction with friends and families and by means of media and the Internet. As Gude and Duckworth (1998) suggests, if we want to develop our students’ academic and life skills; we as teachers should make a difference not just by improving our students’ English, but also by helping them to become socially aware. In other words, our students should be able to learn about other things as they learn English. English should be linked to other subjects in the school curriculum and to the world outside the school. In order to achieve this, inclusion of well-chosen topics is seems to be fundamentally important. However, the grounds for criticism of coursebooks are wide-ranging in terms of teaching of the values since some materials foster inadequate cultural understanding (Kramsch, 1987), while some others lack equity in gender representation (Graci, 1989).

Accordingly, in his case study of six general coursebooks at elementary and pre-intermediate level coursebooks, Cunningsworth (1995) found the following:

1. Sensitive socio-cultural topics are dealt with including people in need, homelessness, physical handicap, world poverty and discrimination without an extensive but sufficient prominent attitude in order not to be the product of tokenism.
2. Even though the representation of women and men shows an equal balance, there are some unbalanced topics such as famous people in which famous men outnumber women in history.
3. Social class is barely evident, signaling a classless society but this world is middle class, reflecting the users of the books.
4. People of different ethnic origins appear although, in some cases, they are simply represented in the visuals and do not have much of a role in the presentations or story line.
5. Disability gets very little place (92-96).

As a result, it is clear that the values attached to coursebooks' representation of social phenomena is argued to be problematic and often stereotypical.

### **1.3 Purpose of the Study**

Having articulated that the nature of coursebooks in their representation of social entities is problematic, this study aims first to evaluate several ELT coursebooks in regards to how “(a) Ethnicity, which is a social identification based on perceived cultural differences of a group; (b) Gender, the cultural and socially constructed differences between biologically accepted males and females; and (c) Disability, any loss of normal age-related structure and function of the body” are represented. Then, by analyzing and studying all the reading passages and the accompanying pictures, interpretations and suggestions are made in the light of the importance of social responsibility teaching.

#### **1.4 Hypothesis**

As stated above, the study was designed to evaluate several ELT coursebooks in regards to how “Ethnicity, Gender and Disability” are represented. Under the light of the “research questions” which are presented in Chapter III / Method, these are the hypotheses for this study:

1. ELT coursebooks do not represent a great variety of cultures.
2. Non-native speakers of English seldom appear in coursebooks when compared with the native speakers.
3. In ELT coursebooks, females are not represented equally with men in number and in terms of social roles attached.
4. The disabled and their stories get very little place in the coursebooks.
5. Educational justice requires more rights for the disabled.

#### **1.5 Scope**

As for the scope of the study, this study is limited to ten randomly chosen ELT coursebooks used in Turkey and all around the world.

#### **1.6 Significance of the Study**

The intention to adopt new coursebooks is a major and frequent reason for the general evaluation process. Also, we try to identify particular strengths and weaknesses in coursebooks already in use (Cunningsworth, 1995). Therefore, it has become one of the major issues of language teaching/learning as we need to be able to make appropriate choices when selecting coursebooks. No coursebook will be absolutely ideal for our learners, but the aim is to find the best possible fit. As the study is analyzing and evaluating the coursebooks in detail it might be helpful and beneficial for the administrators, coursebook writers, and teachers working at state and private schools. Furthermore, as SRT has become a part of undergraduate language teaching programs of some universities, it is necessary that coursebooks include some social values and evaluation of coursebooks must also be done in terms of social issues and values. Moreover, the study and findings may arouse an awareness concerning the importance

of social values and socially responsible ELT teaching, thus leading the way for further studies and research in this field.

### **1.7 Limitations of the Study**

As there were numerous published coursebooks for English language teaching available on the market, it was quite difficult to choose the most suitable samples for the study. To overcome this problem, the coursebooks which are used in Turkey and all around the world were randomly chosen.

The second limitation of the study is that; although the researcher has made effort to analyze the reading passages and the accompanying pictures in detail in terms of gender, disability and ethnicity, it is still possible that some details may not have been noticed. Therefore, some sample passages were cross-checked by another colleague to make sure that the interpretations made by the researcher are correct.

### **1.8 Method**

Much attention has been given in the past decade to assessing sexism, racism and other social issues and values in EFL materials. The primary tool for evaluation process of these issues in the materials has been “Thematic Analysis”. Although it has been described by some scholars (Benner, 1985; Leininger, 1985; Taylor & Bogdan, 1984), there is insufficient literature that outlines the pragmatic process of thematic analysis. Thematic analysis as proposed by Boyatzis (1998) is a process to be used with qualitative information. It is a process for encoding qualitative information. Such encoding requires an explicit code. This may be a list of themes, a complex model with themes etc. This type of analysis has a number of purposes. It can be used as:

- A way of seeing,
- A way of making sense out of seemingly unrelated material,
- A way of analyzing qualitative information, and
- A way of converting qualitative information into quantitative data.

Because such a trend of study is fairly new to ELT, first a thorough literature review discusses the dimensions of social responsibility in education and specifically in ELT both from theoretical as well as practical perspectives. Second, a series of coursebooks are studied in relation to this theoretical and practical perspective as it pertains into the study of ELT materials. All the reading passages and the related pictures in the coursebooks are studied in terms of the specific social values. The checklist used for studying the contents of coursebooks is suggested to show how the theory can be applied to practice in ELT.

### **1.9 Definitions of Terms**

In this study, the following terms are used frequently and should be considered in their meanings below:

**Coursebook Evaluation:** A judgment on how well a book has performed.

**Peace Education:** It is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security.

**Global Education:** Education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world.

**Global Issues:** Environmental issues, peace education issues, human rights issues, intercultural communication issues, socio-economic issues, and health concerns all of which affect the lives of all people living on our planet.

**Global Values:** Goals or standards vital for living in the interdependent world.

**Social Responsibility:** An ethical or ideological concept stating that every being whether it is a village, town, state, corporation, organization, government or individual has responsibility to the well-being of any society.

**ELT (English Language Teaching):** The teaching of English to non-native speakers of English.

**Gender:** The cultural and socially constructed differences between biologically accepted males and females.

**Disability:** Any loss of normal age-related structure and function of the body.

**Ethnicity:** Ethnicity is a social identification based on perceived cultural differences of a group.

**Postmodernism:** It is a scrutiny of knowledge by pushing the limits of pre-established, value-laden practices that confine the self in his or her individual, social, academic, and political settings.

**Ethnolinguistics:** Ethnolinguistics is a field that studies the relationship between language and culture, and the way different ethnic groups perceive the world.

**Hidden Curriculum:** It refers to the transmission of norms, values, and beliefs conveyed in both the formal educational content and the social interactions within schools.

## **1.10 Conclusion**

This chapter, as the introductory section of the study, presented and discussed the background information to the study, the need to deal with socially responsible teaching, and the main focuses of the study. This chapter also gave brief information about the limitations of the study, the scope of the study and the definitions of some terms which will help the readers and other researchers to fully understand the concepts present in the study.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.0 Introduction

The rapid growth of interest in social responsibility, global issues and global education within the field of English education over the past decade has helped to stimulate the profession in many ways. It has encouraged a reconsideration of the basic aims of English teaching, sparked a debate about the mission of teaching, and promoted a healthy discussion about meaningful content and educational relevance. It has spurred outreach efforts to global issue experts and organizations, provoked a sharing of classroom experimentation and research through conference presentations, and led to the formation of special interest groups devoted to promoting global awareness and action to solve world problems through effective language teaching. What is clear from these various trends is that the new commitment of English language teaching to promoting social responsibility, peace, international understanding, and global awareness is firm and growing stronger each year. Therefore, in this respect, the importance of content-based instruction seemed indispensable.

In recent years, increasing number of language educators has turned to content-based instruction to promote meaningful student engagement with language and content learning. Through content-based instruction, learners develop language skills while becoming more knowledgeable citizens of the world (Stoller, 2002) and becoming more aware of global values. This is of high importance because, as Büyükkantarçioğlu (2005) claims, as the effects of socio-economic, religious, political, and other traditional or contemporary values are reflected in the end-result of individual personality, an individual is more of a system of values than of mere psychological traits. Also, as Rogers (1983) states:

In a world that is changing faster than ever before we are in my view faced with an entirely new situation in education where the goal of education if we are to survive is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change, and the man who has realized that no knowledge is secure, that

only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge is the only thing that makes any sense as a goal for education in the modern world.

This chapter presents relevant literature integrating social responsibility and social values into ELT coursebooks. It starts with a general overview of global education and foreign language teaching. Then, social responsibility, its theoretical basis, and its application in education and ELT will be discussed. The social issues “ethnicity, gender, and disability” will be discussed by referring to their importance in language classrooms and coursebooks. Finally, the importance of evaluating coursebooks in terms of social responsibility and the reasons for exploiting especially the reading passages will be given.

## **2.1 Global Education and Foreign Language Teaching**

In everyday life, we as teachers and our students face different kinds of global problems such as those related to or stemming from the environment, human rights, intercultural communication, socio-economic realities, health etc. Similarly, like all courses English course can be considered as a ground helping our students internalize these social issues and values.

Realities and social phenomena experienced by all members of Earth are labeled as “global issues”, and education towards the challenges is called “global education”. The global education approach first emerged in the 1970s and 1980s from new ideas in the field of social studies and education. Originally the concept of ‘global education’ was influenced by the political and economic priorities of the USA during that period of time. Later, however, this concept began to reflect a more humanistic perspective, aiming to promote ‘the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world’ (Fisher and Hicks 1985, cited in Cates 2000). According to Tye and Kniep (1991), global education ‘involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological’. Global education consists of efforts to bring the changes in the contents method and social context of education to better prepare students for citizenship in a

global age. Cates (2000) divides the goals of global education into the four domains of knowledge, skills, attitudes and action:

**knowledge** about world countries and cultures, and about global problems, their causes and solutions;

**skills** of critical thinking, co-operative problem solving, conflict resolution, and seeing issues from multiple perspectives;

**attitudes** of global awareness, cultural appreciation, respect for diversity, and empathy;

**action:** the final aim of global learning is to have students ‘think globally and act locally.’

As can be seen in these goals of global education, particular domains call for socially responsive and responsible individuals that alter the ways social things are in the world so that negative realities will be soon eradicated. As an approach to foreign language teaching, global education may aim at ‘enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems’ (Cates, 2000). On the whole, a strong claim that the foreign language classroom is the right place for global education has been voiced by different educators. For example, Dyer and Bushell (1996) claim that ‘students should be encouraged to use their English to clarify and express their values, to think and speak critically about world issues, and to judge and synthesize other perspectives’. The foreign language classroom is essentially a meeting point between at least two (but in fact more) languages and cultures, and this is already a step towards attaining a global perspective. In the literature, one can find numerous practical examples of attempts to introduce global education into the foreign language classroom. For instance, Sargent (1993) discusses how dealing with conflict resolution as an important component of peace studies may help students to improve their communicative language skills. Yoshimura (1993) shows how global issues can be introduced to children at a beginner’s level. Hinkelman (1993) describes how taking English language learners on overseas study tours can promote both global awareness and language acquisition.

Global education aims,

- To improve discussion, debating and speaking skills
- To promote awareness of international issues
- To raise students' awareness of other cultures
- To cultivate a sense of world citizenship, emphasizing the role which the students play on country play in global affairs. (Johnston, 1998)

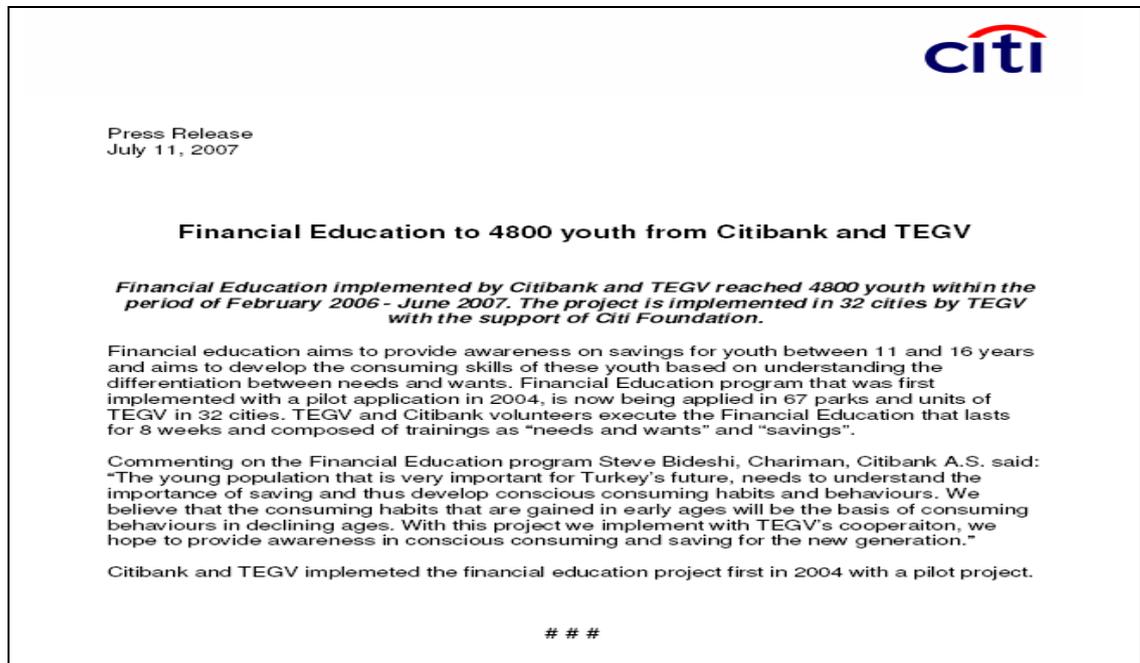
## **2.2 Socially Responsible Teaching (SRT):**

The term social responsibility, which is primarily associated with business and governmental practices, is an ethical or ideological concept stating that every being whether it is a village, town, state, corporation, organization, government or individual has responsibility to society. Charles (1997) define a socially responsible enterprise as one that in some way promotes the general welfare and dignity of humanity and is respectful of the earth. This concept can be thought as one of the steps and ways of global education and is strongly related to “peace education” which will be discussed in the following sections.

In terms of business matters, social responsibility is at the heart of the obligations that firms owe to the societies in which they operate. (UNCTAD, 2001). It necessitates the adherence to socio-cultural objectives and values, and respect for human rights and fundamental freedoms. Annan (In Unctad) placed observance of human rights, labor rights, and environmental protection at the heart of a socially responsible agenda for global business.

Social responsibility holds companies and organizations responsible for the people within the company, people working with the company, the community the company is in and those who buy from the company. Basing on the idea that a company or organization has the power to help people or, at the least, not harm them, it has the moral responsibility to do so. Nowadays, many companies and organizations carry out socially responsible enterprises. For instance, some banks in Turkey such as TEB,

Citibank (“Financial education to 4800 youth from Citibank and TEGV”, as shown below:)



(From, <http://www.citibank.com.tr/homepage/other/press/eng/11072007.pdf>)

and Finansbank implement some projects for education. Also, some car manufacturers such as Volvo try to educate people about the environmental problems (“Volvo Adventure-Supporting environmental education, practical projects and action”).



(From, <http://www.volvoadventure.org/home.aspx>)

Also, some others such as Mercedes Benz (“Each Girl is a Star- An Educational Project”), Ford Otosan and Renault build schools, start projects for modern educational purposes. Furthermore, some other companies (Efes Pilsen-Efes Pilsen Tourism

Education) carry out projects to foster tourism in Turkey. Besides these, newspapers in Turkey and in other countries actively supports education by carrying out projects such as “Newspaper in Education” (The New York Times, The Boston Globe), which promotes the use of newspapers in classrooms to complement texts and encourage newspaper reading among young people, and by different kinds of articles:

NIE HOME PAGE
The New York Times KNOWLEDGE NETWORK

## Newspaper in Education Program

CURRICULUM GUIDES AND ACTIVITIES
BULLETIN BOARD
FREE CLASSROOM SUBSCRIPTION
PURCHASED SUBSCRIPTIONS
SPONSORS

Teachers in elementary, middle and high schools can receive class sets of The New York Times newspaper for educational use. Either in print or delivered as our Electronic Edition, The Times supports curriculum, enhances literacy and engages student interest. Take advantage of our free [curriculum guides and activities](#) for a wealth of lessons using any daily issue of The Times, in nearly every subject.

**The New York Times Electronic Edition**

The Electronic Edition is a digital replica of the complete New York Times newspaper exactly as it appears in print, including every section, article, photograph and advertisement.



*(From, <http://www.nytimes.com/learning/teachers/NIE/index.html>)*

Finally, some airway companies (British Airways) do voluntary actions, promotion of industry solutions to policy makers and support of research into areas of uncertainty in climate change science and aviation.

As mentioned before, people are by nature social and learning is a social activity to which social values and responsibilities are attached. Therefore, an awareness of social values has to be integrated into education and there should be some kind of social

responsibility education. In other words, educational systems need to include the ways in which they conduct themselves in their considerations of social responsibility. Forbes (2003) explains the emergence of this new concept in educational setting by claiming that the increasing interest in introducing more social responsibility into education reflects widespread concern with the declining authority of the traditional institutions that dealt with childhood socialization, such as organized religion and the family. In other words, many people turn to education to fill the vacuum, and they realize that schools are often the last best hope for many young people to learn many things which family, community and religions used to teach.

It would seem that if we are to be concerned with an education that is socially responsible:

- 1) We need to think of how education conducts itself as well as what it seeks to convey to students.
- 2) We belong to many different social entities which make competing and even conflicting claims of responsibility on us, and our ability to deal with these competing or conflicting social entities seems important. A socially responsible education should help students navigate through these turbulent waters, and help them develop a basis for continuing to do so in their future. It seems reasonable to assume that people who can approach their social responsibilities coherently would help produce a society that is socially responsible.

As for global values, education in general is expected to 'equip' people with some basic values of responsibility, safety, kindness, and so on. 'Global value' can be defined as a goal or standard vital for living in the interdependent world. Such goals or standards might include justice, freedom, peace, dignity, equality, rights, democracy, social responsibility, tolerance, independence, environmentalism, multiculturalism, anti-consumerism, and so on. Such values provide an opportunity for mutual understanding and effective cooperation between different nations / countries / societies in an interdependent world. Brown (1994) suggests some general principles on which classroom practice is grounded. The ninth principle, named "The language-culture

connection” states that whenever we teach a language we also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting. Moreover, Dyer and Bushell (1996) argue that ‘along with knowledge, the goals of global education increasingly emphasize values and attitudes’.

Recent objectives of some universities, schools and definitions of aims of curriculum designs clearly justify the contemporary tendencies and approaches to socially responsible education. For instance, on the Website of Columbia University social responsibility is included in the objectives of the school. As it states “Our educational program is designed to foster personal resourcefulness and integrity, a sense of social responsibility, a life long appreciation of learning.” Also, the English language teaching department of Hacettepe University has adopted a course on social responsibility.

SRT is referred to as ‘issues of global significance’ (Anderson 1996). In recent years, there has been a great interest in global issues and global education by the international English teaching profession. And accordingly, a growing number of educators and researchers are now beginning to discuss what the aims of English language teaching should be -- given the serious global issues that face our world. The American educator Brown (1990), for example, phrases this in terms of the mission and goals of ELT:

“What are we doing for the Earth? What are we doing to save it? What are the issues? And what on earth does this have to do with you as an ESL teacher? It has everything to do with you as an ESL teacher. Global, peace and environmental issues intrinsically affect every human being on earth. These issues provide content for your content-based humanized teaching of the 90's. We teachers have a mission, a mission of helping everyone in this world communicate with each other to prevent the global disaster ahead...”

A similar view has also been stated by the British educator Maley (1992). He suggests that global issues are real issues and by making global issues a central core of EFL, problems would be to some extent resolved.

Now, it is time to try to understand the importance of “social responsibility” in ELT context. Socially Responsible Language Teaching (SRLT) is based on “peace education pedagogy”, which respects and is sensitive to learners' culture, personalities and life

situation. It involves learners in shaping the lessons by allowing them to explore what is of interest and concern to them in the stories. Ghosn (2003) suggests that,

“it is not a subversive means to impose new values or beliefs on the learners, and it is never coercive or sensationalist. Rather it aims at raising learners' awareness of issues that are of global concern while helping them develop the skills they need to examine the issues and make decisions about them. Most importantly, its main focus is always language teaching.”

Gaith and Shaaban (1994) present ideas for incorporating peace education in second language instruction. Three of the aspects of peace education they focus on are themes, skills, and methods. Themes for peace education include: international conflicts, such as wars and trade disputes, and international cooperation, such as people, organizations and governments from various countries working together to work on environmental issues or on developing new medicines from plants; other countries and cultures, so that students can come to know them and appreciate their histories and virtues; cross-cultural communication, so that students understand that people communicate in different ways; and types and roots of violence, e.g., domestic violence, so that students can appreciate that violence does not need to be a part of life.

Social responsibility in ELT context is also based on the Confluent Approach and in a way on humanist theories. As Pe (2004) states, the Confluent Approach has its foundations from the humanist theories of education where the integration of the cognitive, affective, social and psychomotor domains is emphasized in the learning process. This concept underscores the premise that education cultivates and encourages intellectual growth and the emotional, social and physical well being of learners. The humanist tradition as Finney (2002) points out is the understanding of which contributes to the overall intellectual development of the learners. It is also stated that, to think effectively, to communicate thought, to make relevant judgments, to discriminate among values we need to form humanist atmosphere in our classes. In the language teaching world there has been a move towards the “learner-centered” curriculum”. Below are some other concepts, approaches and theories that are closely related to social responsibility and that necessitate the application of “socially responsible language teaching”.

### 2.2.1 Postmodernism

Postmodernism is a complicated term, or set of ideas, one that has only emerged as an area of academic study since the mid-1980s. According to Klages (2007), postmodernism is hard to define, because it is a concept that appears in a wide variety of disciplines or areas of study, including art, architecture, music, film, literature, sociology, communications, fashion, technology, and education. In his critical-postmodern research on professional development programs, Arıkan (2004) summarizes “postmodernism” as a scrutiny of knowledge by pushing the limits of pre-established, value-laden practices that confine the self in his or her individual, social, academic, and political settings.

According to postmodernism, we live in an environment that is continually changing. It seems that rapid change is our only constant. We are faced with an entirely new situation in which the goal of education, if we are to survive, is the facilitation of change and learning. The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security (Rogers, 1969). Edwards and Usher (1994) claim that education itself is going through profound change in terms of purposes, content and methods.

It is evident, therefore, that education in the postmodern era can no longer see itself as independent of historical, economic, cultural, and social contexts and as Klages (2007) claims; language, or the mode of expression used in producing and disseminating knowledge must be rational. To be rational, language must be transparent; it must function only to represent the real/perceivable world which the rational mind observes. Therefore, coursebook writers, curriculum directors, etc. need to develop and produce materials which will mirror our changing world and global issues and values in this postmodern era which advocates a change and the integration of social contexts into our language teaching programs. Furthermore, as Arıkan (2004) states we should develop more humanitarian and innovative teacher education programs that will involve not only their educational backgrounds but also their experiences inside and outside their

schools- their interactions with their peers and colleagues, observations, studies, and hobbies as well as interactions with social and political organizations.

### **2.2.2 Ethnolinguistics**

Generally, ethno linguistics is related to the relationship between language and culture, and the way different ethnic groups perceive the world. It studies the way perception and conceptualization influence language, and show how this is linked to different cultures and societies (Bernd, 1997, Yi-Fu Tuan 1974).

Hymes' (1964) argument is that "a linguistic theory worthy of the name necessarily makes assumptions not only about linguistic systems but also about ethno-linguistic systems..." In other words, language is not exactly a one sided occupation with just dictionaries and the usual grammars. He touches on the importance of linguistic materials in gaining access to cultural phenomena and the fact that linguistic methods make linguistics the most exact of disciplines. He also establishes the importance of linguistic study based on the fact that language is essential to the development of the individual and the maintenance of society and culture among others. Paulston and Tucker (2003) suggest that a general theory of language and social life must encompass the multiple relations between linguistic meaning and social meaning.

As a result, since this study also focuses on the representation of different cultures and nationalities in ELT coursebooks, the ethno linguistic theory is closely related to our study because students may use English language and the language learning materials in gaining knowledge about other people all around the world; thus they become aware of the global problems, cultural differences and more socially responsible citizens who are sensitive to world matters and who are respectful to cultural differences.

### **2.2.3 Intercultural Communication**

The world today is characterized by an ever growing number of contacts resulting in communication between people with different linguistic and cultural backgrounds. As Allwood (2008) stresses, this communication takes place not only because of contacts within the areas of business, military cooperation, science, education, mass media,

entertainment, tourism but also because of immigration brought about by labor shortage or political conflicts.

Intercultural communication, in this respect, is inevitable and principles guide the process of exchanging meaningful and unambiguous information across cultural boundaries, in a way that preserves mutual respect and minimizes antagonism. For these purposes, culture is a shared system of symbols, beliefs, attitudes, values, expectations, and norms of behaviour. It refers to coherent groups of people whether resident wholly or partly within state territories, or existing without residence in any particular territory.

Today, as a part of socially responsible teaching, and in order to make students become ones who are able to communicate successfully across cultural boundaries, and who have cultural awareness, English teacher education departments of some universities such as Çanakkale 18 Mart University hold courses named “Cross Cultural Communication and Language Teaching”. In this course, the concept of culture in the process of joining European Union and globalization, the impact of cultural awareness and differences in intercultural communication are examined from a broader perspective of communicative competence. Furthermore, the role of intercultural communication is elaborated with specific reference to issues concerning second language learning and teaching.

#### **2.2.4 Intercultural Language Learning**

As Kılıçkaya (2004) proposes “Intercultural Language Learning” is an attempt to raise students' awareness of their own culture, and help them to interpret and understand other cultures. In this method, no specific culture has been paid attention, but a variety of cultures has been included in the curriculum. In our context, this necessitates the use of language learning materials related to familiar and international context as this study proposes. Byram (1997) outlines the features of this new trend in his book. These features can be grouped into knowledge, skills, attitudes and cultural awareness.

Kılıçkaya (2004) also presents the following guidelines to evaluate a textbook for cultural information. The questions below are mostly related to the “ethnicity” focus / point of this study:

1. Does the book give any information, instructions or suggestions about how the book may be used and how the cultural content may be handled?
2. Does the book address specific learners or are there any characteristics of the learners that the book addresses to?
3. Does the book suggest any role that the teachers using it should have?
4. Do they include a variety of cultures or just specific ones such as British or American culture?
5. Do they represent the reality about the target culture or the author's view?
6. Where is the cultural information taken from? Author's own ideas or empirical research?
7. What subjects do they cover? Are these specific to the target culture? Are there any topics that might not be culturally suitable for the learners in class?
8. What cultural and social groups are represented? Is this adequate coverage of a variety of people or is this limited to a chosen people? If so, what kind of people are these? Are there any stereotypes?
9. Does the book include generalizations about the culture? Does it inform the audience of the fact that what is true of the parts is not necessarily true of the parts?
10. Is the cultural information presented with comments such as being good or being bad? Or is it presented without such comments?
11. Are there illustrations? If so, are these appropriate to the learners' native culture? Would additional information be necessary to explain them or are they self-explanatory?
12. What are the activities asked of the learners? Are they familiar to the learners?
13. Would a teacher using this book need specialized training to be able to use it or is there enough information given?
14. What are the learners supposed to do with the cultural information such as using actively or just be aware of it for a better understanding of the target culture?
15. What is your overall view of the textbook?

### **2.2.5 Social / Educational Justice**

According to McInerney (2004), the idea (or ideal) of social justice does not have a single or universally accepted meaning. Diverse views and orientations are embedded in discourses which are historically and culturally constituted and which reflect competing political endeavors. Not only is the very notion of social justice a contested one but it seems to coexist with a range of ideas and expressions about equality, fairness and human rights.

Many writers are concerned with specific forms of injustice and oppression; e.g. those arising from the classed, gendered and racialised experiences of individuals and groups and those related to disability, which are closely related to our subject matters. What follows is a very short list of texts on (a) poverty, welfare, social class and socioeconomic disadvantage (b) gender and patriarchy (c) racism, ethnicity and cultural difference (d) students with disabilities.

When our present times that face serious global problems such as racism, inequality, terrorism, etc. considered, several writers challenge prevailing technical conceptions of teachers' work and urge for reform in teacher education. Giroux (1985) makes a case for teachers as transformative intellectuals and Freire (1998) speaks of teachers as cultural workers. Some others assert that teaching for social justice should be the core of teachers' work, even if it means teaching 'against the grain'. It is also claimed that the most important goals of teacher education programs are social responsibility, social change and social justice (Freire, 1994). In a similar vein Nieto (2000) argues that equity needs to be placed to the forefront and centre of teacher education.

### **2.2.6 Communicative Language Teaching**

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Historically, it was felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style

teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

As an extension of the notional-functional syllabus, CLT also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

It is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their classes and as it is used outside the classroom. This theory necessitates the use of authentic materials, and real-life language in the foreign language classrooms. Moreover, in terms of global education and social responsibility teaching; if we are to carry out a value-laden language program and curriculum, we have to represent males, females, the disabled and different cultures, ethnic origins and nationalities, as they really are in the world. To put it another way, we should present the reality: We should not ignore the disabled in our coursebooks, we should not attach subordinate roles to females in our modern world where women do most of the jobs that

were previously practiced by male ones, or we should have cultural and national diversity in our coursebooks.

### **2.2.7 Professional Identity of Language Teachers**

According to Demirezen (2007), professional identity refers to teachers' subject matter knowledge of their field. Professional identity formation and development are individual maturation processes which begin during one's vocational training for the profession. They develop by the entry into the profession, and continue in a lifelong process. Thus, molding a professional identity is a developmental process of socialization, vocational behavior, and maturation. Professional identity calls for a specific career role which requires the acquisition of specific foreign language knowledge and teaching skills alongside critical thinking, interpersonal skills, conflict solving skills, as well as an ability to use computer technology and alternative assessment techniques. Then, a foreign or second language teacher's self-conceptualization associated with the teaching career role can be viewed as their professional teaching identity. It is this professional identity that requires professional socialization and advancement, person-environment fit, and a developmental process of vocational maturation.

Borg (2006) claims that being a language teacher is in many ways unique within the profession of teaching. The discussion with postgraduate teachers in TESOL yielded the following list of distinctive characteristics of language teachers and of their work: Conference delegates were asked to suggest distinctive characteristics of language teachers, resulting in a list of 25 items. Most of them referred to the uniqueness of the subject matter of language teaching; it includes 'holistic growth', 'skills development', 'inter-cultural skills, social skills, and autonomy', and thus is seen to be broader than other subjects where the focus is limited to specific content. There was no suggestion that other teachers did not require such qualities; the argument, though, was that these were almost essential for language teachers compared to perhaps desirable for other teachers. Therefore, language teachers' distinctiveness is a socially constructed phenomenon that may be defined in various ways in different contexts. Keeping these in mind language teachers have to attain both an academic maturation and the

development of social and intercultural skills. In order to achieve this combination, some teachers all over the world carry out socially responsible enterprises. For example, Educators for Social Responsibility, as a leading national center for teaching about conflict and social responsibility has been providing effective and credible resources for teaching important current issues for over 20 years. The center provides teaching resources on a range of issues related to international security, conflict resolution, peacemaking, violence prevention, and social responsibility.

Keeping the distinctive features of language teachers that necessitate socially responsible teaching in mind, Gude and Duckworth (1998) state that, we as teachers can make a difference not just in improving our students' English, but also in helping them to become socially aware. Also, Cates (2000) claims that we cannot call our English teaching successful if our students, however fluent, are ignorant of world problems, have no social conscience or use their communication skills for international crime, exploitation, oppression or environmental destruction. It is from this context that teaching social responsibility in the language classroom seeks to pursue what is morally and ethically correct and fulfill what is deemed right for the welfare of a greater number of people. It provides a venue for teachers and students to see the world in different perspectives and be able to examine and reflect upon how this diversity strengthens or disintegrates the social fiber that binds them with humanity. As they hone their linguistic and social competencies, students are encouraged to cultivate in themselves a sense of respect, tolerance and sensitivity to disparities in race, gender, physical handicap, social structures and so on. At this point, as Pe (2004) suggests, the role of English teachers expands: doing more than just teaching the language. They undertake the noble tasks of creating and recreating, of forming and nurturing individuals as world citizens that are open and sensitive to the social demands of a global community and responsive to social issues, either internationally or at the local level. According to Brown (2001) we should ask ourselves whether we are merely teachers of linguistic skills or are we also morally committed to be agents of change in an increasingly complex, media-driven world.

All in all, doing socially responsible teaching in ELT context seems of vital importance. One of the possible practical ways of doing this could be using global issues as the ‘subject matter’ for the language classroom. (Yakovchuk, 2004) This would gradually raise teacher trainees’ awareness of the importance of global education and fits in well with current trends leading our practice in foreign language teaching methodology.

### **2.3 Evaluating Coursebooks for Socially Responsible Teaching**

Coursebooks have multiple roles in ELT and can serve as (Cunningsworth, 1984):

- A source for presentation material,
- A source of activities for learner practice and communicative interaction,
- A reference source for learners on grammar, vocabulary, pronunciation, etc.
- A source of stimulation and ideas for classroom language activities,
- A syllabus,
- A source for self-directed learning or self-access work,
- A support for less experienced teachers who have yet to gain in confidence,

As Cunningsworth also states (1995) coursebooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. Moreover, Harmer (1991) claims that coursebooks supply attractive, interesting and lively materials which may not be produced by teachers. Furthermore, coursebooks are practical. O’Neill (1982) suggests that no other medium is as easy as a book. What is more, they give guidance to the teachers (Nunan, 1995). Although, as we can understand, coursebooks are indispensable instructional materials of language teaching, we should be careful about the content of coursebooks. In his comprehensive review of classroom tasks, Long (1989) vigorously attacks the language teaching profession’s preoccupation with methods, claiming that it says nothing about “what to teach” (Cited in Nunan). The same problem is also stressed by Sariçoban (2006) who aims to find solutions in his studies. Here, they emphasize the need to have a look also at the content of the teaching programs, and the coursebooks used. We need to ensure that the coursebook sets its materials, texts and pictures in social and cultural contexts that are

comprehensible and recognizable to the learners. We should never forget that if they have any subject content coursebooks will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up. (Cunningsworth, 1995). Also, according to Risager (1998), coursebooks increasingly participate in the general cultural transmission within the educational system. It is evident that coursebooks do and should include some global issues, thus doing a socially responsible teaching. Which global issues to include in the syllabus in a particular teaching context is a problem. This seems to be one of the most salient problems one encounters when starting on the path of socially responsible foreign language teaching. We need to know that no coursebook will be absolutely ideal for our learners, but the aim is to find the best possible fit. It is of crucial importance that careful selection is made. In order to achieve this, we have to make successful use of evaluation process.

In this study, three global issues/values are analyzed in terms of how they are represented and portrayed in the coursebooks. These social realities chosen in this study are “ethnicity, gender, and disability” all of which are first defined and then related to the current literature and pedagogy of FLT.

### **2.3.1 Ethnicity**

Ethnicity is defined as an individual’s social identification based on perceived cultural differences of a group. (Calhoun, Light, and Keller, 1997). As Gelles and Levine (1995) claim, food preferences, traditional art, music, religion, and history are all important in establishing ethnic identity. (Gelles and Levine, 1995). Ethnic group is a category of people who perceive themselves and are perceived by others as possessing shared cultural traits. An ethnic group is set apart from others because of its national origin or distinctive cultural patterns (Schaefer and Lamm, 1997).

Cunningsworth (1995) states that ethnicity is one of the main issues that should also be given importance while evaluating coursebooks. It is crucial that people of different ethnic origins should appear in the books and reading passages and they should not be simply represented in the visuals because as we discussed in the previous chapters, English is an international language which is widely learnt and spoken all around the

world. As a consequence, in order to show the social reality as it really is, people of different countries, and ethnic origins must appear in our coursebooks. This way, students will be able to learn about other countries and cultures, and their minds will be broadened. Also, the more our students get to know about other people from other countries, the more they become sensitive to cultural differences, global problems and international values, thus becoming tolerant and empathetic citizens.

In this study, ethnicity is perceived as and linked to the terms “nationality” and “ethnic / national representation” as it is difficult to determine from pictures and reading passages whether the people are “white British or Indian American” unless they are openly identified as such. Studies show that there are about 200 different countries in the world and to what extent reading passages and the accompanying pictures include and represent these different nationalities and countries all around the world is rather problematic.

### **2.3.2 Gender**

Gender representation is another point that needs to be dealt and included with care in coursebooks. Before working on coursebooks in terms of gender, we should have a look at some terms relating the matter. Gender refers to the complex of social meanings that is attached to biological sex (Gelles and Levine, 1995). Browne (1998) defines gender as the cultural and socially constructed differences between males and females. To put it another way, it refers to the way a society encourages and teaches the two sexes to behave in different ways through socialization. Here, it will be beneficial to differentiate between the terms “gender” and “sex”. Sex is defined as a person’s biological status, while gender refers to a person’s learned or cultural status. (Wilson, 1989). Therefore, sex refers to the biological differences between males and females. In this study, in order to understand the gender roles attached to males and females besides the numerical representation of both sexes, we need to know what the terms “role”, “social role”, “sex and gender role” mean.

### 2.3.2.1 Gender Role

A role is defined as the smallest part of any social relationship or organization (Olsen, 1991). A social role is a set of expectations and corresponding actions that is part of an established relationship and organization and is defined as appropriate for that setting. Sex role refers to the behavior attitudes and motivations that a particular culture considers appropriate for males and females. Generally, men are assumed as action oriented, they take care of business; while women are people oriented, they take care of others. A gender role, on the other hand, is the pattern of behaviour or activity which society expects from individuals of either sex – how a boy or girl should behave in society (Browne, 1998).

Gender roles are mostly the result of social stereotyping. A stereotype is a generalized, oversimplified view of the features of a social group, allowing for few individual differences among members of the group. Stereotypes are fixed, simplified and distorted generalizations about social groups and their members which are shared within a cultural context (Calhoun, Light, Keller, 1997). Haslam (1997) suggests that stereotypes present extreme and value-laden images that define the place of groups and individual group members within a broad social system. A gender stereotype is a generalized view of the typical characteristics of men or women. Examples of such stereotypes include views such as “all women are lousy drivers”, “all young men are potential vandals”. (Browne, 1998). Such stereotypes are mostly common in Arab and Middle-Eastern countries. El Amraoui (2007) states that women in Arab and Middle-Eastern countries such as Iraq and Palestine are still discriminated against. Women face discriminatory laws and practices that deny them equal justice or protection from violence in the family and community.

Apart from daily matters, some jobs and activities are also stereotyped as more suitable for men or women. Housework and childcare for example are still seen predominantly “women’s work. Furthermore, women are mostly shown as secretaries, nurses, teachers, shop assistants, or cleaners, while “men’s work is predominantly seen as something that takes place outside the home in paid employment such as warriors, scientists, engineers, inventors, artists (Browne, 1998).

Such different socialization of males and females still shows itself in the sexual division of labor in the job market, with jobs being divided into men's jobs, and women's jobs (Browne, 1998), and it is also hierarchical, with men on top and women on the bottom. (Hartmann, 1976). This gender socialization begins soon after birth. The first question people ask of new parents is not "Is the baby healthy?" but "Is it a boy or a girl?" The answer to this question is immediate in all cultures. And it goes on with several social institutions which influence the socialization of males and females into their gender roles. These are the family, parents' attitudes and rules, children's toys, children's games, jobs around the home, modeling, school, teachers' attitudes, schoolbooks, peer groups, media. As a result of this socialization, women continue to be doubly disadvantaged, undertaking the lowest paid, most marginal paid work while also being responsible for unpaid domestic labor (Mitter, 1985).

There are two main sociological perspectives in order to explain why the gender gap exists and what should be done about it.

### **2.3.2.2 The Functionalist View:**

Functionalists maintain that gender stratification is rooted in the biological differences between the sexes. They argue that expectations from women have to be brought back in line with actual conditions. They advocate a return to traditional roles and the stable families those roles produced (Gelles and Levine, 1995). Kerbo (1989) states that, males tend to provide basic economic necessities and protection, while women are primarily oriented toward caring for children. That is, the female provides emotional support and sustains family members. The view assumes that it is functional for the male to be dominant and the female to be in subservient position. When this exists, they believe, there will be no tension and conflict, as well as more efficient decision making. Acker (1973) lists six assumptions made about the social position of women. Some of them are:

1. The family is the unit in the stratification system.
2. The social position of the family is determined by the status of the male head of the household.

3. Females live in families; therefore, their status is determined by that of the males to whom they are attached.
4. Women are unequal to men in many ways.

### **2.3.2.3 Conflict Theory:**

Conflict theorists see gender inequality as part of the universal problem of exploitation of the weak by the strong. According to this view, men use their superior strength and women's vulnerability to create institutions that supported and maintained male power and authority (Gelles and Levine, 1995). Kerbo (1989) again states that men are favored in the balance of power, and women are more restricted owing to the burden of child care. Conflict theorists also hold that social change depends on social action, which in turn depends on the development of class consciousness.

### **2.3.2.4 (Social) Identity Theory**

Apart from the two theories above which try to explain why gender gap exists even in modern societies, another one comes up to explain both the psychological and sociological aspects of gender discrimination: Social Identity Theory. This theory was developed by Tajfel and Turner (1979). The theory was originally developed to understand the psychological basis of inter-group discrimination. Colman (2001) defines it as theory of social categorization, as is the case in gender stratification and socialization, based on the concept of social identity, the part of the self-concept that derives from group membership. The theory attempted to identify the minimal conditions that would lead members of one group to discriminate in favor of the in-group to which they belonged and against another out-group. Social identity theory is thus concerned both with the psychological and sociological aspects of group behaviour. It is composed of four elements:

- **Categorization:** We often put others (and ourselves) into categories. Labeling someone a Muslim, a Turk, a Gimp or a soccer player are ways of saying other things about these people.

- Identification: We also associate with certain groups (our ingroups), which serves to bolster our self-esteem.
- Comparison: We compare our groups with other groups, seeing a favorable bias toward the group to which we belong.
- Psychological Distinctiveness: We desire our identity to be both distinct from and positively compared with other groups.

In the Social Identity Theory, a person has not one, “personal self”, but rather several selves that correspond to widening circles of group membership. Different social contexts may trigger an individual to think, feel and act on basis of his personal, family or national “level of self”. Apart from the “level of self”, an individual has multiple “social identities”.

#### **2.3.2.5 New Trends in Gender Roles**

While most societies and theories still advocate male superiority, there have been great improvements in the position of women in the 21<sup>st</sup> century, particularly from the 1970s onwards. Today women are no longer segregated in the sense that they are expected to stay at home, care for the children, and keep house while men take care of business and run the country. Most women work today and they are not restricted to specific roles (Kerbo, 1989). Women now account for over 50 per cent of the total Civil service workforce, and 70 per cent of the most junior clerical grades (Scott and Creighton, 1998). In the last two decades, women have broken into many formerly all-male occupations. Increasing numbers of women are becoming lawyers, doctors, dentists, bankers, professors and journalists. More and more women are working as bartender, police officers, typesetters, and telephone installers. Also, women account for 11 percent of military personnel. However, in the 1950s and 1960s most women quit their jobs when they got married. No longer. Today, a majority (57%) of married women work (Gelles and Levine, 1995). Increase in employment opportunities for women has come about with the expansion of light industry, manufacturing, and the tertiary sector of the economy. Also, maternity benefits and maternity leave now provide additional opportunity and encouragement for women to return to work after childbirth, as their jobs are kept open for them while they are absent having children. The economic

changes also helped the position of women. Many new jobs and occupations have been created that women may now occupy. Political changes have also been important to the status of women. They had the right to be voted. Women have achieved both full participation in society beyond the confines of the home, and an equal status with men in most areas of social life.

Attitudes towards gender and gender roles have also changed and sexism has become less acceptable and tolerable. Schaefer and Lamm (1997) define sexism as the ideology that one sex is superior to the other. The term is generally referred to male prejudice and discrimination against women. Despite biology's role in differentiating men and women, sociologists now argue that it does not rigidly determine male and female behaviors since humans are extremely adaptive animals and capable of living in many ways in all kinds of environments. As Calhoun, Light, and Keller (1997) discusses, compared with other species, we have few instincts or innate behavior patterns and a much greater capacity to learn and to change. Consequently, we can easily infer that the sexes are far more similar than different. Women have become more self-confident and assertive. They are now outstripping males at every level in education. Recent examination results in the UK show that girls have overtaken boys in virtually all subjects. Tests were categorized as verbal, numerical, reasoning or other (Scott and Creighton, 1998). It is clear that women are beginning to achieve more success and influence in society because of many factors some of which have been listed by Browne (1998) as follows:

1. Women have achieved more political equality with men.
2. Women today have equal rights with men in education.
3. More types of jobs are seen as suitable for women today, and many more women are going out to work in paid employment, and have financial independence and authority in both the family and society.
4. Equal opportunity laws have helped women to get a better deal and overcome prejudice and discrimination.
5. Women today have won equal rights with men in property ownership.

### 2.3.2.5 Gender Representation in Coursebooks

With regards to gender factor in instructional materials the process of gender socialization begun in the home often carries on through schooling. Much of this socialization goes on through the school's hidden curriculum. According to Browne (1998), gender differences are reinforced by the reading passages and illustrations in textbooks for different subjects. For instance, science books rarely show girls doing science, and boys rarely appear in home economics books, suggesting that some subjects are more suited to one sex rather than the other. Moreover, Straitmatter (1994) states that while children's own life experiences and relationships with people add to their knowledge of what males and females do within their roles they also are strongly influenced by the depiction of gender roles they receive through instructional materials. This influence may be so powerful that it overrides the direct experience of the child. Therefore, it is of considerable interest to explore how coursebooks portray women in relation to men and whether they project a positive image with which female students can identify. One of the main aims of such an analysis is to identify unrepresentative negative stereotypes because not only are girls portrayed less often than boys in coursebooks, but also they are frequently represented in stereotypical terms.

In a study, conducted by Helvacioğlu (1996) in Turkey, gender role representations in coursebooks were investigated. The results showed that, the passive role of housewife was adapted to the women characters. Similar studies were conducted by Arıkan (2005) on social roles, Özdağ (1996) on poetry, Körpez (1997) on short stories, Gökalp (1994) on drama, and Arslan (2000), Esen and Bağlı (2002). These studies suggest that while girls are trapped in passive and whiny roles, boys and men are rarely described as people demonstrating emotions of sadness and fear, having hobbies/ occupations that are not stereotypically male and in roles where they are not competing or meeting high expectations (Singh, 1998). Also a review of ELT coursebooks in Poland by Filak (2002) has shown that women are mostly portrayed as devoted mothers who take care of the house, children, husband, who wash, clean, and cook. Furthermore, in his case study of topics in six general elementary and pre-intermediate level coursebooks Cunningsworth (1995) found the following: "In terms of gender, even though the

representation of women and men shows an equal balance, there are some unbalanced topics such as famous people in which famous men outnumber women in history.”

In the study, in order to classify the roles attributed to males and females “The Standard Occupational Classification (SOC) System” is used and somehow adapted when necessary (See Appendix 1). It is a United States government system of classifying occupations. It was developed in response to a growing need for a universal occupational classification system. It is designed to cover all occupations in which work is performed for pay or profit. The national variants of the SOC are used by the governments of the UK, Canada, and many others.

### **2.3.3 Disability**

Disability is another important social aspect that needs to be included in coursebooks. It is defined as any loss of normal age-related structure and function of the body. (The Disability Partnership, 2003). Disability is a complex phenomenon, reflecting an interaction between features of a person’s body and features of the society in which he or she lives. Disability is mostly an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Impairments represent a deviation from certain generally accepted population standards in the biomedical status of the body and its functions and they can be temporary or permanent.

Turkey Disability Survey was performed in 2002, which is the first research on disability, and the total disability proportion in the overall population is found to be 12.29. As for the world proportion, The World Health Organization (WHO) estimates that about 10% of the world population is disabled. Turkey Disability Survey also notes that, when the level of education of disabled population is examined, it is seen that the illiteracy rate of disability is 36.33%. Labor force participation rate is 21.71%, and 47.55% of disabled people have social security. When the appearance time of disability is examined, the congenital disability proportions are 46.63% and 47.92% subsequent.

According to the survey, the most important expectation of disability from organizations is financial support assistance (61.22%).

A variety of conceptual models has been proposed to understand and explain disability and functioning. These may be expressed in dialectic of “medical model” versus “social model” (WHO).

### **2.3.3.1 The Medical Model**

The medical model views disability as a problem of the person, directly caused by disease, trauma, or other health condition, which requires medical care provided in the form of individual treatment by professionals. Management of the disability is aimed at cure or the individual’s adjustment and behavior change. Medical care is viewed as the main issue.

### **2.3.3.2 The Social Model**

The social model of disability, on the other hand sees the issue mainly as a socially created problem, and basically as a matter of the full integration of individuals into society. In this model, disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action, and it is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of people with disabilities in all areas of social life. The issue is therefore an attitudinal or ideological one requiring social change. (WHO, 2001)

As we can see, the disabled suffer both from social barriers as well as physical ones. However, our concern here will be the social aspect of disability. As Putnam (2003) states, disabled people stated social support as a positive factor and something that improved their levels of health and wellness and social support being an important resource in coping with stress and emotional difficulties. As a result, institutions and especially the educational programs from primary school to higher education are required to include disability issues because social awareness is the most important

factor for disabled people. This requirement is also stated by Turkey Disability Survey. The survey results show that disability issue is serious and attention must be paid at different levels such as health, education and labor. Therefore, disability awareness is important for understanding of disabled people's needs and prevent of discriminations in society.

Disability should get a place in the coursebooks. Some studies relating the teaching practice to impaired learners were carried out. Açıkgöz's (2006) study on visually impaired learners is one of them. However, when the terms "disability and instructional materials or coursebooks" are searched together mostly such terms as disability products, print disability, digital systems which are sold and so on appear on the screen. Little or no intention is given to the disabled, to their problems and success stories. By including several issues on the disabled, their problems and success stories through reading passages and visuals, ELT coursebooks, which are most widely used instructional materials of educational programs all over the world, will also help to arouse this global disability awareness, thus making students to be sensitive to the disabled in every day life. They will unconsciously become aware of their problems and will try to treat them with care.

Several resources give different disability types, and categories. IDEA provides definitions of the 13 disability categories listed in "Appendix 2". IDEA stands for "International Disability Equality Agency", and is a unique international network of experienced Disabled researchers, trainers and consultants from the North and South, all with close links to disabled people's organizations, who offer a variety of professional services which are mainly on the process of development cooperation. IDEA was set up in response to an increasing commitment of NGOs and development agencies to bring disability into mainstream programmes. These types will be used to categorize the types of disabilities that appear in the coursebooks.

## 2.4 The Reading Skill

In the study, preferably the reading passages are used because in ELT coursebooks, reading materials are among the most important sections both in terms of general language skills and conveying global views and values.

In many language teaching situations, reading receives a special focus as reading texts provide good models for writing, provide opportunities to introduce new topics, to stimulate discussion, and to study language. Reading appears to be a skill which is highly valued by students and teachers alike. As Nunan (1995) claims, there is a constant interplay between listening, speaking, reading, and writing and it is clear that in a lesson which is ostensibly labeled “reading” opportunities exist for learners to develop their other language skills. Also, Michaelis and Garcia (1996) explain that “the richness and variety of content, illustrations, graphics, and other features make them a usable and effective tool of instruction”. Rivers and Temperley (1978) suggest that most students learning English expect to be able to read the language sooner or later. Therefore, power of reading passages is quite obvious in terms of integrating language skills and presenting language forms.

As to conveying global issues and values, reading passages, and the stories given in the form of reading texts all help to portray the social values of societies. Reardon (1997) states that throughout human history, stories and parables have also been used to transmit the values and mores of society and stories are valuable tools we can use to transmit the culture of peace in the language classroom. Also, according to content-based approaches, reading materials help students not only to understand information but to interpret and evaluate it as well (Brinton, Snow and Wesche, 1989).

Hence, it is quite obvious that with the help of reading texts and the accompanying pictures and illustrations, students learn not only grammar but also world view as is attached to the contents of the coursebooks by and large.

## **2.5 Conclusion**

This chapter presented the relevant literature to integrating social responsibility and social values into ELT coursebooks. Firstly, it presented a general overview of global education and foreign language teaching. After that, social responsibility, its theoretical basis, and its application in education and ELT were discussed. The social issues “ethnicity, gender, and disability” were discussed by and large by referring to their importance in language classrooms and coursebooks. Finally, the importance of evaluating coursebooks in terms of social responsibility and the reasons for exploiting preferably the reading passages were given.

After reviewing the literature on social responsibility and ELT coursebooks, it can be understood that coursebooks have to not only promote meaningful student engagement with language, but also encourage meaningful content learning. Through such an instruction, learners will undoubtedly develop language skills while becoming more knowledgeable, sensitive and socially responsible citizens of the world. Therefore, this fact should always be kept in mind during the evaluation process of any ELT coursebooks

## CHAPTER III

### METHOD

#### 3.0 Introduction

This chapter consists of three sections. The first part provides the research questions guiding the present study. The second section gives information about the instruments and materials used to gather the data. In the following two parts, the researcher deals with the data collection and data analysis procedures.

As such a trend of study is fairly new to ELT, first a thorough literature review discussed the dimensions of social responsibility in education and specifically in ELT both from theoretical as well as practical perspectives. In order to find the suitable information, the sources in libraries and on the Internet were searched in detail. This study aimed at evaluating and analyzing the reading passages and the accompanying pictures in order to find answers to the following questions:

#### 3.1 Research Questions

“Gender differences are not the only area of possible discrimination. It’s also illuminating to look at the materials to see if and how they represent people according to the following categories”:

1. Ethnic Origin
2. Occupation
3. Age
4. Social Class
5. Disability (Cunningsworth, 1995, p.91)

Cunningsworth (1995) points out that we also need to have a look at the points stated above. “Age” and “social class” have already been studied by Arıkan (2005). Therefore it was time to deal with “ethnic origin”, “disability”, and “gender roles / occupations” attached to males and females, and the numerical representation of them in the coursebooks in relation to “socially responsible language teaching”. Furthermore, these

three proposed issues / values are, from a more global perspective, among the most controversial ones as discussed in the “literature review” chapter of this study.

As a result, the new points above guided this study and the researcher tried to find answers to the research questions below:

1. What does SRT mean as it pertains into English Language Teaching?
2. How are gender, disability, and ethnicity are represented in the reading passages and the accompanying pictures in ELT coursebooks?
3. What kinds of evaluations and interpretations can be made in the light of the importance of social responsibility teaching, and the results of the study?

### **3.2 Instruments and Materials**

In this study, a checklist formerly used by Cunningsworth (1995) was adapted (See Appendix 3 for the sample checklist) to answer the following questions. The following were sought to be answered:

1. Do disability and the disabled get enough place in the passages and the related pictures?
2. Do people of different countries appear in the passages and pictures?
3. Are women and men represented equally or are they stereotyped?
4. Are women given equal prominence to men?
5. What professional and social positions are males and females shown as occupying?
6. How are people with disability, with different ethnic origins, and gender portrayed in the coursebooks?

The focus of these checklists was on the reading passages and the related pictures in ten randomly selected ELT coursebooks and the three main sites scrutinized were the representation and portrayal of gender, disability and ethnicity. The background information to these coursebooks and the nature of reading passages in each coursebook were presented in the following chapter.

During the process, mostly the intermediate level students' books of each package were used as it is a level of knowledge or skill that is between the basic level and the advanced level. The basic level coursebooks may not give us enough insight about the ideas represented as they are in general at word level. However, there is a remarkable context and coherence in an intermediate coursebook.

### **3.3 Data Collection Procedure**

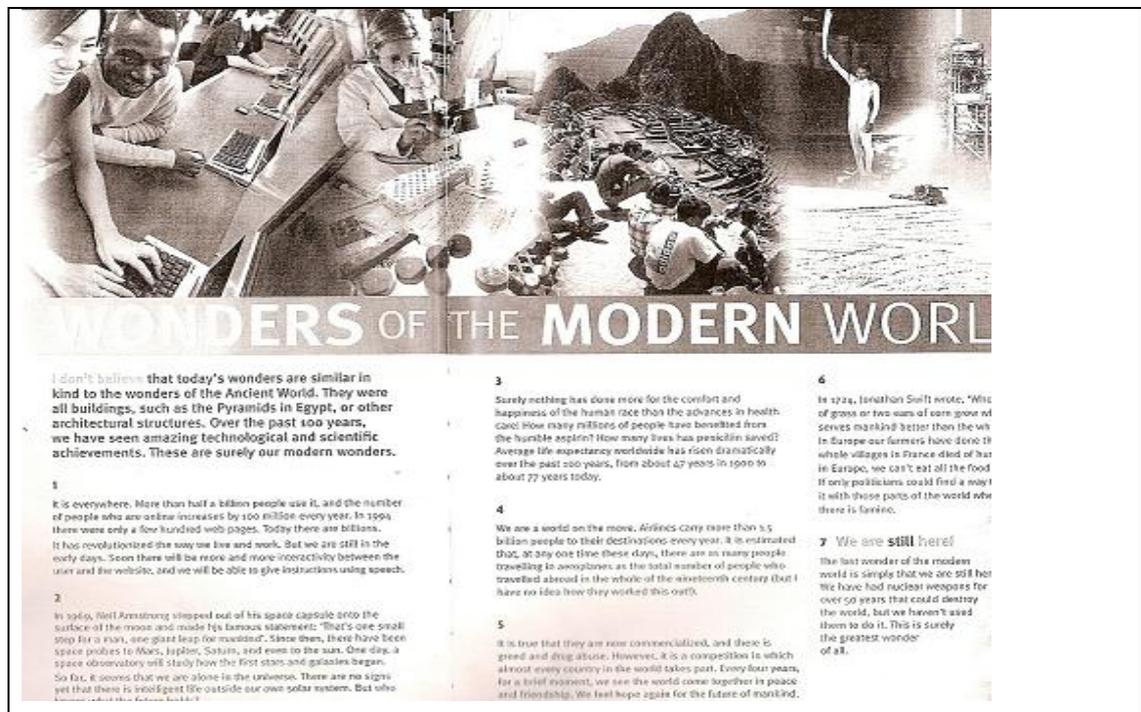
Before the data collection procedure, a numerical "Microsoft Excel" checklist was prepared for each coursebook in order to find answers to the questions above. This checklist on "Excel" (See Appendix 3) included the points that were the main focus of the study. These titles were "nationality, whether any kind of disability are included or not, disability type, number of males, number of females, gender roles attached to males, and lastly gender roles attached to females". Then, for each nationality, disability type, and gender role, a code was designed and whenever the same data appeared in the texts, the same code was used for it. (See Appendix 4). For the number of females and males no code was used. The numbers were just written in the blanks.

The reading passages and the accompanying pictures in each coursebook were analyzed carefully and whenever a nationality, disability, role etc. appeared, these were written down in the checklist. As for gender, both the numerical representation of the sexes and the social roles attached to males and females were analyzed. As to disability, the researcher tried to find out how many disabled people and disability issues appeared in the coursebooks and whether they were simply represented or fully discussed. Finally, with regards to ethnicity, both the distribution of different countries and the representation of the people of these countries were analyzed. Also, the study found out to what extent the non-native speakers of English appeared in each coursebook. About 240 reading passages in total were analyzed throughout the study.

### **3.4 Data Analysis**

As will be presented in detail in the following chapter, the data on "Excel" for each coursebook were studied and analyzed by using "The Statistical Packages for Social

Sciences (SPSS) Version 13.0” in order to represent the frequencies and percentages of the materials. The findings and results were represented in different types of figures, charts and tables to make them more comprehensible to the readers. For the “ethnicity” point of the study the term “nationality” was used in the tables and figures. This is due to the fact that from the texts the researcher could only understand their nationalities instead of their ethnic origin. What is more, from some pictures and illustrations the researcher could not make out any ethnic origin as some people in the pictures were not represented in the texts, in the story line (as shown below). As such cases are less than 5% among 240 reading passages, they had to be ignored.



Here, we can see a boy and a girl working at a computer. However, as they are not represented in the text itself, we cannot have any exact ideas relating their ethnic origins or nationalities.

The nationalities were represented both in tables and figures. Also, the proportion of native and non-native speakers of English was presented again both in tables and figures. In order to determine the native speakers of English, the nationalities where English is spoken as native language were taken as the basis. These are the USA,

Canada, UK, New Zealand, and Australia. As for “disability”, the proportion of the disabled appearing in the coursebooks and the disability types attached were represented in tables and figures. Finally, the last focus “gender” was presented in tables and figures. Firstly, the proportion of the number of males and females was represented for each coursebook, and the roles attached to males and females were listed.

When book by book evaluation for gender, disability, and ethnicity was completed; the total figures of all books were calculated, presented in tables, figures and evaluations and interpretations were made in the light of the importance of social responsibility teaching, and the results of the study. Finally, in the last section of the study, some suggestions were given to coursebook writers, curriculum directors, language teachers, and teacher education professionals.

### **3.5 Conclusion**

This chapter gave the general information about the research questions, instruments, materials and the data collecting and analysis procedures of the study. In the following chapter, the data analysis and the findings will be discussed in detail.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction

The study aimed to analyze the reading passages and related pictures of ten ELT coursebooks in terms of how they represent ethnicity, gender and disability. In this chapter, the analysis of the data gathered through checklists is discussed.

#### 4.1 Data Analysis Procedure

The Statistical Packages for Social Sciences (SPSS) Version 13.0 was used to compute the frequencies and percentages for each coursebook. The findings and results were represented in different types of figures, charts and tables to make them more comprehensible to the readers. For each coursebook, different kinds of nationalities were listed and the percentage of native and non-native speakers was calculated. After that, reading passages and accompanying pictures, illustrations were examined again to see whether the disabled got a place in the texts and the percentages were calculated for this issue. Also, types of different disabilities were listed when necessary. Finally, the texts and pictures were analyzed in terms of gender. In the first part, the numerical distribution of females and males was presented for each book. Then, using the “Standard Occupational Categories” as the basis, males and females were categorized into different gender roles.

When book by book evaluation of gender, disability, and ethnicity was completed, the total figures of all books were calculated and presented.

##### 4.1.1 The Coursebooks

Table 1 below presents the information about the materials used. The data in the chart show that 238 passages in total were analyzed throughout the study. The coursebooks are from different publication companies. The coursebooks were written by native-speakers of English except for “New Bridge to Success” and “Spotlight on English”.

These are the coursebooks which are still used both in Turkey and all over the world by lots of teenagers and adults. Following this section, you can see the book by book information about the nature of the reading passages and the related pictures. Also, a table which presents the map of the reading passages and gives the title and the page number of the passages for each book can be available.

**Table 1. General Information about the Coursebooks**

<b>Coursebooks</b>	<b>Publisher</b>	<b>Pages</b>	<b>Number of Reading Passages</b>
1. The New Headway	Oxford	154	12
2. Enterprise 4	Express Publishing	145	12
3. Cutting Edge	Pearson Education Ltd.	171	10
4. Opportunities	Longman	117	12
5. Think Ahead to First Certificate	Longman	160	32
6. Hotline	Oxford	128	12
7. Life Lines	Oxford	145	14
8. Spotlight on English	MEB	120	24
9. New Bridge to Success	MEB	200	60
10. Streetwise	Oxford	122	50
			<b>Total : 238 Passages</b>

#### **4.1.1.1 “The New Headway”**

Twelve reading passages and accompanying pictures and illustrations were analyzed in regards to how “Ethnicity, Gender and Disability” were represented. Reading passages come from authentic sources with the necessary adaptations to suit the level. They mostly try to reflect our changing world. The range of the topics varies considerably: there are nine different topics dealt with in the book. Common topics include environment, art, food, holiday and health. All the topics seem likely to appeal to at least a fair proportion of teenagers and adults and the presentation is of a high standard with texts presented realistically and accompanied by colourful and good quality visuals. The information about the reading passages of the book is displayed in Table 2.

**Table 2. Titles of the Reading Passages in “The New Headway”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"Wonders of the Modern World"	10
<b>Passage 2</b>	"The Clown Doctor"	18
<b>Passage 3</b>	"Pablo Picasso-Ernest Hemingway"	26
<b>Passage 4</b>	"A World Guide to Good Manners"	34
<b>Passage 5</b>	"My Kind of Holiday"	43
<b>Passage 6</b>	"Global Pizza"	51
<b>Passage 7</b>	"Dream Jobs"	58
<b>Passage 8</b>	"Who Wants to Be a Millionaire"	66
<b>Passage 9</b>	"Family Matters"	74
<b>Passage 10</b>	"Famous for Not Being Famous"	82
<b>Passage 11</b>	"How Well Do You Know Your World"	90
<b>Passage 12</b>	"Funeral Blues"	99

#### 4.1.1.2 “Enterprise 4”

In this book, again twelve reading texts and related pictures were analyzed in regards to how “Ethnicity, Gender and Disability” were represented. Reading sections of each unit consists of one cross-cultural text of about 400-500 words which can be one of the following types: a text preceded by multiple-matching headings or summary sentences, a text followed by multiple choice questions or a text preceded by multiple-matching questions. Different topics appear in the book. Common topics include jobs, places, art, environment, food, sports, crime, education, entertainment, and transportation. Specially designed, colorful “Lead-in” parts of each reading passage helps to motivate and involve students in effective learning by leading then to the main idea of the text. The information about the reading passages of the book is displayed in Table 3:

**Table 3. Titles of the Reading Passages in “Enterprise 4”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"Living by the Sword"	7
<b>Passage 2</b>	"The spirit of London"	19
<b>Passage 3</b>	"Romance Story"	31
<b>Passage 4</b>	"Earthquake in L.A"	45
<b>Passage 5</b>	"The Festive Year"	57
<b>Passage 6</b>	"Junk Food"	69
<b>Passage 7</b>	"Do You Live in a Burglar-Friendly House?"	83
<b>Passage 8</b>	"Surf’s Up"	95

<b>Passage 9</b>	"Gentle Gorillas, Violent Times"	107
<b>Passage 10</b>	"Cooperative Kids"	121
<b>Passage 11</b>	"Great Themes"	133
<b>Passage 12</b>	"Worldwide Taxis"	145

#### 4.1.1.3 “Cutting Edge”

Ten reading passages and accompanying pictures were analyzed in the book. Several topics appear in the book. Common topics include crime, space, science, social matters, news, places and life stories. The reading passages aim at young adults studying general English at intermediate level. They are suitable for students studying in either monolingual or multilingual classroom situations. Some of the readings are presented with integrated speaking or listening activities. Successful layout, colorful photos and illustrations all help to attract students’ attention easily. The data in Table 4 demonstrate the information about the reading passages of the book:

**Table 4. Titles of the Reading Passages in “Cutting Edge”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"A Quiet Revolution"	8
<b>Passage 2</b>	"All in The Memory"	18
<b>Passage 3</b>	"Amazing Cities"	30
<b>Passage 4</b>	"Twin Lives"	37
<b>Passage 5</b>	"How Organized Are You?"	48
<b>Passage 6</b>	"Newspaper Articles"	61
<b>Passage 7</b>	"Going Out Around The World"	68
<b>Passage 8</b>	"How To Be A Successful Inventor"	80
<b>Passage 9</b>	"The Lucky Generation"	90
<b>Passage 10</b>	"The Knightsbridge Safe Deposit Robbery"	104

#### 4.1.1.4 “Opportunities”

In this book, twelve reading texts and related pictures were analyzed. Reading sections consists of texts about explorers, tales, cars, news, social matters, job trends, countries and literature. As the categories suggest, all of the topics seem to be designed to attract teenagers’ attention and to motivate them. Colorful pictures and illustrations all help students visualize the passages, tales, and stories easily. The information about the reading passages of the book is displayed in Table 5:

**Table 5. Titles of the Reading Passages in “Opportunities”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"The Race To The Pole"	8
<b>Passage 2</b>	"The Strange Tale of Rip Van Winkle"	26
<b>Passage 3</b>	"The Road To Destruction"	40
<b>Passage 4</b>	"What’s in The Papers?"	46
<b>Passage 5</b>	"First Impressions"	66
<b>Passage 6</b>	"Understanding"	72
<b>Passage 7</b>	"Job Trends"	92
<b>Passage 8</b>	“The New Australians"	98
<b>Passage 9</b>	"Frankenstein"	112
<b>Passage 10</b>	"The Knight’s Tale"	114
<b>Passage 11</b>	“Sense and Sensibility”	116
<b>Passage 12</b>	“A Horse And Two Goats”	118

#### **4.1.1.5 “Think Ahead to First Certificate”**

In the book, thirty-two reading passages and accompanying pictures-illustrations on topics such as stories, jobs, love, musicians, places, gestures, generations, students and art were analyzed in regards to how “Ethnicity, Gender and Disability” were represented. The book uses a rich variety of topics as a stimulating context for language. It integrates reading with vocabulary, listening and speaking activities. The course book especially aims at students at pre-Cambridge First Certificate level. However, it is also widely used among teenagers and adult learners all over the world. Hence, the topics and related vocabulary seem to have been chosen with the age and interest areas of the students in mind. Table 6 illustrates the information about the reading passages of the book:

**Table 6. Titles of the Reading Passages in “Think Ahead to First Certificate”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"The Fashion Fraud"	8
<b>Passage 2</b>	"The Nightmare Man"	18
<b>Passage 3</b>	"Describing a Film"	22
<b>Passage 4</b>	"She’s Leaving Home"	25
<b>Passage 5</b>	"A Bowl of Macaroni"	26
<b>Passage 6</b>	"The History of Captain William Kidd"	36
<b>Passage 7</b>	"Shipwreck!"	38
<b>Passage 8</b>	“Lost Property"	43

<b>Passage 9</b>	"Just Puppy Fat"	47
<b>Passage 10</b>	"It's All in The Eye"	48
<b>Passage 11</b>	"A Tragic Genius"	56
<b>Passage 12</b>	"Cane Law!"	60
<b>Passage 13</b>	"All I Really Need to Know..."	62
<b>Passage 14</b>	"Interpreting Information"	64
<b>Passage 15</b>	"Rome The Transformer"	72
<b>Passage 16</b>	"London Then And Now"	74
<b>Passage 17</b>	"A Case of Prejudice"	76
<b>Passage 18</b>	"The Typical Englishman"	82
<b>Passage 19</b>	"Keep Your Hands in Your Pockets"	91
<b>Passage 20</b>	"Describing A Country's Geography"	95
<b>Passage 21</b>	"Discover Australia"	96
<b>Passage 22</b>	"Xingu, The Forbidden Area"	98
<b>Passage 23</b>	"The Scoop"	104
<b>Passage 24</b>	"Tricked"	106
<b>Passage 25</b>	"What's The Joke-Cartoons"	107
<b>Passage 26</b>	"Man After Man"	114
<b>Passage 27</b>	"Heirs To The Throne"	119
<b>Passage 28</b>	"Forbidden Love"	120
<b>Passage 29</b>	"The Best Job in The World"	125
<b>Passage 30</b>	"The Ghostly Piper"	128
<b>Passage 31</b>	"Haunted Houses"	130
<b>Passage 32</b>	"The Late Arrival"	134

#### 4.1.1.6 "Hotline"

Twelve reading passages and accompanying pictures on different topics such as genes, travel, music, social matters, automobiles, stories, hair styles, and TV programmes were analyzed. As the coursebook package was specially designed for teenagers, all the topics seem to attract their attention. The readings are presented with colorful charts, maps, pictures, cartoons and illustrations which make the texts easy to read and understand. Some of the texts are accompanied with comprehension questions and fill in the blanks activities while others include true-false statements, matching activities and reordering the jumbled paragraphs. The map of the reading passages can be seen in Table 7:

**Table 7. Titles of the Reading Passages in “Hotline”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"It's All in Your Genes"	16
<b>Passage 2</b>	"Captain Cook"	26
<b>Passage 3</b>	"So You Want to be A Popstar"	36
<b>Passage 4</b>	"There is No Place Like Home"	41
<b>Passage 5</b>	"Auto-Crazy"	50
<b>Passage 6</b>	"Oz"	60
<b>Passage 7</b>	"The Cheetah's Eyes"	70
<b>Passage 8</b>	"The Girl On The Motorbike"	75
<b>Passage 9</b>	"Crowning Glory"	84
<b>Passage 10</b>	"Oops!"	94
<b>Passage 11</b>	"Jacko"	105
<b>Passage 12</b>	"Challenge!"	109

**4.1.1.7 “Life Lines”**

The data in Table 8 demonstrate the fourteen reading passages and accompanying pictures that were analyzed. Most of the texts are motivating ones from a variety of authentic sources. Different topics appear in the book. These are mostly manners, life stories, the future, culture, music, health, and animals. Since the course book package was designed especially for teenagers, all the topics seem to attract their attention. The texts are accompanied with colorful pictures, cartoons and illustrations which make the texts easy to read and understand and which help students to visualize the events and concepts easily. Some of the texts are presented with comprehension questions, vocabulary activities, and discussion parts while others include heading activities, grammar points, and topic activities.

**Table 8. Titles of the Reading Passages in “Life Lines”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"Modern Manners"	10
<b>Passage 2</b>	"I Survived!"	18
<b>Passage 3</b>	"2050"	26
<b>Passage 4</b>	"Successful Small Talk"	34
<b>Passage 5</b>	"Sentenced to Two Years of Fun"	42
<b>Passage 6</b>	"Culture Clash"	50
<b>Passage 7</b>	"I'm So Lucky"	58

<b>Passage 8</b>	"Fit for Life or Fit to Drop?"	66
<b>Passage 9</b>	"Coincidence: Is it More Than Just Chance?"	74
<b>Passage 10</b>	"What's Good for You?"	82
<b>Passage 11</b>	"Di-Di's Story"	90
<b>Passage 12</b>	"The Soldier's Tale"	98
<b>Passage 13</b>	"The Frogs"	106
<b>Passage 14</b>	"What's Success?"	114

#### 4.1.1.8 "Spotlight on English"

In the book, twenty-four reading passages and accompanying pictures-illustrations on topics such as robots, animals, places, scientists, travel, natural catastrophes, sports and formal letters were analyzed. The course book aims at eighth grade young learners studying general English at state schools as a part of curriculum. Therefore, the topics and related vocabulary seem to have been chosen with the age and interest areas of the students in mind. The main purpose of the course is to enable students to communicate effectively in English. To achieve this goal, a variety of communicative activities, manipulative drills have been combined with the texts. Table 9 shows the information about the reading passages of the book:

**Table 9. Titles of the Reading Passages in "Spotlight on English"**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	"An Easier Life"	16
<b>Passage 2</b>	"Going To The Zoo"	20
<b>Passage 3</b>	"A Famous National Park"	28
<b>Passage 4</b>	"It's A Problem"	34
<b>Passage 5</b>	"Practical Solutions"	38
<b>Passage 6</b>	"Learning By Experiments"	40
<b>Passage 7</b>	"How Are You Doing?"	42
<b>Passage 8</b>	"A Text On Travel"	44
<b>Passage 9</b>	"Changes"	46
<b>Passage 10</b>	"Patara Then And Now"	52
<b>Passage 11</b>	"What a Surprise!"	54
<b>Passage 12</b>	"Atatürk And Education"	60
<b>Passage 13</b>	"Children's Day"	64
<b>Passage 14</b>	"Natural Catastrophes"	68
<b>Passage 15</b>	"The End of Pompeii"	70
<b>Passage 16</b>	"Seeing Friends Off at The Station"	78
<b>Passage 17</b>	"Catastrophe in The Studio"	84

<b>Passage 18</b>	“A Letter to A Language School”	86
<b>Passage 19</b>	“A Reply From The Language School”	90
<b>Passage 20</b>	“A Brochure About Cambridge”	92
<b>Passage 21</b>	“The Cap That Mother Made 1”	94
<b>Passage 22</b>	“The Cap That Mother Made 2”	98
<b>Passage 23</b>	“The Cap That Mother Made 3”	102
<b>Passage 24</b>	“The Pocket Hercules”	106

#### 4.1.1.9 “New Bridge to Success”

In this book, sixty reading texts and related pictures were analyzed. The book was specially designed for the students of state high school. It is used as a part of English Language Teaching curriculum of the Ministry of National Education. The book is especially used by the students of Anatolian high schools in Turkey. Each unit consists of more than one text which can be one of the following types: a text preceded by a lead-in part, or a text followed by fill in the chart activities, and related listening/speaking activities. All of the reading passages are accompanied by either a listening or a writing task. Different topics appear in the book. Common topics include food, celebrations, places, science, animals, inventions, business, letters, films, dance, free time activities, and famous people. Since the book is only used by teenagers, nearly every passage includes colorful pictures, illustrations or cartoons that encourage students to read.

**Table 10. Titles of the Reading Passages in “New Bridge to Success”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	“The Real You”	2
<b>Passage 2</b>	“My Uncle George”	4
<b>Passage 3</b>	“Antonio-My Close Friend”	5
<b>Passage 4</b>	“The Pearl Of The Aegean”	8
<b>Passage 5</b>	“At The Office”	10
<b>Passage 6</b>	“The Blue Mosque”	12
<b>Passage 7</b>	“Friends”	15
<b>Passage 8</b>	“Rock And Roll”	17
<b>Passage 9</b>	“What Are You In The Habit Of?”	19
<b>Passage 10</b>	“A Dialogue”	27
<b>Passage 11</b>	“A Dialogue”	28
<b>Passage 12</b>	“What Are Your Pursuits?”	30

<b>Passage 13</b>	“Cinema or Theatre?”	33
<b>Passage 14</b>	“Sherlock Holmes On The Right Track”	36
<b>Passage 15</b>	“Music Of The World”	40
<b>Passage 16</b>	“Atomic Kitten”	43
<b>Passage 17</b>	“Tango Time”	45
<b>Passage 18</b>	“How A Film Is Made?”	51
<b>Passage 19</b>	“Turkish Cinema”	53
<b>Passage 20</b>	“A Dialogue”	58
<b>Passage 21</b>	“A Letter”	61
<b>Passage 22</b>	“Atatürk”	63
<b>Passage 23</b>	“A Real-World Experience”	65
<b>Passage 24</b>	“A Letter”	67
<b>Passage 25</b>	“Teen Zone”	76
<b>Passage 26</b>	“A Dialogue”	78
<b>Passage 27</b>	“An Application Letter”	80
<b>Passage 28</b>	“At. Mr. Carter’s Office”	83
<b>Passage 29</b>	“Present Jobs”	85
<b>Passage 30</b>	“A Letter”	87
<b>Passage 31</b>	“Employment”	90
<b>Passage 32</b>	“A Job Of Work”	92
<b>Passage 33</b>	“Health And Body Care”	101
<b>Passage 34</b>	“Diets”	104
<b>Passage 35</b>	“Winning Ways”	106
<b>Passage 36</b>	“Hidden Hazards in Your Home”	108
<b>Passage 37</b>	“What a Dreadful Day!”	111
<b>Passage 38</b>	“The Latest Inventions of Our Century”	115
<b>Passage 39</b>	“A Dialogue”	118
<b>Passage 40</b>	“Hidden Jaw Energy Device”	120
<b>Passage 41</b>	“A Global Challenge”	127
<b>Passage 42</b>	“Forest Fires In Turkey”	128
<b>Passage 43</b>	“Overpopulation”	130
<b>Passage 44</b>	“Why Some Species Are Becoming Extinct”	133
<b>Passage 45</b>	“Our Friendly Turtles”	135
<b>Passage 46</b>	“Rare Animals”	137
<b>Passage 47</b>	“Our Planet”	140
<b>Passage 48</b>	“Scientific And Technological Developments of Our Future”	143
<b>Passage 49</b>	“Storm Hits-Many Hurt”	144
<b>Passage 50</b>	“Housing”	151
<b>Passage 51</b>	“My Old House”	154
<b>Passage 52</b>	“Bostanlı”	156
<b>Passage 53</b>	“Common Celebrations All Around The World”	158
<b>Passage 54</b>	“A Dialogue”	160
<b>Passage 55</b>	“A Dialogue”	162
<b>Passage 56</b>	“Turkish Cuisine”	169
<b>Passage 57</b>	“The Food Pyramid”	172

<b>Passage 58</b>	“Travelling”	176
<b>Passage 59</b>	“A Report”	179
<b>Passage 60</b>	“Common Means of Public Transport”	180

#### 4.1.1.10 “Streetwise”

In this book, fifty reading texts and related pictures were analyzed. There are 12 units in the book. Each unit consists of three or four passages. The book was designed in the form of a language learning magazine for teenagers. Therefore, the topics of the passages are thought-provoking topics of interest to teenagers. Most of the texts are authentic ones on adults, discrimination, art, phobias, crime, neighbors, students, holidays, animals, history, learning etc. The texts are accompanied with a variety of listening and speaking activities, and a carefully structured writing syllabus. Colorful pictures and illustrations all help students visualize the passages, tales, and stories easily. The information about the reading passages of the book is displayed in Table 11:

**Table 11. Titles of the Reading Passages in “Streetwise”**

	<b>Title of the Passage</b>	<b>Page Number</b>
<b>Passage 1</b>	“Play As You Learn”	2
<b>Passage 2</b>	“Mnemonics And How They Work”	8
<b>Passage 3</b>	“Graffiti Art”	10
<b>Passage 4</b>	“Fears And Phobias”	12
<b>Passage 5</b>	“My Room And Welcome To It”	14
<b>Passage 6</b>	“Superstitions”	16
<b>Passage 7</b>	“A History of English”	20
<b>Passage 8</b>	“Women in Society”	22
<b>Passage 9</b>	“Are You Up To The Fashion Challenge?”	26
<b>Passage 10</b>	“The Lloyds Bank Fashion Challenge”	27
<b>Passage 11</b>	“Clothes”	28
<b>Passage 12</b>	“Especially For You”	30
<b>Passage 13</b>	“The Case Against Katawa”	32
<b>Passage 14</b>	“Hopeless Hold-Ups”	34
<b>Passage 15</b>	“How To Be a Famous Pop Person”	36
<b>Passage 16</b>	“How Language Develops”	40
<b>Passage 17</b>	“My First Fag Nearly Kills Me”	42
<b>Passage 18</b>	“Advice Special”	44
<b>Passage 19</b>	“Dear Diary”	46
<b>Passage 20</b>	“Getting The Message Across”	48
<b>Passage 21</b>	“Are You Happy Being You?”	50
<b>Passage 22</b>	“Advice Special”	51
<b>Passage 23</b>	“Unacceptable Costs”	52

<b>Passage 24</b>	“Living With A Famous Parent”	54
<b>Passage 25</b>	“Wake Up To What You Can Do For The Environment”	56
<b>Passage 26</b>	“Gesture And Body Language”	62
<b>Passage 27</b>	“Drugs in Sport”	64
<b>Passage 28</b>	“A Short History of Hair”	66
<b>Passage 29</b>	“Breathtaking Ecuador”	68
<b>Passage 30</b>	“Package Holidays”	70
<b>Passage 31</b>	“The Face That Fits The Crime”	72
<b>Passage 32</b>	“Tips For Non-Sleepers”	74
<b>Passage 33</b>	“Missing Pupils”	76
<b>Passage 34</b>	“Every Picture Tells A Story”	78
<b>Passage 35</b>	“Helpful Signals”	82
<b>Passage 36</b>	“Why I Became A Schoolboy Cheat”	84
<b>Passage 37</b>	“A Question of Values”	86
<b>Passage 38</b>	“Excuses, Excuses”	88
<b>Passage 39</b>	“Fakes or What”	92
<b>Passage 40</b>	“Love Thy Neighbor”	94
<b>Passage 41</b>	“Write On”	96
<b>Passage 42</b>	“What’s In A Film Poster?”	98
<b>Passage 43</b>	“English Around The World”	102
<b>Passage 44</b>	“A Risky Business”	104
<b>Passage 45</b>	“The House That Thinks For Itself”	106
<b>Passage 46</b>	“A Life In The Day Of...”	108
<b>Passage 47</b>	“The Library Visit”	112
<b>Passage 48</b>	“Some Teenagers Do Have Them!”	114
<b>Passage 49</b>	“The Maligned Wolf”	116
<b>Passage 50</b>	“Reading For Pleasure”	118

#### 4.1.2 Results of the Coursebooks

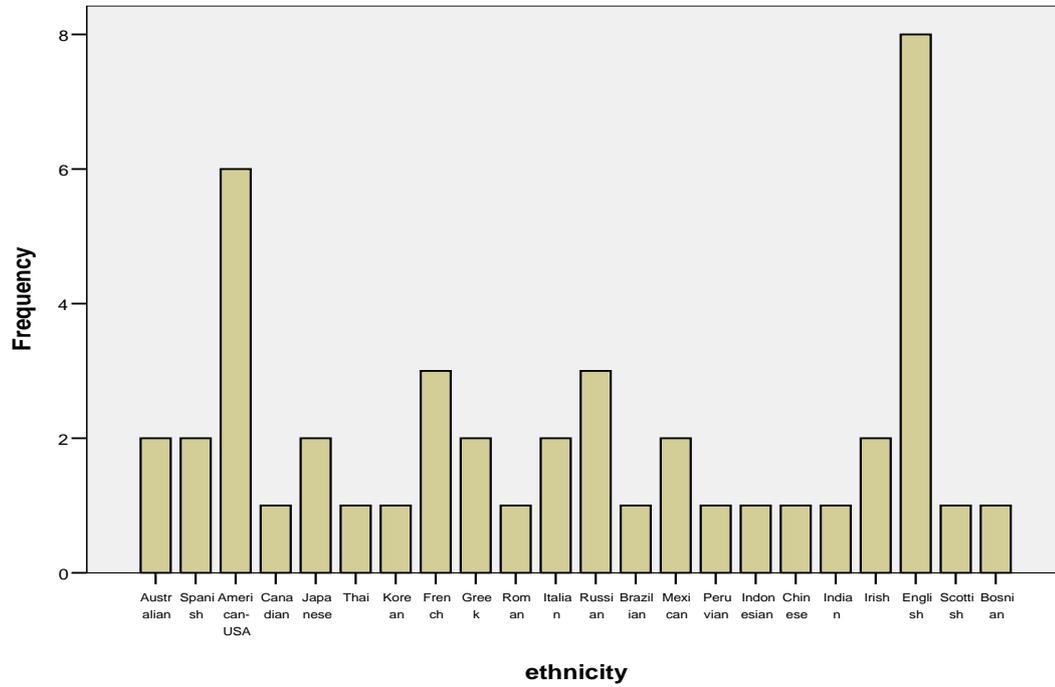
As stressed before, the purpose of this study was to find out how “ethnicity”, “gender”, and “disability” were portrayed and represented in the reading passages and the accompanying pictures of ten extensively used coursebooks. All the reading sections of each coursebook were analyzed and the results were listed in this section for each book. The results for these three variables (ethnicity, gender, and disability) were represented separately in tables and figures. Book by book results can be seen below:

##### 4.1.2.1 Results of “The New Headway”

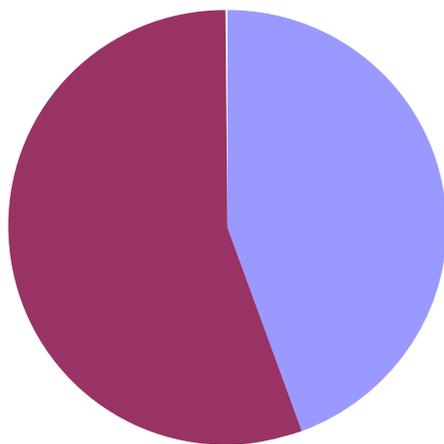
###### 4.1.2.1.1 Ethnicity:

**Table 12. Distribution of Different Nationalities**

Nationality	Frequency	Percent
Australian	2	4,4
Spanish	2	4,4
American-USA	6	13,3
Canadian	1	2,2
Japanese	2	4,4
Thai	1	2,2
Korean	1	2,2
French	3	6,7
Greek	2	4,4
Roman	1	2,2
Italian	2	4,4
Russian	3	6,7
Brazilian	1	2,2
Mexican	2	4,4
Peruvian	1	2,2
Indonesian	1	2,2
Chinese	1	2,2
Indian	1	2,2
Irish	2	4,4
English	8	17,8
Scottish	1	2,2
Bosnian	1	2,2
Total	45	100,0



**Figure 3. Distribution of Different Nationalities.**



	<b>f</b>	<b>%</b>
Native	20	44,4
Non-native	25	55,6
Total	45	100,0

**Figure 4. Proportion of Native and Non-Native Speakers of English.**

The data in Figure 4 demonstrate that 44.4% of the people are native speakers of English. Although the book is an international one and claims to have a more global feel than before, the percentage of non-native speakers of English is only 55.6 which is not even a reasonable representative of the real percentage of the non-natives: about 95%. Figure 3, a descriptive presentation of different countries stated in the reading passages of the book, indicates the related frequency and percentages. People of different countries appear, although in some cases they are simply represented in the visuals and do not have much of a role in the texts. For instance, one of the pictures of the first passage shows an Asian/Far-Eastern girl and a black boy, but they are not mentioned in the text itself as shown below:

**READING AND SPEAKING**  
Wonders of the modern world

1 Match each topic in A with two items in B.

A	B
International travel	solar system
Medical science	airlines
The Internet	competition
Agriculture	online
Space travel	corn
The Olympic Games	health care
	drug abuse
	penicillin
	fame
	galaxies
	abroad
	website

2 Read the text about the wonders of the world. Write a topic from A in the paragraph headings 1-6.

3 Answer the questions.

- 1 What has changed because of the Internet? What will happen with the Internet?
- 2 What has happened in space exploration since 1969?
- 3 What is the most noticeable result of better health care?
- 4  $X$  = the number of people who travelled abroad in the nineteenth century. What does  $X$  also equal?
- 5 What are the good and bad things about the Olympics?
- 6 What point was Jonathan Swift making about farmers and politicians?
- 7 'We are still here!' Why is this a wonder?
- 8 What do these numbers refer to?

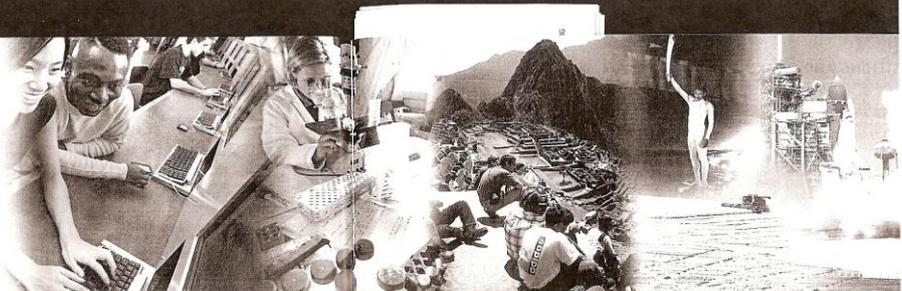
100 million	a few hundred	1969
millions of people	42	four
	1709	50

**Talking about you**

4 In groups, discuss one of these questions.

- What are your favourite websites?
- When did you last travel by plane? Where were you going?
- Are there any stories about health care in the news at the moment?
- What sporting events are taking place now or in the near future?

10 Unit 1 • It's a wonderful world



**WONDERS OF THE MODERN WORLD** by Ann Halliday

**I don't believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings, such as the Pyramids in Egypt, or other architectural structures. Over the past 100 years, we have seen amazing technological and scientific achievements. These are surely our modern wonders.**

**1**  
It is everywhere. More than half a billion people use it, and the number of people who are online increases by 100 million every year. In 1994 there were only a few hundred web pages. Today there are billions. It has revolutionized the way we live and work. But we are still in the early days. Soon there will be more and more interactivity between the user and the website, and we will be able to give instructions using speech.

**2**  
In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: 'That's one small step for a man, one giant leap for mankind'. Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the sun. One day, a space observatory will study how the first stars and galaxies began. So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?

**3**  
Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

**4**  
We are a world on the move. Airlines carry more than 1.5 billion people to their destinations every year. It is estimated that, at any one time these days, there are as many people travelling in aeroplanes as the total number of people who travelled abroad in the whole of the nineteenth century (that I have no idea how they worked this out!).

**5**  
It is true that they are now commercialized, and there is greed and drug abuse. However, it is a competition in which almost every country in the world takes part. Every four years, for a brief moment, we see the world come together in peace and friendship. We feel hope again for the future of mankind.

**6**  
In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before, serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1790, whole villages in France died of hunger. Now in Europe, we can't eat all the food we produce. If only politicians could find a way to share it with those parts of the world where there is famine.

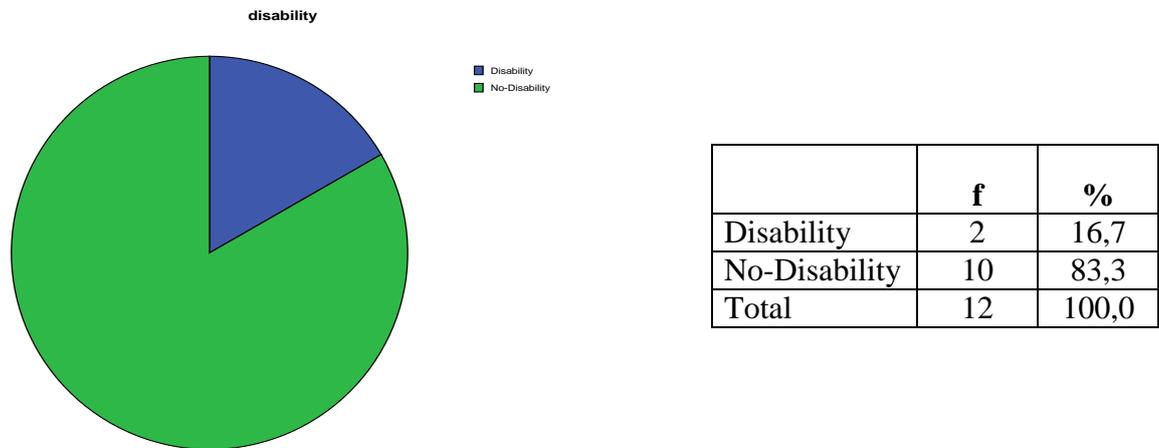
**7 We are still here!**  
The last wonder of the modern world is simply that we are still here. We have had nuclear weapons for over 50 years that could destroy the world, but we haven't used them to do it. This is surely the greatest wonder of all.

Unit 1

From *The New Headway* (Oxford University Press 2003)

It is evident that that English, who are one of the native speakers of English, have the biggest proportion with a percentage of 17.8. This nationality is followed by Americans, with a percentage of 13.3. However, people of other European countries or Far-Eastern countries rarely appear in the passages. In fact, most of them only appear in the fourth reading passage which is about good manners around the world and which inevitably mentions about rather more varied ethnic and national representation.

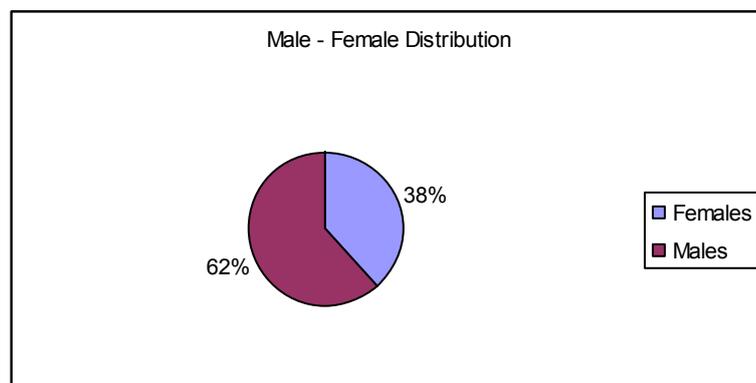
#### 4.1.2.1.2 Disability:



**Figure 5. Proportion of the Disabled Mentioned in the Book.**

As shown in Figure 5, disability gets very little place at all. Disabled people are mentioned only in two passages out of twelve. In fact, there is no passage on a specific type of disability or the problems and success stories of the disabled. The second passage “The Clown Doctor” and the third passage on famous artists simply give the names of the disabilities by referring to a very sick little girl and an artist in one or two sentences. There is nothing more than that although the issue of disability have a high profile in UK.

#### 4.1.2.1.3 Gender:



**Figure 6. Proportion of Females and Males**

As for the characters depicted in the coursebook; females are not numerically represented equally with males as shown in Figure 6. That is, there are 45 males and only 28 females in total in the reading passages.

**Table 13. Distribution of Different Roles Attributed to Males**

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	7	29,1
Education (Learners)	1	4,2
Sports	2	8,3
Science and Technology	2	8,3
Health	2	8,3
Teaching and Research	1	4,2
Household and Parental	2	8,3
Business	3	12,5
Administrative	1	4,2
Skilled Trades	1	4,2
Elementary Trades	1	4,2
Leisure and Travel	1	4,2
Total	24	100,0

**Table 14. Distribution of Different Roles Attributed to Females.**

<b>Roles</b>	<b>f</b>	<b>%</b>
Learners	2	14,3
Sports	2	14,3
Health	4	28,6
Household and Parental	3	21,4
Business	1	7,1
Administrative	1	7,1
Legal	1	7,1
Total	14	100,0

In terms of gender role, the picture is more mixed. The book seems to be male focused, depicting men in action roles, in control of the situation, and women in subordinate roles. When compared to women; men are mostly shown as artists, businessmen or scientists. In some texts they are genius painters, writers who lead very successful lives; in others they are enterprising people who try out new, unusual things such as “sort of” Hollywood movie star Dennis Woodruff and the owner of the first pizzeria in the USA: Gennaro Lombardi or they are famous actors leading successful careers. Men are not associated with any child rearing, or housework. Women are mostly portrayed as

housewives, parents or learners. In one passage on family relationships, women are shown as miserable people whose lives are controlled by their fathers. And in others, women are only represented in the visuals and do not mentioned in the passages. However, it should be added in fairness that some units portray both women and men as successful sportswomen and sportsmen. For instance, the seventh passage is about a trapeze artist named Linda Spelman who travels throughout Canada, Europe and East Asia. Also, as for “Health” some of the passages depict women as ambitious and idealist doctors, vets and laboratory assisstans. As the results suggest, both numerically as well as qualitatively, although unintended by the writers, there is an occasional negative stereotyping for women. Nevertheless, some passages project a positive image for women with which female students can identify.

In conclusion; the results presented in the tables and figures show that, although people of different countries appear in the passages and accompanying pictures, the proportion of non-native speakers of English is still not an actual representative of real figures. When it comes to disability, the disabled and their roles and problems in the society unfortunately get very little or no place in the passages. With regards to gender; as all the evidence suggest, females are not numerically represented equally when compared to males. What is more, the book seems to be male focused. That is to say, in general, males are depicted in action roles, in control of the situation while women are mostly represented in subordinate roles.

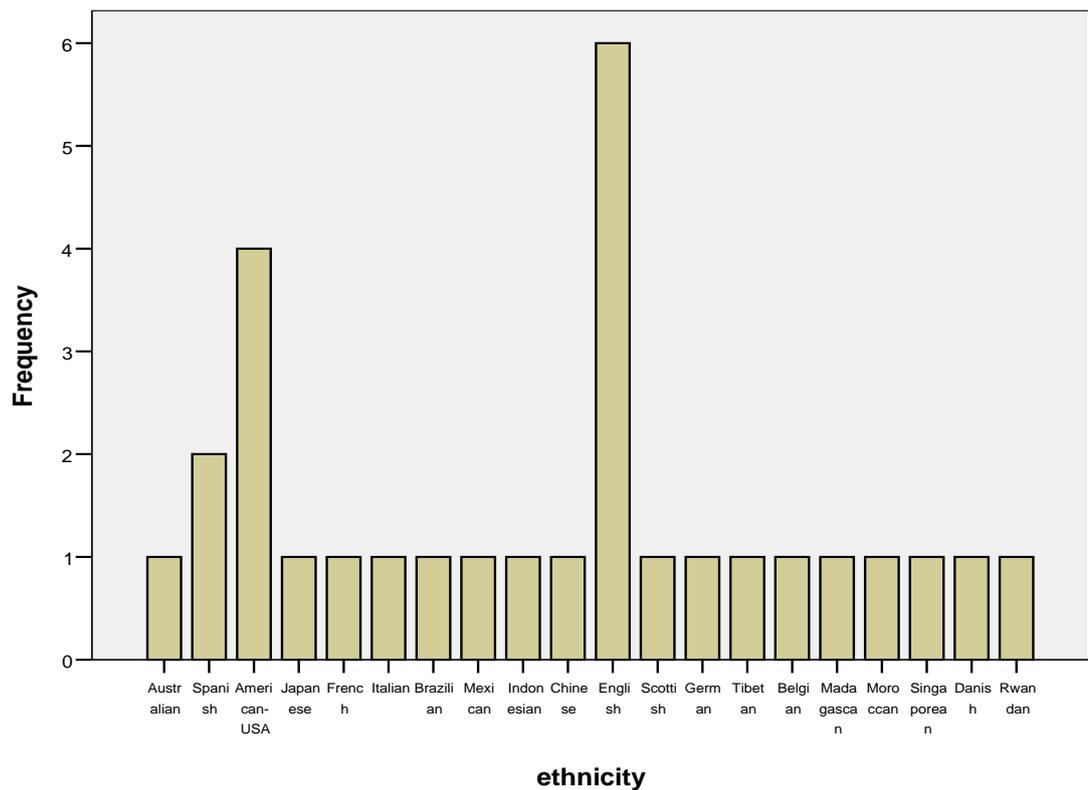
#### **4.1.2.2 Results of “Enterprise 4”**

##### **4.1.2.2.1 Ethnicity:**

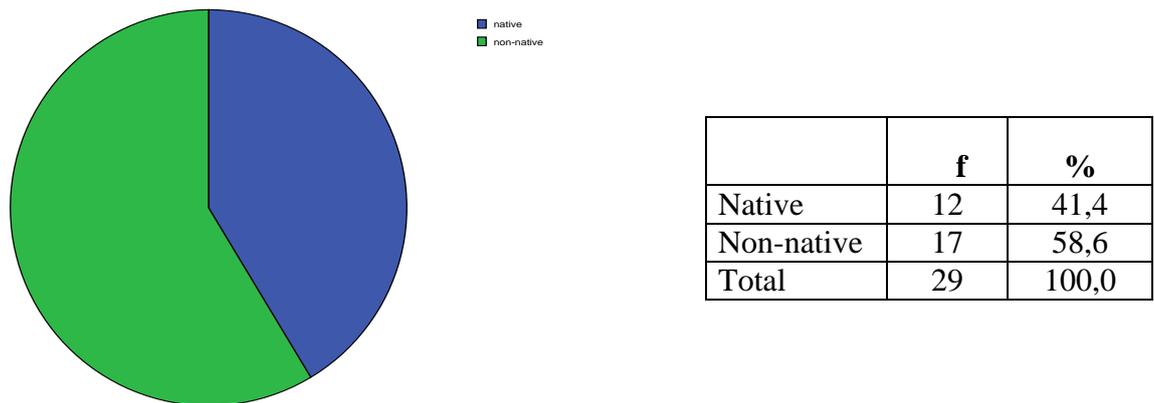
**Table 15. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Australian	1	3,4
Spanish	2	6,9
American-USA	4	13,8
Japanese	1	3,4
French	1	3,4
Italian	1	3,4
Brazilian	1	3,4
Mexican	1	3,4

Indonesian	1	3,4
Chinese	1	3,4
English	6	20,7
Scottish	1	3,4
German	1	3,4
Tibetan	1	3,4
Belgian	1	3,4
Madagascan	1	3,4
Moroccan	1	3,4
Singaporean	1	3,4
Danish	1	3,4
Rwandan	1	3,4
Total	29	100,0



**Figure 7. Distribution of Different Nationalities**



**Figure 8. Proportion of Native and Non-Native Speakers of English**

The data in Figure 8 clearly show that 41.4% of the people are native speakers of English. However, the percentage of non-native speakers of English is only 58.6% which is again not a reasonable representative of the real percentage of the non-natives: which is about 95%. The related frequencies and percentages of different countries can be seen in Figure 7. People of different countries appear and most of them have a role in the reading passages, in other words, they are not simply represented just in the pictures. There are twenty different countries in total. In the light of the above frequencies, it is indicated that English have the biggest proportion with a percentage of 20.7. It is followed by Americans, with a percentage of 13.8. People of other European countries or Far-Eastern countries rarely appear in the passages. However, a comparison between “The New Headway” and “Enterprise 4” reveals that unlike the former one, some African and Asian people do appear in this book. A reading passage on festivals and celebrations around the world, which is shown below, includes most of the countries stated in Figure 7.

Unit 5
Festivals / Celebrations

### Lead-in

- Look at the pictures. Do any of these events look familiar to you? What words come to your mind related to these pictures?
- What do you think happens at each event?
- What festivals or special occasions are celebrated in your country?

Read the sentences, then listen to the tape and fill in the missing information.

A The Rio Carnival takes place before the \_\_\_\_\_ of Lent.  
 B Oktoberfest begins in \_\_\_\_\_.  
 C The Fallas Fiesta is a(n) \_\_\_\_\_ event celebrating the end of winter.  
 D The Tibetan Butter Lamp Festival demonstrates the idea that not even the most beautiful things \_\_\_\_\_ for ever.  
 E The Dragon Boat Festival honours the memory of a politician and \_\_\_\_\_ Qu Xuan.

### Reading

You are going to read some information about some festivals. For questions 1 - 15, choose from the festivals (A-E). Some of the festivals may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

**Which festival(s)**

marks the death of a particular person?	<input type="checkbox"/> 01 E	makes unusual use of a food?	<input type="checkbox"/> 09
gives people a large variety to choose from?	<input type="checkbox"/> 11	now takes place in a building?	<input type="checkbox"/> 10
are meant to remind people of something?	<input type="checkbox"/> 02	marks the beginning of a season?	<input type="checkbox"/> 12
is based on a religious belief?	<input type="checkbox"/> 04	marks the beginning of a religious period?	<input type="checkbox"/> 12
takes place in autumn?	<input type="checkbox"/> 05	probably dates back longer than was previously thought?	<input type="checkbox"/> 07
involve a competition?	<input type="checkbox"/> 03	involve dressing up in special costumes?	<input type="checkbox"/> 08
	<input type="checkbox"/> 06		<input type="checkbox"/> 13

## The Festive Year

#### The Rio Carnival In Brazil A

This festival is by far the largest in the world. Hundreds of thousands of visitors come every year for the celebrations before the start of Lent, (a lasting period of forty days before Easter). The carnival takes place in the Sambadrome, a huge new stadium. There, samba schools compete with each other for the best costumes and dancing. They spend a lot of time and money on carnival preparations, making fantastic costumes, masks, decorations, mobile floats and toppling the samba. In the past, the carnival procession was held in the streets of Rio, where beautifully clothed people threw streamers and confetti and danced for four days. Nowadays, the world's biggest street party has become a pleasure only for those who can afford the entrance fee.

#### Oktoberfest B

Foreign beer-lovers might think that the Germans are unimaginative when it comes to beer because, good as it is, it all seems to taste very similar. There are, however, many regional and seasonal differences, particularly in Bavaria and Munich. Oktoberfest, the world's largest beer festival, actually begins in September and, to mark the occasion, each of Munich's many breweries makes a special beer. Because of this, an astonishing variety of different types and strengths of beer are available at this festival.

#### The Fallas Festival C

The most spectacular of Spain's thousands of festivals must be Valencia's Fallas Fiesta, a two-day event celebrating the end of winter. The Fallas Fiesta and street party start at noon on St. Joseph's Day, 19th March, with a deafening explosion of fireworks. Then there are contests for the best paella - a traditional Valencian rice dish.

#### The Tibetan Butter Lamp Festival D

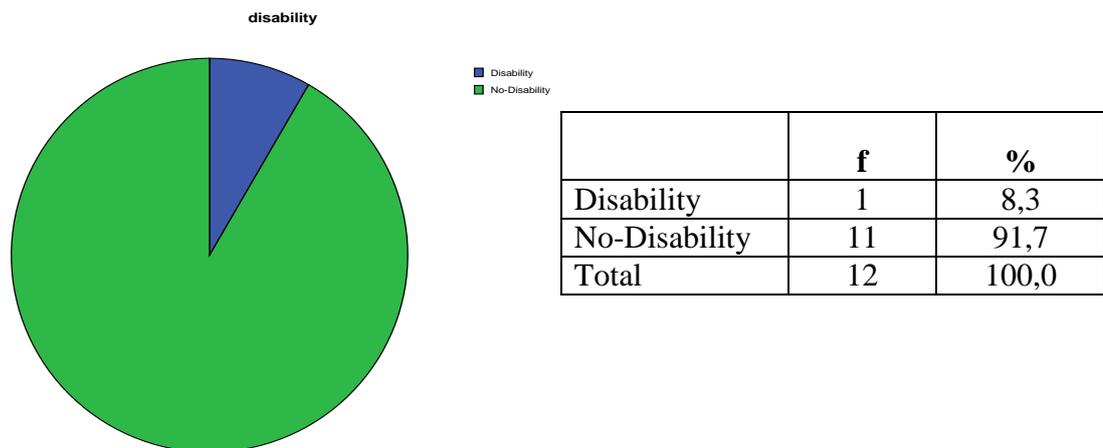
Buddhists believe that nothing is permanent, and on the 9th of March they celebrate this belief. Long before the festival begins, monks make their preparations by mixing brightly-coloured dyes into huge quantities of iced butter. It takes them several months to carve the frozen butter into highly decorated statues, some of them as much as 8 metres high. On the day of the festival itself, the sculptures - supported by wooden frames - are carried through the streets and greeted with cheers from the excited crowds. Afterwards, the figures are thrown into a river by the monks who make them to demonstrate the idea that not even the most beautiful things last forever.

#### The Dragon Boat Festival E

In China, towards the end of June, people celebrate a holiday known as the Dragon Boat Festival. The festival is held to honour the memory of Qu Xuan, a politician and poet who, in the year 278 B.C., is said to have committed suicide by jumping into a river. It is said that local people threw rice dumplings into the water to save Xuan's soul from the evil spirits in the river. Nowadays, boat races are held every year to remind people of the cakes and crews row large dragon-shaped boats. Some researchers, however, say that dragon boats existed long before the death of Qu Xuan, and the modern festival is a combination of several old traditions.

From Enterprise 4, Evans & Dooley (Express Publishing 1997)

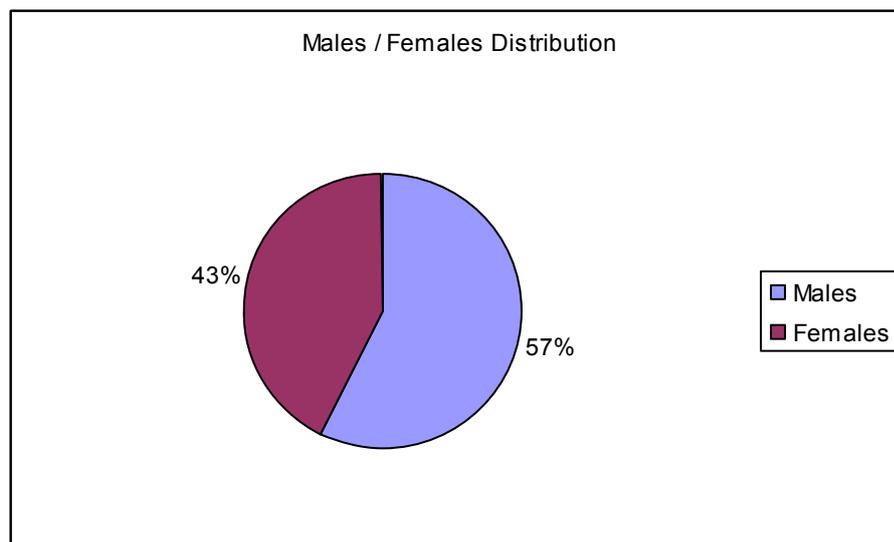
**4.1.2.2.2 Disability:**



**Figure 9. Proportion of the Disabled Mentioned in the Book.**

It is evident from Figure 9 that, the reading passages deal with disability very little. Disabled people are mentioned only in one passage out of twelve. To put it another way, there is again no passage on a specific type of disability or the problems and success stories of the disabled. The fourth passage on disasters and accidents simply mentions about a young girl who experiences emotional disturbance due to the immense effects of the earthquake in Los Angeles, and her fears.

#### **4.1.2.2.3 Gender:**



**Figure 10. Proportion of Females and Males**

Figure 10 indicates the frequency of characters depicted in the coursebook by sex. Females are not numerically represented equally with males as shown in Figure 10. That is, there are 55 males (57%) and only 41 females (43%) in total in the reading passages.

#### **Male Roles**

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	1	4,2
Learners	1	4,2
Sports	3	12,5
Science and Technology	2	8,3
Health	2	8,3
Teaching and Research	1	4,2
Managers	2	8,3
Protective Service	2	8,3

Finance	1	4,2
Politics	1	4,2
Crime	2	8,3
Retired	1	4,2
Elementary Service	2	8,3
Leisure and Travel	2	8,3
Drivers	1	4,2
Total	24	100,0

**Table 16. Distribution of Different Roles Attributed to Males**

**Female Roles**

<b>Roles</b>	<b>f</b>	<b>%</b>
Learners	1	9,1
Sports	2	18,2
Health	2	18,2
Teaching and Research	2	18,2
Caring Personal Service	1	9,1
Elementary Service	2	18,2
Leisure and Travel	1	9,1
Total	11	100,0

**Table 17. Distribution of Different Roles Attributed to Females**

In terms of gender role, there is quite equality between male and female roles. Both men and women are mostly shown as successful sportsmen and sportswomen, educationists, medical workers etc. They both are never associated with any child rearing, or housework. In this book women are mostly portrayed as risk takers, leaders, happy wives or girlfriends. In one passage on bullfighters, a woman bullfighter named Christina Sanchez and her success story is portrayed in detail:

Unit 1 People & Jobs

Living by the Sword

Unit 1 People & Jobs

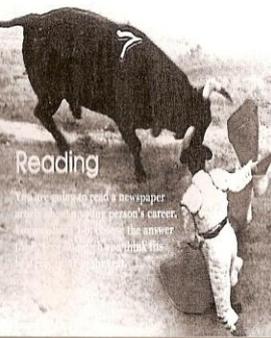


Lead-in

- What jobs are shown in the pictures? Which of these jobs are dangerous? Which of these jobs do you need to be well-qualified to do?
- Do you think there are jobs that should be done only by men? Why? Why not?
- What qualities do you need to be a bullfighter?

Read the following summary of the text, then listen to the tape and fill in the gaps.

Cristina Sanchez went to a bullfighting school in Madrid. Then she trained with 1) ..... Sanchez is very popular with the 2) ..... Sanchez is elegant and moves more like a 3) ..... than an athlete. Bullfighting is a tough world for a 4) ..... Although Spanish women won the right to fight bulls with men in 5) ..... some men still refuse to fight in the same ring as them. Sanchez's family lives in 6) ..... She has a tough fitness routine – running, working out in the 7) ..... and practising with her father. Cristina doesn't drink, 8) ..... or socialise but she travels a lot in order to fight. She has been injured in the leg and the 9) ..... but this hasn't kept her away from the ring. Her manager, Simon Casas, says she has a 10) ..... mentality.



Reading

Use the information to read a newspaper article about a person's career. Write the answer in the gaps.

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents realised that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.

Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After brilliant performances in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become a matador de toros. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very feminine and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father warned her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a tough world for a woman," says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right to fight bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuse to fight in the same ring as her.

Sanchez lives with her family in Parla, south of Madrid. Her family is everything to her and is the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting she has a tough fitness routine – running, working out in the gym and practising with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me – love does not arrive because you look for it."

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice lightly in the leg and once seriously in the stomach. After she has been wounded, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez is managed by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

- 1 When Sanchez told her parents that she wanted to be a bullfighter they
  - A felt a little pleased.
  - B thought she was too young.
  - C thought she had a good sense of humour.
  - D were initially opposed to the idea.
- 2 Sanchez thinks that
  - A living in today's world is difficult for a woman.
  - B bullfighting is a difficult career for women.
  - C it is almost impossible to succeed as a female bullfighter.
  - D women have to demonstrate their skills as much as male bullfighters do.
- 3 Sanchez's mother
  - A is everything to the family.
  - B prefers to watch her daughter on TV.
  - C supports her more than the rest of her family.
  - D would prefer Cristina to leave the ring.
- 4 What does "it" in line 37 refer to?
  - A the fitness routine
  - B not socialising
  - C giving up
  - D smoking
- 5 Sanchez doesn't socialise often because
  - A she doesn't like cigarettes and alcohol.
  - B her work takes up most of her time.
  - C she is worried about meeting people.
  - D it's too difficult to look for friends.
- 6 What does Sanchez think about after being injured?
  - A her next chance to fight bulls
  - B her abilities
  - C her development
  - D her skills

From *Enterprise 4*, Evans & Dooley (Express Publishing 1997)

Also, in a picture about education, a consultant named Alyce Miller talks and all the women and men around the table listen to her carefully, as can be seen from the passage below.

## Unit 10 Education

Unit 10 Education



## Lead-in

- Look at the pictures. What do you think the people in the pictures might be studying?
- What are your favourite subjects?
- Are any of the students in the pictures wearing uniforms? Are the groups mixed or single-sex? Do you think schools were like this fifty years ago?
- How has technology helped to improve the educational system?
- Do you prefer to study alone or with other people? Why?



Read the following summary, then listen to the tape and fill in the gaps.

The idea remains that students are 1) ..... containers which a teacher fills with knowledge. However, this approach no longer works. The teacher's role is no longer simply to feed information to students. Facts are available in 2) ..... on CD ROMS and on the 3) ..... What students need are the 4) ..... to find this information. Cooperative learning encourages 5) ..... tolerance and helpfulness towards others. Students work in pairs, in threes and in 6) ..... of four. The teacher is the 7) ..... not the master. Brett Melville, a pupil, says: "In our class, we have time to discuss issues and 8) ..... in detail." Lynne Gedye, a teacher, says: "The children's response was 9) ..... Cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is 10) ..... and effective.



## Reading

You are going to read a text about a new teaching method. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

## Cooperative Kids

The concept of cooperative learning is alien to all of us who were taught the traditional way, but it offers our children the adventure of finding their own answers. *DI Lilford reports.*

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to carry on teaching without pause. The idea remains that students are empty containers which the teacher fills with knowledge, and that all students have to do is listen and write.

Education consultant Alyce Miller says: "This approach does not work in today's changing world. We are not teaching creative problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. She goes on to say that the teacher's role is no longer to feed students with information. "The facts are available in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think creatively in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and helpfulness towards others.

In cooperative learning classes, the traditional classroom physical layout is abandoned. Pupils learn to work first in pairs, then in threes, and finally in teams of four. Students are required to participate actively in discussing and shaping their own knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect assumption that many people make about cooperative

learning is that it is merely group work. It is much, much more. With this technique, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same material as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail."

One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was tearing my hair out, wondering what to do, but I need not have worried. The children's response was amazing."

All in all, it seems that cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is both more fun and more effective for pupils and teachers alike.

- A Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to share ideas.
- B The strong ones coached the weak ones endlessly so that they could participate in the question time too.
- C However, she believes that this method is not suitable for all pupils.
- D Teaching methods have hardly changed in one hundred years.
- E She says that good relationships are the key to effective learning.
- F Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.
- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

From *Enterprise 4*, Evans & Dooley (Express Publishing 1997)

As for men, it is sad to notice that several young men are associated with crime in unit seven with which male students may identify. However, it is good to see that several passages are attributed to successful male scientists, sportsmen, and educationists. As the results suggest, although there is numerical inequality between males and females it is nice to see that they are quite equal qualitatively.

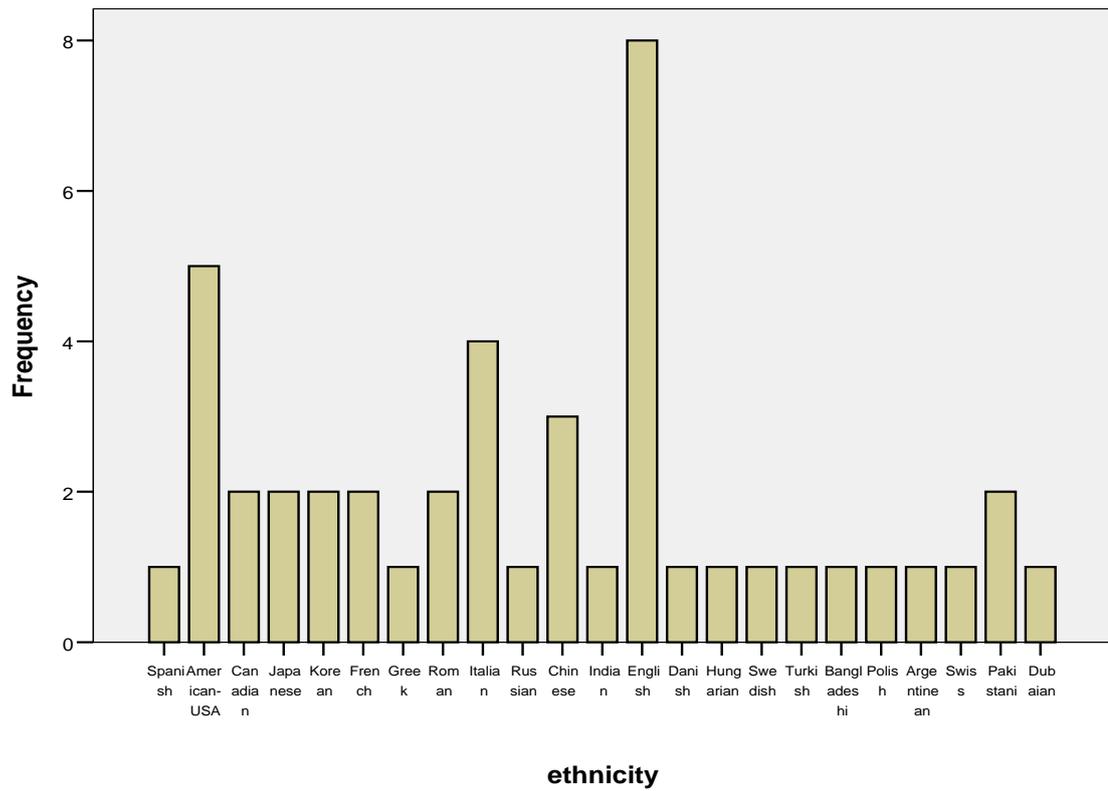
Finally; the results show that, it is nice to see that several people from various countries appear in the passages and accompanying pictures, yet the proportion of non-native speakers of English is still not an actual representative of real figures. With regards to disability, the disabled appear only in a single passage, and their roles, problems unfortunately get no place in the given passage. As for gender; despite the numerical inequality, there is a qualitative equality between males and females in terms of gender roles. That is, the book does not tend to be male focused.

### 4.1.2.3 Results of “Cutting Edge”

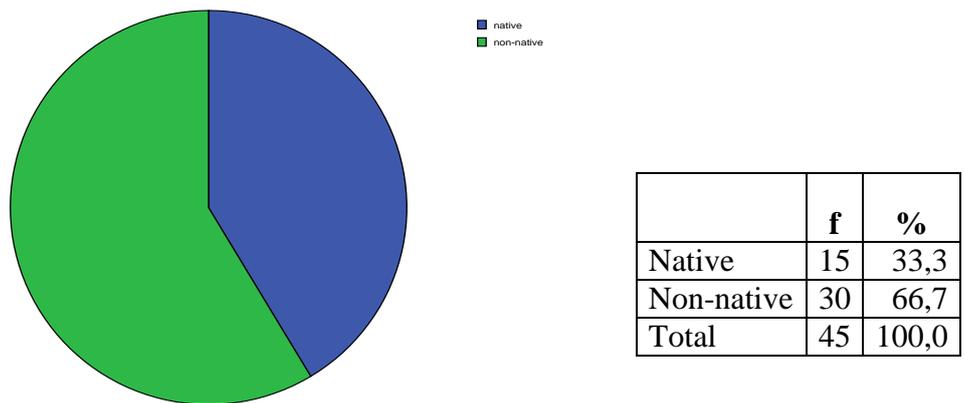
#### 4.1.2.3.1 Ethnicity:

**Table 18. Distribution of Different Nationalities**

Nationality	f	%
Spanish	1	2,2
American-USA	5	11,1
Canadian	2	4,4
Japanese	2	4,4
Korean	2	4,4
French	2	4,4
Greek	1	2,2
Roman	2	4,4
Italian	4	8,9
Russian	1	2,2
Chinese	3	6,7
Indian	1	2,2
English	8	17,8
Danish	1	2,2
Hungarian	1	2,2
Swedish	1	2,2
Turkish	1	2,2
Bangladeshi	1	2,2
Polish	1	2,2
Argentinean	1	2,2
Swiss	1	2,2
Pakistani	2	4,4
Dubaiian	1	2,2
Total	45	100,0



**Figure 11. Distribution of Different Nationalities**



**Figure 12. Proportion of Native and Non-Native Speakers of English**

As shown in Figure 12, 33.3% of the people analyzed are native speakers of English, but, the percentage of non-native speakers of English is only 66.7%. The related

frequencies and percentages of different countries can be seen in Figure 11. People of different countries appear and the English and the American still have the largest proportion among the other countries. However, it is nice to see that this time the picture is more colorful. That is, besides frequently mentioned European countries we can easily notice some other countries such as Turkey. Also the book includes the people of Arabian and various Far-Eastern countries. Almost all of the people in the book are represented both in pictures and the texts. Just like the case in the previous books, nearly most of the people of different countries are represented in the passages either on social matters around the world:

## module 7

### Social matters

Part A Language

Polite requests  
will (instant decisions and responses)  
Speaking and reading: *Going out around the world*  
Vocabulary: social occasions  
Wordspot: go

#### Speaking and reading

Young people all over the world were given the questionnaire opposite about going out. Read the questionnaire quickly. What general topics did it ask about?

Look at the words and phrases in bold in the box below and mark them:  
✓ if you already know them.  
✓ if you can guess the meaning from the context.  
✗ if you need to check the meaning with your teacher or in your mini-dictionary.

popular (question 1)  
to treat people equally (question 2)  
to be acceptable (question 4)  
to go out on a date (question 4)  
to share the bill (question 4)  
a custom (question 5)  
an attitude (question 5)



### Going out around the world

- Where people go  
List the five most popular activities people do when they go out in the evening. Are there differences between age groups?
- Late or early?  
a) At what time do the following things usually happen in your country?  
• meeting your friends for an evening out   
• bars and pubs closing   
• night clubs closing   
b) What time would parents usually expect their 16-year-old sons or daughters to come home at night?  
• before 9pm  • between 11 and 12pm   
• between 9 and 10pm  • after midnight   
Do parents treat sons and daughters equally in this respect?  
c) Which of the following statements do you agree with?  
• People expect you to arrive on time   
• It's rude to be more than about twenty minutes late - people will get annoyed if you make a habit of it   
• Most people expect you to arrive at least half an hour late for arrangements
- Tastes  
Do you agree (✓) or disagree (✗) with the following statements?  
a) American / International films are more popular than films made in my country   
b) In nightclubs and bars, American / international music is more popular than music from my country   
c) American / International food like hamburgers and pizzas are more popular than traditional food from my country
- What's acceptable and what's not acceptable?  
Do you agree (✓) or disagree (✗) with the following statements?  
a) Most young men and women smoke and drink alcohol   
b) It is not very common for groups of women to go out on their own   
c) When a couple go out on a date, they normally share the bill
- Different generations and regions  
a) Look back at the questions above. Were these customs and attitudes the same or different when your parents were young and your grandparents?  
b) Are these social habits the same all over your country or do they vary according to region?

Part A Language

A night out in Tokyo is much the same as a night out in Milan these days, according to a survey about socialising, conducted amongst 15 to 34-year-olds around the world. Whether you live in Korea or Canada, Italy or Ireland, a typical night out is spent eating burgers, seeing American films or listening to English-language music in clubs and bars. Individual differences do survive - the ballet is still particularly popular amongst Russians, while more Japanese favour an evening of Karaoke - but American culture is everywhere.

Differences in the social behaviour of the two sexes are also disappearing. The majority of respondents world-wide felt that it was 'perfectly normal' for groups of young women to go out alone, that it was 'equally acceptable' for young women to smoke and drink, and that a couple should split the bill when they go out together. For most young people these were the biggest differences between their own generation and their parents'.

Interestingly, however, the vast majority of the young people interviewed said that parents are still stricter with daughters than sons about where they go and who they go with. Overall, only 10 per cent thought that parents treat their sons and daughters equally, and almost no one thought parents were stricter with their sons! In most countries, it was also agreed that such rules tend to be stricter outside the big cities.

Important national differences did appear, however, when it came to time-keeping. In the Far East and in Eastern Europe a night out starts - and finishes - much earlier: there seven o'clock was the average time given for meeting up with friends. For many Southern Europeans and South Americans, on the other hand, an evening out doesn't even start until ten or eleven o'clock, by which time many of their Korean and Japanese counterparts are safely home in bed!

Parents' rules reflect this. Most Japanese parents expect their teenagers home by ten o'clock or even earlier, whereas in Europe it is more likely to be eleven or twelve o'clock. The most surprising findings here come from Argentina; however, where it is apparently quite normal for 15 and 16-year-olds to stay out all night. But then perhaps this is because their parents have less to worry about - 80 per cent of Argentine youngsters claimed that they rarely or never drink alcohol!

Discuss the questionnaire in groups, comparing and explaining your answers.

The article above describes the findings of the questionnaire. Read it and:

- underline any findings similar to those of your class.
- circle any findings different from those in your class.
- write (!) next to anything you found surprising about customs in other countries.

Discuss the following questions in groups.

- Is the influence of American culture increasing in your country? Does this worry you?
- Should parents have strict rules about where their teenage sons and daughters go? Do you think that sons and daughters should be treated the same?

From *Cutting Edge*, Cunningham & Moor (Longman 1999)

Or on successful inventors, as shown below:

Reading

1 You are going to read an article about important inventions. Discuss the following questions in groups.

- There is a connection between a picture on the left and a picture on the right. Can you guess what it is?

Did Caselli invent the telephone?

No, I think he invented the ...

- When do you think the things on the left were invented?

2 Read the article and see if you guessed correctly.

3 Answer the following questions in pairs.

- Did Caselli's 'fax machine' actually work?
- Who designed the first steam engine?
- Who built the first steam engine?
- Why does the story of the light bulb show that inventors need to be patient?
- Who invented the first telephone?
- What did the inventors of Velcro and of paper have in common?
- What was the purpose of the exhibition at the National Laboratory at Upton in 1958?
- Did Professor Higinbotham understand the potential of his 'computer game'?

4 Discuss the following questions in pairs.

- Which information in the article did you already know?
- Which information did you find most surprising?

# How to be a successful inventor

What do you need for an invention to be a success?

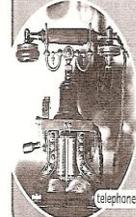
Well, good timing for a start. You can have a great idea which the public simply doesn't want ... yet. Take the Italian priest, Giovanni Caselli, who invented the first fax machine using an enormous pendulum in the 1860s. Despite the excellent quality of the reproductions, his invention quickly died a commercial death. It was not until the 1980s that the fax became an essential piece of equipment in every office ... too late for Signor Caselli.

Money also helps. The Frenchman Denis Papin (1647 - 1712) had the idea for a steam engine almost a hundred years before the better-remembered Scotsman James Watt was even born ... but he never had enough money to build one.

You also need to be patient (it took scientists nearly eighty years to develop a light bulb which actually worked) ... but not too patient. In the 1870s, Elisha Gray, a professional inventor from Chicago, developed plans for a telephone. Gray saw it as no more than a beautiful toy, however. When he finally sent details of his invention to the Patent Office on February 14th 1876, it was too late: almost identical designs had arrived just two hours earlier ... and the young man who sent them, Alexander Graham Bell, will always be remembered as the inventor of the telephone.

Of course what you really need is a great idea - but if you haven't got one, a walk in the country and a careful look at nature can help. The Swiss scientist, George de Mestral, had the idea for Velcro when he found his clothes covered in sticky seed pods after a walk in the country. During a similar walk in the French countryside some 250 years earlier, René-Antoine Ferchaut de Réaumur had the idea that paper could be made from wood when he found an abandoned wasps' nest.

You also need good commercial sense. Willy Higinbotham was a scientist doing nuclear research in the Brookhaven National Laboratory in Upton, USA. In 1958 the public were invited to the Laboratory to see their work but both parents and children were less interested in the complicated equipment and diagrams than in a tiny 42cm screen with a white dot which could be hit back and forth over a net, using a button and a knob. Soon



hundreds of people were ignoring the other exhibits to play the first ever computer game - made from a simple laboratory instrument called an 'oscilloscope'. Higinbotham, however, never made a cent from his invention: he thought people were only interested in the game because the other exhibits were so boring!

Vocabulary

Machines

1 [8.1] Listen to some conversations and decide which of the items in the box the speakers are talking about.

- answaphone CD player dishwasher home computer fax machine vacuum cleaner photocopier video recorder washing machine

2 a) Match a word / phrase from box A with one from box B. Listen again to check your answers.

A	B	A	B
press	flashes	plug	it
hold	that button	unplug	it on
a red light	the button down	switch	it in

A	B	A	B
pick up	the tone	put	the tape out
dial	the handset	the tape	a tape in
wait for	the number	get	gets stuck

b) Which of the words / phrases above could be used about:

- a cassette recorder?
- a telephone?
- a camera?

3 Think of a machine you often use and describe to a partner how it works. If you have it with you, show it to your partner as you are explaining.

Pronunciation

1 Notice the stress patterns in compound nouns:

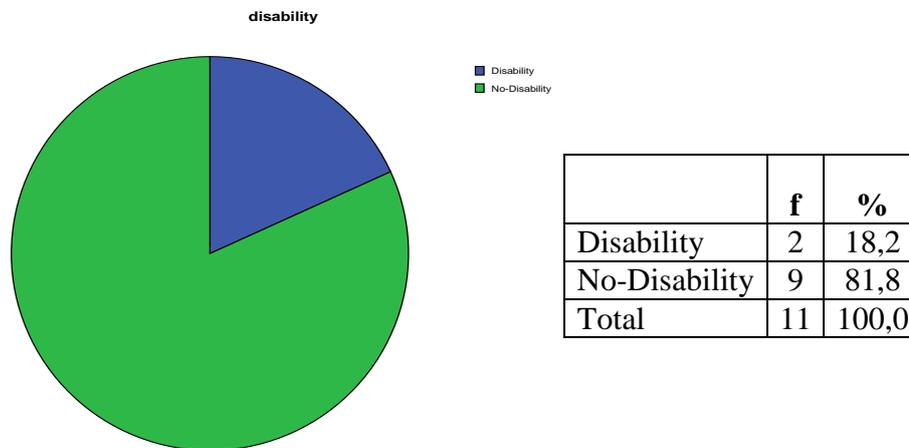
- NOUN + NOUN: phone message
- ADJECTIVE + NOUN: central heating

Where do you think the stress will be in the following words?

- mobile phone
- swimming pool
- dishwasher
- dark glasses
- video recorder
- dining room
- electric guitar
- electric cooker
- car radio
- washing machine

2 [8.2] Listen and check. Practise saying the words.

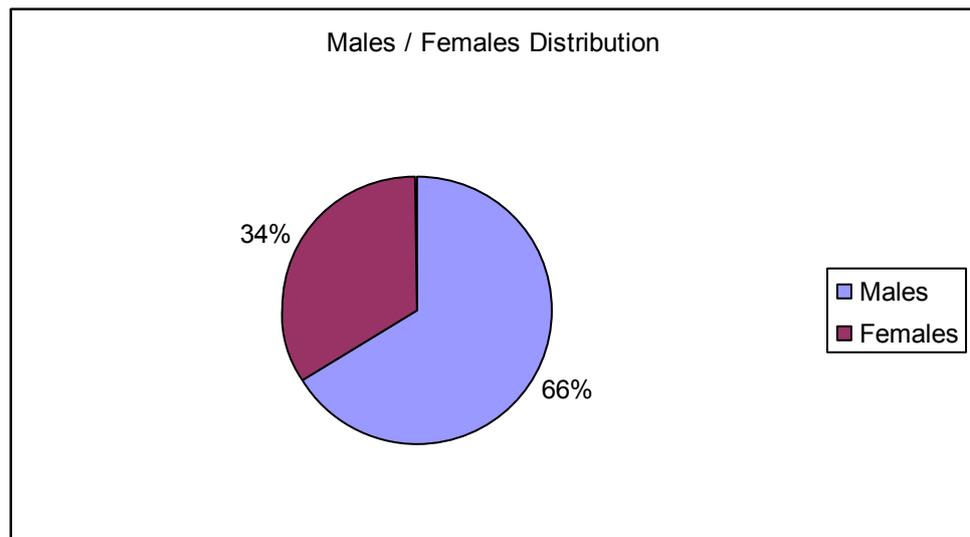
#### 4.1.2.3.2 Disability:



**Figure 13. Proportion of the Disabled Mentioned in the Book**

Figure 13 illustrates the proportion of the disabled in the book. According to the statistical information, the disabled are mentioned only in one passage out of ten. The related passage on “life stories” simply mentions about young twins who experience “emotional disturbance” just to show that twins are almost alike even when they are brought up differently. There is nothing more than that.

#### 4.1.2.3.3 Gender:



**Figure 14. Proportion of Females and Males**

When it comes to the characters depicted in the coursebook; it is apparent that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. The Figure 14 clearly shows that females are not numerically represented equally with males. There are 35 (66%) males and only 18 (34%) females in total in the reading passages.

#### Male Roles

<b>Roles</b>	<b>f</b>	<b>%</b>
Science and Technology	3	15,0
Health	1	5,0
Teaching and Research	1	5,0
Administrative	1	5,0
Managers	1	5,0
Protective Service	2	10,0
Crime	1	5,0
Elementary Service	4	20,0
Military	1	5,0
Child	2	10,0
Religion	3	15,0
Total	20	100,0

**Table 19. Distribution of Different Roles Attributed to Males**

#### Female Roles

<b>Roles</b>	<b>f</b>	<b>%</b>
Learners	1	16,7
Science and Technology	1	16,7
Teaching and Research	1	16,7
Household and Parental	1	16,7
Child	2	33,3
Total	6	100,0

**Table 20. Distribution of Different Roles Attributed to Females**

In Tables 19 and 20 we see the distribution of different roles by gender. The results show that, the book tends to be male focused both numerically and qualitatively. In other words, men are mostly portrayed as successful inventors, scientists, guards, workers, criminals and religious leaders. And numerically there are only 6 women whose professions are stated while the number is 20 for men. Furthermore, men are not

associated with any child rearing, or housework. Most of the women are portrayed as children/teenagers with a percentage of 33.3%, the rest of them are housewives, parents, learners, teachers and scientists. However the only female scientist appears in a passage named “The Lucky Generation” which makes predictions about life in 2050 by mentioning about a sample family, as shown below. The woman is doing research into genetic engineering. But, as the date suggests it is just imaginary! It is nothing more than pure prediction.

## module 9

### Society and the future

Part A Language

Making predictions (modal verbs and other phrases)  
Real and hypothetical possibilities with if  
Reading: *The Lucky Generation*  
Vocabulary and speaking: society and change  
Wordspot: *moke*

**Reading**

1 a) Predict one change that might happen in the following areas during the next fifty years. Look at the pictures to help you.

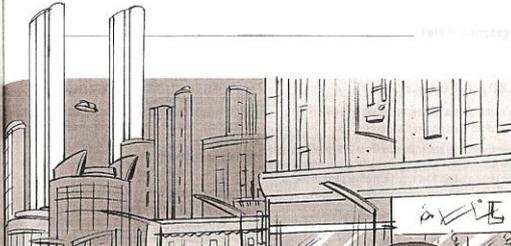
- space travel
- robots and computers
- work
- education
- life expectancy
- the media
- money
- family life

Personally, I think we'll ...

Who knows? Maybe we'll ...

b) Compare your answers in groups. Are your predictions about the future generally optimistic or pessimistic?

2 You are going to read a text which comes from a book about life in the year 2050. Read the text quickly and match the topics above with a paragraph in the text, as in the example.



## The Lucky Generation

1 It's March, 2050.

2 Frank and Mary Smith wake up in their comfortable house overlooking the sea and switch on the bedroom computer to give them a news update. They used to take the Times, but changed to electronic newspapers many years ago.

3 There is the usual stuff about space: another mission has returned from Mars and scientists have discovered a new planet. No big deal. There was great excitement back in 2027, when signals were received from Titan which indicated that there might be life on a remote moon, but efforts to make contact came to nothing and no aliens have appeared on Earth to say 'hello'. The Catholic Church has elected a black Pope. Interesting, but religion does not play a significant role in their lives. Financial news: the Euro has risen sharply in Shanghai, one of the world's leading business centres. Mary tells the computer to buy 5,000 Euros, and there is instant confirmation that the transaction has been done. Not for the first time she wonders why Europe ever bothered to have so many different currencies.

4 As they watch the screen, Frank and Mary take their usual weight control pills, and order one of the household robots to make coffee. Frank disappears into the study to join a live video conference with his colleagues around the world. He is a computer programmer, working for several companies on a contract basis. This is his third career: he used to be in marketing and then television.

5 Mary has a quick look at the shopping channels – the usual selection of electric cars, household robots and cheap travel offers – before picking up the video phone to talk to a colleague. She also has a job, which she shares with several others. They are doing research into genetic engineering, which has become a major industry. Both she and Frank used to have an office desk in London, but in 2014 they decided to move to the seaside and work from home.

6 Frank and Mary have one child, Louise, who also has her own workstation in the family home. She goes to school only one day a week, mainly to play with other children. Classrooms vanished in 2030 because there was no longer any need for them: interactive communications systems have made it much easier to learn at home. Louise, now thirteen, is currently studying Chinese, which has become as important as English as a world language. Louise has many Chinese friends with whom she communicates by computer.

7 According to medical experts, Louise will live to at least 130. She intends to work for a few decades and then devote her time to music and painting. Louise has given little thought to marriage, which she regards as an old-fashioned concept, and she is not sure whether she will ever want to have a child. She likes the idea of a serious relationship, and thinks there will probably be several during her lifetime, but why should she tie herself down to one person?

from *The Lucky Generation* by William Davis (1996)

3 a) Read the text again. How many of the predictions in the text were the same as yours?

b) From the text, find two differences:

- between domestic life in 2050 and the present day.
- between working life in 2050 and the present day.
- between a child's life in 2050 and the present day.

4 Work in pairs and discuss which aspects of the life described in the text:

- seem more attractive than life nowadays.
- seem less attractive than life nowadays.

Do you agree that people in 2050 will be 'the lucky generation'? Why? / Why not?

From *Cutting Edge*, Cunningham & Moor (Longman 1999)

To conclude; the results presented in the tables and figures show that, although people from various countries appear in the passages and accompanying pictures, the proportion of non-native speakers of English is still not an actual representative of real figures. Moreover, it is sad to find out that most of the countries appear in only one or two global readings. When it comes to disability, only two little twins can be seen. With

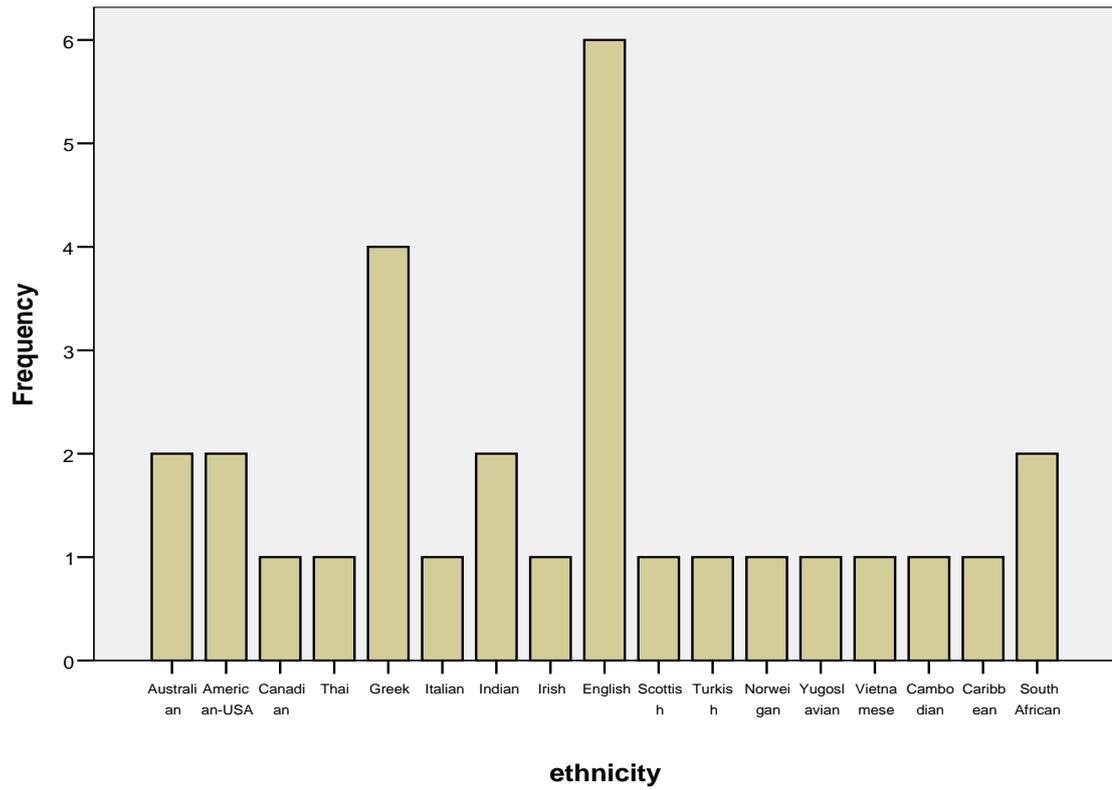
regards to gender; both numerically and qualitatively, the book seems to be male focused.

#### 4.1.2.4 Results of “Opportunities”

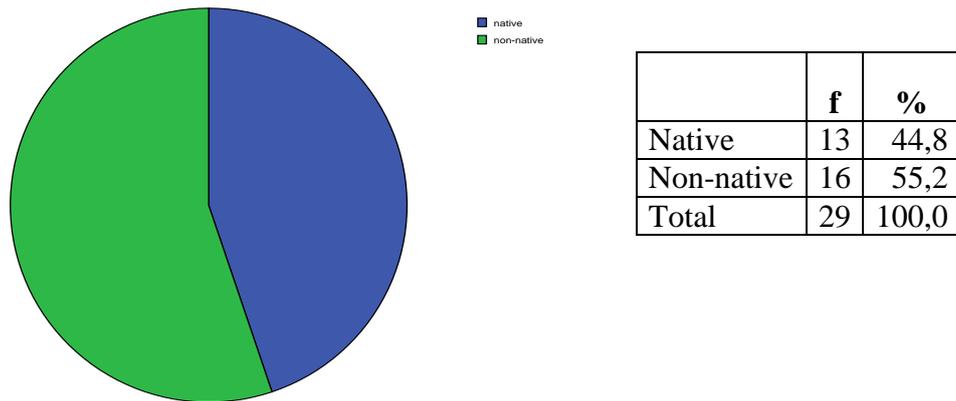
##### 4.1.2.4.1 Ethnicity

**Table 21. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Australian	2	6,9
American-USA	2	6,9
Canadian	1	3,4
Thai	1	3,4
Greek	4	13,8
Italian	1	3,4
Indian	2	6,9
Irish	1	3,4
English	6	20,7
Scottish	1	3,4
Turkish	1	3,4
Norwegian	1	3,4
Yugoslavian	1	3,4
Vietnamese	1	3,4
Cambodian	1	3,4
Caribbean	1	3,4
South African	2	6,9
Total	29	100,0



**Figure 15. Distribution of Different Nationalities**



**Figure 16. Proportion of Native and Non-Native Speakers of English**

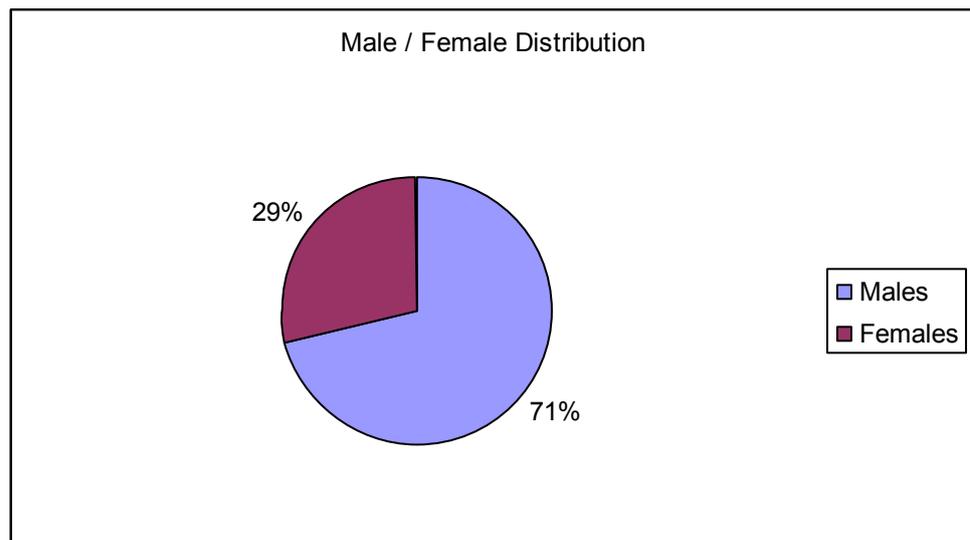
The data in Figure 16 show that 44.8% of the people are native speakers of English. However, the percentage of non-native speakers of English is 55.2%. Here, the findings

are almost the same as the previous books. As shown in Figure 15, people of different countries appear and it is satisfying to see that some other European, African and Scandinavian countries are included in the book. There are 17 different countries in total. In the light of the above frequencies, it is indicated that English have the biggest proportion with a percentage of 20.7%. This time It is followed not by Americans, but by the Greek with a percentage of 13.8 as the book includes some passages on philosophy and literature.

#### **4.1.2.4.2 Disability:**

Disability gets no place at all in the book.

#### **4.1.2.4.3 Gender:**



**Figure 17. Proportion of Females and Males**

The numerical distribution of males and females is presented in Figure 17. There are 71 males (71%) and 29 females (29%). It is clear that, there is a very noticeable decline in the number of females when compared with the previous books.

### Male Roles

Roles	f	%
Artistic and Literary	15	37,5
Learners	1	2,5
Sports	1	2,5
Health	2	5,0
Teaching and Research	2	5,0
Administrative	2	5,0
Skilled Trades	1	2,5
Managers	1	2,5
Protective Service	2	5,0
Elementary Service	2	5,0
Leisure and Travel	3	7,5
Military	2	5,0
Child	2	5,0
Religion	2	5,0
Media	1	2,5
Public Service	1	2,5
Total	40	100,0

**Table 22. Distribution of Different Roles Attributed to Males**

### Female Roles

Roles	f	%
Artistic and Literary	3	16,7
Learners	2	11,1
Household and Parental	5	27,8
Elementary Service	1	5,6
Child	5	27,8
Media	2	11,1
Total	18	100,0

**Table 23. Distribution of Different Roles Attributed to Females**

In terms of gender role, the picture is quite mixed. The tables above show that the book tends to be male focused. When compared to women who are mostly portrayed as housewives, mothers, children and teenagers; men are mostly shown as successful artists and writers. This does not mean that there are no artistic or literary women in the book. Two passages are based on stories by two well known female writers. However, the number of professions under this category is fifteen for males. Furthermore, men are not associated with any child rearing, or housework. As for the other categories; males

are doctors, soldiers, philosophers, or courageous explorers. In one passage on some people who have immigrated to Australia, it is nice to see that there is equality between the number of male and female teenagers who express their opinion about kangaroos and surfing:

**29 The New Australians** SKILLS FOCUS

*Before you start*

1 In pairs, write two questions about things you'd like to know about life in Australia.

Example *What sort of food do Australians eat?*

**Reading**

2 Read the article quickly. Did you find the answers to your questions from Exercise 1?

**George:** 'Well, you won't see many kangaroos in Melbourne, except maybe on the menu in a restaurant! They're great, really tasty, by the way! But it's true, most Australians live on the coast. We're a beach culture, I suppose, and yes, surfing is popular. Almost everybody lives in the big cities on the coast, because most of the country is desert and farmland. Farming is mainly sheep farming. Somebody once told me there were seven sheep for every Australian - that's a lot of sheep! Mining is also big here; we're the world's biggest exporter of coal and diamonds. My family came here from Greece in the 1980s - in fact, Melbourne has one of the largest Greek communities outside Athens! One of the things we found hard to handle at first in Australia was the feeling of being isolated. Australia is a long way from Europe! Flights take about twenty-four hours and they're not cheap either.'

**Julie:** 'Sure, surfing is part of the beach scene, but it's not the main leisure sport. Because the weather's so good, we're an outdoor people. Bushwalking, fishing, horse riding, tennis, golf, sailing are all popular. We take sport very seriously and we've produced great cricket and rugby teams, Olympic swimmers and top cyclists. We're proud of our country. There are loads of really spectacular places to see in Australia. The Great Barrier Reef is the biggest structure on Earth made by living things. Then there's the outback. That's the desert and semi-desert area in the middle of the country. It's a great place for trekking, or what we call bushwalking, and you can see some amazing animals - koalas, emus, platypuses, echidnas, possums, dingoes - and kangaroos, of course! One of the most interesting places to visit is Uluru, which we used to call Ayers Rock. It's really impressive at sunrise when the red rock changes colour. By the way, if you travel in Australia

**Martin:** 'I must admit that, before I came here, I thought that Australia would be a rather dull place, you know, all beach barbecues and surfing but no real culture. I was surprised when I came to work at Sydney University. There's a really lively cultural scene here. Australia has produced some outstanding painters like Sidney Nolan and world-class writers like Patrick White and Peter Carey. The film industry is pretty dynamic, too. As well as famous actors like Mel Gibson and Nicole Kidman, there are some innovative film directors such as Peter Weir and Bruce Beresford. If you're looking for something to do at night in Sydney, you'll find a wide choice of opera, classical concerts, Shakespearean drama, Aboriginal culture, rock concerts, Broadway musicals, comedy, cabaret - you're spoilt for choice, really. Of course, things are more limited if you live in a small town.'

**Fiona:** 'There's definitely much more to Australia than kangaroos and surfing! When we came to Australia from Scotland, over ten years ago, we soon realised that Australian culture is a marvellous mixture of many different cultures. Apart from the early Anglo-Irish settlers, since 1945 the population has become more cosmopolitan, with immigrants from Italy, Greece, Yugoslavia, Turkey, Thailand, Vietnam and Cambodia. You can see all these influences in modern Australian cooking. We call it "fusion food" - a brilliant mixture of delicious Mediterranean flavours, Southeast Asian spices and native Australian food. For me, there's one bad thing about Australia though. That's the way the native Australians, the Aborigines, have been treated. They now make up less than 1% of the population. The new Australians took all their land and left them with virtually nothing. Most Aborigines live in deplorable conditions, while the rest of us are quite well-off. And they seem to be invisible. For example, you never see Aborigines in TV adverts. The "typical" Australian is always blonde and blue-eyed. I think that's unfair. The government are trying to improve things, but it seems a bit late.'

3 Read the article again. Say if these sentences are true (T), false (F) or we don't know because there is no information (NI).

- Australia has large areas of desert.
- Australia is a major producer of car sport.
- Surfing is the most popular leisure sport.
- Australian roads can be quite dangerous.
- There are some dangerous animals in Australia.
- Australia has never produced any important writers.
- Many recent immigrants have come from Greece.
- Aborigines form a large proportion of the population.
- Most Aborigines live in the outback.
- The standard of living in Australia is high.

4 Who do you think said these things? George, Julie, Martin or Fiona?

- 'Kangaroo meat is delicious.'
- 'Australia is a multicultural society.'
- 'Most Australians love to be out in the sunshine.'
- 'Melbourne is the fifth largest Greek city.'
- 'There's a fantastic choice of things to do in Sydney.'
- 'Australian "fusion food" is excellent.'
- 'A lot of the roads are terrible.'
- 'Peter Carey is a famous Australian novelist.'

5 Read the Strategies.

**READING STRATEGIES:**  
Identifying facts and opinion

- To identify opinions, look for adjectives that express positive or negative feelings, e.g. *They're great*, *really tasty*, *It's unfair*.
- To identify facts, look for statements which are true and which do not depend on the opinion of the speaker, e.g. *Most Australians live on the coast*.

From *Opportunities*, Harris & Mower & Sikorzynska (Longman 2000)

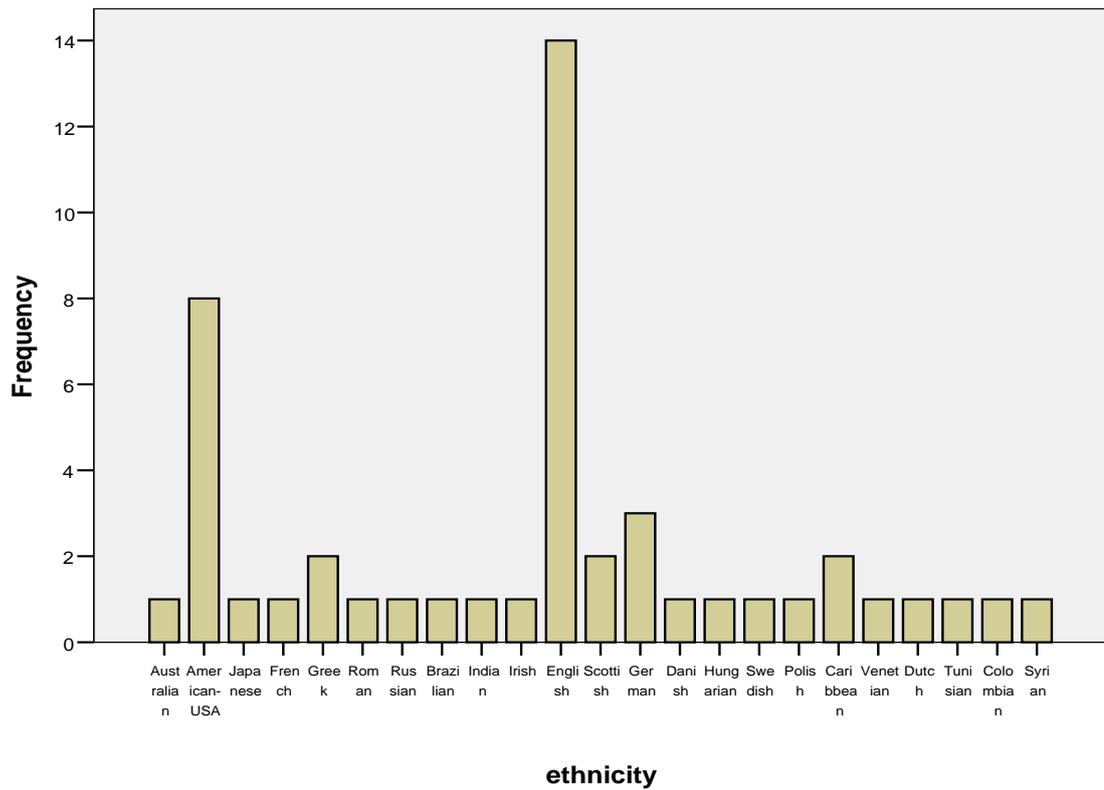
But in most of the other passages, females have subordinate roles: an ordinary housewife, a caring mum who has four daughters, miserable girls, etc. The overall conclusion from the present findings is that; the proportion of non-native speakers of English is less than expected. When it comes to disability, the disabled get no place at all in the passages. And with regards to gender; as all the evidence suggest, females are not both numerically and qualitatively represented equally with males.

#### 4.1.2.5 Results of “Think Ahead to First Certificate”

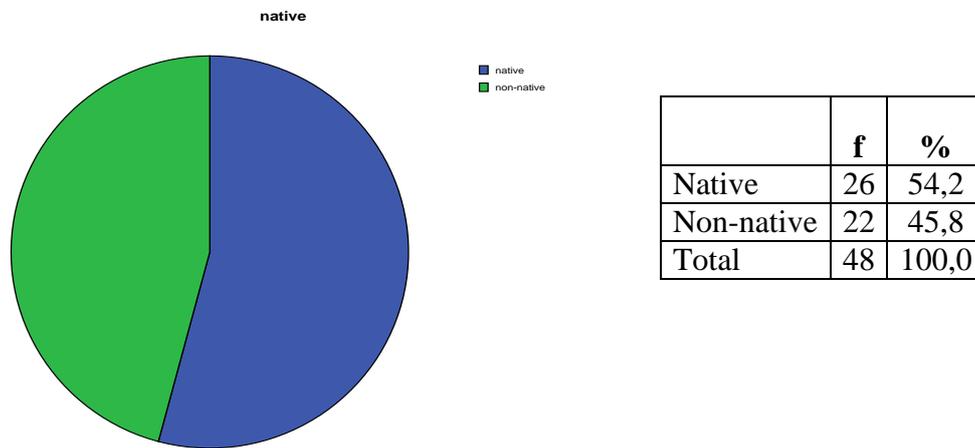
##### 4.1.2.5.1 Ethnicity:

**Table 24. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Australian	1	2,1
American-USA	8	16,7
Japanese	1	2,1
French	1	2,1
Greek	2	4,2
Roman	1	2,1
Russian	1	2,1
Brazilian	1	2,1
Indian	1	2,1
Irish	1	2,1
English	14	29,2
Scottish	2	4,2
German	3	6,3
Danish	1	2,1
Hungarian	1	2,1
Swedish	1	2,1
Polish	1	2,1
Caribbean	2	4,2
Venetian	1	2,1
Dutch	1	2,1
Tunisian	1	2,1
Colombian	1	2,1
Syrian	1	2,1
Total	48	100,0



**Figure 18. Distribution of Different Nationalities**



**Figure 19. Proportion of Native and Non-Native Speakers of English**

Figure 19 indicates that, 54.2% of the people analyzed are native speakers of English, and, the percentage of non-native speakers of English is 45.8%. The results presented in Figure 18 and 19 indicate no significant difference between this book and most of the

books previously analyzed. The results again provide additional support for the tendency towards the English and the American. In other words, although people of different countries appear, the English (29.2%) and the American (16.7%) still have the largest proportion when compared with the other countries. Twenty-three different countries appear in the book, and among these we can easily notice some newly mentioned nationalities such as Syrian, Tunisian, Venetian and Caribbean. Also, just it is the case in other books; some European and Far-Eastern countries are also included in the book. Almost all of the people in the book are represented both in pictures and the texts. Some countries appear altogether in a single passage named “Keep Your Hands in Your Pockets!” which discuss the gestures of different nationalities, as shown below:

SET A B C D

**READING**  **Keep your hands in your pockets!**

This is an extract from a humorous advertisement for Heathrow, London's most important airport, where people of all nationalities and cultures meet. In it, Desmond Morris talks about the problems associated with different nationalities' body language. Here, he looks at a few misunderstandings which could occur.

- 1 Find out what the 'ring gesture' means to: an American, a Japanese, a Tunisian, a Frenchman, a Colombian.
- 2 Why does the Colombian choke on his wine?
- 3 Why is the Syrian insulted?
- 4 How does the poor waiter get stabbed?

**Is there at least one truly international gesture? Don't bet on it!**

A Japanese asks an American passenger whether Heathrow has a luggage trolley service. It has. And as it happens, this service is not only first class, but FREE! So the Yank replies with the famous 'A-OK' ring gesture. But to the Japanese this signifies 'money' and he concludes there is a charge for the service. Meanwhile, a Tunisian on-looker thinks the American is telling the Japanese that he is a worthless rogue and he is going to kill him.

**The ring gesture can have further meanings ...**

A Frenchman has just read a British Airport Authorities advertisement. Glancing round the restaurant in Terminal 4, he remarks wonderingly

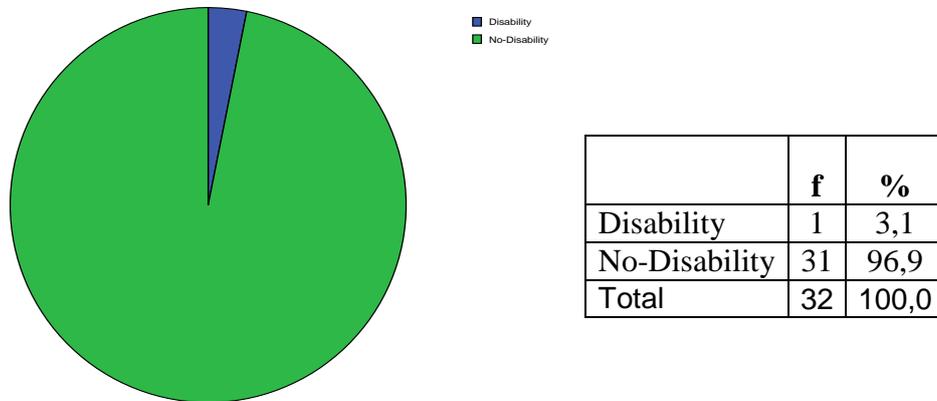
to his wife, 'You know how much zis airport cost the British taxpayer? Not a sou.' And he makes the finger-and-thumb ring, which to him means 'zero'. Unfortunately, at the same time, he is glancing at a Colombian who is enjoying a fine Burgundy with his steak Bearnaise. The Colombian, enraged by the deadly obscenity which he assumes is directed at him, chokes on his wine and catches his nose with finger and thumb. This appalls a Syrian opposite, who thinks the Colombian is telling him to 'go to hell'. The Syrian is restrained with difficulty by his Greek colleague from getting up and punching the Colombian on the nose. Meanwhile the *maitre d'* hurries over and attempts to calm the situation with two out-thrust palms. This of course is taken by the Greek to be a double 'moutza' and, in his rage, he promptly skewers the unfortunate man with his fish-knife.



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From *Think Ahead to First Certificate*, Naunton (Longman 1993)

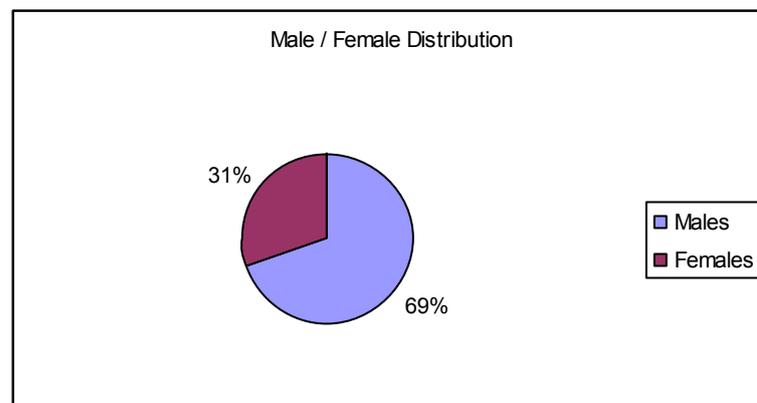
#### 4.1.2.5.2 Disability:



**Figure 20. Proportion of the Disabled Mentioned in the Book**

As presented in Figure 20, the reading passages rarely deal with disability. Disabled people are mentioned only in one passage out of thirty-two, and the percentage of the disabled is only 3.1% . The eleventh passage on the biography of Vincent Van Gogh simply mentions about his “mental retardation” by saying ...”Despite periods of mental illness, he painted two hundred pictures, including much of his famous work. However, his mental condition worsened and he killed himself”

#### 4.1.2.5.3 Gender



**Figure 21. Proportion of Females and Males**

When it comes to the characters depicted in the coursebook; it is apparent that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. The Figure 21 clearly shows that females are not numerically represented equally with males. While the proportion of males 69%, it is only 31% for females. Numerically, there are 68 males and 30 females in total in the reading passages and pictures.

#### Male Roles

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	9	18,0
Learners	2	4,0
Sports	2	4,0
Health	4	8,0
Teaching and Research	2	4,0
Household and Parental	1	2,0
Business	3	6,0
Administrative	6	12,0
Legal	2	4,0
Protective Service	5	10,0
Crime	1	2,0
Elementary Service	1	2,0
Leisure and Travel	2	4,0
Military	1	2,0
Child	4	8,0
Religion	4	8,0
Media	1	2,0
Total	50	100,0

**Table 25. Distribution of Different Roles Attributed to Males**

#### Female Roles

<b>Roles</b>	<b>f</b>	<b>%</b>
Learners	4	20,0
Household and Parental	2	10,0
Administrative	4	20,0
Crime	2	10,0
Elementary Service	1	5,0
Child	6	30,0

Media	1	5,0
Total	20	100,0

**Table 26. Distribution of Different Roles Attributed to Females.**

As demonstrated in Table 26, females are mostly depicted in subordinate roles. 30% of females are children and teenagers, 20% of them are learners (unfortunately some of them are caned students, as shown below)

**UNIT 7**

**SPEAKING**



## First Lessons

Look at the photograph of the headmistress and pupils of a certain school. What kind of school is it? How do you think the pupils get on with their headmistress?

### The last school to cane its girls

**IN NEARLY ALL SCHOOLS** IN ENGLAND, pupils who misbehave are just told off by the teacher. However, at the expensive Rodney School naughty girls are punished by caning. The headmistress, Miss Thomas, who has run the school for 47 years, says that she only canes the girls to shame them rather than hurt them. Surprisingly, the girls back their headmistress up; if they have been up to no good, they believe that they deserve to be punished. One girl, Adele Kirkman, was given three strokes on each hand for going

into the nearby town without her school uniform. To be fair, Adele was allowed to choose between writing a long essay, staying in the school grounds for three weeks, or the cane. She chose the cane because it was quicker. Another girl Nicola Whitely, then twelve, chose to be caned too because she had been caught in her dormitory with some boys.

When she phoned her father, he told her, 'Think of all the things you have got away with. This time you have been caught.'



**READING**



- 1 Read the text and decide if your assumptions were correct.
- 2 **Phrasal verbs in context**  
Find the four phrasal verbs in the text and match them with the following meanings: *to criticize, to be in the act of doing, to escape punishment for, to support.*
- 3 Discuss these questions in groups.
  - 1 What do you think of the girls' attitude to punishment?
  - 2 Which punishment would you have chosen if you'd been Adele?
  - 3 What do you think of Nicola Whitely's father?
  - 4 Do you think the girls will be good adults and parents?
  - 5 What sort of punishment exists in schools in your country?
  - 6 Have you ever been unfairly punished? If so, when?

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From *Think Ahead to First Certificate*, Naunton (Longman 1993)

and administrators, 10% are associated with household-parental issues and crime, with which female students might identify:

## READING



## Tricked!

You are going to read two newspaper articles about two English girls who were arrested for smuggling rare birds' eggs.

**1** Work in pairs. One of you reads article A while the other reads article B on the opposite page.

Answer as many questions as you can, then exchange information with your partner. (*Don't worry* if you can't understand all the vocabulary.)

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1 Where is Kathy from?            | 5 Where were the eggs hidden?         |
| 2 What is special about the eggs? | 6 What was the girls' destination?    |
| 3 How much did they weigh?        | 7 Who else was involved?              |
| 4 How does Kathy feel now?        | 8 What penalties does each girl face? |

## Too naive for this world?

Hot tears ran down the cheeks of Oxford girl **KATHY GRAHAM** as she tried to reach out to touch me through the bars of her cell. 'Why was I such a fool?' she cried, her whole body shaken by heartrending sobs. 'I'll go crazy if I have to stay in this place,' she screamed. What started out as a luxury holiday for Kathy (18) and a friend has turned into a nightmare!



Kathy is told she faces a long prison sentence if she is found guilty of trying to smuggle six priceless parrot eggs out of a small Caribbean state whose government is determined to prevent the bird from dying out. (Only 50 female birds are known to exist.) A top professor has been arrested in connection with the eggs' disappearance. Kathy's friend Jennifer, who isn't yet 18, will probably escape with deportation.

'I know people won't believe us, but we were taken in, tricked, by people we thought were our friends. We didn't have a clue what we were carrying,' said Kathy, one minute laughing hysterically, the next in floods of tears.

Perhaps next month's trial will help us to get to the bottom of this story.

From *Think Ahead to First Certificate*, Naunton (Longman 1993)

The rest of the females are portrayed as doing elementary service and as media associates (5%). When compared with women; men are mostly depicted in active roles. They are mostly associated with art (18%), Administrative (12%), protective service (10%), and children / teenagers and religion (8%). In other passages, they are media associates, soldiers, sportsmen, health workers, businessmen, teachers, and learners.

Few of them are associated with crime and household and parental issues. They are not associated with any child rearing or housework.

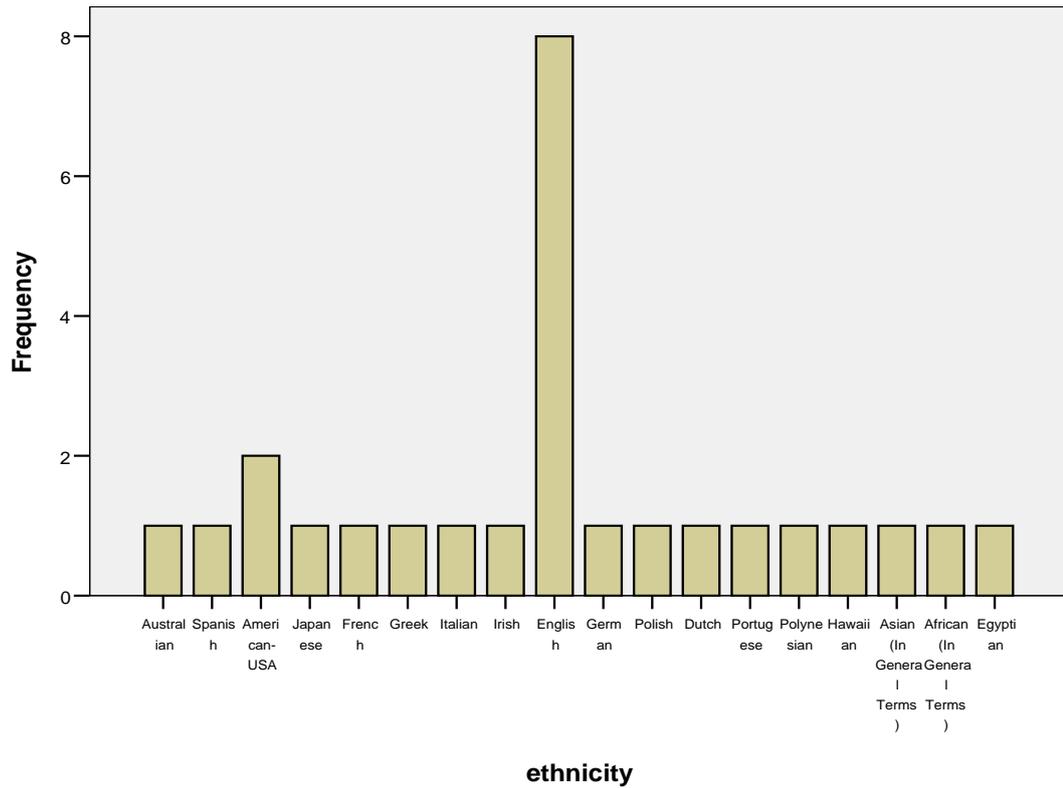
The results presented in the tables and figures show that, although a lot of people from different countries appear in the passages and accompanying pictures, the proportion of non-native speakers of English is still not an actual representative of real figures. When it comes to disability, the disabled get very little place in the passages: only once, and in a single passage out of thirty-two. With regards to gender; females are not numerically represented equally with males. What is more, the book seems to be male focused. That is to say, in general, males are depicted in action roles, in control of the situation while women are mostly represented in subordinate roles both in the texts and the pictures.

#### **4.1.2.6 Results of “Hotline”**

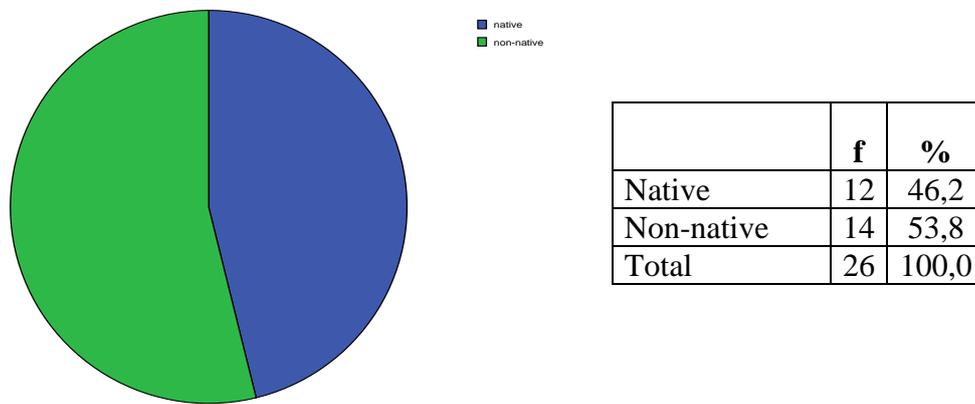
##### **4.1.2.6.1 Ethnicity**

**Table 27. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Australian	1	3,8
Spanish	1	3,8
American-USA	2	7,7
Japanese	1	3,8
French	1	3,8
Greek	1	3,8
Italian	1	3,8
Irish	1	3,8
English	8	30,8
German	1	3,8
Polish	1	3,8
Dutch	1	3,8
Portugese	1	3,8
Polynesian	1	3,8
Hawaiian	1	3,8
Asian (In General Terms)	1	3,8
African (In General Terms)	1	3,8
Egyptian	1	3,8
Total	26	100,0



**Figure 22. Distribution of Different Nationalities**



**Figure 23. Proportion of Native and Non-Native Speakers of English**

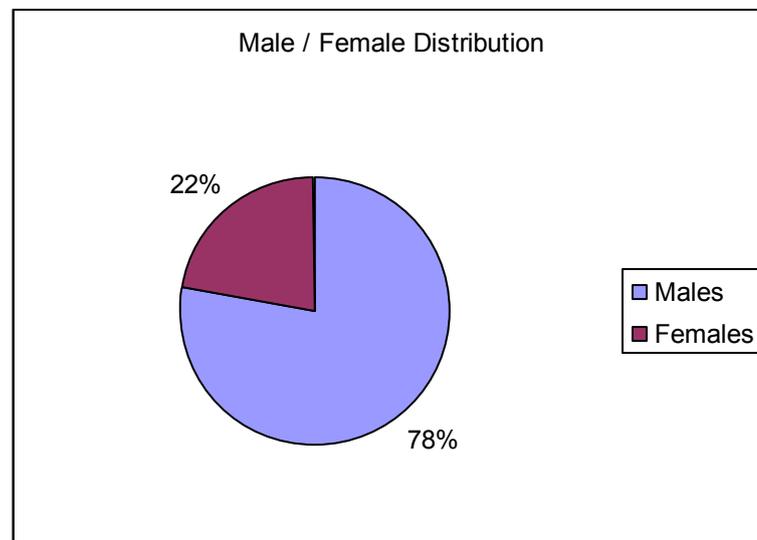
The results presented in Figure 23 indicate that 46.2% of the people analyzed are native speakers of English, and, the percentage of non-native speakers of English is 53.8%. The results presented in Figure 22 and 23 indicate no significant difference between this book and the books previously analyzed. The results again provide additional support

for the tendency towards the English and the American. In other words, although people of different countries appear, the English and the American still have the largest proportion among the other countries. Some European and Far-Eastern countries are also included in the book. However, the African and Asian countries are just mentioned in general terms except for Egypt. Almost all of the people in the book are represented both in pictures and the texts.

#### **4.1.2.6.2 Disability:**

Disability gets no place at all in the passages and the accompanying pictures.

#### **4.1.2.6.3 Gender:**



**Figure 24. Proportion of Females and Males**

With regards to the people portrayed in the coursebook; it is evident that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. There are 49 males (78%) and only 14 females (22%) in total in the reading passages. The Figure 24 clearly shows that there is a very substantial fall in the number of females when compared to males. A marked fluctuation can be easily noticed numerically in all books but, males has always been more than females.

### Male Roles

Roles	f	%
Artistic and Literary	8	19,5
Sports	1	2,4
Science and Technology	2	4,9
Household and Parental	2	4,9
Administrative	1	2,4
Legal	2	4,9
Managers	1	2,4
Protective Service	3	7,3
Politics	1	2,4
Crime	4	9,8
Elementary Service	2	4,9
Leisure and Travel	7	17,1
Drivers	2	4,9
Child	5	12,2
Total	41	100,0

**Table 28. Distribution of Different Roles Attributed to Males**

### Female Roles

Roles	f	%
Artistic and Literary	5	31,3
Learners	1	6,3
Household and Parental	2	12,5
Administrative	1	6,3
Protective Service	1	6,3
Leisure and Travel	1	6,3
Child	4	25,0
Media	1	6,3
Total	16	100,0

**Table 29. Distribution of Different Roles Attributed to Females**

As to gender role, we can see a fair equality between male and female roles. Both men and women are mostly shown as successful artistic and literary people such as musicians or models. They are also caring couples. For instance, a passage on family relationships shows both the husband and wife in the kitchen doing housework. To put it another way, both females and males are associated with housework:



Vicky's story, which all teenagers and their parents should read.

## revision 4

### READING

### *No place like home*

1 Look at the title, the pictures and the captions.  
 a Who is the girl?  
 b What do you think happened to her?

2 Look at these names. Read the text. What part did each person play in the story?

Sharon Robinson	Mrs Robinson	Mr Robinson
Mrs Samson	Vicky Samson	Mr Samson

From *Hotline*, Hutchinson (Oxford University Press 1993)

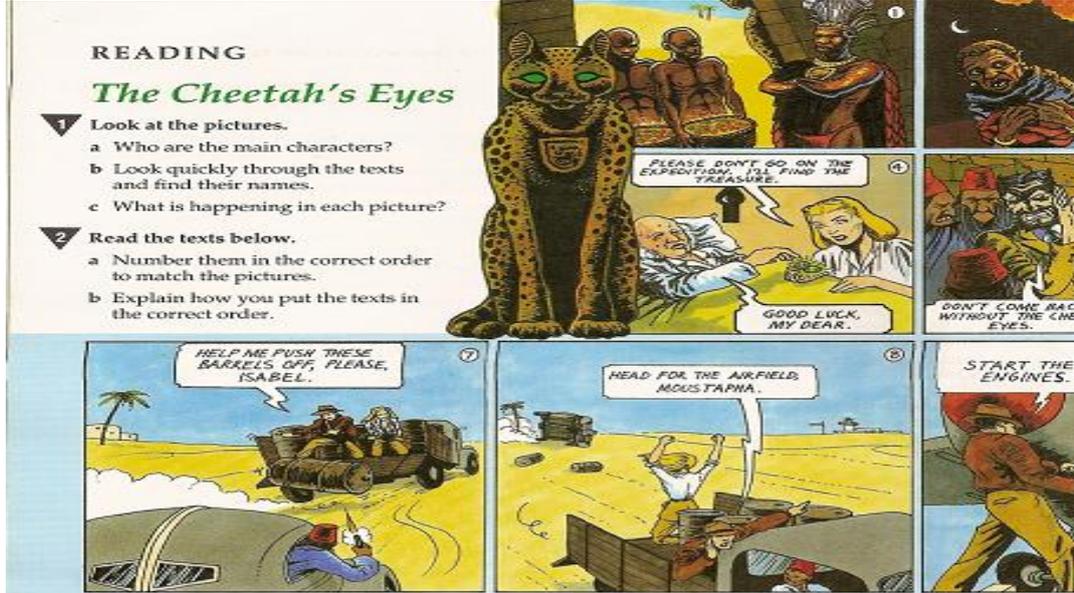
Also, in another one on an adventurous story, both men and women are portrayed as courageous and witty adventurers:

### READING

### *The Cheetah's Eyes*

1 Look at the pictures.  
 a Who are the main characters?  
 b Look quickly through the texts and find their names.  
 c What is happening in each picture?

2 Read the texts below.  
 a Number them in the correct order to match the pictures.  
 b Explain how you put the texts in the correct order.



6 Isabel, Digby and Digby's assistant, Moustapha, travelled into the desert. But Sir Walter's evil brother, Spencer, had also found out about the Cheetah's Eyes. He sent his men after the little group and he told them not to come back without the emeralds.

7 One of the barrels landed on the road in front of the car. The driver swerved to avoid the barrel and the car turned over. Digby told Moustapha to head

8 Long ago in the heart of Africa there lived a king called Abendula. King Abendula was fabulously rich. He kept his treasure in a secret chamber. It was full of diamonds, emeralds, sapphires, rubies and gold. The entrance to the chamber was guarded by a statue of a cheetah and the chamber could only be opened when two enormous emeralds were placed in the cheetah's eyes.

From *Hotline*, Hutchinson (Oxford University Press 1993)

What is more, both women and men are portrayed as doing protective service for the first time. Some other professions attributed to males are Leisure and travel (17.1%), children and teenagers (12.2%), crime (9.8%) and so on. The other professions mostly attributed to females are children and teenagers (25%) and media, leisure and travel and administrative ones.

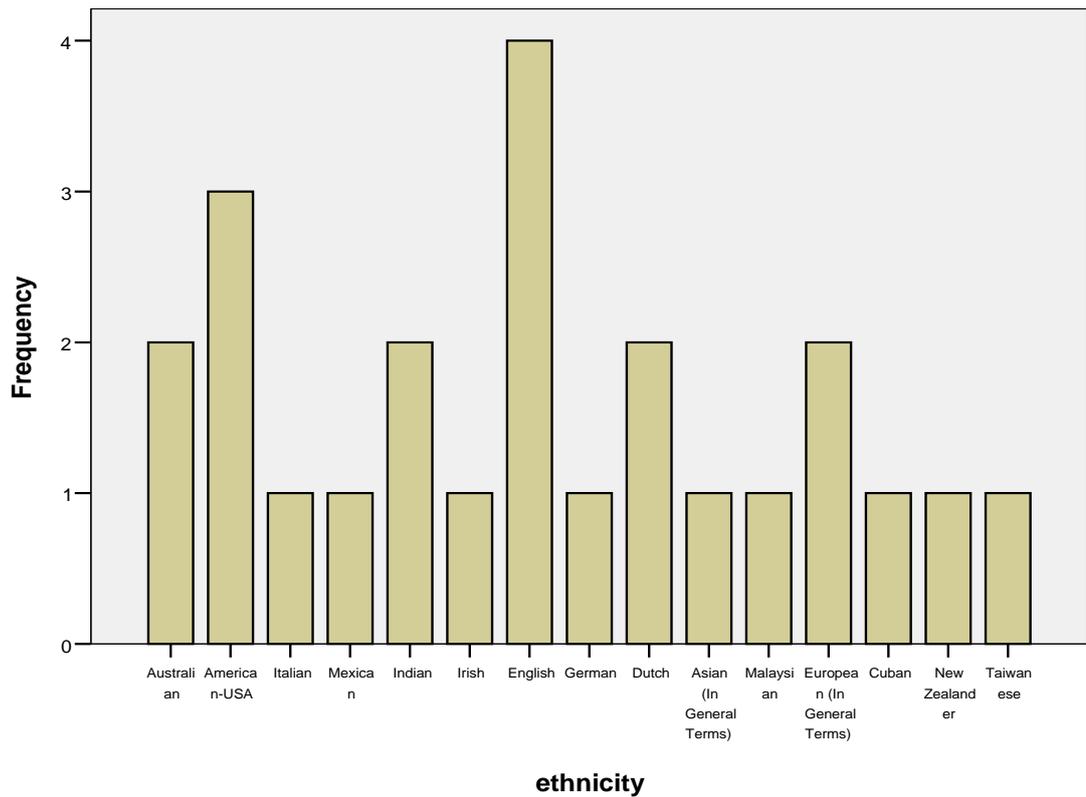
Finally; the results show that, it is nice to see that several people from various countries appear in the passages and accompanying pictures. Nevertheless, the proportion of non-native speakers of English is still not an actual representative of real figures. With regards to disability, the disabled unfortunately gets no place at all in the passages or pictures. As for gender; despite the numerical inequality, there is a qualitative equality between males and females in terms of gender roles. That is, the book does not seem to be male focused.

#### 4.1.2.7 Results of “Life Lines”

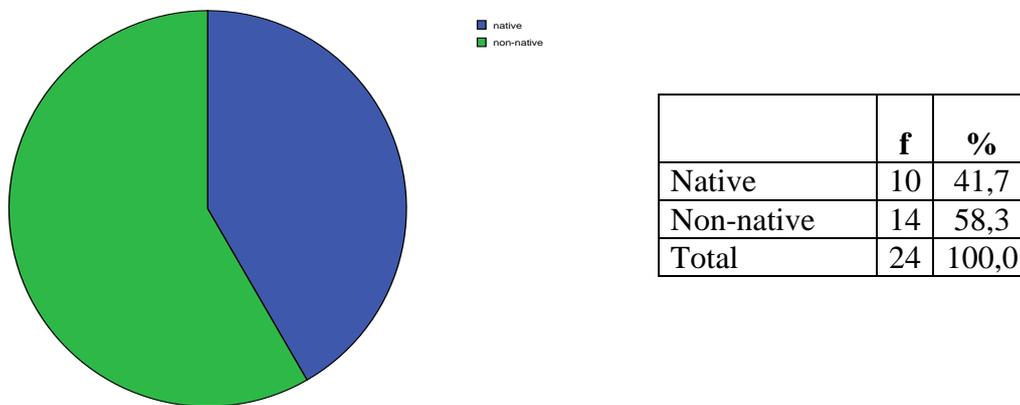
##### 4.1.2.7.1 Ethnicity:

**Table 30. Distribution of Different Nationalities**

Nationality	f	%
Australian	2	8,3
American-USA	3	12,5
Italian	1	4,2
Mexican	1	4,2
Indian	2	8,3
Irish	1	4,2
English	4	16,7
German	1	4,2
Dutch	2	8,3
Asian (In General Terms)	1	4,2
Malaysian	1	4,2
European (In General Terms)	2	8,3
Cuban	1	4,2
New Zealander	1	4,2
Taiwanese	1	4,2
Total	24	100,0



**Figure 25. Distribution of Different Nationalities**



**Figure 26. Proportion of Native and Non-Native Speakers of English**

41.7% of the people analyzed are native speakers of English. The percentage of non-native speakers of English is 58.3% as represented in Figure 26. Although people of different countries appear, the English (16.7%) and the American (12.5%) still have the largest proportion when compared with the other countries. Some European and newly

mentioned Far-Eastern countries such as Taiwan are also included in the book. Almost all of the people in the book are represented both in pictures and the texts. A passage named “Culture Clash” which is written to help business people to avoid misunderstandings when they deal with people, who come from different cultures, includes some of the countries shown in Table 30, altogether in a global manner, as shown below:

Travel 6

→ letter to kindergarten

# Culture clash

**You've just got on a plane for your long-haul flight to Australia. The flight is full and there's someone sitting in the seat next to you. You know that you're going to spend the next twenty hours or so next to your fellow passenger. What would you like to happen:**

- You start a conversation with the other person and really get to know him/her?
- You sit quietly next to each other and perhaps just before you land you'll say how nice it was to meet?
- You wait for the other person to start a conversation?

**Would it make a difference if the other passenger was**

- older than you?
- younger than you?
- of the opposite sex?
- from a different culture?

These are questions from a cross-cultural workshop which helps business people to avoid misunderstandings when they deal with people who come from different cultures. Ideas about polite behaviour vary from one culture to another and it's easy to cause offence, or feel offended, if you don't know what other cultures expect.

Some societies, such as America and Australia, for example, are mobile and very open. People here change jobs and move house quite frequently. As a result they have a lot of relationships that often last only a short time, and they need to get to know people quickly. So it's normal to have friendly conversations with people that they have just met, and you can talk about things that other cultures would regard as private.

At the other extreme are more crowded and less mobile societies where long-term relationships are

**Vocabulary file: Synonyms**

Find words or expressions in the article which mean the same as:

- a flight between continents *long-haul flight*
- someone who is travelling with you *fellow*
- male, if you are female
- are different *vary*
- moving *mobile*
- often *frequently*
- lasting a long time
- It isn't enjoyable.
- in different places

more important. A Malaysian or Mexican businessperson, for example, will want to get to know you very well before he or she feels happy to start business. But when



particularist societies, on the other hand, also have rules, but they are less important than the society's unwritten ideas about what is right or wrong for a particular situation or a particular person. So the formal rules are bent to fit the needs of the situation or the importance of the person.

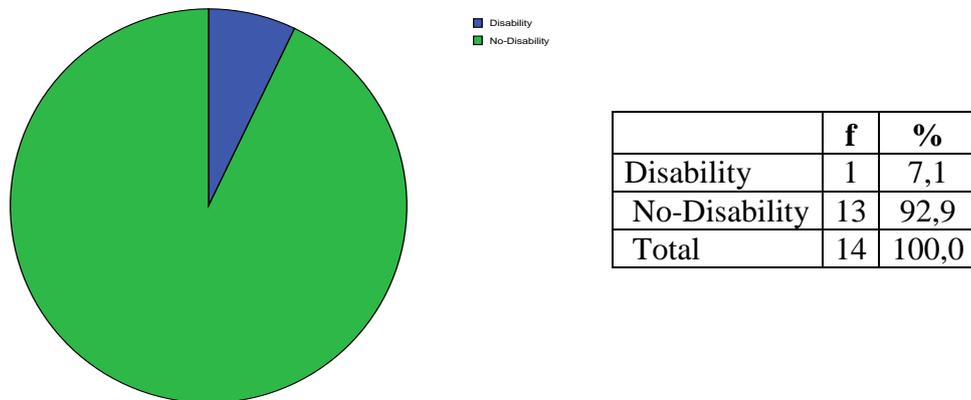
This difference can cause problems. A traveller from a particularist society, India, is checking in for a flight in Germany, a country which has a universalist culture. The Indian traveller has too much luggage, but he explains that he has been away from home for a long time and the suitcases are full of presents for his family. He expects that the check-in clerk will understand his problem and will bend the rules for him. The check-in clerk, however, expects that if she explains the rules, the customer will understand. If he was allowed to have too much luggage, it wouldn't be fair to the other passengers. But the traveller thinks this is unfair, because the other passengers don't have his problem.

Cross-cultural differences aren't just a problem for travellers, but also for the airlines that carry them. All airlines want to provide the best service, but ideas about good service vary from place to place. This can be seen most clearly in the way that problems are dealt with. Some societies have 'universalist' cultures. These societies have a strong respect for rules, and they treat every person and situation in basically the same way.

51

From *Life Lines*, Hutchinson (Oxford University Press 1997)

#### 4.1.2.7.2 Disability:



**Figure 27. Proportion of the Disabled Mentioned in the Book**

As shown in Figure 27, disability gets very little place in the texts. The proportion of disability is only 7.1%. Disabled people are mentioned only in a single passage out of fourteen. However, unlike the previous books which just mention the names of the impairments by people, this single passage is about the success story of a well-known artist who has an orthopedic impairment. The passage named “I’m So Lucky”, portrays how Gloria Estefan had a terrible accident which broke her back and how she became successful again:

# I'm so lucky!

**The concert had been a great success and now Gloria Estefan was asleep in the bus that was taking her to the next town on the tour. Her husband and manager, Emilio, was making calls on his mobile phone and her son, Nayib, was talking to his personal tutor at the back of the bus. Suddenly the peace was shattered when a huge lorry crashed head-on into the bus. Gloria was thrown to the floor, her back broken.**

☆☆☆☆☆☆

When she left hospital several weeks later Gloria was in a wheelchair. Her spine was held together by two long metal rods. She can still feel them when she lies down. At the time, it was feared that the high-kicking Conga Queen of Miami might never walk again, but for Gloria giving up was never an option. She started a long and tough exercise programme, and just over a year later she had recorded a new album and was back on stage in her biggest ever tour. 'My only thought was that I owed it, not only to my family, but also to my fans,' she says. 'I've been doing it for them, to show that it is possible to do the impossible, in my own small way.'

☆☆☆☆☆☆



Gloria leaving hospital



To those fans, Gloria's return to health was close to a miracle, but Gloria has always been a fighter. She was born in 1957 in Havana, Cuba, where her father worked as a policeman at the president's palace. After Castro's revolution two years later, the family had to leave Cuba quickly and they settled in Miami. Life in the United States was not easy for the young Gloria, because her father became very ill and she had to look after him while her mother went out to work to support the family.

☆☆☆☆☆☆

Gloria wanted to be a psychologist, but while studying at Miami University, she met Emilio Estefan and joined his band, the *Miami Sound Machine*, as a singer. Three years later when Gloria was still only 21, they got married. A brilliant businessman who had also emigrated from Cuba after his family had lost everything, Emilio turned the shy, overweight Gloria into an international superstar. Her record, *Cuts Both Ways*, sold

an amazing 10 million copies worldwide. She has been making successful records ever since, both in English and Spanish.

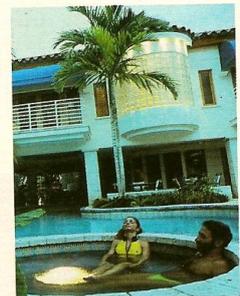
☆☆☆☆☆☆

Although she is now one of the richest and most successful artists in America, Gloria Estefan is not the typical rock star. She's never had anything to do with drugs or alcohol, and her marriage to Emilio, who was her first and only love, is blissfully happy. Her biggest worry is her son, Nayib. She doesn't want him to become spoilt by having too much money. A few years ago, when Nayib was behaving very badly, she took away all his toys. 'I left only his books. He lived like that for a year. I told him he was going to have to realize what it was like to have nothing.'

☆☆☆☆☆☆

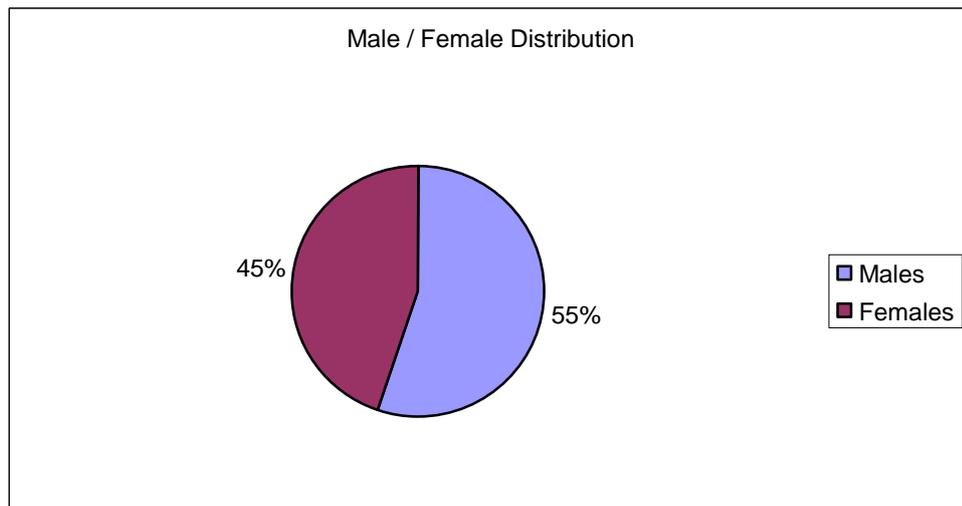
Gloria has a lot to smile about – a \$6 million mansion on Star Island, Miami, her own yacht, and enough money to buy

anything she wants. But she has also had to struggle hard in her life. Gloria herself, however, doesn't see it that way. 'Everybody's life is tough sometimes, and other people have had far worse problems than me. I've always felt very lucky to have what I have. I certainly felt this when I had to go to the clinic after my accident and saw all the terrible things that had happened to other people in the course of their normal lives. It showed me that we live right on the edge.'



The Estefans' house on Star Island

#### 4.1.2.7.3 Gender:



**Figure 28. Proportion of Females and Males**

With regards to the people depicted in the coursebook; it is apparent that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. There are 78 males and 63 females in total in the reading passages. The percentage for females is 45%, and it is 55% for males. Numerically, females are not equally represented with males. Nevertheless, the Figure 28 shows that there is a very marked increase in the total number of females.

#### **Male Roles**

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	3	7,9
Learners	1	2,6
Sports	2	5,3
Science and Technology	2	5,3
Health	4	10,5
Household and Parental	1	2,6
Business	3	7,9
Administrative	3	7,9
Managers	2	5,3
Protective Service	1	2,6
Finance	1	2,6
Crime	1	2,6
Retired	1	2,6

Leisure and Travel	2	5,3
Drivers	1	2,6
Military	2	5,3
Child	5	13,2
Religion	2	5,3
Public Service	1	2,6
Total	38	100,0

**Table 31. Distribution of Different Roles Attributed to Males**

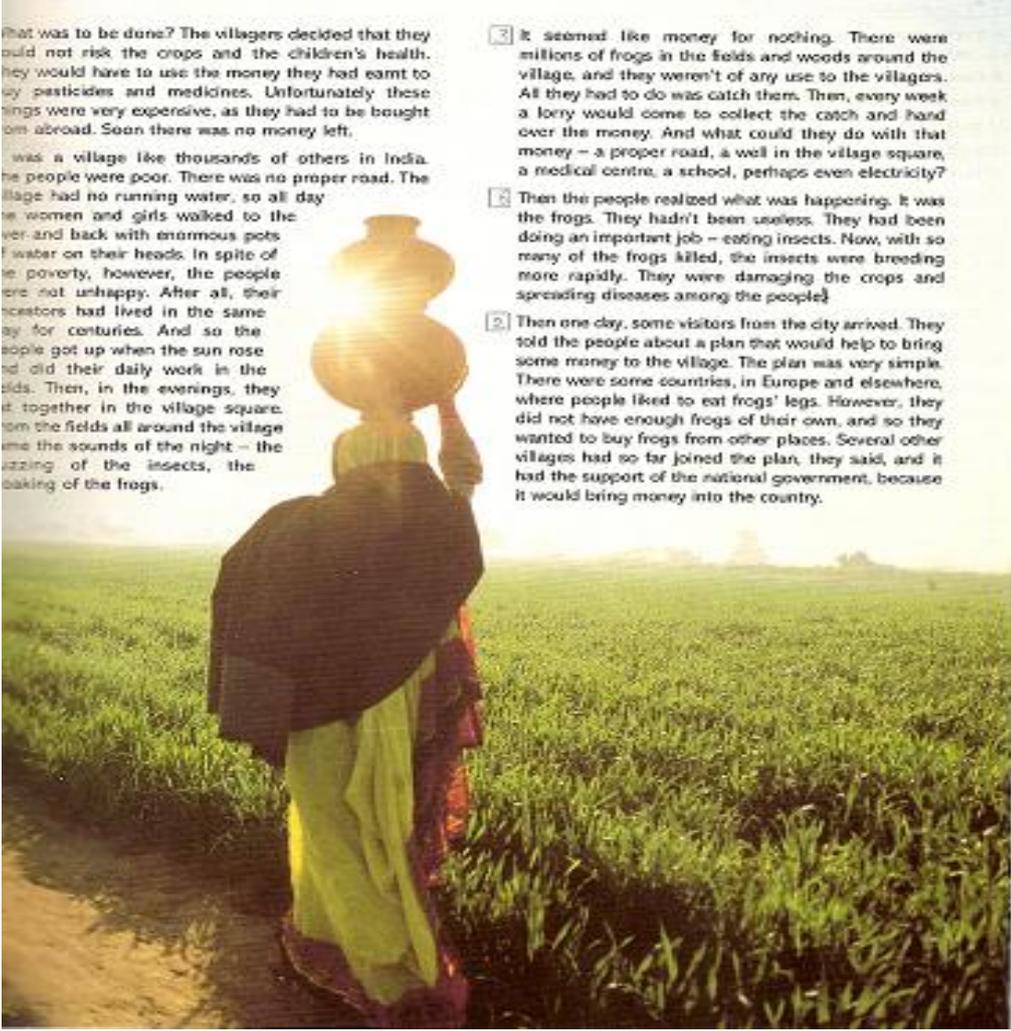
#### Female Roles

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	2	10,0
Learners	1	5,0
Sports	1	5,0
Science and Technology	1	5,0
Household and Parental	4	20,0
Skilled Trades	1	5,0
Retired	1	5,0
Elementary Service	1	5,0
Leisure and Travel	1	5,0
Secretarial Occupations	1	5,0
Child	3	15,0
Media	2	10,0
Public Service	1	5,0
Total	20	100,0

**Table 32. Distribution of Different Roles Attributed to Females**

In terms of gender role, the book again seems to be male focused, depicting men in active roles such as health, administrative, business and art. Males are mostly shown as artists, businessmen, scientists, managers, or children/teenagers. The other professional categories attributed to males are religion (5.3%), military (5.3%), drivers (2.6%), leisure and travel (5.3%), protective service, finance (2.6%), household and parental (2.6%), sports, science (5.3%). The other males are students, retired people and the others who are involved in crime. Table 32 shows the distribution of different roles and professional categories attributed to females. When compared with the previous books, there is a remarkable increase in the categories attributed. That is, there is a marked diversity. Most of the females are housewives or mothers (20%), this is followed by

media and artistic and literary with a percentage of 10%. The other professions are leisure and travel (5%), public service (5%), secretarial (5%), skilled trades (5%), sports, science, and elementary service. The rest of them are learners and the retired. In the accompanying pictures and illustrations, males are portrayed as group work leaders who explain their colleagues something, as busy finance experts or people in suits who talk on the phone and study at desks. However, females are mostly miserable farmers, as shown in the example below, girlfriends, survivors of accidents, or housewives who look after their children and who lead ordinary lives:



What was to be done? The villagers decided that they could not risk the crops and the children's health. They would have to use the money they had earned to buy pesticides and medicines. Unfortunately these things were very expensive, as they had to be brought in from abroad. Soon there was no money left.

It was a village like thousands of others in India. The people were poor. There was no proper road. The village had no running water, so all day the women and girls walked to the river and back with enormous pots full of water on their heads. In spite of the poverty, however, the people were not unhappy. After all, their ancestors had lived in the same way for centuries. And so the people got up when the sun rose and did their daily work in the fields. Then, in the evenings, they came together in the village square to talk about the problems of the day. From the fields all around the village came the sounds of the night – the chirping of the insects, the croaking of the frogs.

It seemed like money for nothing. There were millions of frogs in the fields and woods around the village, and they weren't of any use to the villagers. All they had to do was catch them. Then, every week a lorry would come to collect the catch and hand over the money. And what could they do with that money – a proper road, a well in the village square, a medical centre, a school, perhaps even electricity?

Then the people realized what was happening. It was the frogs. They hadn't been useless. They had been doing an important job – eating insects. Now, with so many of the frogs killed, the insects were breeding more rapidly. They were damaging the crops and spreading diseases among the people.

Then one day, some visitors from the city arrived. They told the people about a plan that would help to bring some money to the village. The plan was very simple. There were some countries, in Europe and elsewhere, where people liked to eat frogs' legs. However, they did not have enough frogs of their own, and so they wanted to buy frogs from other places. Several other villages had so far joined the plan, they said, and it had the support of the national government, because it would bring money into the country.

From *Life Lines*, Hutchinson (Oxford University Press 1997)

In conclusion; the results presented in the tables and figures show that, although people of different countries appear in the passages and accompanying pictures, the proportion

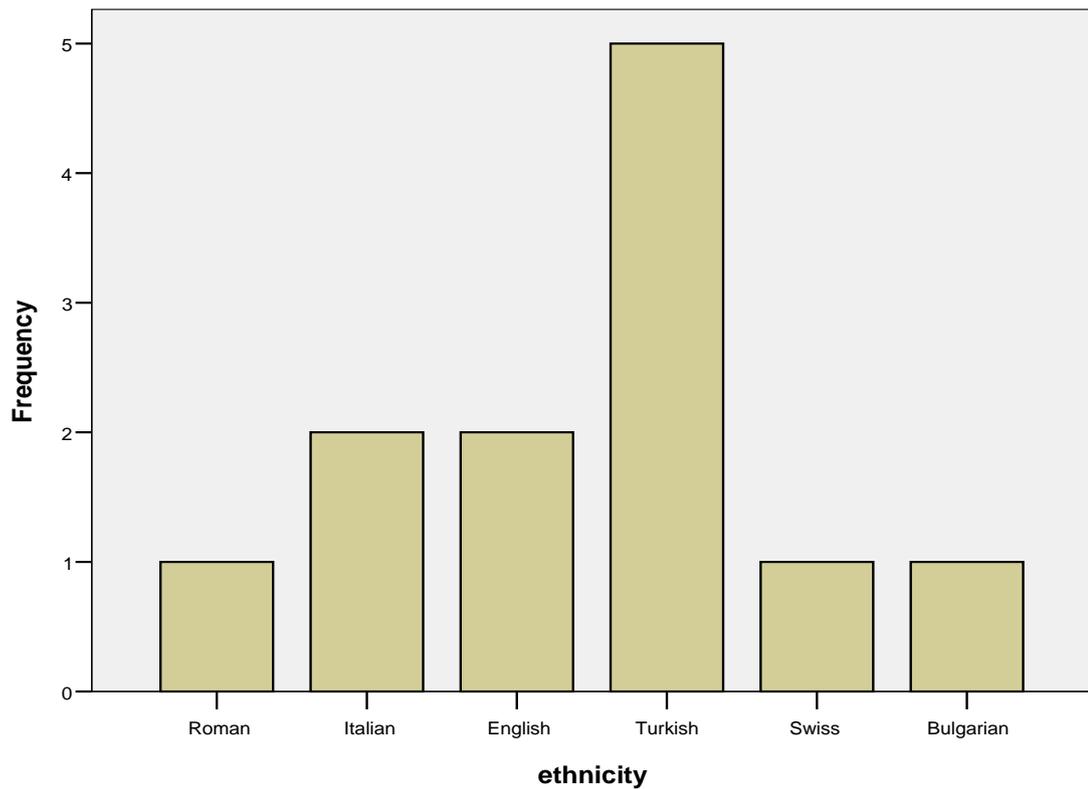
of non-native speakers of English is still less than expected. As for disability, the disabled get very little place in the passages, but it is satisfying to read a success story in unit 7. With regards to gender; even though more females are included in the book, they are not still numerically represented equally with males. What is more, the book seems to be male focused. That is to say, in general, males are depicted in active roles, in control of the situation while women are mostly represented in subordinate roles.

#### **4.1.2.8 Results of “Spotlight on English”**

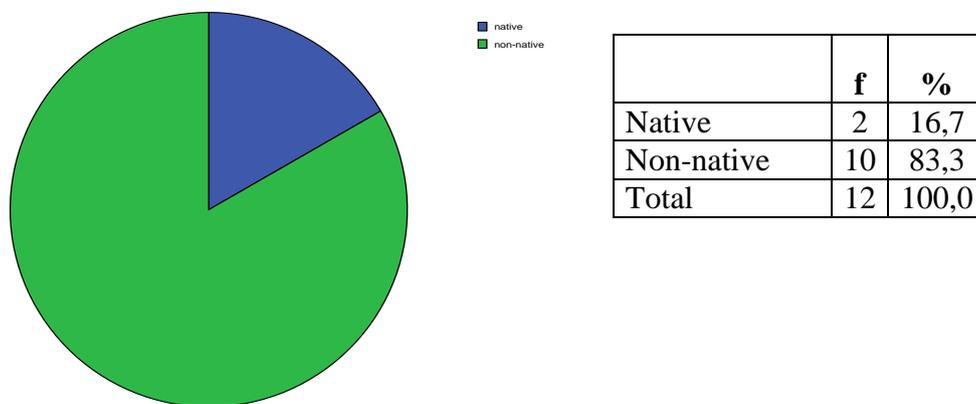
##### **4.1.2.8.1 Ethnicity:**

**Table 33. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Roman	1	8,3
Italian	2	16,7
English	2	16,7
Turkish	5	41,7
Swiss	1	8,3
Bulgarian	1	8,3
Total	12	100,0



**Figure 29. Distribution of Different Nationalities**



**Figure 30. Proportion of Native and Non-Native Speakers of English**

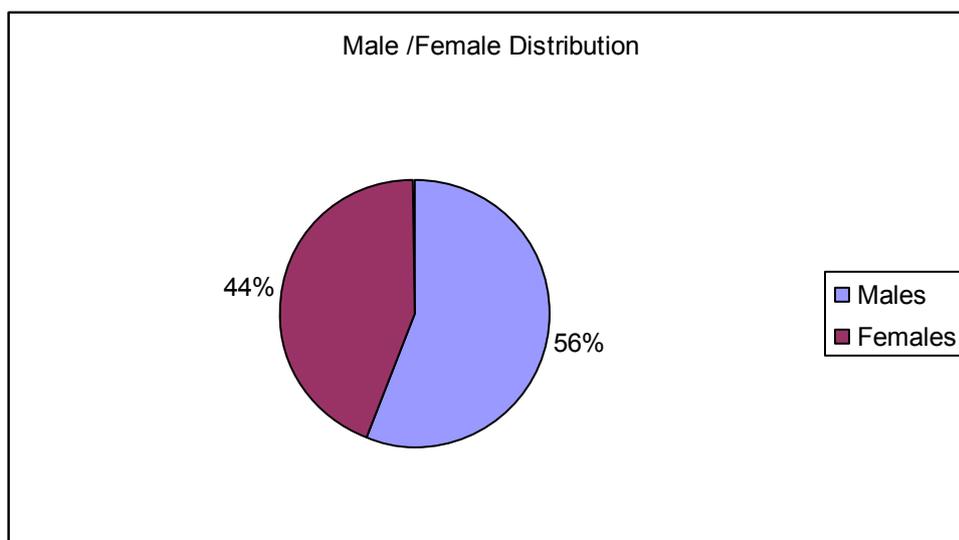
The data in Figure 30 clearly show that 16.7% of the people analyzed are native speakers of English, and the percentage of non-native speakers of English is 83.3%. Therefore, it is a fact that, the result for the proportion of native and non-native speakers is quite different from the previous books in which the proportion for the non-native

speakers is less than expected. As illustrated in Table 33, people of different countries appear in the book. However, there is no real diversity. To put in another way, only six nationalities are included in the readings. These are Turkish, Italian, English, Roman, Swiss and Bulgarian. The Turkish have the biggest proportion with a percentage of 41.7%. It is followed by the English and Italian (16.7%). Nearly all of the people in the book are represented both in pictures and the texts.

#### **4.1.2.8.2 Disability**

Disability gets no place at all in the readings and the related pictures.

#### **4.1.2.8.3 Gender:**



**Figure 31. Proportion of Females and Males**

As for the characters depicted in the coursebook; it is evident that the reading passages and the accompanying pictures and illustrations are mostly male focused in number just it is the case in most of the previous books. However, there is a sharp increase in the number of females included when compared with the other books (44%). That is, this time there are 66 males (56 %) and 52 females in total in the reading passages.

### Male Roles

Roles	f	%
Artistic and Literary	3	5,9
Learners	3	5,9
Sports	1	2,0
Science and Technology	2	3,9
Teaching and Research	2	3,9
Household and Parental	3	5,9
Business	1	2,0
Administrative	3	5,9
Skilled Trades	5	9,8
Leisure and Travel	10	19,6
Drivers	6	11,8
Military	3	5,9
Child	7	13,7
Media	1	2,0
Public Service	1	2,0
Total	51	100,0

**Table 34. Distribution of Different Roles Attributed to Males**

### Female Roles

Roles	f	%
Artistic and Literary	1	4,2
Learners	3	12,5
Teaching and Research	8	33,3
Household and Parental	6	25,0
Administrative	1	4,2
Leisure and Travel	2	8,3
Child	3	12,5
Total	24	100,0

**Table 35. Distribution of Different Roles Attributed to Males**

As demonstrated in Table 35, women are mostly depicted in subordinate roles. 25% of females are housewives or mothers, 12.5% of them are children or teenagers and 33.3% are teachers. The latest percentage may seem to be satisfying, but most of the female teachers are altogether shown in a single photo:



Atatürk with teachers, 1930

From *Spotlight on English*, Dede & Emre (Özgün Publications 2003)

Apart from that, only one female principle is simply represented in a formal letter. In most passages; females are caring mothers, children, and in others they are teachers and housewives. When compared to women; men are mostly depicted in active roles. They are mostly associated with leisure and travel (19.6%). Furthermore, they do skilled trades. In other words, they are farmers or technicians (9.8%). Only 13.7% of them are portrayed as children or teenagers. In other passages, they are scientists, administrators, sportsmen, guards, TV announcers, soldiers, teachers, and workers. Males are not associated with any child rearing. However, in a picture (shown below) a father is associated with housework. He is cooking dinner with his little daughter and his wife is coming home in her private car.



From *Spotlight on English*, Dede & Emre (Özgün Publication 2003)

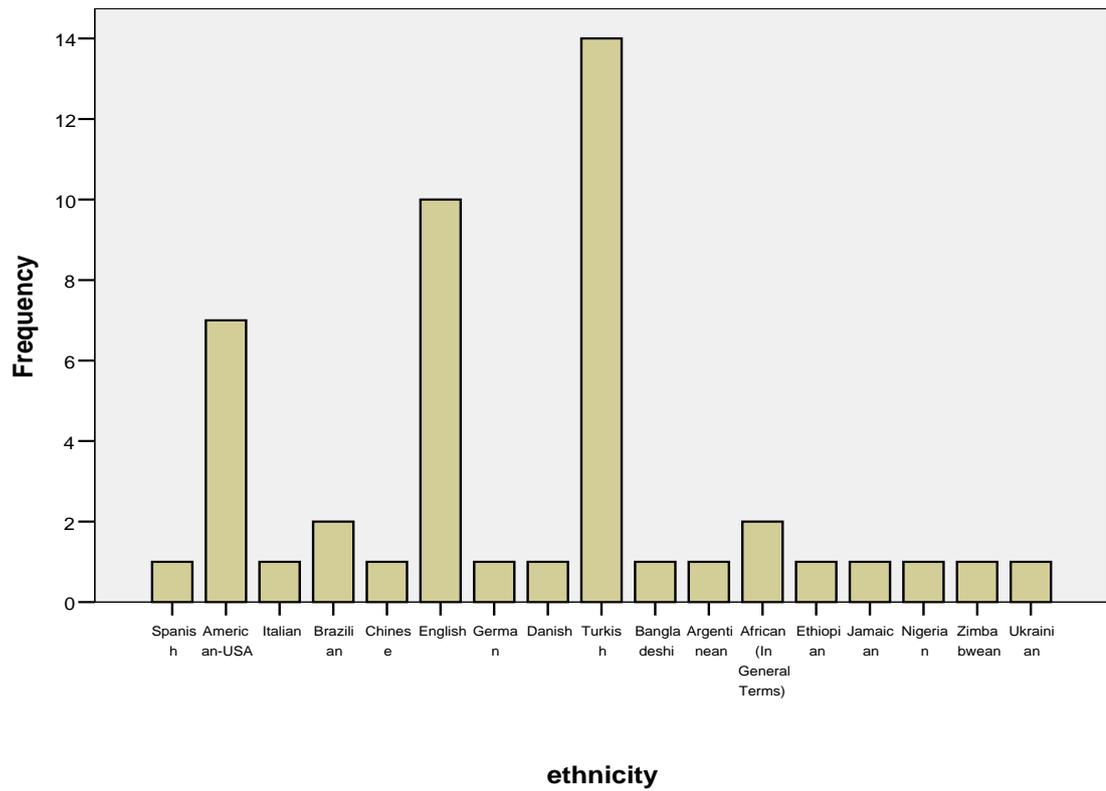
In summary; the results presented in the tables and figures show that, even though the proportion of non-native speakers of English is quite an actual representative of real figures when compared with the other books, the readings lack diversity in terms of nationalities. When it comes to disability, the disabled unfortunately gets no place at all. With regards to gender; as all the evidence suggest, although females are not numerically represented equally when compared to males, there is a noticeable increase in the total number of females represented. With regards to gender role, the book seems to be male focused. That is, males are generally depicted in action roles, while women are mostly represented in subordinate roles.

#### 4.1.2.9 Results of “New Bridge to Success”

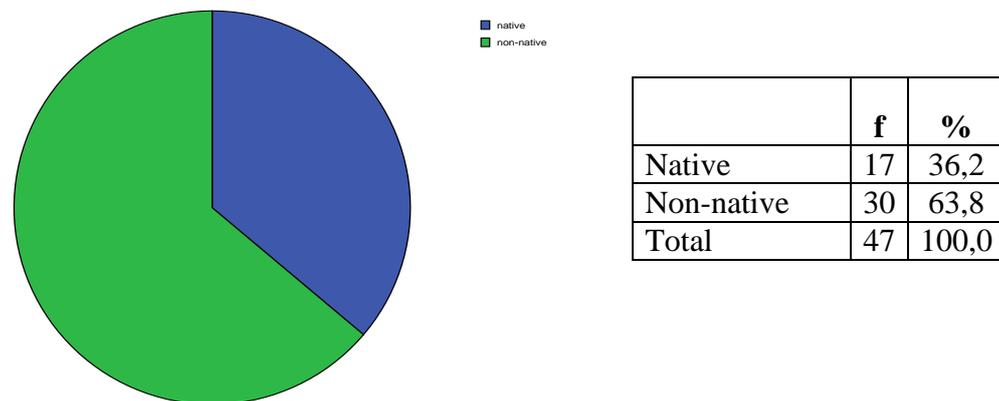
##### 4.1.2.9.1 Ethnicity:

**Table 36. Distribution of Different Nationalities**

<b>Nationality</b>	<b>f</b>	<b>%</b>
Spanish	1	2,1
American-USA	7	14,9
Italian	1	2,1
Brazilian	2	4,3
Chinese	1	2,1
English	10	21,3
German	1	2,1
Danish	1	2,1
Turkish	14	29,8
Bangladeshi	1	2,1
Argentinean	1	2,1
African (In General Terms)	2	4,3
Ethiopian	1	2,1
Jamaican	1	2,1
Nigerian	1	2,1
Zimbabwean	1	2,1
Ukrainian	1	2,1
Total	47	100,0



**Figure 32. Distribution of Different Nationalities**



**Figure 33. Proportion of Native and Non-Native Speakers of English**

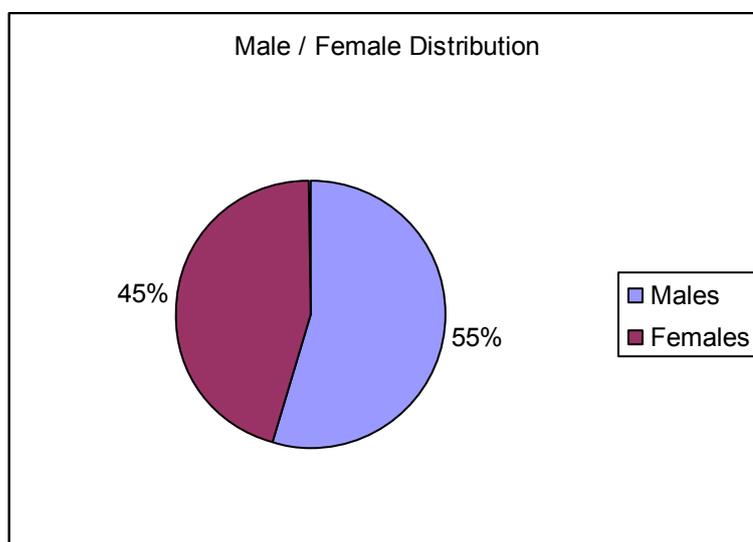
As shown in Figure 33, 36.2% of the people are native speakers of English and the percentage of non-native speakers of English is 63.8%. The related frequencies and percentages of different countries can be seen in Figure 1. As shown in Table 36, people

of different countries appear and most of them have a specific role in the reading passages. There are 16 different countries in total. In the light of the above frequencies, it is indicated that the Turkish have the biggest proportion with a percentage of 29.8. This is most likely due to the fact that the book itself was written by Turkish writers and that it was written for especially Turkish students. It is followed by the English (21.3%) and the American (14.9). People of European countries such as the Spanish, the Italian, Far-Eastern countries, Asian, Scandinavian, and African countries all appear in the book. Unlike most of the other books, the different nationalities are not gathered in only a single passage on a global issue. The people of such countries are carefully distributed all over the book.

#### **4.1.2.9.2 Disability:**

Disability gets no place at all in the reading passages.

#### **4.1.2.9.3 Gender:**



**Figure 34. Proportion of Females and Males**

It is apparent from the Figure 34 that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. There are 120 males and 100 females in total in the reading passages. The percentage for females is 45%, and it is 55% for males. Numerically, females are not equally represented with males.

Nevertheless, the Figure 34 shows that there is a very marked increase in the total number of females.

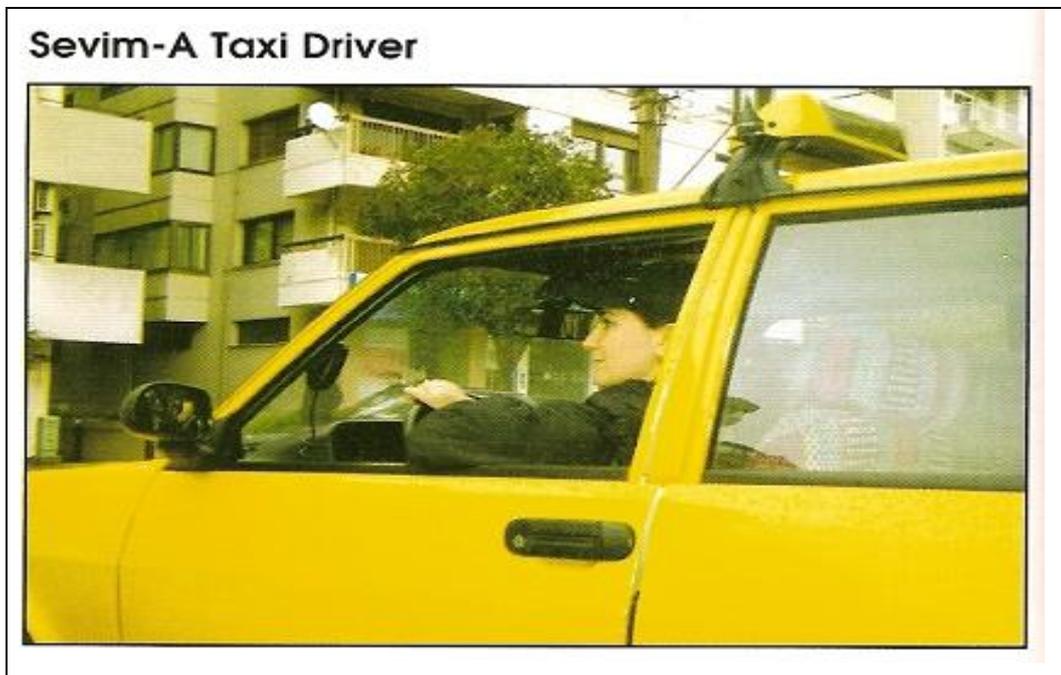
<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	34	31,8
Learners	19	17,8
Sports	2	1,9
Science and Technology	3	2,8
Health	1	,9
Teaching and Research	2	1,9
Household and Parental	3	2,8
Business	5	4,7
Administrative	3	2,8
Skilled Trades	6	5,6
Caring Personal Service	1	,9
Managers	3	2,8
Protective Service	1	,9
Retired	1	,9
Elementary Service	1	,9
Child	18	16,8
Religion	3	2,8
Public Service	1	,9
Total	107	100,0

**Table 37. Distribution of Different Roles Attributed to Males**

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	23	30,3
Learners	22	28,9
Science and Technology	2	2,6
Health	1	1,3
Teaching and Research	4	5,3
Household and Parental	3	3,9
Business	2	2,6
Administrative	1	1,3
Caring Personal Service	2	2,6
Elementary Service	2	2,6
Child	12	15,8
Media	1	1,3
Public Service	1	1,3
Total	76	100,0

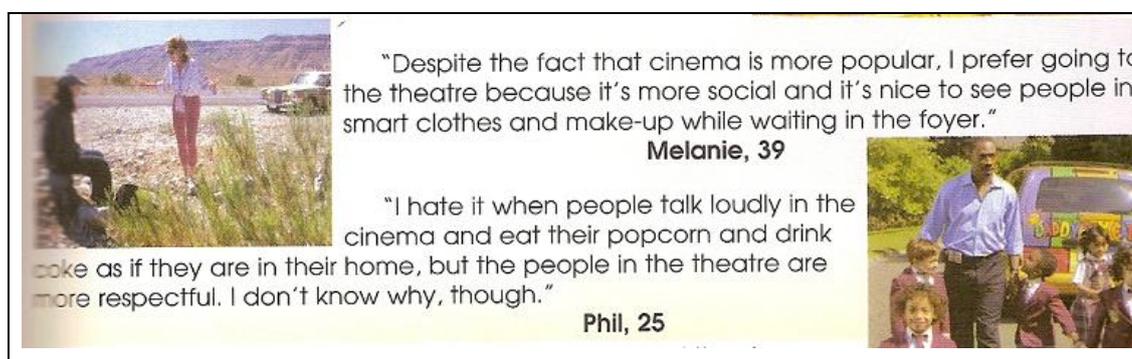
**Table 38. Distribution of Different Roles Attributed to Females**

Males and females are represented quite equally in the passages. Both men and women are mostly shown as successful musicians, painters, scientists, doctors, laboratory assistants, teachers, businessmen / businesswomen, etc. Furthermore, they both are associated with household and parental issues. For both sexes the most attributed professional category is artistic and literary with a percentage of 31.8% for males and 30.3% for females. This is followed by learners and children/teenagers. 17.8% of the males and 28.9% females are learners. This is mostly because the book aims to help students identify with the characters in the book. 16.8% of the males and 15.8% of the females are children and teenagers. In the pictures and illustrations, females are mostly shown as caring housewives, scientists, fashionable teenagers, workers, waitresses, cashiers, doctors, teachers, actresses, and musicians etc. which all somehow represent the real life professional and social roles. As for males, they are mostly sportsmen, fathers, workers, architects, musicians, teachers etc. Moreover, it is nice to see that there are some role reversals in different passages. To put it another way, in a text (shown below) a Turkish woman named Sevim is a successful taxi driver, which is a traditional males' role in Turkey and most of the other countries:



From *New Bridge to Success*, Akman, Yıldız, Ergin, Dağdeviren, Yetik, Samur & Özenç (Devlet Kitapları 2005)

And in another passage a young man named Phil gives daddy day care, that is, he is doing babysitting which has always been associated with females:



From *New Bridge to Success*, Akman, Yıldız, Ergin, Dağdeviren, Yetik, Samur & Özenc (Devlet Kitapları 2005)

As the results suggest, although there is numerical inequality between males and females it is nice to see that they are quite equal qualitatively.

We may conclude that; even though it is nice to see that several people from various countries appear in the passages and accompanying pictures, the proportion of non-native speakers of English is still not an actual representative of real figures. With regards to disability, it is sad to find that the disabled gets no place at all in the passages or pictures although there are sixty passages. As for gender; despite the numerical inequality, there is a qualitative equality between males and females in terms of gender roles. That is, the book does not tend to be male focused.

#### 4.1.2.10 Results of “Streetwise”

##### 4.1.2.10.1 Ethnicity:

**Table 39. Distribution of Different Nationalities**

Nationality	f	%
American-USA	3	7,3
Japanese	1	2,4
French	4	9,8
Greek	1	2,4
Chinese	1	2,4
Indian	2	4,9

English	19	46,3
German	4	9,8
Tunisian	1	2,4
African (In General Terms)	1	2,4
Egyptian	1	2,4
Scandinavian (In General Terms)	1	2,4
Iranian	1	2,4
Ecuadorean	1	2,4
Total	41	100,0

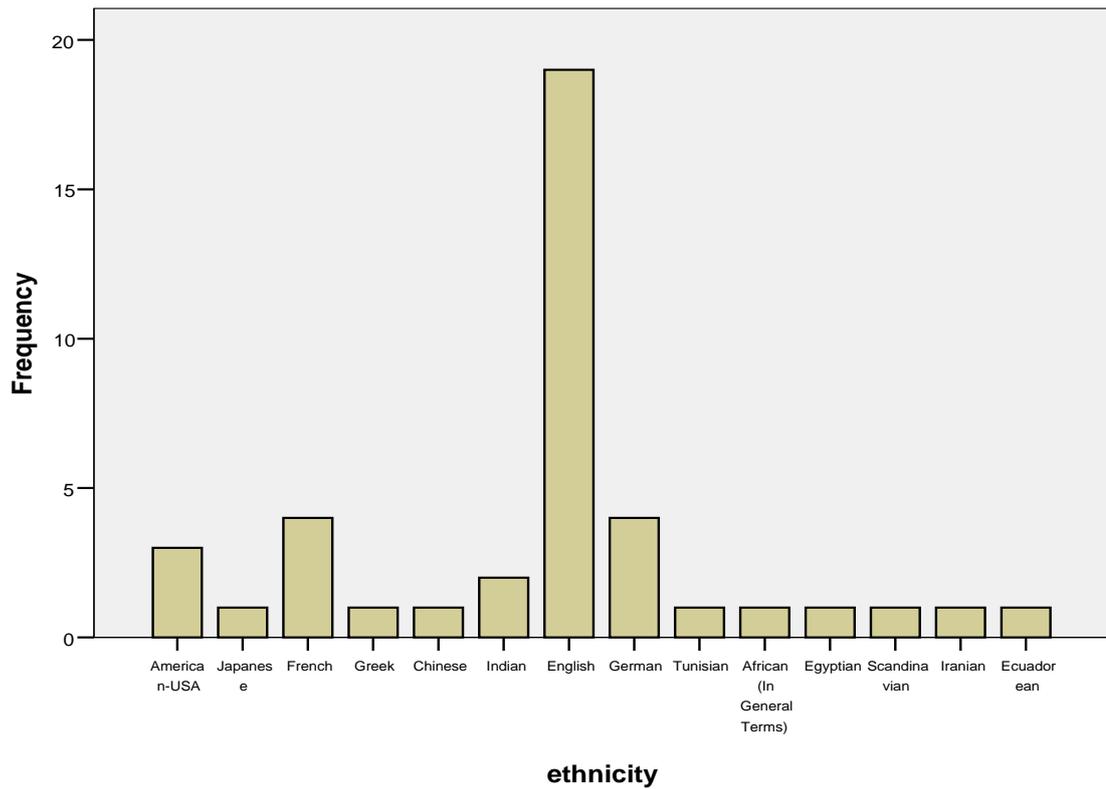


Figure 35. Distribution of Different Nationalities

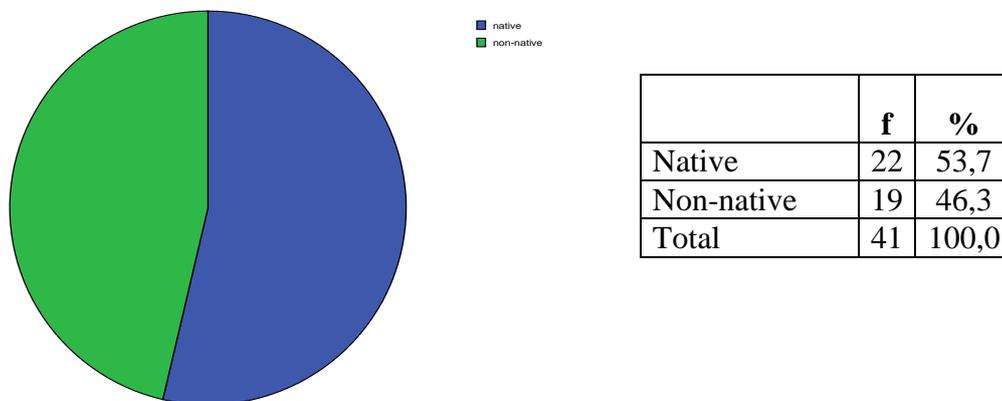


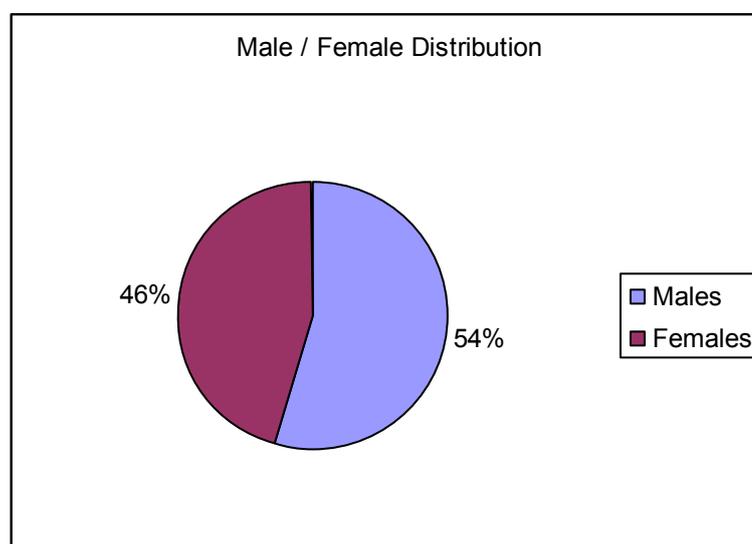
Figure 36. Proportion of Native and Non-Native Speakers of English

The data in Figure 36 show that 53.7% of the people are native speakers of English. However, the percentage of non-native speakers of English is 46.3%. Here, the findings are almost the same as most of the previous books. As shown in Figure 35, and Table 39, people of different countries appear and it is satisfying to see that there is a great variety of nationalities. European, African, Far-Eastern, Arabian, and Scandinavian countries are all included in the book. There are nearly 15 different nationalities in total. In the light of the above frequencies, it is indicated that English have the biggest proportion with a percentage of 46.3%. There is a remarkable increase in the proportion of the English when compared to the other books. This time it is followed not by Americans, but by the French and German with a percentage of 9.8%.

#### **4.1.2.10.2 Disability:**

Disability gets no place in the book.

#### **4.1.2.10.3 Gender:**



**Figure 37. Proportion of Females and Males**

The numerical distribution of males and females is presented in Figure 37. There are 71 males and 29 females. It is apparent that the reading passages and the accompanying pictures and illustrations are mostly male focused in number. The percentage for

females is 46%, and it is 54% for males. Numerically, females are not equally represented with males. Nevertheless, the Figure 36 shows that there is a very marked increase in the total number of females when compared to most of the previous books.

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	10	9,5
Learners	13	12,4
Sports	15	14,3
Science and Technology	1	1,0
Teaching and Research	5	4,8
Household and Parental	11	10,5
Business	1	1,0
Skilled Trades	3	2,9
Protective Service	6	5,7
Finance	2	1,9
Crime	3	2,9
Retired	1	1,0
Leisure and Travel	2	1,9
Child	29	27,6
Media	3	2,9
Total	105	100,0

**Table 40. Distribution of Different Roles Attributed to Males**

<b>Roles</b>	<b>f</b>	<b>%</b>
Artistic and Literary	11	14,7
Learners	10	13,3
Sports	1	1,3
Health	1	1,3
Teaching and Research	1	1,3
Household and Parental	15	20,0
Business	1	1,3
Finance	1	1,3
Crime	1	1,3
Retired	3	4,0
Elementary Service	1	1,3
Leisure and Travel	4	5,3
Child	22	29,3
Media	1	1,3
Public Service	2	2,7
Total	75	100,0

**Table 41. Distribution of Different Roles Attributed to Females**

As for gender role, a democratic tendency is easily realized. Males and females are represented quite equally in the reading passages and the pictures. Both men and women are mostly shown as teachers, news reporters, businessmen / businesswomen, sportsmen/sportswomen, financiers, artists, literary people, etc. For both sexes the most attributed role category is children/teenagers with a percentage 27.6% for males and 29.3% for females. The other most common categories for males are sports (14.3%), learners (12.4%), household-parental (10.5%), and artistic and literary (9.5%). As to the females the list is more or less the same: household-parental (20%). Artistic and literary (14.7%), and learners (13.3%). As the percentages show, males and females both are associated with household and parental issues. In the pictures and illustrations, females are mostly shown as teenagers, artists, successful models, happy brides, super fans, musicians, editors, reporters, dentists and mothers. As for males, they are mostly sportsmen, fathers, workers, musicians, teachers etc. What is more, it is nice to see that there are some role reversals in some passages just as the case in the “New Bridge to Success”. In a text on super fans a newly married couple is celebrating their marriage at a stadium, watching a football match, which is normally can not be acceptable for most women:



the fans.

Caroline and Vicky – both fourteen – had hitchhiked sixty miles to get there.

‘I hope I can survive that long. I think I’ll die if I don’t see him soon,’ said Caroline. ‘We saw him last year – *in real life* – outside Radio One.’

‘He’s much more beautiful when you really see him,’ enthused Vicky. ‘He has a fantastic smile.’

Martin had come with his mother. He was eleven and trying very hard to look like his hero. His mum had queued half the night for their tickets as a birthday present. ‘He says this is the best thing I’ve ever done for him.’ Martin was too overwhelmed to say a word.

Meanwhile, the word spread that Jason had actually arrived some hours previously. Some very disappointed teenagers went home. Others, including Vicky and Caroline, vowed to see him on his way out hours later and settled down to wait. Everyone else started filing inside.

By 9.00 p.m. a warmly-received support band had been and gone, and everyone – apart from the very bored-looking security guards – was getting very excited. The *Overture* was played and then, for the fourth British performance of the ‘Doin’ Fine’ tour, on came Jason – his arms outstretched in a blaze of light and glory.

From *Streetwise*, Nolasco (Oxford University Press 1992)

And in another passage on sports and drugs, a picture portrays both a woman and a man as successful body builders, doing a traditional sport which is mostly associated with males:

**WINNING AT ALL COSTS!**

***WARM-UP***  
 In 1988, Canadian sprinter Ben Johnson became the fastest man in the world by breaking the world record when he won the Olympic 100 metres final. He had beaten his great rival Carl Lewis in the most important



resemble male hormones. 'Anabolic' build up – in this case to build up muscle builders use anabolic steroids in order to be good in competitions but big muscles do not necessarily mean extra strength!

From *Streetwise*, Nolasco (Oxford University Press 1992)

As the results suggest, although there is numerical inequality between males and females it is nice to see that they are quite equal qualitatively.

Finally; all the evidence suggest that, it is nice to see that several people from various countries appear in the passages and accompanying pictures, yet the proportion of non-native speakers of English is still not an actual representative of real figures. With regards to disability, it is sad to find that the disabled gets no place at all in the passages or pictures although there are fifty passages. As for gender; despite the numerical inequality, there is a qualitative equality between males and females in terms of gender roles. That is, the book does not tend to be male focused.

## **4.2 Discussion of the Overall Results**

As stated before, the study aimed to analyze the reading passages and related pictures of ten ELT coursebooks in terms of ethnicity, gender and disability. In this study, we have discussed the importance of integrating social issues and values into coursebooks, thus implementing a socially responsible ELT teaching. In this part of the study, the overall data gathered through checklists and the results are discussed in relation to the problems and the research questions below:

1. What does SRT mean as it pertains into ELT?
2. How are some social aspects such as gender, disability, and ethnicity are represented in the reading passages and the accompanying pictures in ELT coursebooks?
3. What kinds of evaluations and interpretations can be made in the light of the importance of social responsibility teaching, and the results of the study?

A cut-off value of 5% is chosen to be more appropriate in the overall discussion of the variables as the results of the coursebooks showed that there is no great difference in the scores below the determined value. To put it another way, the frequencies and percentages of the variables below 5% are seemed to be quite similar.

### **4.2.1 Ethnicity**

How different nationalities are represented and to what extent non-native speakers of English are included in the reading passages and the related pictures were one of the concerns of this study. As suggested in the previous chapters, Cunningsworth (1995) states that ethnicity is one of the main issues that should be given importance while evaluating coursebooks. It is important that people from different countries should appear in coursebooks and reading passages with a function and meaning rather than mere decoration. Then, in order to portray social reality as it really is, people of different countries, and ethnic origins must appear in the coursebooks. The distribution of different ethnicities can be seen in Table 41 below:

**Table 42. Distribution of Different Nationalities in All Coursebooks**

Nationality	f	%( In All Books)	%(Among These Three Nationalities)
English	85	24,6	59
American-USA	40	11,6	27
Turkish	21	6,1	14

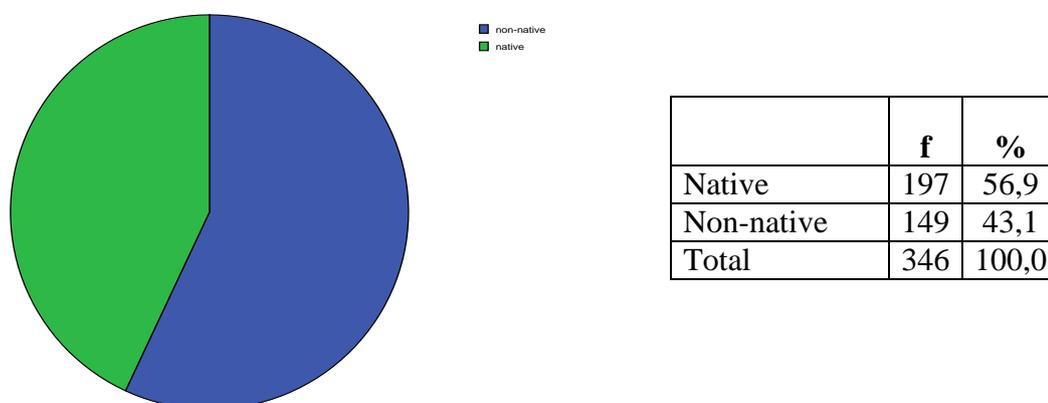
The data in Table 42 indicate that the coursebooks mostly represent English, American and Turkish people. The English gets the greatest proportion with a percentage of 24,6 (about a fourth of all nationalities mentioned) among all the countries represented and with a percentage of 59 among just these three nationalities. The English is followed by The American (11,6 / 27%) and the Turkish (6,1 / 14). That mostly these three countries are represented in the coursebooks is due to the fact that such books, used in Turkey and all over the world, are usually the ones that are written by English, American and Turkish writers. They unfortunately tend to portray the people of their own countries more often. However, there should be a multicultural and national diversity in the coursebooks so that students will be able to learn about other countries, people and become more sensitive to ethnic and cultural differences all around the world.

**Table 43. Distribution of Different Nationalities by Coursebook**

Nationality	Book No										Total
	1	2	3	4	5	6	7	8	9	10	
American-USA	6	4	5	2	8	2	3	0	7	3	40
English	8	6	8	6	14	8	4	2	10	19	85
Turkish	0	0	1	1	0	0	0	5	14	0	21

It is evident from table 43 that the American appears almost in all coursebooks. Only the eight coursebook named “Spotlight on English” does not include any Americans. Unlike the Americans, the English, as the most frequently appearing nationality, can be seen in all books. The Turkish mostly appears in the books written by Turkish

coursebook writers. In all books, also people of other countries appear. Some of them are Italian, French, Greek, German, Australian, Indian, Japanese, Spanish, Chinese, Irish, Russian, Canadian, Danish, Brazilian, etc. Apart from English, American and Turkish, 67 nationalities are included in the books. However, in some cases they are simply represented in the visuals and do not have much of a role in the reading passages. Moreover, in others, most of the nationalities mentioned are altogether represented in a single passage on festivals, social matters, or global manners. That is, there is not a single passage on the culture and people of a specific country. In short, it is clear that the coursebooks lack cultural and national diversity in general.



**Figure 38. Proportion of Native and Non-Native Speakers of English**

As for the distribution of native and non-native speakers of English, Figure 38 clearly shows that the percentage of native speakers is 56,9 while the percentage for non-native speakers is 43, 1. Even though English is an international language and there are lots of countries where people learn and use it, the coursebooks do not represent most of these countries. As stated before, about 350 million people use English as their mother tongue. These people from America, Britain, Canada, New Zealand and Australia constitute about 6% of the world's population, but when we look at the statistics, we can see that the percentage is about 60%, which does not represent the real figures. We would like to have seen that the non-speakers of English appeared more frequently than the actual, native speakers.

**Table 44. Distribution of Native / Non-Native Speakers of English by Coursebook**

	Book No										Total
	1	2	3	4	5	6	7	8	9	10	
Native	20	12	15	13	26	12	10	2	17	22	149
Non-native	25	17	30	16	22	14	14	10	30	19	197
Total	45	29	45	29	48	26	24	12	47	41	346

The data in Table 44 demonstrate that except for the eighth coursebook, Spotlight on English, all of the books do not include the non-native speakers of English in a way to actually represent them in terms of real figures. In other words, only a few non-native speaking nationalities appear in the books.

#### 4.2.2 Gender

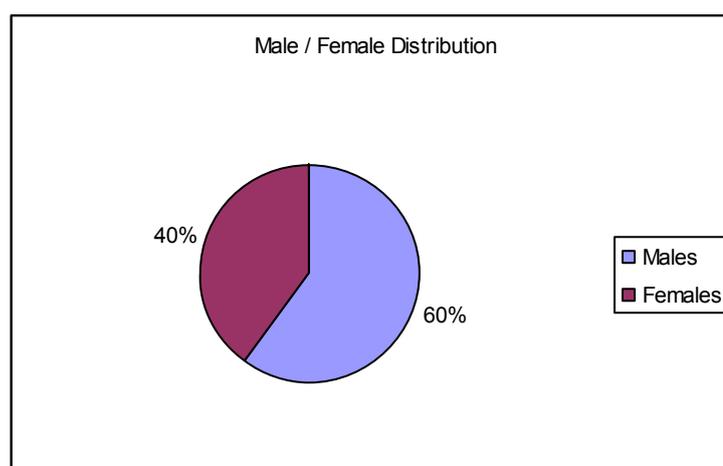
How males and females are represented, whether both sexes are represented equally or they are stereotyped, and what professional and social positions are attributed to males and females were the questions relating another concern of this study: Gender. In this part of the study, the overall, and book by book results will be discussed.

**Table 45. Numerical Distribution of Sex by Coursebook**

Book No	Male	Female
1	45	28
2	55	41
3	35	18
4	71	29
5	68	30
6	49	14
7	78	63
8	66	52
9	120	100
10	129	108
<b>Total</b>	<b>716</b>	<b>483</b>

As the data in Table 45 suggests, the coursebooks are mostly male focused. The number of males is a great deal greater as compared to females. While there are 716 males in

total, the number of females is only 483. Therefore, the percentage of males is 60% while that of females is only 40% as shown in Figure 39 below. It is not difficult to notice that there are more males in all books. However; in the passages of the fourth book, Opportunities, and the sixth book, Hotline, the numerical gap between the representation of males and females is even greater. In short, unfortunately, it is evident that, numerically, females are not represented equally with males.



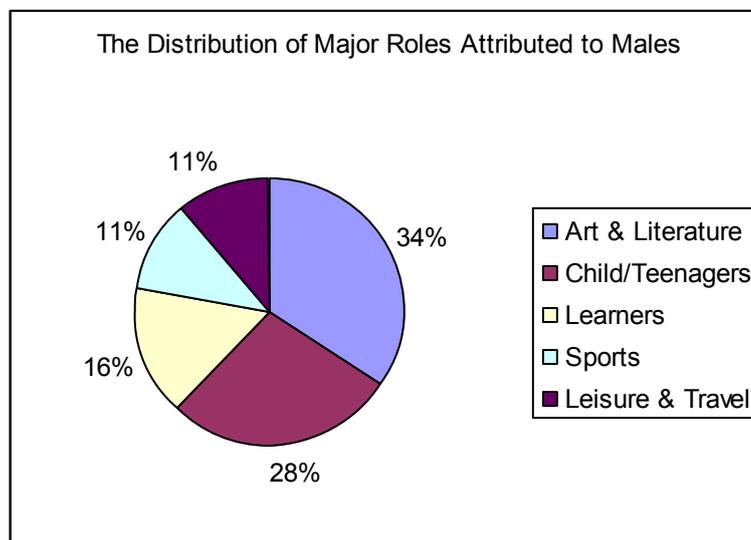
**Figure 39. Total Proportion of Females and Males**

**Table 46. Distribution of Major Roles Attributed to Males**

<b>Roles</b>	<b>f</b>	<b>% (In All Books)</b>	<b>%(Among These Five Roles)</b>
Artistic and Literary	90	18,0	34
Child	72	14,4	28
Learners	41	8,2	16
Sports	29	5,8	11
Leisure and Travel	29	5,8	11

As shown in Table 46 and Figure 40, the major roles attributed to males are artistic & literary, child / teenagers, learners, sports and leisure and travel. Males are mostly depicted and portrayed as successful writers, musicians, actors, and poets. The other roles that are not mentioned here are household/parental, administrative, protective service, science/technology, health, business, teaching, management, military, etc. As the professions suggest, in terms of gender role, the books depict men in action roles,

and in control of the situation. They are, in general, not associated with any child rearing, or housework.



**Figure 40. Distribution of Major Roles Attributed to Males**

**Table 47. Distribution of Different Roles Attributed to Males by Coursebook**

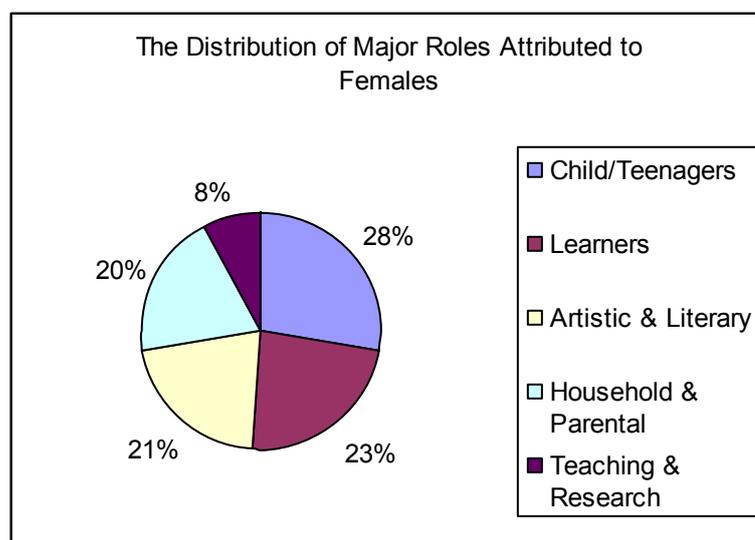
		Book No										Total
		1	2	3	4	5	6	7	8	9	10	
Roles	Artistic and Literary	7	1	0	15	9	8	3	3	34	10	90
	Learners	1	1	0	1	2	0	1	3	19	13	41
	Sports	2	3	0	1	2	1	2	1	2	15	29
	Leisure and Travel	1	2	0	3	2	7	2	10	0	2	29
	Child	0	0	2	2	4	5	5	7	18	29	72

As the data in table 47 suggest, the fourth and the ninth coursebooks (Opportunities, New Bridge to Success) portray males mostly as successful artistic and literary people. “Opportunities” is a coursebook which includes several passages on famous stories and novels. The other coursebook is the one that is prepared for teenagers and have reading texts about famous singers, pop groups, and actors. As “Streetwise” was designed in the form of a language learning magazine for teenagers, it includes lots of stories,

interviews, dialogues about young people, and learners in order to help students identify with those characters easily and thus encouraging them to learn easily and enjoyably.

**Table 48. Distribution of Major Roles Attributed to Females**

Roles	f	%(In All Books)	%(Among These Five Roles)
Child	57	20,4	28
Learners	47	16,8	23
Artistic and Literary	44	16,1	21
Household and Parental	41	14,6	20
Teaching and Research	16	5,7	8



**Figure 41. Distribution of Major Roles Attributed to Females**

The major roles attributed to females are presented in Table 48 and Figure 41. Females are mostly portrayed as children/teenagers, learners, artistic & literary people, housewives/mothers and teachers. They are usually beloved girlfriends, little children, unhappy girls, caring mothers (as shown below), students, writers, hardworking housewives and teachers. In general, they have nothing to do with the roles attributed to males. Therefore, the books seem to be male focused, depicting men in action roles, in control of the situation, and women in subordinate roles. Nevertheless, some passages project a positive image for women with which female students can identify. For

example, in some passages females are successful sportswomen, doctors, and businesswomen, but these are just a few.

window. It was a cold winter's day and snow lay (3) *at/on* the ground. She then took her best clothes (4) *out of/off* her wardrobe and put them (5) *onto/into* her small, dusty old suitcase which was leaning (6) *onto/against* the wall. She took the money which she kept (7) *inside/into* an empty chocolate box hidden (8) *between/against/among* the wardrobe and the wall and put it (9) *to/into* her pocket. She took a note for her parents (10) *out/of/ outside* a drawer and placed it (11) *into/onto* her dressing table. Carefully, she opened the door and crept (12) *by/along* the corridor, (13) *past/behind* her parents' room and (14) *along/down* the dark staircase (15) *onto/into* the hall. She made her way (16) *at/into/towards* the back door and opened it. Closing it quietly (17) *in front of/behind* her, she moved silently (18) *through/across/down* the garden and climbed (19) *under/over/through* the low garden gate. For a few seconds, she stood (20) *from/at/on* the gate and looked back at the sleeping house. Then she turned and walked quickly away to begin a new life.



From *Think Ahead to First Certificate*, Naunton (Longman 1993)

# THE SOLDIER'S TALE



As all the evidence suggests, females are not numerically and qualitatively represented equally when compared to males and there is an occasional negative stereotyping for women. In other words, females tended to be portrayed in stereotypical ways which are not a true representation of their real life roles. However, we know that so far there have been great improvements in the position of women. Today women are no longer segregated in the sense that they are expected to stay at home, care for the children, and keep house while men take care of business and run the country. Most women work today and they are not restricted to specific roles. Therefore, it is totally wrong to stereotype some jobs and social roles as more suitable for men or women.

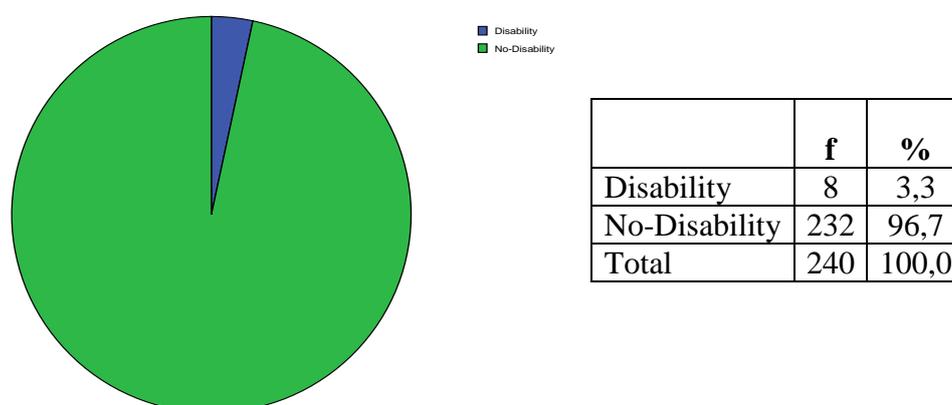
**Table 49. Distribution of Major Roles Attributed to Females by Coursebook**

		Book No										Total
		1	2	3	4	5	6	7	8	9	10	
Roles	Artistic and Literary	0	0	0	3	0	5	2	1	23	11	45
	Learners	2	1	1	2	4	1	1	3	22	10	47
	Teaching and Research	0	2	1	0	0	0	0	8	4	1	16
	Household and Parental	3	0	1	5	2	2	4	6	3	15	41
	Child	0	0	2	5	6	4	3	3	12	22	57

In the Table 49 above, it is clear that musicians, writers, and actresses mostly appear in “New Bridge to Success”. Most of the children/teenagers appear in “Streetwise” as the book was specially designed for teenagers and young adults. As for household and parental issues, nearly all of the books include housewives and mothers. Also, in all books we can see a female teacher. Half of the teachers appear in “Spotlight on English”. However, it is sad to note that all of these teachers appear in just a photo. There is nothing more than that.

### 4.2.3 Disability

The last concern of this study is disability. Disability awareness is important for understanding disabled people's needs to prevent discriminations in society. As a result, in this part of the study, whether disability and the disabled get enough place in the passages and the related pictures will be discussed.



**Figure 42. Proportion of the Disabled Mentioned in All Coursebooks**

As suggested in Figure 42 above, disability gets little or no place at all in the coursebooks. Only 8 passages out of 240 deals with disability. 96,7% of the passages and the related pictures have nothing to do with disability.

**Table 50. Distribution of Disability Types**

Type of disability	f	%
None	232	96,7
Emotional Disturbance	1	,4
Mental Retardation	1	,4
Orthopedic Impairment	3	1,3
Specific Learning Disability	1	,4
Visual Impairment/Blindness	2	,8
Total	240	100,0

Although there are 13 major types of disability as listed by IDEA and thousands of people suffering from these disabilities, the books only present five of them. These are emotional disturbance, mental retardation, orthopedic impairment, specific learning disability, and visual impairment/blindness. Among these types, “orthopedic impairment” is the one that is most frequently addressed with a percentage of 1, 3.

**Table 51. Distribution of Disability Types by Coursebook**

	Book No										To tal
	1	2	3	4	5	6	7	8	9	10	
Disability	2	1	2	0	1	0	1	0	1	0	8
No- Disability	10	11	9	13	31	12	13	24	59	50	23 2
Total	12	12	11	13	32	12	14	24	60	50	24 0

The distribution of different disability types are presented in Table 51. In the first book, The New Headway, disabled people are mentioned only in two passages out of twelve. In fact, there is no passage on a specific type of disability or the problems and success stories of the disabled. The second passage “The Clown Doctor” and the third passage on famous artists simply give the names of the disabilities by referring to a very sick little girl and an artist in one or two sentences. This is the case also in the second book, Enterprise 4. The fourth passage on disasters and accidents simply mentions about a young girl who experiences emotional disturbance due to the immense effects of the earthquake in Los Angeles.

The only success story, a passage which is completely written on the disabled appears in the seventh book, Life Lines. Unlike the previous books which just mention the names of the impairments by people, this single passage is about the success story of a well-known artist who has an orthopedic impairment. The passage named “I’m So Lucky”, portrays how Gloria Estefan had a terrible accident which broke her back and how she became successful again, as shown below:

Small way.

☆☆☆☆☆☆



Gloria leaving hospital

Gloria wanted to be a psychologist, but while studying at Miami University, she met Emilio Estefan and joined his band, the *Miami Sound Machine*, as a singer. Three years later when Gloria was still only 21, they got married. A brilliant businessman who had also emigrated from Cuba after his family had lost everything, Emilio turned the shy, overweight Gloria into an international superstar. Her record, *Cuts Both Ways*, sold

having too much money. A few years ago, when Nayib was behaving very badly, she took away all his toys. 'I left only his books. He lived like that for a year. I told him he was going to have to realize what it was like to have nothing.'

☆☆☆☆☆☆

Gloria has a lot to smile about – a \$6 million mansion on Star Island, Miami, her own yacht, and enough money to buy

From *Life Lines*, Hutchinson (Oxford University Press 1997)

### 4.3 Conclusion

Socially responsible ELT teaching necessitates the integration of social issues / values, global concerns and peace education into instructional materials and especially the coursebooks in order to teach what is morally and ethically correct. By this way, students will be encouraged to form individually a sense of respect, tolerance and sensitivity to differences between nationalities, gender, physical handicap, social structures and so on. In a way we try to better prepare them to be citizens of global world (Cates, 2000).

This chapter presented the results of the coursebooks and discussion in terms of how ethnicity, gender, and disability were represented and portrayed in the coursebooks. The results and the data analysis indicate that, the coursebooks analyzed generally lack sensitivity to global issues and values. The results demonstrated that disability gets little or no place in the coursebooks. Also, it was indicated that females are not both quantitatively and qualitatively represented equally with males. With regards to ethnicity,

it is clear that mostly the native speakers of English appear in the coursebooks and there is not an equal representation of different nationalities.

## **CHAPTER V**

### **CONCLUSION**

#### **5.0 Introduction**

As discussed thoroughly in the previous chapters, classroom experience can have a profound effect on learners' views of themselves, their place in the world and most importantly their role as global citizens. Young learners - especially teenage learners - are at the point in their life when they are developing their own ideas about the world around them, especially the world beyond their immediate surroundings.

ELT coursebooks play an important role in shaping that experience as they are widely used all over the world and can easily transmit global values. They are easy to use and practical instructional materials which serve as the sources in achieving aims and objectives that have already been set in language teaching programs. In addition to this, their interesting, colorful and attractive layout and pages attract students' attention easily. Even though coursebooks are indispensable instructional materials in ELT, we should also be careful about the content of coursebooks as well as their layout, design, methods and organization. As referred before, in his comprehensive review of classroom tasks, Long (1989) vigorously attacks the language teaching profession's preoccupation with methods, claiming that it says nothing about "what to teach" (Cited in Nunan, 1995). He stresses the need to evaluate the content of the coursebooks used. We need to ensure that the coursebook sets its materials, texts and pictures in social and cultural contexts that are comprehensible and recognizable to the learners. This will prepare our students to the outside world in which they face different kinds of global problems. By doing such a socially responsible teaching, coursebooks, I believe, will help to create sensitive, peaceful, and respectful citizens who work for the welfare of our globe.

## 5.1 Summary of the Study

The aim of this present study was to analyze the reading passages and the accompanying pictures, illustrations of ten ELT coursebooks in terms of ethnicity, gender and disability under the light of the concept “Social Responsibility Teaching”. The coursebooks exploited were:

1. The New Headway
2. Enterprise 4
3. Cutting Edge
4. Opportunities
5. Think Ahead to First Certificate
6. Hotline
7. Life Lines
8. Spotlight on English
9. New Bridge to Success, and
10. Streetwise

The purpose of the first chapter was to state the problem, the importance and scope of the study, and the background to the study. Also, limitations of the study and the definitions of some terms were given in this chapter. As there were numerous published coursebooks for English language teaching available on the market, it was quiet difficult to choose the most suitable samples for the study. To overcome this problem, the coursebooks used in Turkey and all around the world were chosen randomly. The second limitation of the study was that; although the researcher had made every effort to analyze the reading passages and the accompanying pictures in detail in terms of gender, disability and ethnicity, it was still possible that some details may not have been noticed. Therefore, some sample passages were cross-checked by another colleague, researcher to make sure that everything was correct.

The second chapter started with the theoretical and practical basis of the concept “social responsibility” and its importance in ELT, and continued with the social issues and values “ethnicity, gender and disability” which are the main focus of the study. The

literature review on social responsibility indicated that teaching social responsibility in the language classroom seeks to pursue what is morally and ethically correct and fulfill what is deemed right for the welfare of a greater number of people. Also, it provides a venue for teachers and students to see the world in different perspectives and be able to examine and reflect upon how this diversity strengthens or disintegrates the social fiber that binds them with humanity.

The third chapter dealt with the instruments, materials used; and data collection-analysis procedures. The Statistical Packages for Social Sciences (SPSS) Version 13.0 was used to compute the frequencies and percentages for each coursebook. The findings and results were represented in different types of figures, charts and tables to make them more comprehensible to the readers. For each coursebook, different kinds of nationalities were listed and the percentage of native and non-native speakers was calculated. After that, reading passages and accompanying pictures, illustrations were examined again to see whether the disabled got a place in the texts and the percentages were calculated for this issue. Also, types of different disabilities were listed when necessary. Finally, the texts and pictures were analyzed in terms of gender. In the first part, the numerical distribution of females and males was presented for each book. Then, using the “Standard Occupational Categories” as the basis, males and females were categorized into different gender roles. When book by book evaluation for gender, disability, and ethnicity was completed; the total figures of all books were calculated and presented.

The following chapter presented and discussed the results. The overall data analysis indicated that ELT coursebooks in general are not so sensitive to global issues and values, and that they do not carry out enough socially responsible teaching.

### **5.1.1 Disability**

The results demonstrated that disability gets little or no place in the coursebooks. All the evidence suggests that:

1. Only 8 passages out of 240 deals with disability.

2. 96, 7% of the passages and the related pictures have nothing to do with disability.
3. The coursebooks only present five disability types out of 13.
4. Most of the passages simply mention about the disabled.
5. Only one success story appears in all of the coursebooks.

### **5.1.2 Gender**

Also, it was indicated that females are not both quantitatively and qualitatively represented equally with males:

1. The coursebooks are mostly male focused.
2. The number of males is a great deal greater than that of females.
3. The coursebooks mostly depict men in action roles.
4. Women are mostly depicted in subordinate roles.
5. Females tend to be portrayed in stereotypical ways.

### **5.1.3 Ethnicity**

With regards to ethnicity, it is clear that mostly the native speakers of English appear in the coursebooks and there is not an equal representation of different nationalities.

1. Mostly the English, American and Turkish are represented in the coursebooks.
2. Americans appear almost in all coursebooks.
3. The English can be seen in all coursebooks.
4. The Turkish mostly appears in the books written by Turks.
5. In general, coursebooks lack cultural and national diversity.
6. Non-speakers of English appear less frequently than the actual native speakers.

All in all, the overall results support and confirm the hypotheses that:

1. ELT coursebooks do not represent a great variety of countries.
2. Non-native speakers of English seldom appear in coursebooks when compared with the native speakers.

3. Females are not represented equally in number and in terms of the social roles attached.
4. The disabled and their stories get very little place in the coursebooks.
5. Educational /social justice requires more rights for the disabled (will be explained in the following part)

### **Suggestions**

The results of the study enabled the researcher to give some suggestions to coursebook writers, curriculum directors and language teachers. In order to carry out a successful curriculum used to teach English as foreign language different kinds of instructional materials and mainly coursebooks are needed. ELT coursebooks deserve the excellent reputation they enjoy throughout the world. Writers, illustrators, designers, and publishers take justified pride in the talent and effort they put into producing materials for effective and enjoyable learning. However, most of the ELT publishers have not taken the opportunity to ensure that there is a fair and balanced representation of social values and issues. There is an increased need for ELT managers to develop ethical standards based on the criteria of social responsibility, rather than focus their everyday decision-making mainly on efficiency and profit-making. Cates (2000) states that infusing global education into second language teaching does not mean every lesson, every reading passage, every group discussion should be about some global concern. What is being advocated is that global education be a regular and consistent part of the curriculum, not just something that is thrown in once or twice a year. In other words, teaching needs to engage learners both affectively and cognitively, and effective teaching materials are the ones that provide both socio-cultural and linguistic input. To achieve this, there is a need for flexibility and openness to change. Using authentic materials can be a solution for this. An outcome of our understanding that language is a social practice has been an increased call for the use of “authentic materials”, rather than the more contrived and artificial language often found in traditional coursebooks (Grant, 1987). The more realistic the language, the more easily it can cater to the range of proficiency levels found in many classes.

Also; curriculum directors, program developers at ELT departments of universities, schools have to make sure that materials used should teach social responsibility by including issues of global problems and values. In “Instructional Technologies and Material Development” course some new instructional materials can be developed for the disabled, or the students can be assigned several projects so that they will create such materials or technologies. Moreover, during the “Materials Evaluation and Adaptation” courses, students should be made to evaluate coursebooks on ethnicity, disability, and gender, or made to adapt the texts, pictures so that our students will be aware of their social responsibilities, thus becoming more responsive and sensitive. Below, some suggestions will be given for each focus of this study:

### **5.2.1 Gender**

As we all know, gender is a controversial subject in our everyday life. There are always debates, discussions and conflicts on sexism, gender stratification, and gender roles. Hence, coursebook writers need to be careful about the representation of gender issues in their coursebooks. It is true that unintentional sexism can be just as offensive as subconscious racism, and Sunderland (1994) claims that it is not a simple matter to produce sexism-free coursebooks. However, the purpose of the characters should not be to purvey some socially hygienic view of gender relations. The author has a duty only to avoid obvious and deliberate insult or offence to the sensibilities of the students. Seeing people in traditional roles everyday strengthens our belief that gender stereotypes are valid. As more women will be shown to assume previously male roles and vice versa, these stereotypes will inevitably tend to weaken. The principal task of an English coursebook is not to help teach foreign students English, but to change their views of the world in general and of gender relationships in particular. Women should never be depicted as inferior to men in their abilities. Gender bias may discourage female students if they see it as an activity in which she is considered less likely than males to succeed, or as an activity associated primarily with males, in which her role is primarily that of spectator. It is also suggested that certainly should not be the role of textbook writers to deliver to some of their students the message that they are less likely to succeed than other members of the class, should expect to play a subordinate role. Writers should ensure that female learners are able to identify in a positive way with the

characters, fictional and real, that they encounter while learning English. It is important not to present female characters in a demeaning way. (Florent, Fuller, Pugsley, Walter, & Young, 1994). In order to avoid stereotypes we can ask a few questions such as:

1. Are people shown as belonging to a range of physical types?
2. Are both men and women shown dressed in a variety of ways?
3. Are women described by their physical attributes where men are described by professional status or mental attributes?
4. Are both women and men shown instructing, being strong, responding emotionally, being powerful, starting dialogues?
5. Are both of them shown in managerial positions or as artisans, caring for children, completing household tasks?

### **5.2.2 Ethnicity**

Another controversial subject is ethnicity. Everyday we read or watch news about ethnic and national conflicts, disagreements, and even wars all around the world. As discussed before, Cunningsworth (1995) states that ethnicity is one of the main issues that should also be given importance while writing coursebooks. It is crucial that people of different ethnic origins should appear in the books and reading passages and they should not be simply represented in the visuals. This way, students will be able to learn about other countries and cultures. And the more nations get to know each other the more they will become tolerant to each other, thus becoming sensitive to cultural differences, global problems and international values.

### **5.2.3 Disability**

The last concern of this study was disability. Disability is another important social aspect that needs to be included in coursebooks. As Putnam (2003) states, disabled people stated social support as a positive factor and something that improved their levels of health and wellness and social support being an important resource in coping with stress and emotional difficulties. However, first, global disability awareness is crucial in order to give social support that the disabled need. People and students should

be informed about the difficulties they face everyday, or successes they achieve. By including several issues on the disabled, their problems and success stories through reading passages and visuals, ELT coursebooks, will help to arouse this global disability awareness, thus making students to be sensitive to the disabled in every day life. They will unconsciously become aware of their problems and will try to treat them with care. Besides global disability awareness via coursebooks, we should never forget that social / educational justice requires and necessitates more rights for the disabled.

Social justice means “being entitled to the same rights and services as all other citizens”. In terms of the disabled, social / educational justice does not only mean physical access to buildings or means of transport. It also means access and acceptance for the disabled to share and participate in all aspects of a society, including in the labor force, education and decision-making. “Declaration on the Rights of Disabled Persons” proclaimed by General Assembly (1975) aimed at promoting higher standards of living, social progress by reaffirming its faith in human rights and in the principles of social / educational justice. The declaration also states that the disabled have the right to medical, psychological and functional treatment, to medical and social rehabilitation, education, vocational training and rehabilitation. Moreover, the United Nations (2003) has recently sought to advance the status of disabled persons and to improve their lives. Persons with disabilities are entitled to exercise their civil, political, social and cultural rights on an equal basis with non-disabled persons. Finally, McDermot (1992) states that

The disabled suffer from underserved disadvantages that prevent making adequate use of basic social resources, including those provided by the teacher. Justice requires mitigating these disadvantages so that the disabled have an equal opportunity to use basic resources in the classroom. The primary educational objective should be to develop the specific capacities of the disabled by creating a social environment to which they can contribute. This may involve mobilizing resources to compensate the disabled for their disadvantages. However, the ultimate goal is rich, meaningful social integration. As important as it may be to remove social obstacles so as to enable the disabled to participate in social groups as equals.

We should not forget that although some foreign language coursebooks already contain lessons or parts of lessons related to global education and social responsibility, these may not be well-suited to our students' immediate needs and interests, or may not represent some issues or values well. Therefore, we have to be careful during the evaluation process of coursebooks. We need to know that no coursebook will be absolutely ideal for our learners, but the aim is to find the best possible fit. It is of crucial importance that careful selection is made. In order to achieve this, we have to make successful use of evaluation process. Therefore, it is necessary to look at coursebooks in some detail in order to unearth what some of their unstated values are besides the layout and linguistic content as the value system can influence the perceptions and attitudes of learners.

Avenues for further research may include investigation of learner's and teachers' views on expectations of global and social issues/values in ELT materials. According to Mannheim (1994), this is certainly a rich and rewarding area for further research into, among other things, the implications for effective language teaching. Also, future research should focus on ethnicity, gender, and disability from a discourse perspective:

'Discourse' means actual instances of communication in the medium of language (Johnstone, 2002). van Dijk (1988) points out that discourse, in a wider sense, is a complex unit of language form, meaning, and action that might best be captured under the notion of a communicative event or communicative act. Language in discourse is primarily a social interactional phenomenon, so discourse analysts study the language of utterances in relation to its function in social interaction. The material with which discourse analysts work consists of actual instances of spoken or written discourse, which are often referred to as 'text' (Johnstone, 2002). Text is also defined as the verbal record of a communicative event (Brown and Yule, 1983). Text is the linguistic content of utterances: the stable semantic meanings of words, expressions, and sentences. Therefore, further studies can focus on the representation of the disabled, males-females, and cultures, nationalities in terms of meanings, adjectives, social encounters, and expressions attached both in spoken interaction and written texts.

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## APPENDIX 1

### Standard Occupational Classification 2000 (SOC2000)

#### Summary of Structure

#### Major Sub-Major Minor Unit Group Title

### 1 MANAGERS AND SENIOR OFFICIALS

#### *11 CORPORATE MANAGERS*

##### **111 Corporate Managers And Senior Officials**

1111 Senior officials in national government

1112 Directors and chief executives of major organisations

1113 Senior officials in local government

1114 Senior officials of special interest organisations

##### **112 Production Managers**

1121 Production, works and maintenance managers

1122 Managers in construction

1123 Managers in mining and energy

##### **113 Functional Managers**

1131 Financial managers and chartered secretaries

1132 Marketing and sales managers

1133 Purchasing managers

1134 Advertising and public relations managers

1135 Personnel, training and industrial relations managers

1136 Information and communication technology managers

1137 Research and development managers

**114 Quality And Customer Care Managers**

1141 Quality assurance managers

1142 Customer care managers

**115 Financial Institution And Office Managers**

1151 Financial institution managers

1152 Office managers

**116 Managers In Distribution, Storage And Retailing**

1161 Transport and distribution managers

1162 Storage and warehouse managers

1163. Retail and wholesale managers

**Major Sub-Major Minor Unit Group Title****Group Group Group Group****117 Protective Service Officers**

1171 Officers in armed forces

1172 Police officers (inspectors and above)

1173 Senior officers in fire, ambulance, prison and related services

1174 Security managers

**118 Health And Social Services Managers**

1181 Hospital and health service managers

1182 Pharmacy managers

1183 Healthcare practice managers

1184 Social services managers

1185 Residential and day care managers

***12 MANAGERS AND PROPRIETORS IN AGRICULTURE AND SERVICES***

**121 Managers In Farming, Horticulture, Forestry And Fishing**

1211 Farm managers

1212 Natural environment and conservation managers

1219 Managers in animal husbandry, forestry and fishing n.e.c.

**122 Managers And Proprietors In Hospitality And Leisure Services**

1221 Hotel and accommodation managers

1222 Conference and exhibition managers

1223 Restaurant and catering managers

1224 Publicans and managers of licensed premises

1225 Leisure and sports managers

1226 Travel agency managers

**123 Managers And Proprietors In Other Service Industries**

1231 Property, housing and land managers

1232 Garage managers and proprietors

1233 Hairdressing and beauty salon managers and proprietors

1234 Shopkeepers and wholesale/retail dealers

1235 Recycling and refuse disposal managers

1239 Managers and proprietors in other services n.e.c.

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

## **2 PROFESSIONAL OCCUPATIONS**

### ***21 SCIENCE AND TECHNOLOGY PROFESSIONALS***

#### **211 Science Professionals**

2111 Chemists

2112 Biological scientists and biochemists

2113 Physicists, geologists and meteorologists

#### **212 Engineering Professionals**

2121 Civil engineers

2122 Mechanical engineers

2123 Electrical engineers

2124 Electronics engineers

2125 Chemical engineers

2126 Design and development engineers

2127 Production and process engineers

2128 Planning and quality control engineers

2129 Engineering professionals n.e.c.

#### **213 Information And Communication Technology Professionals**

2131 IT strategy and planning professionals

2132 Software professionals

### ***22 HEALTH PROFESSIONALS***

#### **221 Health Professionals**

2211 Medical practitioners

2212 Psychologists

2213 Pharmacists/pharmacologists

2214 Ophthalmic opticians

2215 Dental practitioners

2216 Veterinarians

## **23 *TEACHING AND RESEARCH PROFESSIONALS***

### **231 Teaching Professionals**

2311 Higher education teaching professionals

2312 Further education teaching professionals

2313 Education officers, school inspectors

2314 Secondary education teaching professionals

2315 Primary and nursery education teaching professionals

2316 Special needs education teaching professionals

2317 Registrars and senior administrators of educational establishments

2319 Teaching professionals n.e.c.

### **Major Sub-Major Minor Unit Group Title**

### **Group Group Group Group**

### **232 Research Professionals**

2321 Scientific researchers

2322 Social science researchers

2329 Researchers n.e.c.

## **24 *BUSINESS AND PUBLIC SERVICE PROFESSIONALS***

### **241 Legal Professionals**

2411 Solicitors and lawyers, judges and coroners

2419 Legal professionals n.e.c.

**242 Business And Statistical Professionals**

2421 Chartered and certified accountants

2422 Management accountants

2423 Management consultants, actuaries, economists and statisticians

**243 Architects, Town Planners, Surveyors**

2431 Architects

2432 Town planners

2433 Quantity surveyors

2434 Chartered surveyors (not quantity surveyors)

**244 Public Service Professionals**

2441 Public service administrative professionals

2442 Social workers

2443 Probation officers

2444 Clergy

**245 Librarians And Related Professionals**

2451 Librarians

2452 Archivists and curators

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

**3 ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS**

***31 SCIENCE AND TECHNOLOGY ASSOCIATE PROFESSIONALS***

**311 Science And Engineering Technicians**

- 3111 Laboratory technicians
- 3112 Electrical/electronics technicians
- 3113 Engineering technicians
- 3114 Building and civil engineering technicians
- 3115 Quality assurance technicians
- 3119 Science and engineering technicians n.e.c.

**312 Draughtspersons And Building Inspectors**

- 3121 Architectural technologists and town planning technicians
- 3122 Draughtspersons
- 3123 Building inspectors

**313 IT Service Delivery Occupations**

- 3131 IT operations technicians
- 3132 IT user support technicians

**32 HEALTH AND SOCIAL WELFARE ASSOCIATE PROFESSIONALS****321 Health Associate Professionals**

- 3211 Nurses
- 3212 Midwives
- 3213 Paramedics
- 3214 Medical radiographers
- 3215 Chiropodists
- 3216 Dispensing opticians
- 3217 Pharmaceutical dispensers
- 3218 Medical and dental technicians

**322 Therapists**

3221 Physiotherapists

3222 Occupational therapists

3223 Speech and language therapists

3229 Therapists n.e.c.

**323 Social Welfare Associate Professionals**

3231 Youth and community workers

3232 Housing and welfare officers

**Major Sub-Major Minor Unit Group Title****Group Group Group Group*****33 PROTECTIVE SERVICE OCCUPATIONS*****331 Protective Service Occupations**

3311 NCOs and other ranks

3312 Police officers (sergeant and below)

3313 Fire service officers (leading fire officer and below)

3314 Prison service officers (below principal officer)

3319 Protective service associate professionals n.e.c.

***34 CULTURE, MEDIA AND SPORTS OCCUPATIONS*****341 Artistic And Literary Occupations**

3411 Artists

3412 Authors, writers

3413 Actors, entertainers

3414 Dancers and choreographers

3415 Musicians

3416 Arts officers, producers and directors

**342 Design Associate Professionals**

3421 Graphic designers

3422 Product, clothing and related designers

**343 Media Associate Professionals**

3431 Journalists, newspaper and periodical editors

3432 Broadcasting associate professionals

3433 Public relations officers

3434 Photographers and audio-visual equipment operators

**344 Sports And Fitness Occupations**

3441 Sports players

3442 Sports coaches, instructors and officials

3443 Fitness instructors

3449 Sports and fitness occupations n.e.c.

**35 BUSINESS AND PUBLIC SERVICE ASSOCIATE PROFESSIONALS**

**351 Transport Associate Professionals**

3511 Air traffic controllers

3512 Aircraft pilots and flight engineers

3513 Ship and hovercraft officers

3514 Train drivers

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group****352 Legal Associate Professionals**

3520 Legal associate professionals

**353 Business And Finance Associate Professionals**

3531 Estimators, valuers and assessors

3532 Brokers

3533 Insurance underwriters

3534 Finance and investment analysts/advisers

3535 Taxation experts

3536 Importers, exporters

3537 Financial and accounting technicians

3539 Business and related associate professionals n.e.c.

**354 Sales And Related Associate Professionals**

3541 Buyers and purchasing officers

3542 Sales representatives

3543 Marketing associate professionals

3544 Estate agents, auctioneers

**355 Conservation Associate Professionals**

3551 Conservation and environmental protection officers

3552 Countryside and park rangers

**356 Public Service And Other Associate Professionals**

3561 Public service associate professionals

- 3562 Personnel and industrial relations officers
- 3563 Vocational and industrial trainers and instructors
- 3564 Careers advisers and vocational guidance specialists
- 3565 Inspectors of factories, utilities and trading standards
- 3566 Statutory examiners
- 3567 Occupational hygienists and safety officers (health and safety)
- 3568 Environmental health officers

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

**4 ADMINISTRATIVE AND SECRETARIAL OCCUPATIONS**

***41 ADMINISTRATIVE OCCUPATIONS***

**411 Administrative Occupations: Government And Related Organisations**

- 4111 Civil Service executive officers
- 4112 Civil Service administrative officers and assistants
- 4113 Local government clerical officers and assistants
- 4114 Officers of non-governmental organisations

**412 Administrative Occupations: Finance**

- 4121 Credit controllers
- 4122 Accounts and wages clerks, book-keepers, other financial clerks
- 4123 Counter clerks

**413 Administrative Occupations: Records**

4131 Filing and other records assistants/clerks

4132 Pensions and insurance clerks

4133 Stock control clerks

4134 Transport and distribution clerks

4135 Library assistants/clerks

4136 Database assistants/clerks

4137 Market research interviewers

**414 Administrative Occupations: Communications**

4141 Telephonists

4142 Communication operators

**415 Administrative Occupations: General**

4150 General office assistants/clerks

**42 SECRETARIAL AND RELATED OCCUPATIONS****421 Secretarial And Related Occupations**

4211 Medical secretaries

4212 Legal secretaries

4213 School secretaries

4214 Company secretaries

4215 Personal assistants and other secretaries

4216 Receptionists

4217 Typists

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group****5 SKILLED TRADES OCCUPATIONS****51 SKILLED AGRICULTURAL TRADES****511 Agricultural Trades**

5111 Farmers

5112 Horticultural trades

5113 Gardeners and groundsman/groundswomen

5119 Agricultural and fishing trades n.e.c.

**52 SKILLED METAL AND ELECTRICAL TRADES****521 Metal Forming, Welding And Related Trades**

5211 Smiths and forge workers

5212 Moulders, core makers, die casters

5213 Sheet metal workers

5214 Metal plate workers, shipwrights, riveters

5215 Welding trades

5216 Pipe fitters

**522 Metal Machining, Fitting And Instrument Making Trades**

5221 Metal machining setters and setter-operators

5222 Tool makers, tool fitters and markers-out

5223 Metal working production and maintenance fitters

5224 Precision instrument makers and repairers

**523 Vehicle Trades**

5231 Motor mechanics, auto engineers

5232 Vehicle body builders and repairers

5233 Auto electricians

5234 Vehicle spray painters

#### **524 Electrical Trades**

5241 Electricians, electrical fitters

5242 Telecommunications engineers

5243 Lines repairers and cable jointers

5244 TV, video and audio engineers

5245 Computer engineers, installation and maintenance

5249 Electrical/electronics engineers n.e.c.

### **Major Sub-Major Minor Unit Group Title**

### **Group Group Group Group**

## ***53 SKILLED CONSTRUCTION AND BUILDING TRADES***

### **531 Construction Trades**

5311 Steel erectors

5312 Bricklayers, masons

5313 Roofers, roof tilers and slaters

5314 Plumbers, heating and ventilating engineers

5315 Carpenters and joiners

5316 Glaziers, window fabricators and fitters

5319 Construction trades n.e.c.

### **532 Building Trades**

5321 Plasterers

5322 Floorers and wall tilers

5323 Painters and decorators

#### **54 *TEXTILES, PRINTING AND OTHER SKILLED TRADES***

##### **541 Textiles And Garments Trades**

5411 Weavers and knitters

5412 Upholsterers

5413 Leather and related trades

5414 Tailors and dressmakers

5419 Textiles, garments and related trades n.e.c.

##### **542 Printing Trades**

5421 Originators, compositors and print preparers

5422 Printers

5423 Bookbinders and print finishers

5424 Screen printers

##### **543 Food Preparation Trades**

5431 Butchers, meat cutters

5432 Bakers, flour confectioners

5433 Fishmongers, poultry dressers

5434 Chefs, cooks

##### **549 Skilled Trades n. e. c.**

5491 Glass and ceramics makers, decorators and finishers

5492 Furniture makers, other craft woodworkers

5493 Pattern makers (moulds)

5494 Musical instrument makers and tuners

5495 Goldsmiths, silversmiths, precious stone workers

5496 Floral arrangers, florists

5499 Hand craft occupations n.e.c.

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

**6 PERSONAL SERVICE OCCUPATIONS**

***61 CARING PERSONAL SERVICE OCCUPATIONS***

**611 Healthcare And Related Personal Services**

6111 Nursing auxiliaries and assistants

6112 Ambulance staff (excluding paramedics)

6113 Dental nurses

6114 Houseparents and residential wardens

6115 Care assistants and home carers

**612 Childcare And Related Personal Services**

6121 Nursery nurses

6122 Childminders and related occupations

6123 Playgroup leaders/assistants

6124 Educational assistants

**613 Animal Care Services**

6131 Veterinary nurses and assistants

6139 Animal care occupations n.e.c.

## **62 LEISURE AND OTHER PERSONAL SERVICE OCCUPATIONS**

### **621 Leisure And Travel Service Occupations**

6211 Sports and leisure assistants

6212 Travel agents

6213 Travel and tour guides

6214 Air travel assistants

6215 Rail travel assistants

6219 Leisure and travel service occupations n.e.c.

### **622 Hairdressers And Related Occupations**

6221 Hairdressers, barbers

6222 Beauticians and related occupations

### **623 Housekeeping Occupations**

6231 Housekeepers and related occupations

6232 Caretakers

### **629 Personal Services Occupations n. e. c.**

6291 Undertakers and mortuary assistants

6292 Pest control officers

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

## **7 SALES AND CUSTOMER SERVICE OCCUPATIONS**

### **71 SALES OCCUPATIONS**

#### **711 Sales Assistants And Retail Cashiers**

7111 Sales and retail assistants

7112 Retail cashiers and check-out operators

7113 Telephone salespersons

**712 Sales Related Occupations**

7121 Collector salespersons and credit agents

7122 Debt, rent and other cash collectors

7123 Roundsmen/women and van salespersons

7124 Market and street traders and assistants

7125 Merchandisers and window dressers

7129 Sales related occupations n.e.c.

**72 CUSTOMER SERVICE OCCUPATIONS**

**721 Customer Service Occupations**

7211 Call centre agents/operators

7212 Customer care occupations

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

**8 PROCESS, PLANT AND MACHINE OPERATIVES**

**81 PROCESS, PLANT AND MACHINE OPERATIVES**

**811 Process Operatives**

8111 Food, drink and tobacco process operatives

8112 Glass and ceramics process operatives

8113 Textile process operatives

8114 Chemical and related process operatives

8115 Rubber process operatives

8116 Plastics process operatives

8117 Metal making and treating process operatives

8118 Electroplaters

8119 Process operatives n.e.c.

### **812 Plant And Machine Operatives**

8121 Paper and wood machine operatives

8122 Coal mine operatives

8123 Quarry workers and related operatives

8124 Energy plant operatives

8125 Metal working machine operatives

8126 Water and sewerage plant operatives

8129 Plant and machine operatives n.e.c.

### **813 Assemblers And Routine Operatives**

8131 Assemblers (electrical products)

8132 Assemblers (vehicles and metal goods)

8133 Routine inspectors and testers

8134 Weighers, graders, sorters

8135 Tyre, exhaust and windscreen fitters

8136 Clothing cutters

8137 Sewing machinists

8138 Routine laboratory testers

8139 Assemblers and routine operatives n.e.c.

**814 Construction Operatives**

8141 Scaffolders, staggers, riggers

8142 Road construction operatives

8143 Rail construction and maintenance operatives

8149 Construction operatives n.e.c.

**Major Sub-Major Minor Unit Group Title****Group Group Group Group****82 *TRANSPORT AND MOBILE MACHINE DRIVERS AND OPERATIVES*****821 Transport Drivers And Operatives**

8211 Heavy goods vehicle drivers

8212 Van drivers

8213 Bus and coach drivers

8214 Taxi, cab drivers and chauffeurs

8215 Driving instructors

8216 Rail transport operatives

8217 Seafarers (merchant navy); barge, lighter and boat operatives

8218 Air transport operatives

8219 Transport operatives n.e.c.

**822 Mobile Machine Drivers And Operatives**

8221 Crane drivers

8222 Fork-lift truck drivers

8223 Agricultural machinery drivers

8229 Mobile machine drivers and operatives n.e.c.

**Major Sub-Major Minor Unit Group Title**

**Group Group Group Group**

**9 ELEMENTARY OCCUPATIONS**

***91 ELEMENTARY TRADES, PLANT AND STORAGE RELATED OCCUPATIONS***

**911 Elementary Agricultural Occupations**

9111 Farm workers

9112 Forestry workers

9119 Fishing and agriculture related occupations n.e.c.

**912 Elementary Construction Occupations**

9121 Labourers in building and woodworking trades

9129 Labourers in other construction trades n.e.c.

**913 Elementary Process Plant Occupations**

9131 Labourers in foundries

9132 Industrial cleaning process occupations

9133 Printing machine minders and assistants

9134 Packers, bottlers, canners, fillers

9139 Labourers in process and plant operations n.e.c.

**914 Elementary Goods Storage Occupations**

9141 Stevedores, dockers and slingers

9149 Other goods handling and storage occupations n.e.c.

***92 ELEMENTARY ADMINISTRATION AND SERVICE OCCUPATIONS***

**921 Elementary Administration Occupations**

9211 Postal workers, mail sorters, messengers, couriers

9219 Elementary office occupations n.e.c.

**922 Elementary Personal Services Occupations**

9221 Hospital porters

9222 Hotel porters

9223 Kitchen and catering assistants

9224 Waiters, Waitresses

9225 Bar staff

9226 Leisure and theme park attendants

9229 Elementary personal services occupations n.e.c.

**Major Sub-Major Minor Unit Group Title****Group Group Group Group****923 Elementary Cleaning Occupations**

9231 Window cleaners

9232 Road sweepers

9233 Cleaners, domestics

9234 Launderers, dry cleaners, pressers

9235 Refuse and salvage occupations

9239 Elementary cleaning occupations n.e.c.

**924 Elementary Security Occupations**

9241 Security guards and related occupations

9242 Traffic wardens

9243 School crossing patrol attendants

9244 School mid-day assistants

9245 Car park attendants

9249 Elementary security occupations n.e.c.

**925 Elementary Sales Occupations**

9251 Shelf fillers

9259 Elementary sales occupations n.e.c.

## APPENDIX 2

### Major Disability Types:

#### **1. Autism...**

...means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects educational performance. Characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to changes in daily routines or the environment, and unusual responses to sensory experiences.

A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

#### **2. Deaf-Blindness...**

...means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

#### **3. Deafness...**

...means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

#### **4. Emotional Disturbance...**

...means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teacher.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

### **5. Hearing Impairment...**

...means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

### **6. Mental Retardation...**

...means significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

### **7. Multiple Disabilities...**

...means concomitant [simultaneous] impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

**8. Orthopedic Impairment...**

...means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**9. Other Health Impairment...**

...means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

(b) adversely affects a child's educational performance.

**10. Specific Learning Disability...**

...means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

**11. Speech or Language Impairment...**

...means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**12. Traumatic Brain Injury...**

...means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

**13. Visual Impairment Including Blindness...**

...means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

## APPENDIX 3

Nationality	Disability	Disability Type	Males (In Number)	Females (In Number)	Gender Role (Male)	Gender Role (Female)
23	2		129	108	8	2
20	2				2	6
23	2				2	8
9	2				2	2
20	2				28	5
20	2				3	22
20	2				22	22
23	2				22	26
68	2				26	26
8	2				7	28
20	2				7	26
20	2				7	1
20	2				1	1
17	2				28	1
8	2				26	1
23	2				28	1
20	2				26	7
8	2				26	26
48	2				3	26
56	2				6	7
20	2				3	26
3	2				3	7
69	2				3	20
8	2				3	20
70	2				3	20
20	2				3	17
20	2				3	1
20	2				3	26
20	2				19	26
20	2				19	26
18	2				17	7
20	2				16	7
20	2				17	7
20	2				1	7
20	2				1	26
55	2				26	2
18	2				26	26
5	2				26	26
3	2				26	3
3	2				26	1
20	2				7	22
	2				7	22
	2				1	26

**APPENDIX 4****NATIONALITY CODES**

1. Australian
2. Spanish
3. American (USA)
4. Canadian
5. Japanese
6. Thai
7. Korean
8. French
9. Greek
10. Roman
11. Italian
12. Russian
13. Brazilian
14. Mexican
15. Peruvian
16. Indonesian
17. Chinese
18. Indian
19. Irish
20. English
21. Scottish
22. Bosnian
23. German
24. Tibetan
25. Belgian
26. Madagascan
27. Moroccan
28. Singaporean
29. Danish
30. Hungarian
31. Swedish
32. Turkish
33. Bangladeshi
34. Polish
35. Argentinean
36. Swiss
37. Pakistani
38. Rwandan
39. Dubaian
40. Norwegian
41. Yugoslavian
42. Vietnamese
43. Cambodian

44. Caribbean
45. South African
46. Venetian
47. Dutch
48. Tunisian
49. Colombian
50. Syrian
51. Portuguese
52. Polynesian
53. Hawaiian
54. Asian (In General Terms)
55. African (In General Terms)
56. Egyptian
57. Malaysian
58. European (In General Terms)
59. Cuban
60. New Zealander
61. Taiwanese
62. Bulgarian
63. Ethiopian
64. Jamaican
65. Nigerian
66. Zimbabwean
67. Ukrainian
68. Scandinavian (In General Terms)
69. Iranian
70. Ecuadorian

## **DISABILITY CODES**

1. Autism
2. Deaf/Blindness
3. Emotional Disturbance
4. Hearing Impairment/Deafness
5. Mental Retardation
6. Multiple Disabilities
7. Orthopedic Impairment
8. Other Health Impairment
9. Specific Learning Disability
10. Speech/Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment/Blindness
13. Young Child with a Developmental Delay

**GENDER ROLE (PROFESSION)**

1. Artistic and Literary
2. Learners
3. Sports
4. Science and Technology
5. Health
6. Teaching and Research
7. Household and Parental
8. Business
9. Administrative
10. Skilled Trades
11. Elementary Trades
12. Legal
13. Caring Personal Service
14. Managers
15. Protective Service
16. Finance
17. Politics
18. Crime
19. Retired
20. Elementary Service
21. Leisure and Travel
22. Drivers
23. Secretarial Occupations
24. Military
25. Child
26. Religion
27. Media
28. Public Service

## ÖZGEÇMİŞ

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