A COMPARATIVE STUDY OF THE COURSEBOOK ENGLISH FILE THIRD AND FOURTH EDITIONS IN TERMS OF GENDER REPRESENTATION

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MASTER'S THESIS

Department of Foreign Language Education
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Advisor: Assoc. Prof. Dr. A. Nejat Töngür

İstanbul
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JÜRİ VE ENSTİTÜ ONAYI

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

ETİK İLKE VE KURALLARA UYUM BEYANI

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Hande Elçin

June, 2022

ÖZ

İNGİLİZCE DERS KİTABI *ENGLISH FILE*'IN 3. VE 4. BASKISININ CİNSİYET TEMSİLİ AÇISINDAN KARŞILAŞTIRMALI ÇALIŞMASI

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Cinsiyet eşitsizliği, klişeleştirme ve kadına yönelik ayrımcılık dünyadaki güncel tartışma konuları arasında yer almaktadır ve bu eşitsizliklerin ve önyargıların her alanda ortadan kaldırılması daha adil bir toplumda yaşamayı amaçlayan birçok insanın hedefidir. Ders kitapları öğretmen ve öğrencilerin yaşamlarında önemli bir rol oynadığından, ders kitaplarının etkileyici gücü de toplumsal cinsiyet temsili için önemli bir konudur. Özellikle öğrencilerin bu ders kitaplarını okulda kullandıklarında cinsel kimlik gelişimlerinin tamamlanmamış olmaları önemlidir. Ayrıca, zaman değiştikçe cinsiyet temsilinde kaçınılmaz olarak iyileştirmeler beklenir. Toplumsal cinsiyet rollerinin modernleşmesi ve yeniden oluşması nedeniyle, ders kitaplarındaki klişelerin ötesine geçme arzusu, eşit cinsiyet temsilleri konusunda farkındalık yaratmak için araştırmaya değerdir. Bu amaçla bu çalışma, en yaygın kullanılan ders kitabı serilerinden *English File*'dan altı ders kitabındaki toplumsal cinsiyet temsillerini incelemeyi amaçlamaktadır. Serinin dördüncü baskısı yeni çıktığı için, üçüncü ve dördüncü baskılar arasındaki en son değişiklikleri göstermek amacıyla içerik analizi ile karşılaştırmalı bir çalışma yapılmıştır. Önce cinsiyetlerin nasıl temsil edildiğine ilişkin analizler yapılıp, ardından her kategorideki her iki baskının sonuçları karşılaştırılmıştır. Analizi yapmak üzere belirlenen kategoriler şunlardır: metinsel ve görsel materyallerdeki erkek ve kadın karakterler; ünlü erkek ve kadın karakterler; meslekler; ev faaliyetleri; aile rolleri. Her kategoride temsiller sayılıp ve ardından her iki baskıda temel, orta öncesi ve orta düzeylerde karşılaştırılmıştır. Sonuçların karşılaştırılmasıyla, bazı küçük değişikliklerin eşitliği sağlamaya yönelik olduğu tespit edilse de, dördüncü baskının cinsiyet temsillerinin dengelenmesinde ve cinsiyet yanlılığının ortadan kaldırılmasında önemli bir gelişme göstermediği bulunmuştur. Karakterler hala klişelere göre temsil edilmektedir; erkekler metinsel ve görsel materyallerde daha görünürler ve kadın karakterler daha çok ev içi rollerde, ev işlerinde ve itaatkâr mesleklerde temsil edilmektedirler. Çalışmanın sonuçları, öğretmenler, öğrenciler, politika yapıcılar ve araştırmacılar için fikir vermek ve farkındalık yaratmak için sunulmuştur.

Anahtar Kelimeler: İngilizce Ders Kitapları, Toplumsal Cinsiyet Yanlılığı, Toplumsal Cinsiyet Temsilleri, Toplumsal Cinsiyet Kalıp Yargıları, Karşılaştırmalı Çalışma.

ABSTRACT

A COMPARATIVE STUDY OF THE COURSEBOOK *ENGLISH FILE* THIRD AND FOURTH EDITIONS IN TERMS OF GENDER REPRESENTATION

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Master's Thesis
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Gender inequality, stereotyping, and discrimination against women are among the current debate topics in the world, and eliminating these inequalities and biases in every field is the aim of many people to live in a fairer society. As coursebooks play an essential role in teachers' and students' lives, the influential power of coursebooks is also a major issue for gender representation. It is especially important when students' gender development is not completed when they use these coursebooks at school. Also, as time changes, improvements in gender representation are inevitably expected. Because of the modernization and recreation of gender roles, the desire to go beyond stereotyping in coursebooks is worth researching to raise awareness of equal gender representations. For this purpose, this study aims to examine gender representations in six coursebooks from one of the most widely used coursebook series, *English File*. Because the fourth edition of the series is newly released, a comparative study with content analysis is used to demonstrate the most recent changes between the third and fourth editions. The analysis of how genders are represented is shown first, followed by a comparison of the results of both editions in each category. The categories which are designated to conduct the analysis are: male and female characters in textual and visual materials; famous male and female characters; occupations; household activities; family roles. In each category, the representations are counted, and then both editions are compared at the elementary, pre-intermediate, and intermediate levels. The comparison of results indicates that even though some small changes are found to achieve equality, the fourth edition does not reveal a significant improvement in balancing gender representations and eliminating gender bias. Characters are still represented according to stereotypes; males are more visible in textual and visual materials, and female characters are represented more in domestic roles, house chores, and subservient occupations. The results of the study are presented to give insights and raise awareness for teachers, students, policymakers, and researchers.

Keywords: ELT Coursebooks, Gender Bias, Gender Representations, Gender Stereotypes, Comparative Study.

İÇİNDEKİLER

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ABBREVIATIONS

ELT : English Language Teaching

EFL : English as a Foreign Language

ESL : English as a Second Language

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CHAPTER 1. INTRODUCTION

1.1 Introduction

In this section, the problem, aim, and limitations of the study are explained, and the operational definitions are stated. Then, prior reviews of gender and sex, gender stereotyping, gender development theories, and coursebooks are presented to provide the background information and basic understanding. Lastly, the previous studies on gender representation in EFL coursebooks are summarized.

1.2 Statement of the Problem

Nowadays, gender representation in coursebooks has been the focus of many studies in the world. Among these studies, gender representations in English language teaching coursebooks cover a considerable amount of research (Bilgin, 2013; Yılmaz, 2012; Sivaslıgil, 2006; Porreca, 1984; Diktaş, 2010; Van Craeynest, 2015, Lee & Collins, 2006). They are basically analysed in order to reveal how genders are represented in EFL coursebooks, and the research methods by which they are analysed include discourse analysis, content analysis, visual analysis, and sometimes a combination of two or more. The results of such studies show that gender representations in EFL coursebooks are mostly not equal, but it has been a growing concern whether there has been significant change over the years.

As it is known to all, women are more active, and they now have more powerful and vital roles in society. The educational or financial power of women has increased. The continuity and health of societies need a balance of gender representation in every field. The reflection of these features must be represented on every occasion. As the constant exposure to the outdated and inferior roles of females leads to the normalization of these roles attributed to women in students' minds, the impact of this exposure should not be underestimated. In modern societies, female roles are updated, and this situation must be covered in coursebooks. That is to say, the change in gender representations over time in the coursebooks must be investigated to see the present representation problems in gender roles so that awareness about that issue can increase

and lead to some improvements in the future. The change in one of the most important elements of education, coursebooks, may have a significant impact on the notion of gender roles in students' minds.

To start with, in the literature, the earlier researches put strong evidence of the fact that the represented gender roles in coursebooks have a noteworthy impact on children's or young adults' gender development process, behaviours and perception. Hall (2014) wants to draw attention to this issue by stating that "early adolescence is the period of identity development when children are uncertain about who they are and what they want to become in the future. This is also the time when they receive their earliest education about norms, culture, and the world around them" (p. 253). Lee and Collins (2009) review a variety of prior studies and come to the following conclusion:

> Gender portrayal in textbooks and educational materials affects social values, behavior and recall of material, and gendered messages conveyed in textbooks have the potential to influence the development of students' self-esteem and their attitudes towards the two sexes at an impressionable age. (p.356)

Taylor-Mendes (2009) also concludes in her study that students are affected by the visuals in EFL coursebooks. She states that "students' – consciously or unconsciously – use, absorb, and interpret the social, economic, and racial realities present in the photographs, cartoons or pictures in their textbooks" (Taylor-Mendes, 2009, p. 65). Besides this, Ormrod et al. (2017) also say that "students at all grade levels—and even many well-educated adults—take the information they see in textbooks, in news reports, on the Internet, and elsewhere at face value" (p. 261). From that point of view, it is an understandable desire that coursebooks should fairly describe society and cover it with all its diversity as they are acknowledged by students to present the pure reality. To add more, if the stereotypes and prejudices of a society of gender are portrayed in coursebooks without any change over time, the vicious loop will somehow continue to support the discrimination, underrepresentation, and oppression of genders on some occasions, and will not support and promote a gender-balanced society. The case is important to study, and seeing the attempts for a balanced and fair representation is noteworthy. Research also has found that gender bias and gender stereotypes in written text and pictures affect female students in a hazardous way

(Lesikin, 2001, p. 281) because as Gharbavi and Mousavi (2012) say “these effects include feelings of exclusion, devaluation, alienation and lowered expectations” (p. 42).

Another point to keep in mind that when people start learning a foreign language is that, they are also exposed to the cultural and social elements. In the coursebooks, the target language and culture may be thought to be an accurate reflection of culture and society, and even a very single gender-biased implicit message can open a gateway to new ones. Brugeilles and Cromer (2009b) state about coursebooks that they were “by directly or indirectly transmitting models of social behaviour, norms and values” (p. 14). That is to say, the significance of presented coursebooks in schools cannot be ignored because the social reality is conveyed to students also through coursebooks.

Seeing that the coursebooks are the main educational tools and the big helpers of teachers, and they are used every day in almost every class influencing millions of students of different ages, they need to be analysed to see the change in gender representations. Even after the improvements in online education, they are, according to Brugeilles and Cromer (2009b), “still the cheapest of available media, and they are easy to carry and use” (p. 15). The undeniable fact that education depends on mostly coursebooks reveals the requirement of analysing gender representation in EFL coursebooks that are used in schools, language courses, and university preparatory classes. Therefore, in any representational text about life, the male and female ratio should be equal because the numbers of men and women are equal in life. Particularly, the coursebooks that students of all ages are studying should be extra motivated to represent each gender equally.

1.3 The Aim of the Study

Even if some researches on gender in school coursebooks were conducted on gender representation in coursebooks previously (Porreca, 1984; Mkuchu, 2004), language teachers are recently becoming aware of the impact of coursebooks on gender roles construction. Therefore, it can be claimed that the gender studies on school coursebooks are generating awareness of this issue. The effect of gender representation imbalance on language learners was mostly invisible or ignored when evaluating or selecting a coursebook to study beforehand, but nowadays it has become an expected

feature of the materials to be taught. As the awareness increases the coursebooks shape their content with a different point of view on gender representation.

Therefore, the aim of the study is to reveal how males and females are represented in the EFL coursebook series *English File* 3rd and 4th editions published by Oxford University Press, to see the changes over time, and also to detect the differences in gender representation in the elementary, pre-intermediate, and intermediate levels of the 3rd and 4th editions of *English File* EFL coursebook series.

The comparative study of the coursebook series, especially studying with a very new edition, is helpful to be updated about the developments on that issue in the light of some intended questions which are presented in the methodology section, and reveal the position of the present situation of coursebooks on gender representation. This study is conducted to raise consciousness, and enlighten a grey area, gender representation, which is commonly overlooked, understated and ignored until very recently.

Lastly, beyond the aim, this study begins with the hypothesis that coursebooks which are published lately are modernised, and they are providing a fairer representation of women having roles not limited or related to their family, not engaged only in house chores, doing jobs which used to be regarded as men's job, taking part in more powerful positions in business life and going outside the boundaries in every division of life compared to the previously published ones. That is to say, it is assumed that among the coursebooks that will be analysed in this study, the newer versions, and the fourth edition, will provide equal gender representation, and by being so, they are thought not to have an impact on the perception of gender roles of students in a stereotypical way compared to the third edition.

1.4 The Limitations of the Study

This study covers six coursebooks, Elementary, Pre-intermediate, and Intermediate levels of 3rd and 4th editions of *English File* EFL coursebooks published by Oxford University Press.

The study is also conducted only by a researcher and a limited number of books are analysed. The results are limited to the coursebook set *English File*, elementary, pre-

intermediate and intermediate levels. The latest edition of the upper- intermediate level of the book had not been published when this study started, and the beginner level is not commonly used since most of the grammar points and contexts are also covered in the elementary level coursebook, so they are not included in the study.

Another setback for the study could be having the same authors in the coursebooks books. The writers of the books are Christina Latham-Koenig, Clive Oxenden and Paul Seligson for the elementary and the pre-intermediate level, Christina Latham-Koenig, Clive Oxenden for the intermediate level in the third edition. On the other hand, the writers of the fourth edition are for elementary and pre-intermediate levels Christina Latham-Koenig, Clive Oxenden, Jerry Lambert and Paul Seligson, for intermediate level Christina Latham-Koenig, Clive Oxenden, Jerry Lambert. As it is clearly seen, the writers almost remain the same in both editions. That is, the perspective of the writers on gender may affect the gender representation issue.

Eventually, except coursebooks, there are also many elements that lead the members of the societies to observe and do the expected gender roles. And the number of categories can be augmented to evaluate the desired information in detail. However, it is not possible and practical to cover them as a whole in a one-person study. For further studies, these cases can be taken into consideration by interested researchers.

1.5 Operational Definitions

Gender: According to World Health Organization (WHO), "gender refers to the socially constructed characteristics of female and male sexes - such as the norms, roles and relationships that exist between them" (WHO, n.d., para. 1).

Gender Roles: "Gender roles are the roles that men and women are expected to occupy based on their sex" (Blackstone, 2003, p. 337).

Gender Stereotype: American Psychological Association (n.d.) defines gender stereotype as "a relatively fixed, overly simplified concept of the attitudes and behaviours considered normal and appropriate for a male or female in a particular culture. Gender stereotypes often support the social conditioning of gender roles".

Gender Bias: American Psychological Association (n.d.) says that gender bias is “any one of a variety of stereotypical beliefs about individuals on the basis of their sex, particularly as related to the differential treatment of females and males”.

1.6 Review of the Literature

A study on gender representations must describe what gender, sex and gender representation are, and also cover the basic theories on gender development so, in this section, the concepts of gender and sex are defined, and gender stereotyping is described. Following that, the main gender development theories are explained since students utilize coursebooks before they complete their gender development according to these theories. Coursebooks and their influential power on students are also taken into consideration. Eventually, some of the studies on gender representations and stereotyping in EFL coursebooks are presented and summarized.

1.6.1 Gender and Sex

Beyond being born as a male or female biologically, the debate on whether gender and sex are constructed or not is still going on. In this section, both concepts are explained in brief.

To begin with, the Canadian Institute of Health Research (CIHR) (2020) define sex as “a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy” (para. 1). On the other hand, gender is defined as following again by CIHR (2020), “gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people” (para. 2).

Parallel to these definitions, Eckert and McConnell-Ginet (2003) explain that the two very common and misinterpreted terms ‘sex and gender’ need to be regarded as two different things (p. 10). They put forward that sex is the biological aspect of that issue while gender is the behavioural aspect; they also say that sex-related differences are mostly considered as weaknesses or strengths, and the perception of the behaviours of women and men has shaped mainstream conceptions; so the process of internalizing

these conceptions starts from the moment of birth and continues while being nurtured (Eckert & McConnell-Ginet, 2003, pp. 13-16).

According to Sarafino and Armstrong (1980), the deal is not only a biological matter of human bodies to differentiate them as male or female, but also it is a psychosomatic and social phenomenon that makes them think, behave and act not in the same way (pp. 391- 392).

The behavioural aspect of gender continues with the following definitions. West and Zimmerman (1987) describe gender as something that does not naturally come to the people with birth like sex but that is learnt from the social commitment to the behavioural roles, and performed accordingly (p. 142). Their description is apparently in a harmony with de Beauvoir's (1956) cornerstone saying "One is not born, but rather becomes, a woman" (p. 267). From their points, it can be inferred that the society leads its members to perform the expected gender roles from birth and they observe and also evaluate them according to their behaviours.

In a relatively recent book by Connell (2009), the definition is more detailed. Connell (2009) defines gender as "the way human society deals with human bodies, their continuity, and the many consequences of that 'dealing' in our personal lives and our collective fate" (p. 11). He also adds "gender, like other social structures, is multi-dimensional; it is not just about identity, or just about work, or just about power, or just about sexuality, but all of these things at once" (Connell, 2009, p. 11).

Beyond the definition of just gender, gender roles are worth to be explained briefly; gender roles are the roles that are attributed to genders. Diamond (2002) explains that gender roles are attributed to men and women differently, and states "men's roles are often linked with strength and dangerous occupations; on the contrary, women and women's roles are more commonly linked with childrearing and nurturing pursuits" (p. 322). Such attributions are thought to be the underlying reasons for the unequal representations of gender on many occasions and the normalization of such unequal and biased representations now poses a problem for many.

Therefore, it can be inferred that the expected behaviours that are shaped by societies are mostly accepted without doubt by their members, so the changes in the roles are hard to define as 'impossible' but it also takes time. The social construction of gender is defined by Lorber (1994) as "gender is constantly created and re-created out

of human interaction, out of social life, and is the texture and order of that social life" (p. 13). As a result, the process of gender construction of a person is naturally affected by society itself and implicitly by the factors that shape society.

In summary, sex and gender are two different concepts, and gender is the designated behavioural expectation of the societies. As time changes people change, and new roles are added to each gender over time. Gender role attributions can be transformed, and they can mutate.

1.6.2 Gender Stereotyping

Even if today many people are aware of the fact that stereotyping can be harmful, stereotypes are hard to avoid and their presence in life is still undeniable. It also has an impact on how people perceive others in social life, and the decisions taken by others are under their influence in some way, either positively or negatively. 'The English cannot make great food', 'all teenagers are rebels', 'the Irish drink a lot', 'boys are good at maths than girls' or 'men don't cook' can be a few examples of stereotypes. Stereotypes might be based on race, socioeconomic status, age, or any other factors. The latter two, 'boys are good at maths than girls' or 'men don't cook' are regarded as gender stereotypes, which is the focus of this study.

To briefly define, "a gender stereotype is a generalised view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men" (The Office of the High Commissioner for Human Rights [UN Human Rights], n.d. para. 1). In the conference report by the Gender Equality Commission of the Council of Europe (2019), it is explained that

> Gender stereotypes typically function as opposites, e.g. strong/weak, at the heart of which is a "division/imbalance of power", or an "unequal power relation". Powerful and positive traits are typically seen as masculine, whereas negative and passive traits are associated with femininity. As a result, people are judged differently for the same behaviour depending on their gender. (p. 6)

Apparently, the performance of one's role is predetermined by only their membership of a group, in this case being female or male. The inevitable reflection of this is seen in education. The gender attributions in the coursebooks, perceptions of teachers and students can shape everyone's perception and behaviour. The ignored

presence of stereotypes in coursebooks sometimes can lead to or reinforce stronger bias and even discrimination.

For example, in their study, Cunningham and Macrae (2011) conduct six colour-based experiments on children and adults of different ages. The colours in their experiments- pink and blue- activate participants' stereotyping and trigger the gender-related knowledge they gather from society. The pink and blue colours are used, and their impact on the results is steep. It shows that even colours can stimulate the implicit acquisition of stereotyping in society. These elements are naturally used in coursebooks, too. As a result, in a circumstance that every student comes across several times in each class, the representations in the textbooks and the elements that lead to preconceptions cannot be ignored.

Colours are just a simple example of how people are affected even from a single detail. From a broader perspective, Deaux and Lewis (1983) classify gender stereotypes in four aspects: traits, role behaviours, physical characteristics, and occupations (as cited in Deaux & Lewis, 1984). To come to the point, women are mostly thought to be warm, caring and passive rather than competitive, intrusive and powerful as men are. That is, men were seen as the breadwinners and women were seen as the caretakers on many occasions. Even if today women take part in many previously men-dominated platforms such as sports, science or politics; nevertheless, the view that women are inadequate compared to men is still a barrier for women to overcome.

Ansary and Babaii (2003) summarize in their study that the visibility of female characters are far behind males in texts and visuals; and also, the occupational variety of female characters is not as many as males (p. 5). The female characters mostly are represented with stereotyped occupations such as student and nurse rarely as teacher or doctor, while males have more diversity of occupations such as policeman, soldier, dentist, farmer, doctor, and teacher (Ansary & Babaii, 2003, p. 5).

Broadly, occupational segregation by sex is another big issue that needs to be analysed. Anker (2001) finds out that the segregations in occupations are highly a reflection of stereotypes. His list of stereotyping covers more than just the common observations and the stereotypes in occupations are divided into three: positive, negative

and the other (Anker, 2001, p. 139). To explain in detail, positive ones are mostly related to the caring nature and skilfulness in household activities, and so women are more associated with the following jobs: nurse, doctor, teacher, tailor, midwife, salesperson, social worker, and hairdresser. The negatives are disinclination to supervise others, lesser physical strength, lesser willingness to travel, face physical danger and to use physical force, and so women who have such qualities are not considered qualified enough to have professions such as manager, supervisor, government executive, legislative officer, construction worker, miner, physical scientist, architect, engineer, mathematician, statistician, aircraft/ship officer and worker, fire fighter, security guard (Anker, 2001). Finally, Anker (2001) states the others are

> greater willingness to take orders, greater docility, and lesser inclination to complain about work or working conditions, lesser inclination to join trade unions, greater tolerance of monotonous/repetitive work; greater willingness to accept lower wages and less need for income; and greater interest in working at home. (p. 139)

And such stereotyping shape the "so-called 'female' occupation features (such as low pay, high flexibility, low status, less decision-making authority) than on qualifying or disqualifying women for particular occupations" (Anker, 2001, p. 139).

On the basis of this information, beyond the meaning of stereotyping, it is apparent that stereotyping is something that many people are aware of, but there are still issues complicating the lives of females. The relevant literature shows that gender stereotyping is still alive in many aspects, and those gender-biased behaviours, expectations, classifications, and prejudices can be present everywhere including everyday life and of course classroom materials.

1.6.3 Gender Development Theories

Recently, even if some people celebrate gender reveals with big parties, not learning a child's gender before birth has been becoming popular among people who has awareness of gender issues. Parents who pay attention to gender issues just want to escape from the boundaries set by society and perceive their children as they are or become, and not to put them into a strictly pre-structured pattern even before their birth. Not surprisingly, almost all the questions and comments on a baby from other people

depend on the gender of the child. Then, what can be so different between a girl and a boy? What are the expectations of the people from a child? The answers can vary from emotions to abilities, from personality characteristics to behaviours. The main question here is "does gender come from birth, or if not, what conditions affect children's gender?" In the following part, major gender development theories are presented in order to understand the gender development of human beings. The aim here is to draw attention to the process of gender development while using books or coursebooks.

1.6.3.1 Psychoanalytic Theory

When it is considered from a psychoanalytic perspective, gender identity is a very complicated development, and it is bound up with the evolution of mental growth. Barbieri (1999) says that "gender, psychosexual, and identity development are all intertwined" (p. 75). That is basically interpreted that sexual development has an impact on one's identity. Even if gender identity development is a very complex process, the basics of the psychosexual development stages are explained in order to comprehend the framework of gender development. In the classical psychoanalytic theory of Sigmund Freud, psychosexual development has five basic stages, but gender identity development starts from the phallic stage, at which the genitals are the focus point of excitement and tension (Cervone & Pervin, 2019, pp. 76-78). As one of the perspectives on gender development of this study is based on Freud's psychosexual development, its phallic, latency, and genital stages are explained here.

The Phallic Stage

In the psychosexual development process, the third stage -the phallic stage- is the time when children start to develop gender identity as the focus point of children is genitals, unlike the oral and anal stages. In his stage, the difference between boys and girls, and the awareness, differentiation and realization of the two sexes cause children to experience some anxieties and complexes (Cervone & Pervin, 2019, p. 77). Boys have Oedipus complex; they feel a desire for their mothers, and this leads to some frustration, so they tend to feel aggressive towards their fathers, and they also feel anxiety and fear of being castrated (Cervone & Pervin, 2019, p. 77). On the other hand, girls realize that they do not have a penis and see themselves as inferior to males, they blame their mothers for this, and they wish they had it (Thompson, 1943, p. 123). The

feeling of desire for girls' fathers and behaving in jealous and aggressive behaviour show just the opposite version of the Oedipus complex, and its name is Elektra complex (Jung, 1915, pp. 69-70). In the Elektra complex stage, since girls see themselves as inferior to boys and think that their body is incomplete, they may start to feel passive, receptive, and powerless.

The Latency Stage

After the phallic stage, the latency stage begins. In psychoanalytic gender development, it is used to describe the development between the ages of 6 and puberty. The meaning of the word latent is worth remembering here, it means secret, confidential, not apparent, and sometimes it is used to describe conditions that are present but also hidden. It can be said that it is a tricky word. The sexual and aggressive feelings are more silent and dormant compared to the previous stage. The most important feature of this stage is that the sexual feelings and motives in children are directed to being successful at school, work, and friendships (Berzoff, 2011, p. 41). Berzoff (2011) also tells that when children go beyond their nuclear families, they realize that learning social skills, and exploring are more in the foreground (p. 41). That is the time when Freud considers the learning and exploration as an unconsciously done defence against the undesired sexual and aggressive feelings and the visibility of these instincts lose their strength and the defence mechanism to these feelings begins (as cited in Berzoff, 2011, p. 41). This stage is also considered by Freud as the time when "some of the obsessive behaviors of this stage could lead to lifelong character traits marked by rigid thoughts and behaviors" (as cited in Berzoff, 2011, p. 41).

The Genital Stage

Gumiandari and Nafi'a (2019) summarize this stage as the time when libido reappears as they present that the strong interest for the opposite sex begins and sex hormones rise, and as a result of this the mood swings or strong emotions are expected. In their study, it can be concluded that the sexual transformations in their bodies also make them curious about the new changes in themselves, and if all stages are passed with success without any fixation, people can have healthy, loving and caring relationships, and they can have balanced behaviours (Gumiandari & Nafi'a, 2019, p. 221). And this stage is the last stage of the theory, and it continues for a lifetime.

To summarize, children go to school from early age, and they concurrently live through a process of gender development. In the meantime, they are in contact with coursebooks. The developmental stages are also the time to constitute a framework of gender roles in students' minds. The way of representation of both genders needs to be prepared and put forth with attention in coursebooks so as not to create any problems or any kind of fixation.

1.6.3.2 Social Learning Model

In the 1960s, social learning was the most important theory; many researchers have studied this, and many set to work on the issue of gender development in the light of social learning theory (Bandura, 1977; Bandura & Walters, 1963, Mischel, 1966). In order to understand the detailed differentiation of social learning theory from its early form and its relation to gender development, it is necessary to get a description of it first.

> Social learning theory included a role for reinforcement, extinction, and punishment in the learning of social behaviors, but from its beginning it also emphasized the role of imitation and modeling on complex human social behaviors, rather than focusing on simple behaviors in laboratory animals as learning theorists had typically done in the past. (Blakemore et al., 2008, p. 180)

To mention briefly, the social learning model as a gender development theory attempts to discover and reveal the impact of the social environment on the gender development of children. Banerjee (2005) states that the social learning model "argues that children come to identify and endorse stereotypes because they are rewarded for gender-typed behaviour and/or because they observe such behaviour in the world around them" (p. 150). Also, it is thought that when children are growing, the appropriate behaviours according to the gender of children are shaped by other people in their environment, including their parents and teachers, via implicit learning by making observations or taking them as role models (e.g., Mischel, 1966).

1.6.3.3 Social Role Theory

According to social role theory, gender roles emerge as a result of similarities and differences between the expected attitudes of men and women in societies (Eagly & Wood, 2016, p. 1). The social and cultural expectations of society that come from

history give women the roles of homemakers, carers, and related occupations, and give men the roles of having the physical power and being breadwinners (Eagly & Wood, 2016, p. 1). That is to say, in the past, the nurturers were women, and the physically stronger men were better at doing tasks that required physical energy. Over time, the divisions of labour have emerged, and male-specific careers and female-specific careers have begun to be formed (Eagly & Wood, 2016, p. 1). Eagly and Wood (2016) also find that the inferred behaviours of each sex construct some beliefs or stereotypes in people. They state that "these stereotypes are *descriptive* of actual characteristics of the sexes and also *prescriptive* of what women and men are expected to do" (Eagly and Wood, 2016, p. 2). In other words, these expectations for both genders have an impact on the behaviours of both sexes, which shape people's behaviours, beliefs, and expectations in turn.

Burr (1998), in her book, *Gender and Social Psychology*, reviews almost all the popular points of view on this issue and starts to comment on sex differences and problems with them. Then the nature-nurture debate is discussed, and after that, she discusses the biological views, and the hormones, genes, and evolution are included in that discussion, and then she mentions a word, 'socialisation' as an upcoming issue to be taken into consideration (Burr, 1998). She defines socialisation as a never-ending process in which people learn which behaviours or attitudes are acceptable in the society they belong to and usually links this term to children (Burr, 1998, p. 38). She states that they "gradually learn to adopt the behaviour appropriate to and acceptable in a variety of social situations" (Burr, 1998, p. 38). From socialisation, it can be inferred that the culture with its components is an inevitable contributor to gender roles. Burr (1998) also addresses the 'reinforcement' and 'modelling'; that is, children get the idea of proper behaviour by reinforcement from people around them and also follow their mentality and understanding as a model, either implicitly or not (p. 41). When there are people, shaping the behaviours of one another is an inevitable issue, and when there are behaviours, the materials and objects that they prefer, use, or are exposed to are included in that process.

To see the components that take part in socialization, John et al. (2017) present a report on the main influences of gender socialization over the life course. In their report,

how family and parents lose their influential power as children grow up and begin socializing, and how school, work, and partners gain more influence on them is explained (John et al., 2017). The family is limited to establishing a framework around their children's insights, but they are not powerful enough to give them a broader angle to comprehend world affairs, that is why they start losing power as people grow up (John et al., 2017, pp. 16-17). It is also seen that socialization has many elements and their impact change in life over time. Specifically talking, 'school and work' whose influential power rise until mid-adolescence is a part of this (John et al., 2017, pp. 16-17). Also, coursebooks and their influence on the behaviours of students must be understood to comprehend the dynamics of the socialization process.

1.6.3.4 Cognitive-Development Theory

Kohlberg presents his cognitive development theory on gender in Eleanor Maccoby's 1966 book, *The Development of Sex Differences.* The theory is a big supporter of Piaget's cognitive development theory. Kohlberg (1966) states "that basic sexual attitudes are not patterned directly by either biological instincts or arbitrary cultural norms, but by the child's cognitive organization of his social world along sex-role dimensions" (p. 82). In other words, the age-related differences and improvements in children lead children to develop their own sense of gender. For instance, according to Kohlberg (1966), boys think "I am a boy, therefore I want to do boy things, therefore the opportunity to do boy things (and to gain approval for doing them) is rewarding" (p. 89). Kohlberg's stages of gender development start with "gender labelling", in which children start to classify both themselves and other people as girls and boys, continues with the second stage, "gender stability", in which children realize that gender is stable in which boys will grow up to be men and girls will grow up to be women, and in the last stage, "gender consistency", children have a full understanding of the permanence of gender in time and will not change according to different situations (Slaby & Frey, 1975, pp. 850-854).

1.6.3.5 Gender Schema Theory

Gender schema theory basically asserts that children get the ideas about gender roles from society, and this theory is proposed by Sandra Bem in 1981. Bem (1981)

defines that “a schema is a cognitive structure, a network of associations that organizes and guides an individual's perception” (p. 355). She adds “schema functions as an anticipatory structure, a readiness to search for and to assimilate incoming information in schema-relevant terms” (Bem, 1981, p. 355). In psychology, the schema is not only related to gender but the whole perception of one individual of society. Bem’s theory (1981) shows the connection between schemas and gender-relevant behaviours.

In detail, Bem (1981) introduces her specific gender schema theory to understand how people in society become gendered, and how sex-related attributes are retained and spread to others. The readiness of a child in a cognitive way means that they can encode the schemas of gender influenced by the society in which they grow up. From that, it can be inferred that the gender schema theory partially supports cognitive theories and partially supports social-learning theories.

Davis and Wilson (2016) draw attention to the opinion that gender schema theory is not into gender being as a core element, and instead, it focuses on how gender is constructed (p. 1). The children inevitably start to comprehend the sex-typed behaviours in their own society. Bem (1981) explains this as follows,

> Society thus teaches the developing child two things about gender. First, it teaches the substantive network of sex-related associations that can come to serve as a cognitive schema. Second, it teaches that the dichotomy between male and female has extensive and intensive relevance to virtually every aspect of life. (p.362)

Last but not least, Davis and Wilson (2016) stress that the schemas are not a once in a life acquisition, even if they are hard to change, they can change in time, also not all schemas are applicable to various situations for individuals (p. 2). Their one important claim is that this theory cannot be regarded as a global theory as the schemas are closely connected to cultural templates related to gender (Davis & Wilson, 2016, p. 1). As children grow up, schemas may be updated, the cultural influence and the changes or improvements in culture can also help updating them.

1.6.4 Coursebooks

The terms coursebooks and textbooks are generally used interchangeably, but in this study, the researcher prefers the word coursebook because *English File* units are

basically courses that are designed with a ready to teach, pre-prepared flow to be followed to deliver to students, and on the back cover of the fourth edition coursebooks, it is noted that this 'course' can be used a part of the preparation for the 'Oxford Test of English'. Therefore, in this study, the word 'coursebook' is preferred.

Coursebooks – also known as textbooks- are among the main elements of teaching and learning processes. The need to follow a coursebook in a more standardized pacing is mostly considered as a need by many teachers and educators, so they occupy a special place in foreign language education. Tomlinson (2011) make a definition for a coursebook as following:

> A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. (p. xi)

Sadker et al. (2009) put forward that "students spend as much as 80 to 95 per cent of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbook" (p. 88). The power of coursebooks do not end there because "textbooks mirror society" (Burstyn & Corrigan, 2011, p. 36). Also, Burstyn and Corrigan (2011) add that "they may distort, they may present only a segment of the whole picture (p. 36). In addition to that coursebooks have a potential impact on society. Burstyn and Corrigan (2011) assert that "nevertheless, they provide one means of judging what a society wishes to pass on to its children" (p. 36).

Coursebooks are also a reflection of sociolinguistic elements which have an impact on behaviours, and they make coursebooks become more influential than foreseen. Pawelczyk et al. (2014) reveal that the coursebooks are seen as a very strong element that is not open to any kind of negotiation (p. 52). Hutchinson and Torres (1994) also state coursebooks serve as "an almost universal element of teaching" (p. 315). When students are in school, every element of school life affects their personal development and identity. Sadker et al. (2009) observe that "sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations" (p. 8). Additionally, students are perceptive to the materials they deal with at school. As Gharbavi and Mousavi (2012) state in their study

about gender bias in coursebooks “a biased representation of female and male can lead to students' sense of what is normal for women and men in our society” (p. 42). Also, Brusokaite (2013) explains that when students are learning a target language, they think that everything in their coursebooks or other materials is real (p. 10). Therefore, it can be maintained that the gender roles that are in the coursebooks shape the mind-set of new generations.

1.6.5 Gender Representations and Stereotyping in EFL Coursebooks

Among other school factors, the problems about gender representations in EFL coursebooks is a relatively new subject in the field. Even though recent studies can be considered as a new step to draw attention to this issue, lack of knowledge and awareness about gender roles in coursebooks can be one of the reasons that hinder the improvements in them. Arıkan (2005) says that the long-term effects of gender bias that students are exposed to can be very harmful to a healthy society and generate unwanted behaviours such as hatred and intolerance (p. 38). Sunderland (1992) draws attention to the three effects of gender bias in EFL materials, the impact on females to shape their behaviours and the acquisition of gender roles in society as the materials are the unconscious version of socialization, the potential negative learning performance of females as they feel offended or demotivated, and lastly, the language use of coursebooks becomes a model to the students (p. 86). Romanowski (1996) states about the ideas and morals in coursebooks that they “have the power and authority because they are presented in printed and bound textbook with its aura of an authority that is beyond question and criticism” (p. 171). Therefore, publishers, educators, policymakers, curriculum makers need to take some actions considering both students individually and the whole society.

All in all, coursebooks are the key materials with which students are in a tight relationship every day. The texts, visuals, colours, or even the layout of each element can implicitly direct students’ conception of the world into a certain place. This influential effect of coursebooks in terms of gender representation is not mostly a subject that is taken into consideration when evaluating or selecting a coursebook for a

school or institution. However, the power that affects the students and shapes their perception of gender should be borne in mind when coursebooks are evaluated and selected. The materials, in this case, coursebooks, are the main elements that enable active learning, they must be interpreted by professionals with a deeper insight in order not to support or promote any unwanted or avoided phenomenon.

Both the influential power of coursebooks on societies and the influential power of societies on coursebooks are undeniable. Therefore, gender representations and stereotyping in EFL coursebooks is not a simple issue. Considering that, it is possible to support the claim that when students are exposed to systematic stereotyping in coursebooks, the students' gender perception is shaped accordingly (Ahmad & Shah, 2019, p. 16). To explain, with the impact of underrepresentation of one gender and supporting stereotyping in coursebooks, students can easily be affected for the rest of their lives because coursebooks are included in their learning process from early age. Stanford (1992) cites that "the school environment, confounded by society's sex-role socialization of children, stretches and stresses boys while it encourages girls to let their abilities atrophy" (p. 87). In short, as coursebooks are a significant element of schools and reflection of society, they are worth being analysed from very different perspectives including gender. In most studies conducted on this topic, the gender roles are stereotyped, and the male-centeredness is obvious, and domestic roles for women are seen. This imbalance and bias can be overcome with awareness, and here some results of the studies are presented to generate an awareness on this topic.

In one of the well-known studies in the topic of gender representation, Porreca (1984) examines 15 ESL coursebooks and finds out that "sexism continues to flourish in ESL materials" (p. 718). Porreca (1984) also finds that women do not appear in occupational roles as often as males, and women are shown to be occupied in traditional serving occupations including being a secretary, nurse, waitress, or in jobs related to entertainment like being an actress (p. 719). Moreover, in family-oriented roles, the word 'lady' was way more frequent in order not to emphasize the sexuality of the word 'woman' (Porreca, 1984, p. 719). To sum, the representations of genders are unbalanced, and gender bias are common in favour of men in her study.

Additionally, Skliar (2007) with her study on Turkish and Iranian EFL coursebooks, *New Bridge to Success* (NBTS) series written by Turkish authors and *Listening, Speaking, Reading, Writing* (LSRW) series written by Iranian authors, reaches the conclusion that the representations of women and men in occurrences in NBTS are almost equally frequent. This seems enough in numbers, but the linguistic analysis also reveals that the stereotypes still continue because women are presented with the mother role, and even though the frequencies do not show so, social roles are not equal and fair. In LSRW, males' domination in society with powerful roles continues while women still have inferior roles in coursebooks. Women are represented in a way that does not go much further than traditional. It can be considered as a sign that even if the occurrences increase, the content may support the stereotypes.

In another study, Arıkan (2005) analyses age, gender, and social class in the visuals of three coursebooks published by foreign publishing houses and finds out that male representation outnumbers women. In addition, in the gender representation part of his study, male characters are portrayed mostly in outdoor sports such as fishing, golfing, and soccer; whereas, females are represented mostly with indoor sports such as yoga, aerobics or with limited outdoor sports including volleyball and skiing (Arıkan, 2005). Arıkan (2005) also finds out that males are represented with more to the point telephone conversations about business; on the other hand, women are portrayed chatting casually and laughing. The women are also represented in jobs such as table waiters, secretaries, and shop assistants, and they are also portrayed while doing the grocery shopping (Arıkan, 2005). One detail in his study is that the women and their close friends in one part of the books are portrayed as they are in the bed and chatting, while the men and their friendship are portrayed in more serious situations such as business or travel partners (Arıkan, 2005).

Similarly, Gharbavi and Mousavi (2012) analyse four coursebooks that are prepared to cover the needs of pre-university or high school students in Iran. Their study has two results; first, female characters do not appear as often as males do, and second, the occupations are mostly represented by male characters with greater diversity. To elaborate, females appear in the coursebooks three times less than males, and male characters are represented in occupations with a percentage of 82.

A study which goes along with the literature review so far has been conducted by Diktaş (2010). Diktaş (2010) studies the coursebooks in the *My English* series, which are published by the Turkish Ministry of Education, and *Smash, Oxford Team* and *Attain* by British publishers. Diktaş (2010) reaches the conclusion that in all coursebooks, women are underrepresented in the illustrations and texts; only in the coursebook, *Attain*, the representations seem balanced. Additionally, when occupation, family activities, amount of talk, spare time activities, and the semiotic analysis of the illustrations are investigated one by one, unfair representation of women and the bias against women are definite. Also, adjectives that are attributed to genders are not different from the typical expected stereotyping.

In another study in Turkey, Sivaslıgil (2006) analyses EFL coursebooks published by the Turkish Ministry of National Education with the methods of content analysis and discourse analysis and finds the result that female representation is described not as often as male representation in terms of content analysis results, but the discourse analysis results show a balance (p. 81).

However, a study conducted in Turkey differentiates from others, Bilgin (2013) examines the EFL coursebooks of middle school children which are published by the Turkish Ministry of National Education in the categories of action, locus, visualization, power and language use. The results of written content and visual content seems balanced in the holistic results with very slight differences contrary to the previous studies in the literature. Bilgin (2013) draws attention to the regulations of Coursebooks and Training Tools stated by the Ministry of National Education (2012) that are against all kinds of discrimination, and the coursebooks examined in her study seem to follow those regulations. When examined in detail, her study finds out that in the categories of frequency of occurrence and occupations, males outweigh females. However, in the categories of outdoor places, domestic places, and activities of men and women, a notable underrepresentation is not found (Bilgin, 2013).

In another highly recognized study, also similar to this study in terms of making a comparison of different generations of textbooks, Lee and Collins (2006) conclude that the earlier EFL coursebooks have more domestic roles for women than men. Women are linked mostly with family and housework, on the other hand; men have

powerful profiles, and they are represented more in economic roles. Women in former coursebooks were represented less than men both verbally and visually. Remarkably, they conclude that recently published coursebooks show more awareness in order to lessen gender stereotypes; however, more effort was needed to be put forward (Lee & Collins, 2006).

Söylemez (2010) also puts forward in her study of the coursebooks *Face 2 Face* and *New English File* that even the latest coursebooks still suffer from gender imbalance in some aspects. It is seen that the change in gender representations in EFL coursebooks over time needs to be investigated to see the present problems in coursebooks so that the awareness about that issue would increase and lead to some developments in the future.

Yılmaz (2012) conducts a comparative study with the first and latest publications of EFL coursebooks published by foreign publishing houses and used in various countries in her thesis. Yılmaz (2012) prefers content analysis as a methodological tool and reaches the conclusion that the first publications of the books show more imbalance in gender representation, yet they are not excessively gender-biased, and the latest editions of the coursebooks also present that gender representations are closer to equality with a slight dominance of men, and the effort to discard the stereotyping and to be more balanced are noteworthy. This study can be considered as evidence of the increase in gender representation awareness in the newly published coursebooks.

In a relatively recent study conducted in Belgium, Van Craeynest (2015) examines three EFL coursebooks qualitatively and quantitatively in his thesis. The occurrence of males is higher than females in visual and verbal analysis in all books. In the details of his work, it is seen that occupations related to agriculture, science and engineering and sports are dominated by men while women are more visible in issues related to health, education, leisure time activities, and family. However, the representations are not found to fully support stereotypes in occupational manners. In the qualitative part of his study, some characters are portrayed according to stereotypes, while in some cases they stand against the stereotypes. Finally, his work put forward that the effort of two out of three books to address gender imbalance should not be

ignored. However, all in all, the representations were not fully equal in all textbooks (Van Craeynest, 2015, pp. 51-52).

As it can be inferred from the literature review, even the latest studies have revealed that many EFL coursebooks still have the disadvantage of implicitly supporting gender stereotyping. In other words, even if there has been some increase in the frequency of female representation; the different backgrounds, cultures, or times have not notably changed the gender-stereotyped roles that women and men have in various coursebooks. The breadwinner, important, and high-status roles of men are apparent in the coursebooks. On the contrary, the weaker and supplementary, domestic roles of women in society are represented. Yet, recently, there has been an effort to eliminate it with the help of some extra specific attention or some outside authority in some cases as in Bilgin's work (2012). The need for such intervention can be overcome by driving attention to the problem and raising awareness.

CHAPTER 2. METHODOLOGY

2.1 Introduction

In this section, the research design of the study is explained. The content analysis method is defined in detail with the ideas of many researchers and the specific methodology of the study is described.

2.2 Research Questions

As English is one of the most commonly taught and learnt foreign languages, coursebooks are used worldwide as English language teaching materials in classes. And there is an undeniable fact that coursebooks have an impact on students. For example, what characters in the coursebooks do, say, wear or have are among the factors that students observe and internalize. Therefore, the representation of genders is an important parameter to analyse. Mostly, gender representations also coexist with gender stereotypes, so gender stereotyping also has some place in this study to understand the issue as a whole. However, the most important aspect of this study is to reveal the changes in gender representations in one of the commonly used EFL coursebook series over time and the main purpose of the study is to reveal the answers for the research questions following.

1. How males and females are represented in the EFL coursebook series *English File* 3rd and 4th editions?
2. Are there any significant changes in terms of gender representation in the 3rd and 4th editions of the coursebook series?
3. What do these representations and changes signify?

2.3 Data Collection Instruments

Analysing a coursebook can be a disorienting process in many ways, and researchers tend to make a plan on what and how to analyse, and they also tend to go step by step in order to be systematic. How to analyse a coursebook has some specific steps which are explained in detail in various research books, and there are EFL coursebook studies in the literature that are conducted with the adaptation of the research methodologies based on well-known coursebook analysis methods, guides or

techniques (Bilgin, 2013; Van Craeynest, 2015). Additionally, it is seen in the literature that in many studies the quantitative and qualitative data are used together to enrich the meaning of just numbers or plain comments.

In this study, the qualitative approach is preferred as the main aim of the study needs interpretations of the data gathered, and the quantitative approach is preferred solely to calculate the frequencies of the intended features. Content analysis is used to analyse how males and females are represented in six EFL coursebooks because it allows the interpretation of the quantitative data and making judgements on underlying meaning.

To understand the meaning beyond the measurable data, content analysis is preferred in this study. The definitions of it from different aspects are available in this section in order to capture the concept of content analysis from a broader angle. In the literature, it is seen that using content analysis is common as it is thought to give a chance to the researchers to deal with the data in an organized way both quantitatively and qualitatively. In one of the recent studies, content analysis is basically described as a method commonly used for "classifying, evaluating, and studying recorded communications objectively and systematically" (Lac, 2016, p. 1). In one of the time-honoured studies, Weber (1990) defines content analysis as a method to make "valid inferences from text" (p. 9). According to Bowen (2009), it is "the process of organising information into categories related to the central questions of the research" (p. 32). Also,-content analysis is described as a method used in order to determine the presence of the subject matter in texts, contents and visuals, and it is a method that gives the chance to researchers to analyse people's communication via their outputs such as textbooks, essays, pictures and so forth (Fraenkel & Wallen, 2006, p. 483).

Furthermore, Fraenkel and Wallen (2006) assert that in the nature of qualitative research the data is gathered by counting mostly from words and visuals, and categorization is mostly used to collect the number under some titles (p. 444). Before the 1950s it was considered mostly quantitative, and since then it has been seen as both qualitative and quantitative (Mkuchu, 2004, p. 95). Now, it is seen that content analysis is highly preferred as it helps researchers who want to concentrate on more than words and it is a generally accepted method in qualitative studies. Haggarty (1996) states in

her study on content analysis that "content analysis is a research method which allows the qualitative data collected in research to be analysed systematically and reliably so that generalizations can be made from them in relation to the categories of interest to the researcher" (p. 99).

The definitions of content analysis are important to see in what aspects it is used and to see why the researchers choose it in their study. The strong sides of content analysis differ according to the researchers' focus but the advantages following are worth to be summarized. There are some main advantages of content analysis research method. Lac (2016) summarizes the advantages of content analysis in his study; (1) it is "the most widespread methodology for scrutinizing media communications found in a recorded content", (2) the information gathered from content analysis puts forward "rich insights about trends in society", and (3) it can be considered as a rather discreet research method (p.3). To explain the third advantage, Robson and McCartan (2016) opine that content analysis is a kind of method that the researcher does not personally observe, interview, or ask someone to fill in a survey for the purposes; the researcher has the data from a source which is produced and aimed to be used for something else (p. 350). As the last (4) advantage, the method can be applied with minimal resources and cost in consideration to other kinds of empirical strategies (Lac, 2016, p. 3). Besides the advantages of Lac (2016), Robson and McCartan (2016) also count the availability of the permanent data as an advantage because it provides an opportunity to re-analyse the same data, and check the reliability of the studies and replication (p.357).

In order to expand the perspective of educators of the coursebooks in the sense of gender representation, this study deals with already existing data which means the production of the data has already finished when the researcher decides to examine an issue. In other words, the data is not affected by the presence of the researcher, and even the writers of the coursebooks are not aware of the fact that their work will be evaluated by others.

The value of such data strengthens content analysis compared to others in which the researchers are present and active. Krippendorff (1989) states that "content analysis goes outside the immediately observable physical vehicle of communication and relies on their symbolic qualities to trace the antecedents, correlates or consequences of

communications, thus rendering the (unobserved) context of data analysable" (p. 402). So, it enables researchers to get information from any pre-existing resource so that researchers can analyse any material topic, or issue no matter of time, place, and the results gathered from the content analysis are interpretable without being affected by the presence of the researchers, and that is the unobtrusive research advantage of that method (Robson & McCartan, 2016, p. 357).

When the human factor in other methods and techniques is taken into consideration, content analysis is much more practical, economical and effortless in most aspects, and most importantly, real data is used. Additionally, when preferred, it can be used in both qualitative and quantitative research. In many studies on gender representation in EFL coursebooks analysis (Porreca, 1984; Bilgin, 2013; Gharbavi & Mousavi, 2012; Van Craeynest, 2015; Brusokaitė, 2013) content analysis is used, so also in this study, the method of analysis is chosen as content analysis.

2.4 Data Collection Procedure

In this study, coursebooks are the data sources and the study is conducted with content analysis method. The gathered data is analysed in terms of past and present concepts on gender representations comparatively to uncover the differences which may have emerged in time. Specifically, the coursebooks analysed are chosen as the researcher has used *English File* for more than 5 years, and this coursebook set is really common in the preparatory classes of many universities and some high or middle schools.

The data for the study comprises six ELT coursebooks from the *English File* coursebook series published by Oxford University Press, making up a data set of approximately 900 pages. Together, they constitute an ELT course level set, taking students from the elementary level to the intermediate level of English language proficiency. Last but not least, the authors of the books are almost the same, which can be seen as an advantage to reduce the variety of the perspectives of different people. The change in time is not affected by the author factor. The names of the coursebooks and their authors are presented in Table 1.

Table 1. The Information about Coursebooks Analysed

Books	English File 3rd Edition Elementary SB	English File 3rd Edition Pre-Intermediate SB	English File 3rd Edition Intermediate SB	English File 4th Edition Elementary SB	English File 4th Edition Pre-Intermediate SB	English File 4th Edition Intermediate SB
Year of publication	2012	2012	2013	2019	2019	2019
Authors	Christina Latham-Koenig Clive Oxenden Paul Seligson	Christina Latham-Koenig Clive Oxenden Paul Seligson	Christina Latham-Koenig Clive Oxenden	Christina Latham-Koenig Clive Oxenden Jerry Lambert Paul Seligson	Christina Latham-Koenig Clive Oxenden Jerry Lambert Paul Seligson	Christina Latham-Koenig Clive Oxenden Jerry Lambert
Paul Seligson and Clive Oxenden are the original co-authors of English File 1 and English File 2.						

To elaborate, each unit, and the communication parts, grammar bank and vocabulary bank in the back of the coursebooks are carefully scanned and analysed including texts, contents and visuals, and the data that show gender representation are evaluated. The listening transcripts in the back of the book are also evaluated as texts. The findings of the gathered data are presented in detail, and the third and fourth editions of *English File* coursebooks are compared. In all coursebooks shown in the table 1, the 'Practical English' parts are located after every each two units. As both editions have the exactly same videos and exercises, it doesn't show any difference in such a comparative study. Therefore, 'Practical English' parts are eliminated when conducting the research. Similarly, 'Revise and Check' parts after every two units are left out as the grammar exercises are mostly identical in both versions when grammar exercises are taken into consideration. After all, the pronunciation parts are not evaluated as the content in those parts are artificially created to practice specific sounds and sometimes they include words that do not have a comprehensible context.

Methodological weaknesses have also been found in the implementation of this analysis. Distinguishing between female and male characters in the coursebooks was not possible in some situations. Such cases have been left out of the scope of this study. Similarly, the video units called 'Practical English' are exactly the same in both series, and their analysis will not affect the results of the study, so they are not taken into consideration. Likewise, some parts like pronunciation sometimes do not cover a comprehensible context to evaluate and such parts are left out of the study, and the scope of each category is explained in the methodology part in detail.

Moreover, additional sources such as the teacher's book and workbook have been left out of the study in order to be more efficient in time. Additionally, the students are not in a tight relationship with workbook compared to student's book, too. Because of limited class hours, in many schools they are used as supplementary self-study materials.

The coursebook evaluation is conducted in many different frameworks by different researchers. In one of the criteria-driven studies, Bilgin (2013) prefers using an adaptation of the 'ABC of Gender Analysis' framework prepared by Kabira and Masinjila (1995). In the original framework, the parts are firstly categorized into two: narration and illustrations. The narration part has five different subcategories: action, locus, visualization, power and language use. The illustrations have three subcategories: action, visibility and power. All the subcategories of both original and adapted categories have their detailed descriptions in a table in her study. To elaborate, the main categories are the same but the coverage of the subcategories are adapted to the needs of the study. Bilgin's (2013) need for adaptation is explained with the requirement of extension or formation during the process of analysis in order not to skip any written or visual content (pp. 34-44).

In another criteria-driven study, Van Craeynest (2015) implements the analysis with an adaptation of Brugeilles and Cromer's (2009a) methodological manual for analysing gender representations in school textbooks. In the study, categories that researcher finds suitable to use are the famous and unknown characters, text and images, group or individual, designation, sex and age, actions, activities and occupation, and character. The features of the categories are defined in his study.

There are also some studies conducted in a framework constructed by the researchers. In her well-known study, Porreca (1984) concentrates on the categories of omission in text and illustrations, firstness, occupational visibility in text and illustrations, nouns, masculine generic constructions, and adjectives inspired from previous studies at that time. In another study, Sivaslıgil (2006) also forms her categories in her content analysis study based on former studies and adds the necessary ones, and her categories are appearance of female and male characters, amount of talk, family roles and other social and occupational roles, occupational activities, activities related to household responsibilities, and distribution of spare time and leisure activities.

Diktaş (2010) also analyses the coursebooks in his study with the criteria as following; occurrence of characters, amount of talk, family activities and responsibilities, occupations, adjectives used for females and males, spare time and leisure time activities, family roles and also semiotic analysis of pictures.

In this study, the categories chosen to conduct the research are also inspired from and based on the previous studies from Van Craeynest (2015), Diktaş (2010), Yılmaz (2012), and Mkuchu (2004). The categories are selected and their scope is decided by the researcher so as to answer the research questions of the study. That is to say, what to include and how to make inquiries in the categories are also determined by the researcher. The categories in this study are; the presence of male and female characters in texts and in visuals, the presence of famous male and female characters, occupations attributed to genders, the distribution of household activities and family roles of each gender. Each category and its scope is described in detail in the data analysis procedure part of the study.

2.5 Data Analysis Procedure

When doing a comparative study with coursebooks, the initial step is deciding what parts of the coursebooks to cover in the study to analyse. The focus of this study is on the materials including dialogues, exercises in the main units, reading texts, grammar and vocabulary banks, visual content, and listening scripts of students' books. The following step is to decide the categories that the study covers and do the analysis according to these research categories to be explained in detail later. After that, the quantitative analysis is conducted and the results are gathered in tables, the percentages

and ratios are calculated. Finally, the findings and results are explained and the data is interpreted. When interpreting the data, the researcher also draws attention to some specific examples to make the interpretations more comprehensible. Therefore, the quantitative and qualitative sides of content analysis are utilized.

After deciding the data sources, the categories are set. The categorization in the study mainly starts in two categories, the presence of characters in visual and textual materials. That is because almost all foreign coursebooks include both textual and visual elements. The context they set is the key point of content analysis as it needs a researcher to infer and reveal a deep understanding of the meaning that it intends to deliver. The specification of character by Brugeilles and Cromer (2009a) is a guide for this study in order to decide basically what is a character and not. According to Brugeilles and Cromer (2009a), the features of a character include demographic factors such as sex, age, and activities they involve, their actions and interactions with others, and finally, the character has a place in the society (p. 16).

Then it is essential to elaborate on the visual elements in the coursebooks. Obviously, the pictures and the illustrations are an integral part of the coursebooks. The influence of such visual materials to make the stories more comprehensible for students are observable (Arıkan, 2005, p. 31). In this study, the physical appearance of female and male characters in pictures and illustrations are counted, and the frequencies and percentages are calculated for each coursebook. Then the comparative results are shown in tables in percentages. As many researchers (Van Craeynest, 2015; Yılmaz, 2012, Mkuchu, 2004; Diktaş, 2010, Bhattacharya, 2017) take the underrepresentation of female or male characters in visual content as an indication of a gender-biased coursebook, it is an essential category to include and start the research. The frequencies of pictures and illustrations show whether any imbalance occurred in representations of genders. In the same way, the number of characters in written materials is also counted to see the ratio of male characters to female characters in texts. When counting the characters in the visual materials, characters who appear in more than one picture, illustration or photo are counted only once. Also, when there is a group of people in a picture or illustration in which characters are hard to define are not included in the

study. However, the characters in the crowd that are easier to identify are taken into consideration.

The counting in written elements is done as in the examples following. When in the text 'Billy De Williams' (*English File* 4th Edition Elementary, 2019, p. 55) the full name 'Billy De Williams' is seen once, and the main characters related pronouns, he/his, are seen eight times, the main character 'Billy De Williams' is counted only once. And in the same text, the characters that are related to the main character, such as his mother and his father, are counted as different characters.

When analysing the characters, the listening scripts are counted in the same way as other written materials. Audio scripts are available in the back of the coursebooks so the same procedures are applied. Characters that appear in a dialogue are counted as one, and the same characters which are already counted in the units are not taken into consideration.

It is necessary to add that the instructions including the pronouns 'he/she, his/her' and so on are not counted as they do not change the balance of occurrence of characters. However, for further studies, it should be noted that the firstness of male pronouns does not change in the instructions in both editions. That is to say, when giving instructions with pronouns, the male firstness is obvious and does not change in any editions. In the grammar bank part of the book, for example, when teaching the present simple tense, all subject pronouns are shown as examples. Third-person singular subject pronouns also do not directly affect the final results, and so they are not given any count. Finally, the plural words as women and men are not counted since they do not represent a specific number; on the contrary, the singular ones are counted as one.

In addition, while analysing the characters in the study, another category was created as famous characters. Famous characters have an impact on people anywhere in social life including classrooms. Therefore, the portrayal of the famous characters set an example or a role model to the students. There are certain characteristics attributed to the characters, such as power, beauty, wealth, and high status in society, which can create an intuitive perception of any gender in the minds of students. This category is chosen to see if any gender is portrayed as more famous than the other, it needs to be

investigated to find out if it gives them an advantage. Their appearances are also recommended to be counted once by Brugeilles and Cromer (2009a) even if they appear more than once (p. 48). The famous characters are counted as one category including both textual and visual materials.

The next category is occupations. In contrast to household activities explained following, productive activities are the ones that produce goods and services, and provide income including occupational activities (Mkuchu, 2004, p. 106). To see the gender representations in productive activities, in this study, the traditional gender division of labour is analysed in order to see whether the authors followed the traditional way or not. The traditional and non-traditional occupations are listed and compared in both editions. The buzzword 'you can't become what you can't see' summarizes the importance of occupations linked to the genders in coursebooks. One of the most common examples in this issue can be the 'male nurse' example. To illustrate, as almost no nurses are portrayed in male characters, being a nurse is always associated with being female. Even when a person mentions the name of the occupation 'nurse' which do not represent any gender, people tend to put the 'male' word in front of the occupation 'nurse' when the job is performed by a man. That's because people feel the need to emphasise that a male performs an essentially 'female occupation'. So, occupations of genders in coursebooks somehow reflect the life outside, and the influential power of coursebooks should not be ignored to dismiss stereotyping instead of supporting it.

Another main category in this study is the distribution of household activities to genders. To explain, the attribution of some specific activities to a specific gender may create gender discrimination in students and analysing the distribution of household activities can make students think of them as gendered duties. This category is based on the studies of Mkuchu (2004) and Yılmaz (2012). The reproductive activities are explained as housekeeping activities that include cooking and activities related to cooking like shopping, cleaning, and activities related to the family like taking care of children, and they can be basically defined as the activities that you do to continue living and cannot make money from (Mkuchu, 2004, p. 106). Therefore, the household

activities are assessed, detected, and listed, after that, the characters performing them are counted in relation to genders.

The last category is the distribution of family roles. Motherhood or the caring nature of females has been a big issue in family roles. Therefore, that is a classical potential of stereotyping for present and upcoming studies. The inevitable stereotyping for females is not always but often about their place in the family. The laborious task of that category is counting and categorizing multiple roles of characters. The family relations in coursebooks are sometimes counted in two categories at the same time. To explain in detail, when a family is represented, a mother role and a wife role is attributed to one character, the same for a brother and a son. For a single character who has more than one family role, counting is done separately for each category in this study. Also, Diktaş (2010) counts wife and mother roles as one category; however, Yılmaz (2012) counts the wife role and mother role of females as two separate categories shown in the tables. Diktaş (2010) explains that in the coursebooks he has analysed mothers are also attributed to wife roles; on the contrary, Yılmaz (2012) separates these roles in her study. In this study, the family roles are determined as mother, wife, daughter and sister for females, and father, husband, son and brother for males as in Yılmaz's study (2012). The counting is done for each role. In a word, when there is a character who is both a mother and a wife in the same context, the counting is done for each category: one score for the mother role and one score for the wife role, so the total number of roles are more than the characters themselves.

CHAPTER 3. RESULTS

3.1 Introduction

In this section of the study, the results of each category are shown in tables and column charts, and then the data given in these tables and column charts are explained. To remind, the study has two main research questions to answer. Firstly, the coursebooks are analysed to reveal the male and female representations in the third and the fourth editions of the coursebook series, *English File*, in the elementary, pre-intermediate and intermediate levels. Secondly, the comparison of both editions is interpreted to reveal the changes over time. The results are analysed in the following order; the presence of male and female characters in visuals and textual elements, the presence of male and female famous characters, occupations, household activities, and family roles.

The results in the tables and column charts are ordered as following in all categories; firstly, the results of the elementary level third edition and fourth edition are analysed and presented; then, it is done for the pre-intermediate level third edition and fourth edition, and the intermediate level third edition and fourth edition in order.

3.2 Male and Female Characters

The first research question of the study aimed to reveal the overall representation of gender in the coursebook series *English File* third and fourth editions in the elementary, the pre-intermediate and the intermediate levels. In order to do that, the male and the female characters in the coursebooks are counted and analysed in detail at first. In this part, the presence of the characters is shown in the following tables.

To start with, the presence of female and male characters is counted in the elementary level in the third and the fourth editions of student's books units, and their frequencies and percentages are shown in table 2.

Table 2. Male and Female Characters in English File Elementary Level

Visual Materials				**Textual Materials**			
Male		**Female**		**Male**		**Female**	
3rd Ed.	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**
Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
227	198	199	156	248	271	258	245
Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
53.29%	55.93%	46.71%	44.07%	49.01%	52.52%	50.99%	47.48%

As it is seen in the table 2, the third edition has a balance in presence of both genders in textual parts of the elementary level. In written materials, the male characters are represented 248 times and female characters are represented 258 times. The ratio of male and female characters in written materials is 49.01% to 50.99% in favour of females. However, the presence of male characters is slightly higher in visual elements. The ratio of male and female characters in visual elements is 53.29% to 46.71%.

Similarly, when the presence of both genders is counted in written materials, male characters appear slightly more than females, and the difference is bigger in the fourth edition compared to the third edition. In the visuals of the fourth edition, male characters appear more than females with a ratio of 55.93% to 44.07%. The males are represented in the visuals 198 times while the females are represented 156 times.

Table 3. Male and Female Characters in *English File* Pre-Intermediate Level

Visual Materials				**Textual Materials**			
Male		**Female**		**Male**		**Female**	
3rd Ed.	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**
Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
132	170	76	182	242	265	221	258
Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
63.46%	48.30%	36.54%	51.70%	52.27%	50.67%	47.73%	49.33%

Next, in the pre-intermediate level, the third edition has an imbalance in the advantage of male characters in the visuals, the ratio of males to females is 63.46% to

36.54% as shown in table 3. Also in the same level coursebook, in texts, the male characters are represented with a ratio of 52.27% to 47.73%.

This higher appearance of males in the third edition is comprehended in the fourth edition, and it is seen that the number of female characters in visuals slightly outnumber the frequency of male characters with a ratio of 51.70% to 48.30% as seen in table 3. Similarly, in texts in the fourth edition, the slightly higher representation of males of the third edition is avoided, and there is a balance in representations. The frequency of male characters in texts is 265, and the frequency of females in texts is 258. The improvements to balance the appearance of characters are welcomed in order to deal with gender bias.

Table 4. Male and Female Characters in English File Intermediate Level

Visual Materials				**Textual Materials**			
Male		**Female**		**Male**		**Female**	
3rd Ed.	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**	**3rd Ed.**	**4th Ed.**
Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
227	195	143	139	285	338	281	272
Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
61.35%	58.38%	38.65%	41.62%	50.35%	55.41%	49.65%	44.59%

Finally, in the intermediate level, in the third edition, male character representation is much more than females- the ratio is 61.35% to 38.65% as seen in table 4. On the other hand, the characters in texts have a balance in the representation of both genders. The percentages are very close; 50.35% for males and 49.65% for females. In the fourth edition in the intermediate level, the overrepresentation of male characters decreases in visuals; however, even the latest edition of the coursebook does not provide a fairer result, and the ratio of males to females in visuals is 58.38% to 41.62%. Additionally, the balance in the third edition in the intermediate level is not preserved and the male character appearance is again seen more than females in texts with the percentage ratio of 55.41% to 44.59% as seen in table 4.

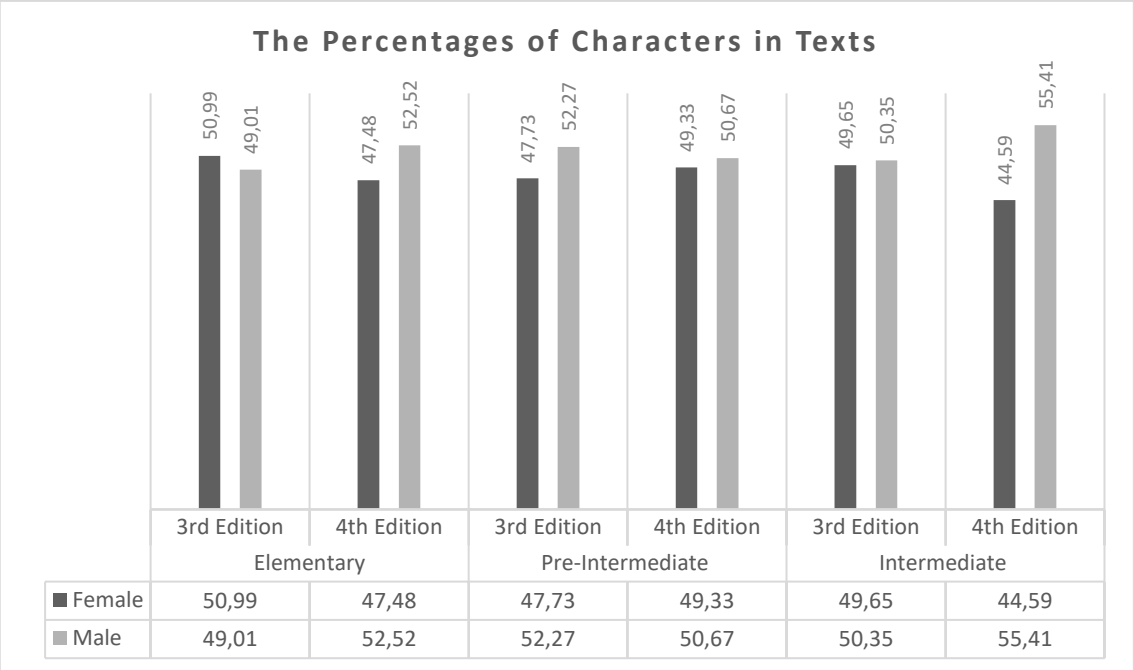

Figure 1. The Percentages of Characters in Texts

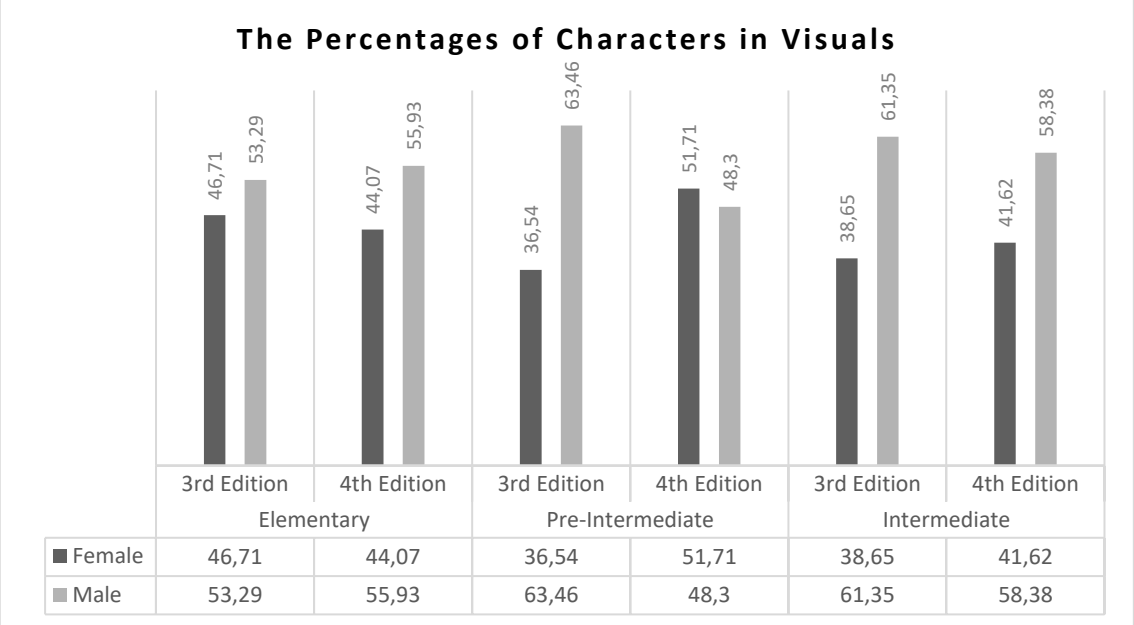

Figure 2. The Percentages of Characters in Visuals

All in all, both in textual and visual materials in six coursebooks, male representation is seen much higher than female representation; only in *English File* fourth edition, in the pre-intermediate level visuals category, female characters are slightly more numerous than male characters, and the gap between ratios is 2.4**%** in favour of females. On the other hand, the biggest gap between representations is again in the *English File* third edition pre-intermediate level. In visual materials, the gaps are bigger between male and female representation. In written materials, the gaps are close but the advantage is always in favour of males.

3.3 Famous Male and Female Characters

The transmission of famous characters inevitably has an impact on students and, coursebooks directly or indirectly affect students' perception of powerful or influential characters. As a reminder, the characters are genuine, not fictitious but they are rather chosen by the authors. The characters in visuals and textual elements are counted together in this section. The first result is from the elementary level; in the third edition, the proportion of famous male characters to famous female characters is 60% to 40%. The male characters appear more than the females as seen in table 5.

Table 5. Famous Characters in Visual and Textual Materials in English File Elementary

	Male		**Female**	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Frequency	30	38	20	17
Percentage	60%	69.09%	40%	30.91%

Even if male famous characters are seen as famous more than females in the third edition, the result of the fourth edition presents an increase again in favour of males in the elementary level. Male famous characters appear 38 times, and female famous characters are seen 17 times. The ratio of famous male characters to females is 69.09% to 30.91% as shown in table 5.

Table 6. Famous Characters in Visual and Textual Materials in English File Pre-Intermediate

	Male		**Female**	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Frequency	70	53	15	7
Percentage	82.35%	88.33%	17.65%	11.67%

Next, in the famous characters category in the pre-intermediate level, the number of representations of famous male characters is at its height in both editions. In the third edition, famous male characters are represented 70 times, and its percentage is 82.35%, and females are represented only 15 times, and its percentage is 17.65% as seen in table 6.

In the fourth edition of the pre-intermediate level coursebook, the gap is even bigger. The ratio of male famous characters to female famous characters is 88.33% to 11.67% as shown in table 6. In detail, males are represented as famous 53 times while females are represented as famous characters only 7 times. This shows that the underrepresentation of females as famous increased rather than decreasing in numbers, the females are still underrepresented in the fourth edition.

Table 7. Famous Characters in Visual and Textual Materials in *English File* Intermediate

	Male		**Female**	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Frequency	54	41	14	17
Percentage	79.41%	70.69%	20.59%	29.31%

Finally, in the intermediate level in the third edition, famous male characters are represented 54 times while famous female characters are represented only 14 times as seen in table 7. The ratio of males to females in this category is 79.41% to 20.59%.

And in the fourth edition in the intermediate level, there is a little drop in the ratio of famous male character representation, but the gap is still very big as presented in table 13. The males are portrayed as famous 41 times, and females are represented as famous characters 17 times. The proportion of males to females is 70.69% to 29.31%.

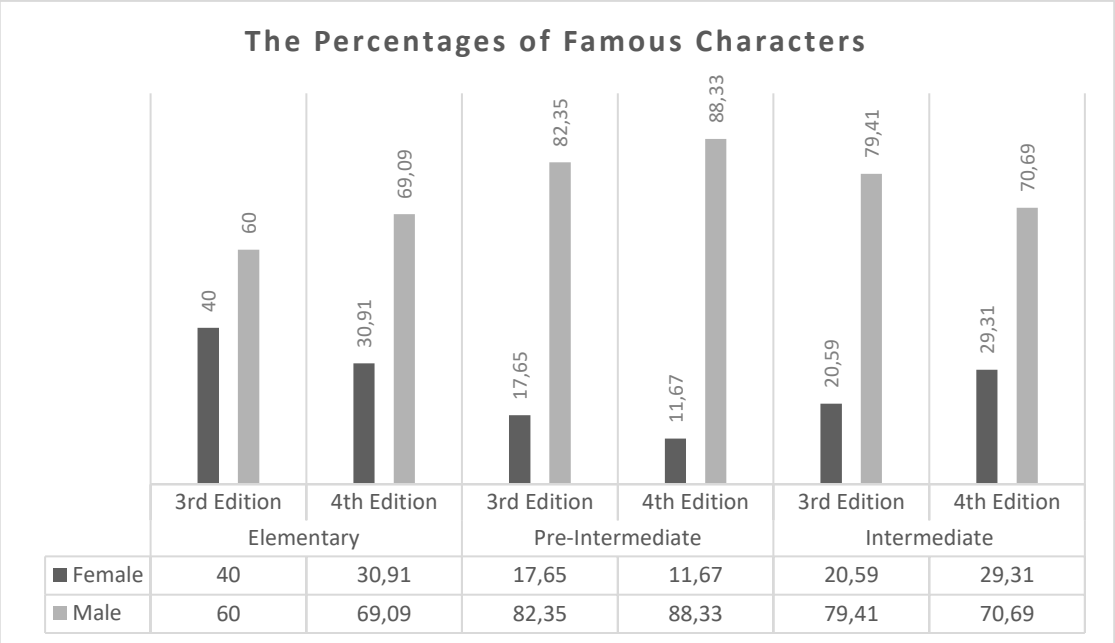

Figure 3. The Percentages of Famous Characters

All in all, the representation of the famous characters in the *English File* coursebook series has a big dominance of males, and the gender ratio balance is not achieved in any coursebooks analysed. The biggest gap between genders is seen in the pre-intermediate level fourth edition, and the percentage of male characters as famous is 88.33% in that level. The highest representation of female characters as famous is only 40%. When compared to third editions, the fourth editions have a bigger gender imbalance in favour of male characters in the elementary and pre-intermediate levels. Only in the intermediate level, there is a decrease in male representation as famous in the fourth edition. Broadly, the famous characters in the coursebooks are mostly used to refer to successful, powerful, intelligent and rich people in contexts. For that reason, this kind of superiority is a sign of being a gender-biased coursebook that still continues in the fourth edition, and it can be posited that there is not enough improvement to create a balance in gender representation.

3.4 Occupations

To reveal the gender stereotyping in representations in the coursebooks, the occupations are analysed as another category. The occupations owned by male and female characters are shown in tables 8, 9 and 10. The occupations are listed in

alphabetical order, but firstly, the same occupations are presented, then the different ones are listed again in alphabetical order. Also, they are signed as traditional (*) and non-traditional (**) according to the categorization of occupational segregation by sex by Anker (2001), the list which is composed by Boster (2005), the study by Yılmaz (2012), and the study by Diktaş (2010). In the literature, some researchers take these stereotyped occupations under the heading of traditional and non-traditional occupations (Diktaş, 2010, Yılmaz, 2012). The stereotyped or traditional occupations are generally expected to be conducted by solely males or females in societies.

However, the definition of occupation is sometimes not clear to all. For example, in the coursebooks, there are characters represented as queens or princes of royalty, and the difference between a career and an entitlement becomes an issue that needs to be interpreted by the researcher. Besides, there are broad phrases used instead of job names, such as ‘works in a shop’, which do not have a clear definition. These are also decided whether to be categorized according to the context by the researcher. In brief, the elementary, pre-intermediate and intermediate levels, the third and fourth editions are analysed, and the occupations are listed. The coursebooks are compared to see the changes in traditional or non-traditional representations of occupations in terms of gender.

Table 8. Occupations in English File Elementary

Female		Male	
3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Actress**	Actress**	Actor*	Actor*
Administrator**	Administrator**	Architect*	Architect*
Architect**	Architect**	Author/Writer*	Author/Writer*
Author/Writer**	Author/Writer**	Barman*	Barman*
Doctor**	Doctor**	Builder*	Builder*
Flight Attendant*	Flight Attendant*	Businessman*	Businessman*
Fortune Teller*	Fortune Teller*	Chef*	Chef*
Journalist**	Journalist**	Dentist*	Dentist*
Model*	Model*	Doctor*	Doctor*
Musician**	Musician**	Engineer*	Engineer*
Nurse*	Nurse*	Guard*	Guard*
Organizer**	Organizer**	Journalist*	Journalist*
Secretary*	Secretary*	Judge*	Judge*
Shop Assistant*	Shop Assistant*	Lawyer*	Lawyer*
Singer**	Singer**	Musician*	Musician*
Teacher*	Teacher*	Policeman*	Policeman*
Works in a shop*	Works in a shop*	Psychologist*	Psychologist*
Hair Dresser*	Artist**	Scientist*	Scientist*
Lawyer**	Bank Manager**	Soldier*	Soldier*
Pharmacist**	Busker**	Taxi Driver*	Taxi Driver*
Project Assistant**	Cardiac Surgeon**	Teacher**	Teacher**
Receptionist*	Cleaner*	Boxer*	Accountant*
Vet**	Full-Time Mother*	Café Owner*	Blogger*
Waitress*	Guide**	Conductor*	Caretaker*
	Intern*	Director*	Company Founder*
	Lift Operator**	Factory Worker*	Church Minister*
	Policewoman**	Flight Attendant*	Computer Programmer*
	Web Designer**	Footballer*	DJ*
		Graphic Designer*	Fashion Designer**
		Manager*	Monk*
		Prime Minister*	Organizer*
		Shepherd*	Painter*
		Singer*	Photographer*
			Pilot*
			Police Officer*
			Prince*
			Vet*
			Waiter**
			Works in Fields*

Table 9. Frequencies of Occupations in English File Elementary

	Female		Male	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Traditional	11	11	32	36
Non-Traditional	13	17	1	3
Total	24	28	33	39

To start with, the occupations in the elementary level coursebooks are listed in table 8. In the third edition, there are 24 occupations performed by females, and 33 occupations are performed by males. The males are engaged in 57.90% and the females are engaged in 42.1% of the total workforce in the third edition. Females are represented in 11 traditional and 13 non-traditional occupations. However, male characters are seen only in 1 non-traditional occupation, which is a 'teacher', and 32 traditional ones. In the fourth edition, there are 28 occupations conducted by females and 39 occupations conducted by males. 58.21% of the total workforce is occupied by males, whereas 41.79% is occupied by females. Females are represented in 11 traditional jobs and 17 non-traditional jobs. On the other hand, males are represented in 36 traditional jobs and only 3 non-traditional jobs; a 'teacher', a 'fashion designer' and a 'waiter'. Accordingly, in the elementary level coursebooks of both editions, the diversity in occupations is in favour of males. Females are represented in traditional and non-traditional jobs almost equally in the third edition, but in the fourth edition coursebook, females are represented in traditional jobs with a percentage of 39.29%. It is seen that there is an effort to improve the representation of females in non-traditional jobs with a percentage of 60.71%. However, there is also strong evidence of the view that traditional occupations belong to male characters in table 9. In the end, the comparison of both editions puts forward that there is an alteration in order not to support gender bias or stereotyping in the fourth edition for female characters. The same improvement is not seen for males, though.

Table 10. Occupations in *English File* Pre-Intermediate

Female		**Male**	
3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Author/Writer**	Author/Writer**	Actor*	Actor*
Inventor**	Inventor**	Artist*	Artist*
Nurse*	Nurse*	Barman*	Barman*
Psychologist**	Psychologist**	DJ*	DJ*
Secretary*	Secretary*	Driver*	Driver*
Teacher*	Teacher*	Footballer*	Footballer*
Airport Worker**	Actress**	Photographer*	Photographer*
Cook*	Administrator**	Policeman*	Policeman*
Editor**	Athlete**	Politician*	Politician*
Fashion Designer*	Baker*	Shop Assistant**	Shop Assistant**
Model*	Businesswoman**	Teacher**	Teacher**
Policewoman**	Doctor**	Tennis player*	Tennis player*
Singer**	Footballer**	Aerospace Engineer*	Athlete*
TV/Radio Presenter**	Guide**	Author/Writer*	Boss*
Web Designer**	Journalist**	Deputy Sheriff*	Businessman*
	Maid/Servant*	Designer*	Doctor*
	Psychoanalyst**	Detective*	Factory Worker*
	Seller*	Discoverer*	Inventor*
	Tennis Player**	Editor*	Manager*
		Flight Attendant*	President*
		Musician*	Seller**
		Journalist*	Singer*
		Prime Minister*	TV/Radio Presenter*
		Psychoanalyst*	Vet*
		Referee*	
		Rugby Player*	
		Runner*	
		Security Guard*	

Table 11. Frequencies of Occupations in *English File* Pre-Intermediate

	Female		**Male**	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Traditional	6	6	26	21
Non-Traditional	9	13	2	3
Total	15	19	28	24

Next, the occupations covered in the pre-intermediate level are listed in table 10. In the third edition, there are 15 occupations assigned to females, and 28 occupations are performed by male characters. Females are engaged in 34.88% of the total workforce while males are engaged in 65.12%. Female characters are represented with 9 non-traditional and 6 traditional occupations. In contrast, male characters are represented with 2 non-traditional and 26 traditional occupations. The non-traditional jobs that male characters just have are a 'teacher' and a 'shop assistant'. In the third edition, female characters occupy non-traditional occupations by 60%, and male characters only occupy 7.14%. On the other hand, in the fourth edition, female characters are seen in 19 occupations, and male characters are represented in 24 occupations. Male characters occupy 55.81% of the total workforce while female characters occupy 44.19%. Female characters are portrayed in 13 non-traditional occupations and 6 traditional occupations. On the contrary, male characters are portrayed in 21 traditional, 3 non-traditional occupations, which are a 'teacher', a 'seller' and a 'shop assistant'. The ratio of females to males in non-traditional occupations in the fourth edition is 68.42% to 12.5%. In short, males are still overrepresented in traditional occupations in this category, and even if the presence of female characters in the total workforce increases, male characters still have their stereotyped power of being dominantly represented in traditional occupations. There are not any considerable changes in regards to male stereotyping in occupations in the edited version of the pre-intermediate level.

Table 12. Occupations in *English File* Intermediate

Female		**Male**	
3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Au Pair*	Au Pair*	Actor*	Actor*
Author/Writer**	Author/Writer**	Author/Writer*	Author/Writer*
Journalist**	Journalist**	Businessman*	Businessman*
Nurse*	Nurse*	Director*	Director*
TV Presenter**	TV Presenter**	Doctor*	Doctor*
Waitress*	Waitress*	Engineer*	Engineer*
Model*	Activist**	Footballer*	Footballer*
Musician**	Actress**	Journalist*	Journalist*
Professor**	Architect**	Lawyer*	Lawyer*
Runner**	Artist**	Novelist*	Novelist*
Singer**	Chef**	Referee*	Referee*
Tennis Player**	Doctor**	Sailor*	Sailor*
	Extra**	Teacher**	Teacher**
	Fashion Designer*	Ticket Inspector*	Ticket Inspector
	Manager**	TV Presenter*	TV Presenter*
	Personal Stylist*	Artist*	Academic*
	Photographer**	Choirmaster*	Acupuncturist*
	Politician**	Coach*	Anthropologist*
	Teacher*	Commando*	Boss*
	Translator/Interpreter**	Computer Programmer*	Boxer*
	Weightlifter**	F1 Driver*	Bus Driver*
		Headmaster*	Charisma Coach*
		Manager*	Chef*
		Merchant*	Conductor*
		Prime Minister*	Critic*
		Professor*	Editor*
		Psychiatrist*	Entrepreneur*
		Psychologist*	Explorer*
		Taxi Driver*	Extra*
		Tennis Player*	Fisherman*
		Tollbooth Operator*	Model**
			Musician*
			Painter*
			Physiotherapist*
			Pilot*
			Poet*
			Police Officer*
			Policeman*
			Publisher*
			Runner*
			Sale Assistant**

			Security Staff*
			Singer*
			Songwriter*
			Viola Player*
			Waiter**

Table 13. Frequencies of Occupations in *English File* Intermediate

	Female		**Male**	
	3rd Edition	**4th Edition**	**3rd Edition**	**4th Edition**
Traditional	4	6	30	42
Non-Traditional	8	15	1	4
Total	12	21	31	46

Finally, in the intermediate level third edition, there are 12 occupations linked to females and 31 occupations are linked to males. Male characters are seen in 72.09% of the total workforce. In addition, the diversity of the occupations referred to males is more than females' occupations. Female characters are represented in 8 non-traditional and 4 traditional occupations. Male characters, on the other hand, are represented in 30 traditional jobs and only 1 non-traditional job, which is a 'teacher'. In the fourth edition, females are represented in 21 occupations and males are represented in 46 occupations. Of that 21 occupations for females, 15 occupations are classified as non-traditional. For males, the number of non-traditional jobs is 4. When compared to female characters, male characters have very little representation outside the box. The proportion of females to males in non-traditional occupation representation is 71.43% to 8.7%. In a nutshell, the diversity in occupations is at its most in the fourth edition in the intermediate level in the advantage of males. Females still suffer from not being represented in as many jobs as males are. The effort to represent females in non-traditional jobs are visible to reduce gender bias. Also, males are still represented in a very limited number of non-traditional occupations.

Table 14. The Comparison of the Traditional and Non-Traditional Occupations in English File All Levels

	Female		Male	
	3rd Ed.	**4th Ed.**	**3rd Ed.**	**4th Ed.**
Traditional	21	23	88	99
Non-Traditional	30	45	4	10
TOTAL	51	68	92	109

All in all, in table 14 the comparison of all traditional and non-traditional jobs in the third and fourth editions are shown. The frequency of males in traditional jobs in third edition coursebooks is 88 while it is 21 for females. However, in non-traditional occupations, females are represented much more than males, females are counted in 30 non-traditional jobs whereas males are counted only 4 times. On the other hand, the results of the fourth edition coursebooks show parallelism with both previous results with a slight difference. The males occupy 99 traditional jobs, and females only occupy 23. In non-traditional jobs, females are seen 45 times whereas males are seen only 10 times. The traditional representations of male occupations are obvious, and females start to take more place in the total workforce mostly by being more represented in non-traditional jobs.

3.5 Household Activities

The six coursebooks are analysed to see whether any gender is portrayed more than the other in performing activities related to house and family. The activities in the coursebooks are detected and listed. Also, how many times they are done by males or females **is** written in the frequency column. After that, the frequencies are shown in total, and the percentages according to genders are calculated.

Table 15. Household Activities in English File Elementary

Activities		**Female**		**Male**	
3rd Ed.	**4th Ed.**	**3rd Ed. FQ**	**4th Ed. FQ**	**3rd Ed. FQ**	**4th Ed. FQ**
Cooking	Cooking	4	3	10	8
Cleaning the house (sweeping floors, window cleaning etc.)	Cleaning the house (sweeping floors, window cleaning etc.)	1	1	1	1
Doing laundry	Doing laundry	2	1		
Doing housework	Doing housework	2	1	1	2
Doing shopping	Doing shopping	2	2	1	3
Taking children to school or courses or picking them up	Taking children to school or courses or picking them up	1	2	3	2
Taking care of pets	Taking care of pets		1	3	2
Family car driving	Family car driving			1	2
Serving guests or family members	Serving guests or family members	1	1		1
	Looking after children		1		
	Doing garden work		1		1
	Making barbeque				1
TOTAL		**13**	**14**	**20**	**23**
Percentage		**39.40%**	**37.84%**	**60.60%**	**62.16%**

In the elementary level coursebooks, there are twelve household activities in table 15. In the third edition, female characters are engaged in household activities 13 times, and male characters are engaged in household activities 20 times. The ratio of males to females is 60.60% to 39.40%. Unlike the expectations from stereotypes linked to the nurturing nature of females, cooking is the most male dominant activity in frequency as seen in table 12. The frequency of cooking activity of males is 10 whereas it is only 4 for females. Male characters are also more apparent in outside activities

related to the family such as taking children to school or courses or picking them up and taking care of pets. Females are more engaged in indoor household activities such as doing laundry, housework and serving guests.

In the fourth edition, females perform 14 activities while male characters perform 23 activities, and the ratio of males to females is 62.16% to 37.84%. There is a male pre-eminence in household activities in both elementary level coursebooks. Cooking is still is the most frequent male activity as seen in table 12. In the fourth edition, there is an increase in male representation in doing housework and doing shopping for the house needs. Similarly, females are more represented in outdoor house-related activities such as taking children to school or courses or picking them up, taking care of pets, and doing garden work. Female characters also do chores such as doing laundry and looking after children which are not performed by males. Family car driving and making barbecue are also the two activities which are carried out only by males. Serving guests and family members' activity is also fulfilled by males in the fourth edition as well as females. Even if there is an increase in total frequency for males, there is an improvement in order to balance gender representations more fairly by including both genders in more household activities.

In the elementary level coursebooks, male characters have a significant preponderance in performing household activities. This preponderance has even increased in the fourth edition. One activity here is different from the others, making barbecue. This activity is not included in the cooking category because most of the time the stereotype of males 'making barbecue' is not a usual everyday activity for them (Yılmaz, 2012, p. 51). Special occasions such as picnics and outdoor parties including this activity are separated from indoor cooking as an everyday activity. The results show that even in the older version of the elementary coursebook, the third edition, female characters do not conduct house and family-related activities more than males.

Table 16. Household Activities in *English File* Pre-Intermediate

Activities		**Female**		**Male**	
3rd Ed.	**4th Ed.**	**3rd Ed. FQ**	**4th Ed. FQ**	**3rd Ed. FQ**	**4th Ed. FQ**
Cooking	Cooking		2	3	3
Cleaning the house (sweeping floors, window cleaning etc.)	Cleaning the house (sweeping floors, dusting the furniture etc.)	4	1	1	
Doing laundry	Doing laundry	1	1		
Doing housework	Doing housework		1	1	
Doing shopping	Doing shopping	2	2		
Looking after children/younger brother/sister	Looking after children/younger brother/sister	2	2		
Taking care of pets (taking the dog for a walk etc.)	Taking care of pets (taking the dog for a walk, etc.)	1	4	1	1
Tidying room (making bed/picking up clothes etc.)	Tidying room (making bed/picking up clothes etc.)	2	1	1	5
Doing washing-up	Doing washing-up			4	1
Take out rubbish	Take out rubbish			1	1
	Family car driving				1
Looking after elderly		2		1	
Ironing		1		1	
Serving guests or family members		**1**		**1**	
Laying table				**1**	
Taking children to school or courses or picking them up		**2**		**2**	
TOTAL		**18**	**14**	**18**	**12**
Percentage		**50%**	**53.85%**	**50%**	**46.15%**

In the pre-intermediate level, there are fifteen household activities in the third edition as seen in table 16. Both the females and males perform household activities 18 times. There is an equality in gender representation in numbers. Cooking and doing the washing-up are the activities that are carried out by male characters. Cleaning the house, doing shopping for the house and looking after children are the activities performed by females.

In the fourth edition of the pre-intermediate level, there is still a balance with a slight advantage in place of females. Females perform household duties 14 times while males perform 12 times as seen in table 13. Male representation is more apparent in tidying and cooking, while female characters perform a lot more in taking care of pets, unlike elementary level. Doing laundry, doing housework, doing shopping, cleaning the house, looking after children are the activities carried out only by females.

Table 17. Household Activities in English File Intermediate

Activities		**Female**		**Male**	
3rd Ed.	**4th Ed.**	**3rd Ed. FQ**	**4th Ed. FQ**	**3rd Ed. FQ**	**4th Ed. FQ**
Cooking	Cooking	3	5	1	
Looking after children/younger brother/sister	Looking after children/younger brother/sister	4	1	3	
Doing washing-up	Doing washing-up	1			1
Serving guests or family members		3		1	
Tidying		1		1	
Cleaning the house (sweeping floors, window cleaning etc.)		1			
	Doing shopping		5		1
	Doing laundry		1		
TOTAL		**13**	**12**	**6**	**2**
Percentage		**68.42%**	**85.71%**	**31.58%**	**14.29%**

In the third edition in the intermediate level, the diversity of activities decreases compared to other levels. The ratio of females to males is 68.42% to 31.58% in

performing household activities. Females are involved in household activities 13 times while males are involved in them 6 times. In addition, looking after children, cooking and serving guests or family members are the activities that are fulfilled by females.

In the fourth edition of the intermediate level, there is a huge gap between the representations of genders performing household activities. The ratio of females to males in this category is 85.71% to 14.29%. Female characters are involved in household activities 12 times, and males perform house chores only 2 times. Cooking and doing shopping are the activities that are dominantly conducted by female characters. The only activities performed by males are doing washing-up and doing shopping, and they are performed only once for each. Comparing the fourth edition to the third edition, the fourth edition has a big gender representation inequality. Still, for example, in unit 7B in both editions, there is a change in the way of representation. In detail, in unit 7B the comments of people on living with parents, the sentence “If I lived on my own, I’d have to pay rent, do the housework, and the cooking. Here my mother does my washing, she cleans my room, and of course, she cooks…” in the third edition is changed into “If I lived on my own, I’d have to pay rent and do the housework and the cooking. Here, somebody else cooks and cleans…” in the fourth edition. The caution to use a more gender-neutral language is observable in some cases in the fourth edition.

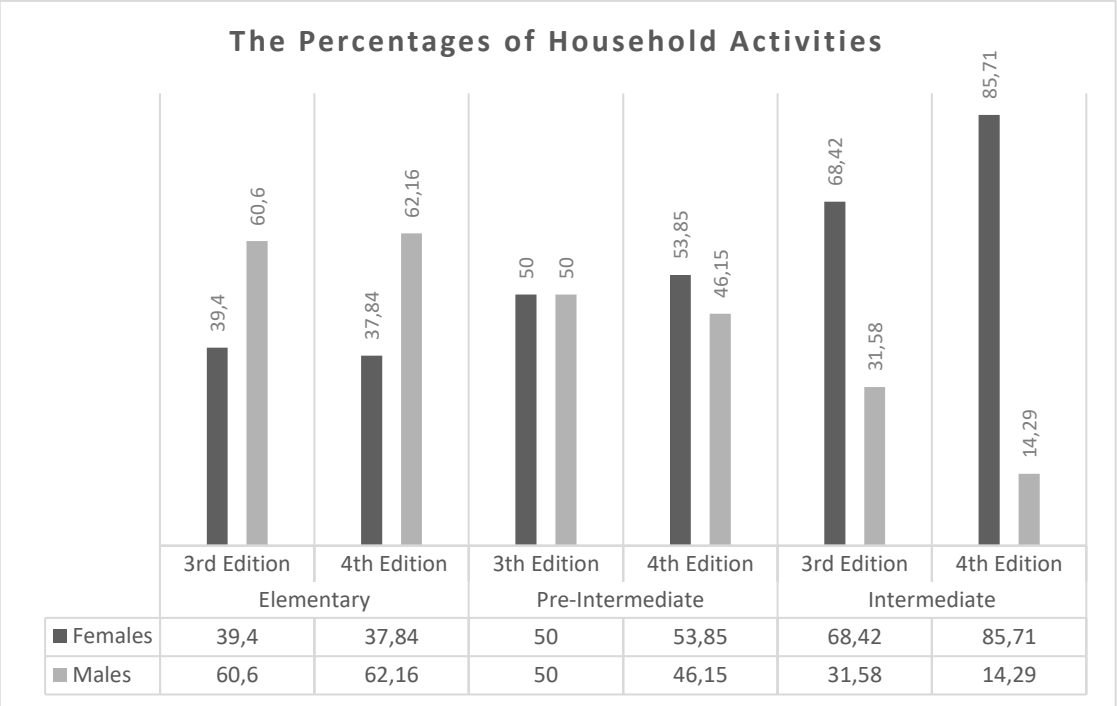

Figure 4. The Percentages of Household Activities

To summarize, the number of activities performed by male characters is the highest in the fourth edition of the elementary level in the household activities category. On the contrary, the male characters perform household chores the least in the fourth edition of the intermediate level coursebook. The male characters have more place in the elementary level coursebooks, and this situation remains the same in the third and the fourth edition with a slight increase in male representation instead of a decrease. In the pre-intermediate level coursebooks, there is a balance in the third edition, but in the fourth edition, a slight increase in female representation is seen. Finally, in the intermediate level coursebooks, the big dominance of females are present in both editions, the female representation in household activities is even higher in the fourth edition than in the third edition. However, the diversity of household activities is the lowest in the intermediate level, in the third edition there are only 6 activities, and in the fourth edition there are only 5 household activities. The diversity of the household activities is the highest in the elementary level in the fourth edition.

3.6 Family Roles

In coursebooks, family roles are one of the most traditionally represented roles, and existing in society is mostly associated with a traditional family role. In most cases, beyond being traditional in other roles, the gender-biased part of coursebooks is the family relations. Coursebooks tend to represent females mostly not as a main independent role but in a related role to another character. That is to say, females are mostly someone's mother, sister, or wife. However, males tend to be represented more independently with their own independent identities. In this study, for instance, one of the most obtrusive units in the third edition of the elementary level, unit 4C, is titled 'Is she his wife or his sister?' The pictures are shown on the page, and students need to take a mini quiz about the relationships between a celebrity and a person next to them. However, even though it is a gender-biased way of representation when characters are counted solely in numbers, the general framework enables readers to see the superiority in numbers in total. The numbers show one aspect of inequality, the deeper interpretation of male-centeredness or vice versa is not able to be interpreted in the scope of this study. The results in this section are presented in tables, and their explanations follow them.

Table 18. Family Roles in English File Elementary

FEMALE					**MALE**				
	3rd Ed.		**4th Ed.**			**3rd Ed.**		**4th Ed.**	
	Tokens	**%**	**Tokens**	**%**		**Tokens**	**%**	**Tokens**	**%**
Mother	38	21%	32	21%	**Father**	27	15%	21	14%
Wife	20	11%	15	10%	**Husband**	9	5%	18	12%
Daughter	22	12%	5	3%	**Son**	11	6%	12	8%
Sister	30	17%	22	15%	**Brother**	21	12%	25	17%
Total	**110**	**62%**	**74**	**49%**	**Total**	**68**	**38%**	**76**	**51%**

To start with, in the elementary level of the third edition coursebook, female family members' representation is much more than male family members' representation, and mother and sister roles are attributed to females more than wife and daughter roles. The motherhood of females is in the forefront with the representation of 38 times. In general, the total ratio of females to males is 62% to 38%. On the other

hand, the males are mostly represented with the roles of father and brother. Husband is the least frequent role in all family roles with the frequency of 9. In total, females are represented in family roles 110 times whereas males appear 68 times.

In the fourth edition of the elementary level coursebook, the gap between genders in family roles is closed with a small difference of 2% as shown in table 18. Females are seen a little less than males. Still, being a mother is the most frequent family role in the elementary level in the fourth edition; and conversely, daughter and son roles are the least frequently used family roles in the same book. For males, the most frequent role is the brother role, and after that, the father role is in the second place. The total frequency of representation of females in family roles is 74, and males are represented 76 times.

Table 19. Family Roles in English File Pre-Intermediate

FEMALE					**MALE**				
	3rd Ed.		**4th Ed.**			**3rd Ed.**		**4th Ed.**	
	Tokens	**%**	**Tokens**	**%**		**Tokens**	**%**	**Tokens**	**%**
Mother	19	15%	17	14%	**Father**	17	13%	13	11%
Wife	20	15%	13	11%	**Husband**	17	13%	16	13%
Daughter	6	5%	13	11%	**Son**	10	8%	7	6%
Sister	25	19%	23	19%	**Brother**	17	13%	17	14%
Total	**70**	**53%**	**66**	**55%**	**Total**	**61**	**47%**	**53**	**45%**

After that, in the pre-intermediate level of the third edition coursebook, female family roles are much more apparent compared to males. The ratio of females to males is 53% to 47%. Different from the elementary level, the sister role is the most frequent role in the third edition, and the second most frequent role is the wife role. The mother role is in the third place. However, the daughter role is the least frequent in both genders family role representations. For males, father, husband and brother roles are represented equally in the third edition of the pre-intermediate level. The son role is the least represented role among male roles. And in total, females outnumber males with a ratio of 53% to 47% as seen in table 19.

In the fourth edition, the family roles are dominant on behalf of females. Females are represented 66 times whereas males are represented 53 times. Moreover, the sister role is the most frequent one as it is in the third edition. On the other hand, the mother role is represented as the second most frequent one, the same as the brother role. When compared to the third edition, there is an important decrease in wife and father roles. The total ratio of females to males is 55% to 45%.

Table 20. Family Roles in English File Intermediate

FEMALE					**MALE**				
	3rd Ed.		**4th Ed.**			**3rd Ed.**		**4th Ed.**	
	Tokens	**%**	**Tokens**	**%**		**Tokens**	**%**	**Tokens**	**%**
Mother	26	16%	21	14%	**Father**	18	11%	18	12%
Wife	14	7%	15	10%	**Husband**	17	11%	18	12%
Daughter	19	12%	15	10%	**Son**	20	13%	10	7%
Sister	24	15%	29	20%	**Brother**	21	13%	21	14%
Total	**83**	**52%**	**80**	**54%**	**Total**	**76**	**48%**	**67**	**46%**

In the intermediate level in the third edition, again the most frequent role is the mother role, and the ratio of females' family roles to males' is 52% to 48%. The sister role is the second most frequent role. And for the males, the brother role is the most represented one, and its frequency is 21. However, the increase in son role is worth mentioning compared to other levels analysed so far. Similarly, the role of daughters has shown an increase too, and the division of roles is fairer for males than females.

In the fourth edition of the intermediate level, the ratio of females seen in family roles to males is 54% to 46%. The females are represented as sisters 29 times, which is the most frequent one. Next, the mother role and brother role are seen in the second place in frequency in both genders. Moreover, among the roles of males, the brother role appears 21 times, and it is the most frequent one for males in family roles.

To sum up, research into the family roles shows that in all books except the elementary level of the fourth edition, females are represented in family roles much more than males. In the only exception, the ratio of male family roles to females is 51% to 49%.

CHAPTER 4. CONCLUSION

The aim of the first research question is to reveal whether one gender outnumbers and dominates the other in terms of representation. The categories which are constituted to see the results are: males and females in textual and visual materials, famous male and female characters, household activities, occupations, and family roles. The second research question is about the changes in gender representations over time. And the last research question reveals what these representations signify. The researcher assumes an improvement in the new editions by providing a more balance in gender representation.

The first category is about the analysis of male and female characters. The analysis has two subcategories: male and female characters in visual materials, and male and female characters in textual materials. First of all, except for the pre-intermediate level fourth edition coursebook, all coursebooks represent males more than females in the visual materials. In the exception, males appear the most frequently in visual materials in the pre-intermediate level third edition among all coursebooks, and this situation is improved in the fourth edition of the same level. Females are represented just a little more than males in the new version. The realization of the male-dominant situation in the third edition, and the enhancements to recover this are concluded both as a sign and a result of the awareness of unequal gender representation. Additionally, apart from that coursebook, the gaps between males and females are big to the advantage of males. In general, it is seen that there are small improvements to balance gender representation, but they are not noteworthy as the gap is still big. Also, in the elementary level coursebook, there is an increase instead of a decrease in male representation. The attempt to reduce gender representation inequality in visual materials and set a more gender-balanced representation is present; however, the result is dissatisfying.

Next, male and female characters are analysed in textual materials. Compared to the situation in visual materials, the situation in textual materials is more balanced in both editions. Yet, in the elementary level coursebooks, the newer edition has more male representations than the previous version. In this case, it is apparent that the updates and improvements in the fourth edition are not focused on balancing gender

representation. The same situation is seen with a bigger gap in the intermediate level. To specify, the most balanced representation between genders in textual materials is seen in the intermediate level of the third edition, but even this pre-existing balance is lost in the fourth edition to the advantage of males, with a bigger gap compared to the situation in the elementary level. The only change to balance the gender representation in the newer version is seen in the pre-intermediate level coursebooks. That is to say, gender representation is more balanced compared to the third edition of the same level. The changes are not just enough to say with ease that the coursebooks analysed are more gender-balanced in textual materials in newer and updated editions.

The following category is famous male and female characters. In general, fame is associated with the powerful or rich, and it is seen as a symbol of high social status. In this study, the results have shown that male characters are represented as famous more frequently than females. In none of the coursebooks, females are represented more than males as famous characters in this study. In fact, the gaps are huge. To explain, in the fourth edition of the elementary and pre-intermediate level coursebooks, there is a decrease in female representation as famous characters. Only in the intermediate level coursebooks, the fourth edition has more female and fewer male famous character representations compared to its third edition, but still, the gap between genders is not even close to balance. It is concluded from the results in this category that the coursebooks do not show significant improvement to eliminate the dominance of male representation in newer versions. Moreover, when fame is more engaged in males, the presentation of this situation to students implicitly generates an understanding that all power and influence related to fame belong to males.

The next category is the occupations performed by the characters. It is seen that the significant, critical, high-status occupations are mostly represented by male characters, and the underlying message of the coursebooks says that the big income earners, decision-makers and powerful people in society are males. On the contrary, the low status, subservient occupations or occupations that require caring nature and handicraft are performed by females. The renovation of the coursebooks shows that the diversity of occupations of female characters has increased in comparison to the older versions of the coursebooks. However, this diversity is still not as strong as it is for males. With the revisions, the overall number of females in the workforce grows, and

traditional roles for females are broken to an extent in the latest edition of coursebooks. Nonetheless, traditional sides of male characters are still very strong. That is, males do not change their position in business life. The update for males is limited to being 'a teacher' most of the time. However, by looking at the developments in the changing world, 'teaching' is not regarded as an occupation overwhelmingly held by females in some societies, and this norm may change in the near future. On the other hand, females are often represented in non-traditional jobs. The underlying message of such representations for females and coursebook students is that 'all power to be successful is in you, females'. That is to say, females go beyond traditional occupational representations, and they are expected to be successful in both their new work fields and the traditional ones, but the same expectations are not available for males as they are still dominantly represented in traditional jobs in the newer editions. The major portion of the whole workforce is controlled by males, and they are depicted in traditional occupations as they are in all of the coursebooks examined. Furthermore, females devote much time and effort to be visible in the total workforce and in non-traditional occupations, unlike males. The variety of occupations attributed to females increases at all levels in the newer edition, so that is considered a positive step in representation. Last but not least, the acceptance of being a full-time mother as a job in the new edition of the elementary level is an important milestone. However, occupations, in general, do not provide a fair representation in the end.

The next category is household activities. Firstly and unexpectedly, it is seen that in both editions of *English File* elementary level coursebooks, male characters do the household activities that used to be attributed to females formerly, especially cooking. On the other hand, the number of activities is more balanced in the older version at the pre-intermediate level, but when the activities are examined, females perform more nurturing activities. However, the outside house and family-related activities are more engaged to male characters. Also, the male characters are more visible at home in the kitchen with food-related activities in comparison to other household activities. In the fourth edition of the intermediate level coursebook, instead of being more included in household activities, males become almost invisible. Actually, as a matter of course, the diversity and the frequency of household activities that coursebooks cover decrease as the level of English increases. Nonetheless, it is a

fact that the special attention required to reduce the gender imbalance is not paid as the range of activities narrows, so they do not go beyond the limited boundaries of male portraits. In conclusion, instead of an attempt to balance, the diversity of the household activities performed by females is still more than males in general, and males are engaged in a limited number of activities. The gender-biased coursebooks are expected to show family-related and dependent roles for women with domestic activities, and support the stereotyping with fewer house and family-related activities for males. By being so, the results in this category show that stereotyping still continues in the latest edition.

In the last category, family roles are examined. In this category, the family relations of females are represented more than males'. In other words, females appear in family roles more frequently than males. This is an indication of supporting gender stereotyping by providing less room for independent female roles. The caring and nurturing roles are linked to females in both editions, so not surprisingly, the mother role is the most represented role in both editions by far. The results show that motherhood and sisterhood are the two most common roles attributed to females in both editions. Furthermore, unlike the expected gender bias concluded from the literature, the wife role is not as forefront as the mother and sister roles, but female characters are still depicted more than male ones in general after having a child. Being represented frequently by their motherhood and also the sisterhood gives readers of the coursebooks the idea that the position of women is related to their families in society. Independent roles of females are needed to be increased in order to overcome stereotypes.

Concluding from the total results of the study, the coursebooks analysed do not entirely change the pre-existing gender-biased situation in the literature, and do not posit a fully gender-balanced content. As there are approximately seven years between the publication dates of the third and fourth editions, the improvements taken so far are not sufficient to make radical changes, when the local needs and concerns are also taken into consideration. Nevertheless, supporting stereotyping consciously or unconsciously is still an issue and a concern for everybody that aims for a gender-balanced society. Especially, students who are in the gender development period, and who are exposed to gender-biased coursebook content tend to sustain gender stereotypes. And ignoring the importance of this is not going to help people in order to live in a gender-balanced

society. In the end, it is observed that there are minor developments that initiate a balance in gender representation in several categories, and with the advancements in the newer edition; however, the imbalance in gender-biased content is partially diminished but not fully demolished. To sum up, the results clearly indicate that stereotyping and gender-biased content in the new edition continues, and the changes do not show considerable progress in eliminating imbalances.

4.1 Implications for ELT

The struggles on the long and gruelling path of equal gender representation need wider and bigger steps to speed up the process. In the world, the number of genders is balanced and the expectations on that issue must be consistent with that. Inequalities between genders in coursebooks give the students an idea of genders' positions in society. Therefore, the potential negative consequences of gender imbalance in classroom materials, and how it may affect the learners' socialization must be a concern for every coursebook author or publisher.

Not only representing genders in a balanced frequency but also presenting them in equal conditions in every field is a necessity. When coursebooks present females in a wifely, womanly or motherly way, or as only secretaries, nurses or dependent people, in the subservient, meek, secondary, lesser and obedient roles, this is going to create a negative reflection in students' minds. This will have long-term impacts on people, so the equal portrayal of each gender must be the aim of every educator. When choosing classroom materials, especially coursebooks, this phenomenon must not be ignored.

By doing this, genders will be equally respected. Also, as students use coursebooks as a part of their education from an early age, they unconditionally accept the way that coursebooks show genders. All factors that have a role in promoting gender equality to build a culture of respect and fairness in society and to bring up children in that way must take action urgently.

Eventually, the outcomes of this study are beneficial for ELT partners in a variety of ways. The conclusions serve as a helpful reference for ELT practitioners who are involved in coursebook preparation and selection in identifying and removing gender-biased content. Therefore, it is obvious that coursebooks can work as a tool that

develops and shapes gender identity starting from an early age when ELT coursebooks adhere to gender equality. The findings may be used to inform policymakers, curriculum-makers, educators, administrators, and publishers about the amount of gender stereotyping in ELT coursebooks, allowing for constructive changes and implementations.

4.2 Suggestions for Further Studies

There are also many issues and applications for further development which are not included in this thesis. To start with, if the number of research categories is increased by adding more such as adjectives, the amount of talk and the initiators of dialogues, the analysis would be more informative and comprehensive in terms of gender representation. As the scope broadens, the possibility to get more in-depth results increases.

Additionally, the human factor in classrooms, particularly teachers' roles when delivering courses to students can be observed. That is because students are not only influenced by classroom materials but also by their teachers, and the way how a teacher presents the gender-biased data is a critical issue. Teacher presentations might change the perception of students and/or enhance the efficiency and impact of materials. Beyond observing, surveys on students or interviews with the teachers might add value and a wider perspective to the field.

Lastly, coursebooks from different publishers also might be compared to each other, and the results may show the tendency of gender equality trend in coursebooks. Also, the authors from different publishers might be interviewed to learn details and factors that affect the updating process in terms of gender representation. This would be a useful and awareness-raising practise in ELT field.

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