A COMPARATIVE STUDY OF GENDER REPRESENTATION IN ENGLISH TEACHING COURSEBOOKS IN THE 1970S AND THE 2000S

Jülide Ahu Tutar

Hacettepe University

Graduate School of Social Sciences

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KABUL VE ONAY

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Prof. Dr. Nalan BÜYÜKKANTARCIOĞLU (Başkan)

Prof. Dr. Güray König (Danışman)

Yrd. Doç. Dr. Evren ALPASLAN

Yrd. Doç. Dr. Arda ARIKAN

Dr. Zeynep AÇAN

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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BİLDİRİM

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Jülide Ahu Tutar

DEDICATION

TO
MY BELOVED HUSBAND

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ÖZET

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İngiliz Dili Öğretimi, politik, ekonomik, kültürel ve cinsiyet ideolojilerini yayma konusunda rol oynayan önemli bir küresel pazardır. Cinsiyet konusu, son otuz yıldır disiplinlerararsı bir bakış açısıyla çalışılmaktadır.

Temelde cinsiyet odaklı içerik analizi olan bu tezin amacı cinsiyet ideolojilerinin 1970'lerde ve 2000'lerde basılmış ders kitaplarıyla nasıl yansıtıldığını araştırmaktır. Bu çalışmayı yürütürken, 1970'lerden ve 2000'lerden üçer ders kitabı incelenmiştir.

Bu tezde, cinsiyet ideolojisini yansıtan okuma metinleri ve fotoğraflar incelenmiştir. Bu çalışmada odak noktası kadın ve erkek karakterlere verilen kalıplaşmış cinsiyet rolleridir.

Tezde farklı araştırmacılar tarafından önerilen kılavuz ilkeler ve listelerin bir birleşimi veriye uygulanmış ve sonuçlar hem niceliksel hem de niteliksel olarak değerlendirilmiştir.

Anahtar Sözcükler

Cinsiyet, Cinsiyet İdeolojisi, Cinsiyet Rolleri, Cinsiyet Tektipleyiciliği

ABSTRACT

TUTAR, Jülide Ahu. "A Comparative Study of Gender Representation in English Teaching Coursebooks in the 1970s and the 2000s", Master's Thesis, Ankara, 2008.

English Language Teaching is a significant global marketplace, which plays significant roles to distribute political, economic, cultural and gender ideologies. The issue of gender in the coursebooks has been studied with an interdisciplinary perspective in the last 30 years.

The thesis is mainly a gender-based content analysis which aims to investigate how the gender ideology is transmitted via the coursebooks published in the 1970s and the 2000s. While conducting the study, three coursebooks from the 1970s and three coursebooks from the 2000s are examined.

In this study, the reading texts which reflect gender ideology and the photos are examined. Throughout the study, the main focus is on the stereotyped gender roles given to male and female characters.

The combination of the guidelines and checklists suggested by different scholars are applied to the data in the study and the results have been analyzed both qualitatively and quantitatively.

Key Words

Gender, Gender Ideology, Gender Roles, Gender Stereotyping

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ABBREVIATIONS

CEF: The Common European Framework

DIALANG: Diagnostic Language Assessment System

EFL: English as a Foriegn Language

ELT: English Language Teaching

N/A: Not Available

Oc. St.: Occupational Stereotyping

Per. Chr. St.: Personal Characteristics Stereotyping

Rel. St.: Relationship Stereotyping

CHAPTER I : INTRODUCTION

All of us have been directed by the established sets of norms, rules and values since the very beginning of our lives in order to be accepted as the members of our society. Lewontin (1982: 142 cited in Wodak, 1997: 4) stresses the socialization process which can be defined as the development of a person's gender identity which depends on what label was attached to him or her as a child. Thus, biological differences became a signal for, rather than a cause of, differentiation in social roles. The impact of societal norms and evaluations, power structures and the role of socialization led to the development of stereotyped role models for men and women.

Although coursebooks are designed explicitly for the teaching of the English language, they are also the materials that reflect stereotyped constructs and carriers of gender ideology messages. Gray (2002: 157) emphasizes that it would be inaccurate and simplistic to suppose that ELT publishers and the coursebooks they produce are solely in the business of making money, or preparing the ground for larger commercial interests waiting in the wings. ELT publishers may be said to present a vision of the world in the texts they produce. At this point, coursebooks are the mediums of transmitting the cultural heredity which includes the norms, values, even the gender ideology of the societies. In the light of this fact, ELT field has been one of the most important fields which a number of scholars have investigated how these cultural norms, visions, and ideologies, especially gender ideologies, dominate the texts and visual materials in the coursebooks.

Research on gender and sex in sociolinguistics and discourse analysis started in the early 1970s (Wodak, 1997: 1) with the help of 'Women's Liberation Movement' which means the radical feminism that adopted this name at the end of the 1960s. It can be defined as a series of campaigns on issues such as reproductive rights (including abortion), domestic violence, maternity leave, equal pay, sexual harassment, and sexual violence (Feminist Movement, http://en.wikipedia.org/wiki/Women%27s_liberation). Power, as a dimension of gender, was central to the Women's Liberation concept of 'patriarchy', and to the social analysis that flowed from it: the idea of men as a

dominant ‘sex class’. Women’s Liberation Movement recognized that patriarchal power was not just a matter of direct control of women by individual men, but was also realized impersonally through the state (Connell, 2002: 58).

The scholars who were inspired from Women’s Liberation Movement began to produce sets of guidelines which highlighted gender discrimination in ELT coursebooks. One of the scholars who suggested guidelines for ELT coursebooks was Sunderland (1994) whose guidelines aimed to eliminate sexism and unfair representation of women in textbooks while giving suggestions for adequate and balanced representation of gender including the avoidance of stereotypical portrayals and sexisim in language in course materials.

Another scholar who commented on this subject was Haines (1994: 129-133). He tried to look at this subject from the EFL publisher’s perspective. He emphasizes that there are many influencial factors such as consumer culture, syllabus requirements, market size, author, price sensitivity, etc. during the publishing process and the content of the material is determined more and more by the market it is intended for. He also higlighted that if market requirements do coincide with sex-equitable values, it is fine. However, if material is published which does not represent women accurately according to the dominant culture in the country of origin or other similar societies, this discrimination may be due to market forces. Accurate representation could and often does alienate the publisher from the consumer and jeopardise sales or even publication itself.

Throughout this thesis, the researcher who takes these different points of view into consideration tries to present a descriptive, not prescriptive, study of gender representation in ELT coursebooks with a historical background. This study includes six chapters and the detailed information about each chapter is as follows:

In this chapter the components of the research such as the aim of the study, research questions, limitations and the importance of the study are presented.

In the second chapter, the relevant descriptions and earlier studies are presented as the background to this study.

In the third chapter, the method which combines the three studies (Sunderland, Arıkan and a group of researchers Florent, Fuller, Pugsley, Walter and Young) is presented.

In the fourth chapter, not only the reading texts but also the illustrations and the photos which reflect the gender ideology in the 1970s and the 2000s are analyzed by focusing on the issue of gender representation.

In the fifth chapter, the findings and the results that are found in the chapter, the data analysis, are discussed within the framework of the research questions of the study.

In the sixth chapter, the summary of this study and the overall evaluation of the findings of this research are given.

1.1. THE AIM OF THE STUDY

This study is basically a comparative content analysis of coursebooks that are published in the 1970s and the 2000s in terms of their representation of "women" and "men". While conducting this research, the objective is to determine how the gender ideologies of the Western world are represented via pedagogical materials (coursebooks) that are used in Turkish schools in the 1970s and the 2000s. In other words, throughout the study, the focus on the portrayal of the gender roles will be the issue of investigation in order to find out if there is a discrimination against a specific gender.

1.2. RESEARCH QUESTIONS

Parallel to the aim of the study, the following research questions are expected to be answered.

1. Is there an overall representation of gender in the visual materials in the coursebooks published in the 1970s and the 2000s?
2. How are "men" and "women" portrayed in terms of their professional and social positions in visual and written materials in the coursebooks published in the 1970s and the 2000s?
3. Do the coursebooks published in the 1970s and the 2000s reflect certain relational gender patterns in both visual and written materials?
4. What are the personal characteristics attributed to "men" and "women" in the photos and reading texts in the coursebooks published in the 1970s and the 2000s?
5. Are there any significant differences or similarities between the coursebooks that are published in the 1970s and the 2000s in terms of their representation of ideologies about "women" and "men"?

1.3. LIMITATIONS OF THE STUDY

This study has some limitations due to the limited data it contains. Only six coursebooks which are accepted to be the micro samples of the decades they were published, three from the 1970s and three from the 2000s, are examined in terms of their representation of gender in the reading texts and in the illustrations and the photos. As it is known, with the findings from these limited data, accurate and reliable generalizations cannot be made about the gender ideologies of the whole coursebooks published in the same decades.

Another limitation is that one of the coursebooks published in the 1970s do not contain any photos or illustrations which are accepted as the core of this study. It is just because the coursebooks published in the 1970s rarely include visual materials and in that decade it is indeed difficult to find the coursebooks which are full of photos like the

ones in the 2000s. As it will be mentioned in the third chapter, namely, the chapter which presents the methodology of this study, some of the guidelines under the heading of 'Women in language' such as 'false generics', 'female diminutives of job titles', 'the terms 'girl' and 'lady', and 'letters' that are suggested by a group of researchers Florent, Fuller, Pugsley, Walter and Young (1994) and two of the guidelines suggested by Sunderland (1994) which are 'disempowering discourse roles for female characters' and 'degradation' are excluded from this study due to the limited data.

Furthermore, the relationship between the gender of the authors of the coursebooks and the gender ideology that the coursebooks reflect are not included or investigated in this study.

1.4. IMPORTANCE OF THE STUDY

This study is significant owing to the fact that it investigates the coursebooks from two different decades. There seems to be very limited comparative researches on the gender representation of ELT course materials with a historical background in Turkey. It is important because it can be accepted as complementary to the previous studies which examined the gender issue in the coursebooks and found out similar results. This study may also guide the scholars from other disciplines such as sociology, women's studies, social psychology, education, linguistics and anthropology with its findings in the field of gender studies.

CHAPTER II: REVIEW OF LITERATURE

2.1. GENDER

Over the last thirty years the term ‘gender’ has become common in English-language discussions to describe the whole field. The term was borrowed from grammar. Originally, it comes from an ancient Indo-European word-root meaning ‘to produce’ (to generate), which gave rise to words in many languages meaning ‘kind’ or ‘class’ (genus). In grammar, ‘gender’ came to refer to the specific distinction between classes of nouns corresponding more or less to distinctions of sex in the objects denoted. Grammar suggest how widely such distinctions permeate human cultures. In many languages not only the words for people are gendered, but also the words for objects, concepts and states of mind (Connell, 2002: 8).

Many languages define a trichotomy of classes: masculine, feminine and neuter. Most contemporary discussions of gender in society, however, drop the third category and emphasize a dichotomy. Starting from a presumed biological divide between male and female, they define gender as the social or psychological difference that corresponds to that divide, elaborates it, or is caused by it. In its most common usage, then, the term ‘gender’ means the cultural difference of women from men, based on the biological division between male and female (Connell, 2002: 8).

The issue of gender has been studied by variety of the branches of the social sciences such as linguistics, anthropology, sociology, sociolinguistics, psychology, discourse analysis, critical discourse analysis and etc. All of the social sciences mentioned above differentiate between gender and sex. The British sociologist, Anthony Giddens, defines ‘sex’ as biological or anatomical differences between men and women, whereas ‘gender’ concerns the psychological, social and cultural differences between males and females (1989: 158 cited in Wodak, 1997: 3).

Basow (1992: 2) defines the difference between sex and gender as follows:

> *Sex* is a biological term; people are termed either male or female depending on their sex organs and genes. In contrast, *gender*, is a

> psychological and cultural term, referring to one's subjective feelings of maleness or femaleness (*gender identity*). *Gender* may also refer to society's evaluation of behaviour as masculine or feminine (*gender role*). ... The importance of distinguishing between the terms sex and gender rests on the importance of distinguishing between biological aspects and social aspects of being either male or female.

Basow (1992: 2-3) also notes that gender is socially constructed, not biologically given, and this construction is shaped by historical, cultural and psychological processes.

As Cameron (1997: 22) summarizes in her article, Nicole-Claude Matheiu, an anthropologist, (1989) identifies sex/gender relationship in terms of three paradigms.

The first paradigm is 'homology' in which gender is seen as a socially mediated expression of the biological given, sex. Individuals learn 'feminine' or 'masculine' behaviour depending on their prior categorization as biologically 'male' or 'female', with the social elaborating on the biological. For instance, the greater degree of aggression displayed by boys compared with girls may be socially learnt, but it elaborates on a pre-existing biological tendency for males to be more aggressive than females. 'Gender' in this paradigm translates 'sex' into social behaviours.

The second paradigm is 'analogy'in which *gender* symbolizes *sex*. Gender identity in this paradigm is based on the collective social experience of living as a member of the group 'women' and 'men' – taking on particular 'gender roles' in order to conform to cultural expectations. These roles and expectations may differ significantly in different societies and periods of history even though male and female biology per se shows no such variation. Bacause of this variability, the 'analogy' approach rejects the first paradigm's assumption that there is a direct and straightforward relation between sex and gender, emphasizing that gender is a symbolic marking of sexual difference rather than an elaboration on biological characteristics.

The third paradigm is 'heterogeneity' in which sex and gender are different in kind. The idea that their relationship is either homologous or analogous, or in other words, sex is in some sense the foundation for gender, is regarded within this approach as an ideological fiction. We should not take for granted that the world is 'naturally' divided

into two groups, 'women' and 'men', but should see this division as something produced historically for the purpose of securing one group's domination over the other. In this paradigm, *gender* constructs *sex*, not vice versa.

Connell (2002: 10) states that gender is the structure of social relations that centres on the reproductive arena, and the set of practices (governed by this structure) that bring reproductive distinctions between bodies into social processess.

Connell (2002: 4) also mentions the pioneering French feminist, Simone de Beauvoir's definitions of gender. According to her, one is not born, but rather becomes, a woman. Though the positions of women and men are not simply parallel, the principle is also true for men: one is not born masculine, but acquires and enacts masculinity, and so becomes a man.

Parallel to the definitions above, Mkuchu (2004: 17) defines gender as socio-cultural specific set of characteristics that identify the social behaviour of women and men and the relationship between them.

2.2. GENDER STEREOTYPES

Gender stereotyping is the tendency of a given culture to assign particular traits, characteristics and roles distinctly to women or men. The assumption behind stereotyping is that the associated attributes of men apply to all men and those of women apply to all women (Mkuchu, 2004: 17).

Basow (1992: 3) states that gender or sex role stereotypes are the structured sets of beliefs about personal attributes of women and men. He also emphasizes that gender stereotypes exist both on the cultural level (for example, as reflected in the media) and on a personal level (for example, our implicity personality theory regarding the attributes linked with being female or male). We acquire gender stereotypes as we acquire information about the world and our roles in it.

Since the 1970s, distinct subtypes of both female and male stereotypes have appeared (Basow, 1992: 6). For women, there are at least three distinct stereotypes: *the housewife* (the traditional woman), *the professional woman* (independent, ambitious, self-confident) and *the Playboy bunny* (sex object). Although the subtypes are percieved as differing on many traits, behaviors, and occupations, they still share commonalities. For example, all three subtypes are expected to be concerned with having and caring for children (Basow, 1992: 6).

Subtypes of male stereotypes are less clear, partly because less research has been done on this topic, partly because the image of 'man' seems less differentiated than the image of 'woman', and partly because women and men may hold slightly different subtypes. The traditional man stereotype comprises of three main factors: *status* (the need to achieve success and others' respect), *toughness* (strength and self-reliance), and *antifemininity* (avoidance of stereotypically feminine activities) (Basow, 1992: 6).

Although gender stereotypes exist in many areas, *personality*, *role behaviors*, *occupations* and *physical appearance* are the most common ones. Not only can one talk about masculine and feminine traits (such as independence and gentleness, respectively), one can also talk about masculine and feminine roles (such as head of household and caretaker of children), masculine and feminine occupations (such as truck driver and telephone operator) and masculine and feminine physical characteristics (such as broad shoulders and grace). The four components, although related, can operate relatively independently. A graceful individual can be male or female, independent or gentle, a head of household or a caretaker of children, and a truck driver or a telephone operator (Basow, 1992: 6).

Basow (1992: 2) tries to emphasize the stereotyped occupational roles given to men and women in American society by giving an example.

> A boy and his father were involved in a serious automobile accident. The father was killed instantly; the son was severely injured. An ambulance rushed him to the nearest hospital, and a prominent surgeon was summoned to perform an immediate operation. Upon entering the

> operating room, however, the surgeon exclaimed, "I can't operate on this boy. He is my son." Question: how can this be?

Basow (1992) states that if the story is unfamiliar to you, and you came up with an answer involving a stepfather, an adopted father, reincarnation, a mistake, or such, you are part of the majority who think of surgery as a male occupation. The answer is actually simple: the surgeon is the boy's mother.

As mentioned before Basow (1992: 2) defines *gender* as socially constructed, not biologically given. Each culture creates its own meanings for the terms female and male. These meanings involve a series of expectations regarding how each gender should behave (that is, *gender roles*). When exaggerated, these expectations become *gender stereotypes*.

2.2.1 Bases of Gender Stereotypes

Basow (1992: 9) mentions two basic theories exist regarding the origin of gender stereotypes: "the kernel of truth" theory and social-role theory.

The "kernel of truth" theory rests on the assumption that gender stereotypes have some empirical validity – that is, there are real differences in behavior between sexes that the stereotypes just exaggerate. This approach suggests that the differences exist first and that the stereotypes simply reflect them. In this case, what have been called stereotypes would be simple generalizations. That is to say, gender stereotypical traits are oversimplifications and exaggerations of minor group differences. Thus, gender stereotypes may not be based on significant differences between sexes, but are exaggerations of a grain of truth.

The social-role theory (Basow, 1992: 9) maintains that the stereotypes arise from the different social roles typically held by women and men. Males are likely to play with guns, know how to change a flat tire, mow the lawn well, and be employed when they are adults. Females are likely to bake well, change diapers, play with baby dolls, and be homemakers as well as employed when they are adults. It is because men and women

typically do different things that people make assumptions about men's and women's innate traits and abilities.

According to this theory, the fact that females possess more communal (concerned with others) and fewer agentic (masterful) qualities than men is a result of perceiving women as homemakers and men as full-time employees. When both women and men are employed, they tend to be employed in different types of jobs (for example, elementary school teacher, social worker) require mainly communal qualities, whereas traditionally male jobs (for example, manual laborer, executive) require mainly agentic qualities. The division of labor between the sexes gives rise to different expectations regarding women and men (gender stereotypes); that is, women are expected to behave more communally because of their domestic role while men are expected to behave more agentically because of their occupational role. Because men and women are doing different things, they develop different skills and beliefs; for example, because women do more child care, they may develop more proficiency in that role, while men, who are more likely to be full-time employees, may develop more proficiency in that role. These differences in sex-typed skills combined with gender stereotypes may lead to observable gender differences in social behavior in the stereotypic direction; for example, women may more often engage in nurturant behaviors whereas men may more often engage in task-oriented behaviors.

In sum, the social-role theory suggests that gender roles create gender stereotypes. The social-role theory differs from the "kernel of truth" theory only with respect to the casual factor:

- Do existing small sex differences create the stereotypes? or
- Do assigned gender roles create the stereotypes and gender differences in behavior?

2.3 GENERAL APPROACHES IN GENDER AND LANGUAGE STUDIES

The relationship between gender and language has always taken the attention of many linguists. Coates (1986) is one of the linguists who studies gender differences in language within a sociolinguistic perspective. Coates (1986) who investigates woman as a social group at their position in society states that *woman* as a social group are different from *men*. She (1986: 12) mentions two main approaches to sex differences in language. The first – the **difference** approach – emphasises the idea that women and men belong to separate sub-cultures. The second – the **dominance** approach – sees women as an oppressed group and interprets linguistic differences in women's and men's speech as a reflection of men's dominance and women's subordination.

There are also a good amount of linguistic studies, such as Tannen's (1991) and Lakoff's (1975), on the differences between female and male language. Due to the fact that this study examines the gender ideology in the coursebooks and does not focus on the male and female language use, the studies which investigate the differences between the language of women and men are not included in this study.

2.4. RELATED STUDIES

Entering the arena of research on gender is like stepping into a maelstrom because the issue of gender is an interdisciplinary field and there are so many studies which are conducted on this subject. In this section, only the studies investigating the representation of gender in coursebooks, especially in ELT coursebooks, are as follows.

In recent years, there has been a great shift from local contexts to international settings on the part of ELT publishers due to the global spread of the English Language. It is stated by Gray (2002) that modern coursebooks tend to have almost the same glossy design and content because of the set of guidelines of content that English publishers provide. These guidelines consist of two areas such as *inclusivity* and *inappropriacy*. *Inclusivity* means that there must be a non-sexist approach to the representation of women throughout the coursebook and they cannot be situated in an inferior position in coursebooks and as a consequence, it may block the language learning process.

Inappropriacy refers to the topics that writers are advised to avoid, topics such as politics, alcohol, religion, sex, narcotics, terrorism, violence, anarchy, Aids, racism, pork and so on. Instead of these subjects that are mentioned above, the coursebooks are offered to contain 'safe topics' such as holidays, travel, tourism, health, celebrities, newspaper articles, letters, dialogues, etc.

Gray (2002) states that while the aim of the guidelines for inclusive language for coursebooks is to improve the learning opportunities for female students, the aim of guidelines of inappropriacy is not to offend the learners, both men and women, culturally. In order to manage and apply these guidelines in educational materials, publishers are advised to use politically correct language and to avoid topics that can be inappropriate for the people from other cultures, social and ethnic classes. The topics that must be avoided as mentioned above consist of politics, alcohol, religion, sex, narcotics, terrorism, violence, anarchy, Aids, racism, pork and so on. In the light of these facts, Gray (2002) examines the coursebooks, *Headway/Pre-intermediate* (1991) which is widely used all over the world. In his example, there are several black characters and one of them is presented as a successful businessman who starts his own computer business. Also, there are some characters, both man and woman, who talk about their being mixed race and they explain that discrimination of people is an issue of the past. Furthermore, the exercises coming after these conversations are far away from the issue of racism. In another example, Gray (2002) mentions the exclusion of lesbian and gay characters from global educational materials. The reason of this exclusion is to encourage the teacher and the students who are afraid of the topic to be addressed in the lessons, to participate in the class.
As a summary of Gray's study (2002), it can be said that there are some globally accepted taboos which coursebook should not contain, such as religion, racism, ethnical and cultural differences, terrorism, etc.

Gray (2002: 157) notes that surveys concluded that women were underrepresented, trivialized and stereotyped in a wide selection of British and North American coursebooks. Even the most cursory look at a selection of modern global coursebooks produced in the UK shows that this is no longer the case. Such a state of affairs is

largely the result of efforts made by groups like Women in TEFL and Women in TEFL Materials. Sunderland (1994) reproduces a set of guidelines produced by the latter group which has been accepted by the British ELT Publishers' Association. The rationale for the guidelines reflects two issues (Gray, 2002: 158): the extent to which the negative representation of women may adversely affect women students (causing them to learn less effectively), and the fact that recent language change in English reflects a move away from gender bias.

In addition to these guidelines that are mentioned above, there are more checklists that were suggested by other scholars. As it is stated in Arıkan's (2005: 29) study, Cunningsworth is one of the scholars who examined how age, social classes and gender are represented in ELT coursebooks. In his study (1995: 92), Cunningsworth took a representative sample of six general coursebooks, all published between 1986 and 1992, and looked at them in terms of the checklists that he suggested before. Here are the checklists for social and cultural values;

- Are the social and cultural contexts in the coursebook comprehensible to the learners?
- Can learners interpret the relationships, behavior, intentions, etc. of the characters portrayed in the book?
- Are women given equal prominence to men in all aspects of the coursebook?
- What physical and character attributes are women given?
- What professional and social positions are women shown as occupying?
- What do we learn about the inner lives of the characters?
- To what extent is the language of feeling depicted?
- Do the coursebook characters exist in some kind of social setting, within a social network?
- Are social relationships portrayed realistically?

In the light of these checklists, Arıkan (2005: 36) examined how age, gender and social class are represented in ELT coursebooks. He investigated the distribution of images according to the gender of the characters and showed the results and frequencies in a

table quantitatively. The results in his study revealed that numerically, men are dominant in the visual materials (29.80 % females versus 70.20 % males). In addition, he concluded that there was an imbalance in how age and social class were distributed as properties of the visual materials in the coursebooks published in the 1990s and the 2000s.

Hellinger (1980, cited in Bayyurt and Litosseliti, 2006: 87) analyzed 131 passages from three ELT textbooks used in German schools and the study revealed that 80 per cent of the speakers in the passages were men. Women characters in those passages rarely took part in any challenging or demanding activities, while men were represented as having a wide range of occupational and leisure interests. Women's roles in those language teaching textbooks were not only limited in variety, but also less powerful and influential in social terms.

Bayyurt and Litosseliti (2006: 87) state that the majority of studies on gender in language teaching materials have focused on textbooks for the teaching of English as a second or foreign language. Female characters in teaching materials are under-represented, as well as negatively represented in terms of personal traits and occupational roles, both in texts and illustrations. At the same time, content analyses of language teaching textbooks reveals that male characters are over-represented, and generally occupied more powerful and varied roles (e.g. bank manager, school principal, doctor) than the female characters, who occupy the more stereotypical roles of nurse, housewife, or secretary.

One of the studies on gender representation in the coursebooks belongs to Altan (2001). She conducted her study with 307 coursebooks such as History, Geography, Social Sciences, Turkish, etc. studied in 1996-1997 educational year in Turkey. In this study, she observed how gender is distributed in the visual materials and what kind of occupational roles are given to men and women. In addition, she investigated if there was a relation between the headings of the texts and gender. She found that women were shown as domestic and submissive characters whereas men were portrayed as dominant and independent characters. She also emphasized that women were

represented as devoted, helpless, self-sacrificed and timid. On the other hand, men were shown as enterprising, successful, talented, self-assured and brave. In her study, the results revealed that there were limited occupational roles given to women. Women were shown in traditional occupations such as teacher, farmer, servant, nanny and shop assistant. However, men were in roles of politician, musician, artist, soldier, doctor, dentist and explorer. In the visual materials, only in 16 % of the photos, there were women, while 51 % of them included men. In 33.4 % shots, there were both women and men appearing.

Another study in this field belongs to Kaya (2003) who investigated stereotyped gender role perceptions and presentations in elementary schooling. She designed her research as a case study which addresses itself to the aim of looking into stereotyped gender role presentations existing in elementary school textbooks used by the students studying at 1st-5th grades in 2001/2002 academic year of an elementary school in Burdur and investigated whether these students are affected by the exposure of these stereotyped gender role presentations. She also tried to find out the attitudes of elementary school teachers and students who use these textbooks towards those stereotyped presentations in terms of understanding the reflections of them into their general perceptions of ‘stereotyped gender role ' concept. These are done with the analysis of the textbooks used in 1st-5th grades of elementary schools and interviewing teachers, and asking students to draw pictures and write compositions on a given topic ' My Family '.

Kaya (2003) found out that the total number of stereotyped gender role presentation of male figure is more than the total number of stereotyped gender role presentation of female figure in the textbooks of all lessons since the number of male presentation is more than the number of female presentation in those textbooks analyzed. Furthermore, the stereotyped gender role presentations of both female and male figures are encountered more in social science lessons than the others. She also emphasizes that both in school textbooks and drawings and compositions of students analyzed, the most common categories used are doing housework and affectionate mother for the woman figure, helping mother for the girl figure, earning money and watching TV or reading for the man figure and being naughty for the boy figure. These categories mention the

stereotypical activities female and male engage in family and in society as well. She concludes that the messages given to 1st-5th grade girls and boys are that females are relatively passive, economically inactive; their activities lie mainly in areas such as washing dishes, laundry, cooking, looking after children, knitting, weaving and finally that they are totally outnumbered by males: being a minority. Those males are relatively active, participate in economic life; they earn and spend money, never cook and feed children and finally they definitely outnumber females and make up an absolute majority (Kaya, 2003: 107).

Another research carried out is by Sivaslıgil (2006). She investigated 6th, 7th and 8th grade ELT coursebooks published by the Turkish Ministry of National Education in terms of gender ideology. Her study (2006: 13) aims to find out how female and male characters are represented in 6th, 7th and 8th grade English coursebooks published by the Turkish Ministry of National Education in 2005 and studied in Turkish state schools, and if this representation implies discrimination towards either female or male gender. Her study also seeks the following objectives: to investigate to what extent and in what forms power relations between female and male characters are reflected in coursebooks and to establish a database in the analysis of the depiction of gender roles in coursebooks that would be used in future as a guide in coursebook writing or research.

Sivaslıgil (2006: 79) found out that in terms of frequency of appearance, there was a balanced distribution of female and male characters in the 6th grade coursebook. However, in 7th and 8th grade coursebooks it was found that more male characters were portrayed than female characters. An overall evaluation of the three coursebooks in terms of frequency of appearance also demonstrated that there was an imbalanced gender representation in favor of male characters. In the case of occupational activities, male characters as compared to female characters were shown to have more diverse occupational choices. In all the coursebooks investigated, it was observed that female characters were represented performing both traditional jobs assigned for female gender and non-traditional jobs in the narrow occupational choices provided for them.

However, this was not the case with male characters in the coursebooks, whose wide range of occupational choices comprised of traditional jobs assigned for male gender.

CHAPTER III: METHODOLOGY

3.1. RESEARCH METHOD

In 1986 (Sunderland, 1994: 112) , The Women in EFL Materials Group prepared a questionnaire to find out if there was discrimination in terms of the presentation of women and men in EFL materials. They produced a set of guidelines on how to design materials that give equal importance to both sexes in terms of their presentation in English language teaching materials. They sent the questionnaire to the British publishers, writers, schools, universities all over the world. It drew the attention of the professionals and teachers in Britain and overseas and the guidelines were revised and extended by their contributions. Eventually, it was decided to give simple and clear examples of sexist language and stereotyping (Sunderland, 1994: 113). The followings are the guidelines suggested by a group of researchers Florent, Fuller, Pugsley, Walter and Young (1994: 112).

1. Images of women
    1.1 Visibility of 'women'
    1.2 Stereotyping
2. Women in language
    2.1. False generics
    2.2. Female diminutives of job titles
    2.3. The terms 'girl' and 'lady'
    2.4. Letters

1. Images of women

In this section, all the situations where girls and women appear in EFL materials are concerned (Sunderland, 1994: 114).

1.1. Visibility

In this part, it is stated that if the population consists of both men and women nearly equally, this fact should be taken into consideration and the frequency of the visibility of girls and women must be the same with men

- in illustrations
- in dialogues
- in lists of sentences
- in audio recordings
- in authentic recordings and texts

1.2. Stereotyping

In order not to offend female learners, it is important to present male and female characters equally.

Avoiding stereotypes

Some checklists to avoid presenting people in a stereotyped way (Sunderland, 1994: 114):

- Physical appearance in illustrations and texts:
    - Are people shown as belonging to a range of physical types, or for example, are women always shorter than men?
    - Are both women and men shown dressed in a variety of ways, or for example, are men usually in clothing appropriate to action while women are dressed in confining and decorative clothes?
    - Are women described by their physical attributes in situations where men are described by professional status and mental attributes?

- Are both women and men shown in texts, dialogues, recordings and illustrations:
    - being bold and assertive?
    - being weak, vulnerable or scared?
    - instructing, leading, rescuing?
    - being instructed, led, rescued?
    - displaying self-control?
    - responding emotionally?
    - being strong, capable and logical?
    - being uncertain, and in need of reassurance?
    - being powerful and able to deal with problems?
    - being inept and defeated by problems?

  - belonging to a range of emotional types?
  - starting dialogues?
  - making arrangements?

- In texts, dialogues, recordings and illustrations, are both women and men shown:
  - in managerial positions or as artisans?
  - caring for children and competently completing household tasks?
  - as principal or sole breadwinners for their families?
  - occasionally in 'mould-breaking' occupations – e.g. women as lorry drivers or bankers, men as nurses or secretaries? Is it implied that these people's jobs conflict with their femininity/masculinity?

- Many learners of English do not belong to nuclear families or take their sense of identity and self-worth from their marital status. Some things to consider:
  - Do the materials show a variety of sorts of families, or do all families consist of dad, mum and children?
  - Are women and men described using the same parameters, or are women described by marital or familial status in situations where men are described by professional status or mental attributes?
  - Are there some apparently happily unmarried women and men, or are all people over a certain age married?

Confronting stereotypes

The other way of dealing with stereotypes is to face them (Sunderland, 1994: 115).

- Authentic materials may well contain examples of stereotyped attitudes. Some questions to ask here:
  - Is it clear that the stereotyped attitudes are not those of the author(s)?
  - Are students invited to discuss the attitudes?
  - Is there a balance between reading/listening/video passages where stereotyped attitudes are exemplified and those where other, more open attitudes exist?

2. Women in language

Two ways of dealing with the language which do not include women (Sunderland, 1994: 116)

1) by avoiding its use and

2) by dealing with exclusive language that comes up in authentic recordings.

2.1. False generics

When people write or read the generic use of words such as ‘man’ do not think of both sexes in general term, they can only visualize men in specific term (Sunderland, 1994: 116).

Avoid false generic ‘man’

Instead of	*Use*
mankind	people, humans, humanity
manpower	work force, staff
Instead of	*Use*
man-made	artificial, synthetic, manufactured
man-to-man	person-to-person, personally
prehistoric man	prehistoric people
manned by	staffed by

For the job titles, if another alternative is available, the word ‘man’ can be avoided.

Instead of	*Use*
businessman	executive
cameraman	camera operator
chairman	chairperson, chair
fireman	fire fighter
foreman	supervisor
policeman	police officer
statesman	leader, politician

Avoiding false generic ‘he’ and other masculine pronouns

- Change the pronoun to a plural

  e.g. ‘A person generally learns what he uses and forgets what he doesn’t use.’ becomes ‘People generally learn what they use and forget what they don’t use.’
- Use *they* as a singular pronoun

  e.g. ‘Ask each person in your group to say their sentence.’
- Use the second person

  e.g. ‘Each student should write his answer at the top of a piece of paper’ becomes ‘Write your answer at the top of a piece of paper.’
- Use an article instead of a pronominal determiner

  e.g. ‘Try to make sure that everyone in the group gives his opinion.’ becomes ‘… gives an opinion.’
- Replace the pronoun with a noun

  e.g. ‘Work with another student. Say five things about your family and ask five questions about his family’ becomes ‘… and ask five questions about your partner.’
- Avoid the need for a pronoun by recasting

  e.g. ‘If he can’t answer …’ becomes ‘If the question is too difficult…’ or ‘If the question can’t be answered…’
- Use expressions like *the other*

  e.g. ‘You then stand back to back, and each student says what his partner is wearing’ becomes ‘… each says what the other is wearing.’
- Use *she* and *he*, *he* and *she* or *hers* and *his*, *his* and *hers*, but not when you have to do it repetitively.
- When referring to an animal whose sex is unknown use *it*.
- Use *s/he*. It is neat and economical in writing.

2.2. Female diminutives of job titles

It is not necessary to use female diminutives job titles (Sunderland, 1994: 118)

Instead of	*Use*
conductress	conductor
authoress	author
manageress	manager
poetess	poet

2.3. The terms ‘girl’ and ‘lady’

It is demeaning to refer a woman who is middle-aged or late teens as a ‘girl’. Use *lady/ladies* when you use *gentleman/gentlemen* (Sunderland, 1994: 118).

2.4. Letters

It is uncommon to refer to an unknown person or a group of people as *Dear Sir/s*. Instead of these, use *Dear Sir* or *Madam*.

Sunderland (1994: 55) mentions that the content analyses of English language textbooks have uncovered different dimensions of sexism, in texts and visuals. She categorizes them as follows:

(a) *Invisibility*, i.e. fewer female than male characters
(b) *Occupational stereotyping*, in both type and range of jobs, i.e. women characters not only in fewer and more menial occupational roles than men, but also in roles that offer them a worse deal in the job market than they actually have. When men are shown performing housework tasks, they may do these badly: the ‘inadequate male’ stereotype.
(c) *Relationship stereotyping*, i.e. women seen more often in relation to men than men are to women, usually in a relationship of flaunted heterosexuality or a perpetually happy nuclear family, and associated strongly with the domestic sphere
(d) *Personal characteristic stereotyping*, e.g. women as over-emotional and timid.
(e) *Disempowering discourse roles for female characters*, i.e. women and girls speaking less than boys and men, initiating less in mixed-sex dialogues, and exemplifying different and less assertive language functions.
(f) ‘*Degradation*’ – blatant sexism often to the point of misogyny.

In addition to the guidelines mentioned above, the researcher will also examine the reading texts in the light of the categorizations that Sunderland makes.

This study is mainly a gender-based content analysis which investigates the coursebooks published in two different decades in terms of the portrayal of gender in

the written and visual materials. This study mainly focuses on the 30 year period between the 1970s and the 2000s because its main objective is to find out if the Second Wave Feminist Movement after the 1960s with which women wanted to gain full social and economic equality with the men (Feminist Movement http://en.wikipedia.org/wiki/Feminist_movement#In_the_19th_century) has had an effect on the EFL publishers and authors while representing the genders in coursebooks. It also intends to achieve that if there are significant differences between the coursebooks in the 1970s and the 2000s in terms of the visibility of genders.

While examining the visibility of the male and female characters in photos and illustrations, the checklists which are suggested by Arıkan (2005: 32) who is inspired by the insights derived from Cunningsworth's study (1995) while focusing on how age, social class, and gender are represented as cultural and social image in two ELT coursebooks are used (Arıkan, 2005: 31). Although this study is a qualitative one, while examining the frequency of male and female characters in illustrations and photos, a quantitative analysis will be applied in order to support the results. The results of these frequencies will be indicated by tables and pie charts and also are calculated and compared in order to be clearer.

Furthermore, in this study, not only the written materials but also the visual materials are examined in order to find out how gender is represented in the photos and illustrations and what the hidden meaning or messages are behind these photos and how they are all related to the reading texts.

As it is well-known that all the four skills, namely, listening, speaking, writing and reading were not interwoven in the coursebooks published in the 1970s while they are all integrated in the coursebooks published in the 2000s. Consequently, the researcher does not only focus on the reading skill activities but also on the reading texts that can be a part of any other activities such as listening, speaking or writing. Moreover, in the 1970s, it cannot be easily found the coursebooks containing so many visuals although approximately all the coursebooks in the 2000s consist of visual materials such as photos and illustrations. One of the coursebooks in the 1970s contains neither

illustrations nor photos, so while looking at the visibility of the female characters, this coursebook is not included in this study.

While conducting this study, not all of the guidelines suggested by Florent, Fuller, Pugsley, Walter and Young (1994: 112) are included due to the fact that this study has limitations in terms of the number of the coursebooks it comprises and it requires to a wide range of data in order to make reliable generalizations about the coursebooks. The following headings are considered as out of focus of this study:

2. Women in language
    2.1. False generics
    2.2. Female diminutives of job titles
    2.3. The terms ‘girl’ and ‘lady’
    2.4. Letters

In addition, two of the guidelines suggested by Sunderland (1994) which are ‘disempowering discourse roles for female characters’ and ‘degradation’ are excluded from this study due to the limited data.

As mentioned above, the method in this study is a combination of some of the guidelines suggested by Florent, Fuller, Pugsley, Walter and Young (1994: 112), the categorization proposed by Sunderland (1994: 55) and the checklists suggested by Arıkan (2005: 32).

1. Images of women - suggested by Florent, Fuller, Pugsley, Walter and Young (1994: 112).

1.1. Visibility of ‘women’ - suggested by Florent, Fuller, Pugsley, Walter and Young (1994: 112), and Sunderland (1994: 55).
(While examining the frequency men and women in the illustrations and the photos the checklists suggested by Arıkan (2005: 32) were used).

1.2. Stereotyping - suggested by Florent, Fuller, Pugsley, Walter and Young (1994: 112), and Sunderland (1994: 55).

*(*While examining the stereotyped roles of 'men' and 'women' the guidelines suggested by Sunderland (1994: 55) were used).

1.2.1. Occupational Stereotyping (Sunderland, 1994: 55.)

1.2.2. Relationship Stereotyping (Sunderland, 1994: 55.)

1.2.3. Personal Characteristics Stereotyping (Sunderland, 1994: 55.)

A micro-model for the analysis of the gender representation in coursebooks is given below:

1. Images of women

1.1. Visibility

	Descriptions of Images	Number Of Characters			Oc. St.	Rl. St.	Per. Chr. St.
		Total	Male	Female			
1							

1.2. Stereotyping

1.2.1 Occupational stereotyping

- The Reading Passage
- The Illustration

1.2.2. Relationship stereotyping

- The Reading Passage
- The Illustration

1.2.3. Personal characteristic stereotyping

- The Reading Passage
- The Illustration

3.2. DATA COLLECTION

Throughout this study, the following coursebooks are studied:

Coursebooks in the 1970s

NAME	LEVEL	PUBLISHER	DATE OF PUBLICATION	NUMBER OF PAGES
New Concept English: Developing Skills: An Integrated Course For Intermediate Students	Intermediate	Longman	1967 (reprinted several times in the 1970s)	145
Guided Course in English Composition	N/A	Heinemann	1969 (reprinted several times in the 1970s)	98
Foundations for Reading and Writing Workbook 3	N/A	English Language Services	1978	116

Coursebooks in the 2000s

NAME	LEVEL	PUBLISHER	DATE OF PUBLICATION	NUMBER OF PAGES
New Cutting Edge Students' Book	Intermediate	Longman	2005	175
Adventures Students' Book	Intermediate	Oxford	2005	128
Messages 4 Students' Book	B1 (CEF)/ Intermediate	Cambridge	2006	144

Although two of the coursebooks were published before 1970, they were chosen for this study because they were reprinted in the 1970s.

This study only focuses on the intermediate level (CEF–B1) coursebooks. However, only one of the coursebooks in the 1970s indicated its level and for the rest there is no information about their levels. In the light of the CEF levels (see Appendix) given by Common European Framework of Reference for Languages (2001: 231), the researcher made parallelism between the requirements of B1 level and the level of the reading passages in the coursebooks in the 1970s. The followings are the elaborated descriptive scales used in the advisory feedback section of DIALANG (2001: 238) and DIALANG self-assessment statements (see Appendix) which guided the researcher while choosing the coursebooks in the 1970s:

READING	B1
What types of text I understand	Straightforward factual texts on subjects related to my field of interest. Everyday material, e.g. letters, brochures and short official documents. Straightforward newspaper articles on familiar subjects and descriptions of events. Clearly written argumentative texts. Personal letters expressing feelings and wishes. Clearly written, straightforward instructions for a piece of equipment.

CEF Level	READING
B1	I can understand straightforward texts on subjects related to my fields of interest. I can find and understand general information I need in everyday material, such as letters, brochures and short official documents. I can search one long or several short texts to locate specific information I need to help me complete a task. I recognize significant points in straightforward newspaper articles on familiar subjects. I can identify the main conclusions in clearly written argumentative texts. I can recognize the general line of argument in a text but not necessarily in detail. I can understand the description of events, feelings, and wishes in personal letters well enough to correspond with a friend or acquaintance. I can understand clearly written straightforward instructions for a piece of equipment.

CHAPTER IV: DATA ANALYSIS

This chapter consists of two parts. In the first part, the coursebooks that were published in the 1970s will be examined. In the second part, there will be the examination of the coursebooks published in the 2000s.

The 1970s

1. Images of 'Women'

1.1. Visibility of 'Women'

The 1970s

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) includes 56 illustrations.
- *Guided Course in English Composition* (1969) includes no illustrations.
- *Foundations for Reading and Writing Workbook 3* (1978) includes 53 illustrations.

The following tables and the charts are descriptions of visual materials containing characters in the coursebooks published in the 1970s (adapted from Arıkan 2005: 36).

Table 1. Images in ***New Concept English: Developing Skills: An Integrated Course For Intermediate Students (1967)*** with descriptions.

	Descriptions of Images	**Number Of Characters**			**Oc. St.**	**Rl. St.**	**Per. Chr. St.**
		Total	**Male**	**Female**			
1	An old man walking in the forest.	1	1	N/A			
2	A vicar waking up.	1	1	N/A	✓		
3	Two archaeologists exploring a statue.	2	2	N/A	✓		
4	A dustman with a mask.	1	1	N/A	✓		
5	A middle-aged man walking up the stairs.	1	1	N/A			
6	A thief stealing the jewellery.	1	1	N/A	✓		
7	Four sick men and a nurse trying to cure them.	5	4	1	✓		

8	A middle-aged man rescued by a dog.	1	1	N/A			
9	A Customs Officer, a suspected smuggler and a passenger carrying his baggage.	3	3	N/A	✓		
10	Two men, one of them is fishing and the other is cooking on a desert island.	2	2	N/A			
11	A man frightened by a ghost.	1	1	N/A			
12	A gangster threating the other man.	2	2	N/A	✓		
13	Two policemen and a little boy.	3	3	N/A	✓		
14	A villager trying to catch a lamb.	1	1	N/A			
15	A man from the 16th century looking at the Statue of Liberty.	1	1	N/A			
16	A middle-aged man surprised by a recent exhibition of modern sculpture.	1	1	N/A			
17	A man sitting and taking notes.	1	1	N/A			
18	An officer warning a pilot.	2	2	N/A	✓		
19	Two men are boxing.	2	2	N/A	✓		
20	A gaoler and an aristocrat prisoner.	2	2	N/A	✓		
21	Two men, one is eating an octopus and the other is surprised to see that.	2	2	N/A			
22	A man shocked by a skeleton in the cupboard.	1	1	N/A			
23	Three sailors on a ship.	3	3	N/A	✓		
24	A woman, wearing an apron, carrying a huge biscuit on a wheelbarrow.	1	N/A	1	✓		
25	Two men in a park	2	2	N/A			
26	A salesman selling rugs, three male passangers, one woman passenger on a ship.	5	4	1	✓		
27	Two men, one is laughing, the other one with a guitar is staring at him.	2	2	N/A			
28	A male figure cutting corn in the moonlight and a man watching him through the window.	2	2	N/A	✓		
29	A shop assistant counting the money and a customer carrying a large bag.	2	2	N/A	✓		

30	Three sailors trying to pull the fishnet.	3	3	N/A	✓		
31	A crying baby, a woman in panic because of the mess on the floor and four men at the door.	5	4	1	✓	✓	
32	Three men and a woman in an antique shop.	4	3	1			
33	A shop assistant girl hearing a muffled cry coming from behind the wall.	1	N/A	1	✓		
34	Two men and a woman having a conversation with each other.	3	2	1			
35	Three men and a woman rush in at a station.	4	3	1			
36	Two men talking to each other and four creatures are watching them.	2	2	N/A			
37	Four men in a car are not comfortable because of the road that is littered with boulders and pitted with holes.	4	4	N/A			
38	Three workman and a police officer trying to seize the drill.	4	4	N/A	✓		
39	A potholer crawling through a tunnel	1	1	N/A	✓		
40	A cook carrying a jar of lard preparing to bake huge pie for an annual fair.	1	1	N/A	✓		
41	A king and a man in suit shaking hands	2	2	N/A	✓		
42	An amazed couple holding five babies and journalists are taking photos.	2	1	1		✓	
43	A housewife showing a machine to her husband	2	1	1	✓	✓	
44	A workman who has drilled a hole	1	1	N/A	✓		
45	A scared couple by the hostile crowd (four men and a woman)	7	5	2		✓	
46	A female servant serving meal, an old woman who is very angry because of the mess on the table and two male guests	4	2	2	✓		✓
47	A man in striped pyjamas doing physical exercises	1	1	N/A			

48	A man holding a tennis racket and a walkie-talkie who is informed about the weather condition.	1	1	N/A			
49	A female shop assisstant and two male customers in a cosmetic shop	3	2	1	✓		
50	An ombudsman whose face is not recognizable	1	1	N/A	✓		
51	An angry man in a bed irritated by an insect	1	1	N/A			
52	A beekeeper with his bees	1	1	N/A	✓		
53	A surprised man at the top of the hill looking over the sea	1	1	N/A			
54	An old lady whose shop has been robbed and a police officer hunting for clues at the scene of the crime	2	1	1	✓		
55	A female servant with a feather duster cleaning a man's head	2	1	1	✓		
56	A couple welcoming another couple at the door	4	2	2			

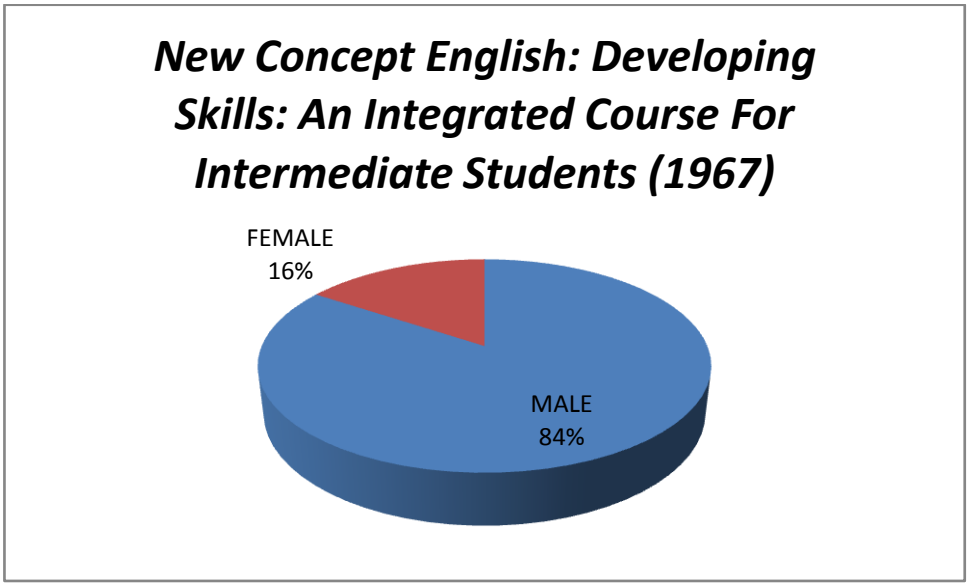


Figure 1. Distribution of images according to the gender of the characters.

Total number of the characters: 121

The number of the male characters: 102

The number of the female characters: 19

As it can be seen in the figure above, there is an imbalance in representing gender in the illustrations. The results indicate that men are visible in each illustration while women can only be seen in 16 illustrations out of 56 ones. In other words, men dominate numerically in the visual materials in this coursebook.

The tables below show the stereotyping roles given to men and women in illustrations in *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967).

Table 2. The stereotyped roles given to **'Men'** in ***New Concept English: Developing Skills: An Integrated Course For Intermediate Students*** **(1967).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
archaelogist, vicar, dustman, thief, customs officer, smuggler, gangster, policeman, gaoler, aristocrat, prisoner, sailor, salesman, shop assistant, workman, potholer, king, ombudsman, beekeeper, cook.	father, husband, friend	scared, shocked, irritated

The table above shows that men are generally in roles that fit their masculinity. What is noteworthy about the results is that men are in illegal roles such as thief, smuggler, gangster, and prisoner while they are represented as scientists such as archaelogist and potholer. They also have prestigous status such as aristocrat and ombudsman. Men are generally given the stereotyped relationship roles such as father, husband and friend. Although there is no detailed information about their personalities, they are depicted as being scared by ghosts, shocked by skeleton or irritated by insects.

Table 3. The stereotyped roles given to **'Women'** in ***New Concept English: Developing Skills: An Integrated Course For Intermediate Students*** **(1967).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
nurse, cook, housewife, servant, shop assistant, shop owner	mother, wife, friend	clumsy, capricious, angry, devoted to their family

The occupational roles given to women such as nurse, housewife and servant fit their femininity in general. As it can be seen, there is not a wide range of different jobs for women as for men in this coursebook, namely, the occupational roles given to them are fixed ones. Women are generally given the stereotyped relationship roles such as mother, wife and friend. As listed in Table 3 women's negative characteristics such as clumsy, capricious and angry, are emphasized. Also, they are generally in role of devoted mothers and wives.

The figure below shows the frequencies of the stereotyped roles in *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967).

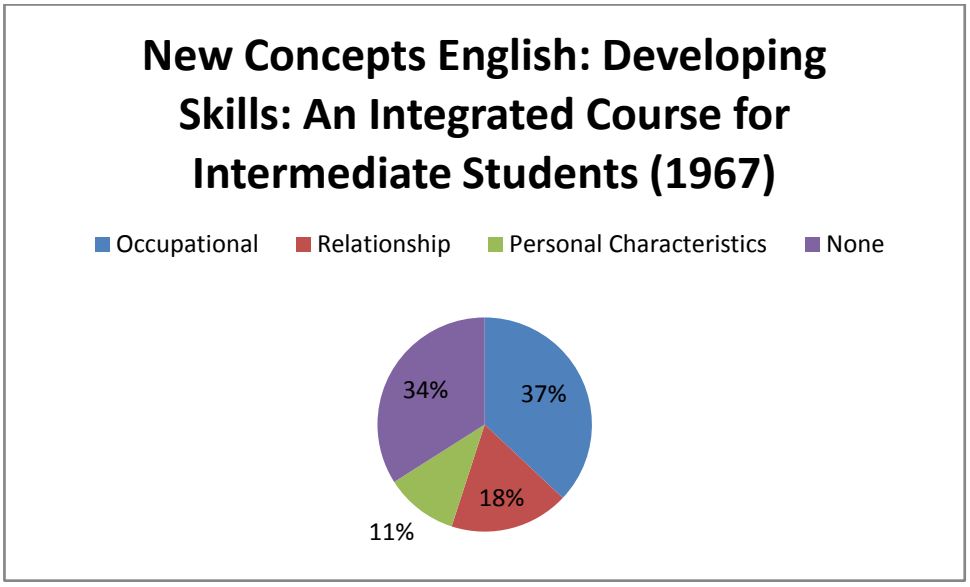


Figure 2. The frequencies of the stereotyped roles in ***New Concept English: Developing Skills: An Integrated Course For Intermediate Students*** **(1967).**

According to the figure above, the illustrations having occupational stereotyped images are dominant among the others. The illustrations that do not fit any stereotyped roles come second and the relationship stereotyped ones follow them. Lastly, only 2% of the illustrations having personal characteristics stereotyped images. In the light of the results, it can be inferred that both men and women are mostly stereotyped in terms of their occupational roles in this coursebook.

Table 4. Images in ***Foundations for Reading and Writing Workbook 3*** **(1978)** with descriptions.

	Descriptions of Images	**Number Of Characters**			**Oc. St.**	**Rl. St.**	**Per. Chr. St.**
		Total	**Male**	**Female**			
1	A police officer and four male drivers in the cars stuck in a traffic jam	5	5	N/A	✓		
2	A man walking on the street, a woman and two men are driving	4	3	1			
3	A man waking up in the morning	1	1	N/A			
4	A man having a bath	1	1	N/A			
5	A man shaving	1	1	N/A			
6	A man getting dressed	1	1	N/A			
7	A man making his bed	1	1	N/A			
8	A man preparing breakfast	1	1	N/A			
9	A man having breakfast while watching TV and a female speaker on TV	2	1	1	✓		
10	A man brushing his teeth	1	1	N/A			
11	A man taking the newspaper from the door	1	1	N/A			
12	A woman having breakfast	1	N/A	1			
13	A man and a young boy having a conversation	2	2	N/A			
14	A woman loading the washing machine	1	N/A	1	✓		
15	A woman looking through the window	1	N/A	1			
16	A woman emptying the washing machine	1	N/A	1	✓		
17	A woman hanging out the wash	1	N/A	1	✓		

18	A woman returning home after she finishes hanging out the wash	1	N/A	1	✓		
19	Two men on a boat	2	2	N/A			
20	Two men and two women eating Chinese food	4	2	2			
21	A couple watching a movie in their car	2	1	1		✓	
22	A couple having a picnic on the beach	2	1	1		✓	
23	Two men on a farm	2	2	N/A	✓		
24	A man going to bed	1	1	N/A			
25	A man setting the alarm	1	1	N/A			
26	A man sleeping	1	1	N/A			
27	A man waking up	1	1	N/A			
28	A waiter and a customer in a cafe	2	2	N/A	✓		
29	A male cashier and 10 female customers shopping in a department store	11	1	10	✓		✓
30	A shop assistant and a male customer in a department store	2	2	N/A	✓		
31	A shop assistant and a male customer in a department store	2	2	N/A	✓		
32	A shop assistant and a male customer in a department store	2	2	N/A	✓		
33	A shop assistant and a male customer in a department store	2	2	N/A	✓		
34	A shop assistant and two male customers in a department store	3	3	N/A	✓		
35	A shop assistant and a male customer in a department store	2	2	N/A	✓		
36	A shop assistant and two male customers in a department store	3	3	N/A	✓		
37	A shop assistant and two male customers in a department store	3	3	N/A	✓		
38	A shop assistant and two male customers in a department store	3	3	N/A	✓		
39	A man giving a chicken to a couple	3	2	1			
40	A police officer, 2 male and 3 female pedestrians walking in the rain	6	3	3	✓		
41	Five factory workers mending a car.	5	5	N/A	✓		
42	A woodsman cutting down a tree	1	1	N/A	✓		

43	Two male tennis players	2	2	N/A	✓		
44	A woman and a man ice skating	2	1	1			
45	A family: a father figure reading a newspaper, a mother figure taking photos, a daughter and a son eating ice cream	4	2	2		✓	
46	A mail carrier in a car	1	1	N/A	✓		
47	Two men in front of a mosque	1	1	N/A			
48	One male and three female tourists	4	1	3			
49	Two female and two male eating Chinese food.	4	2	2			
50	Two sailors	2	2	N/A	✓		
51	A male author signing his book, two female and two male readers	5	3	2	✓		
52	Two males and two females going to skiing	4	2	2			
53	A pilot in a plane	1	1	N/A	✓		

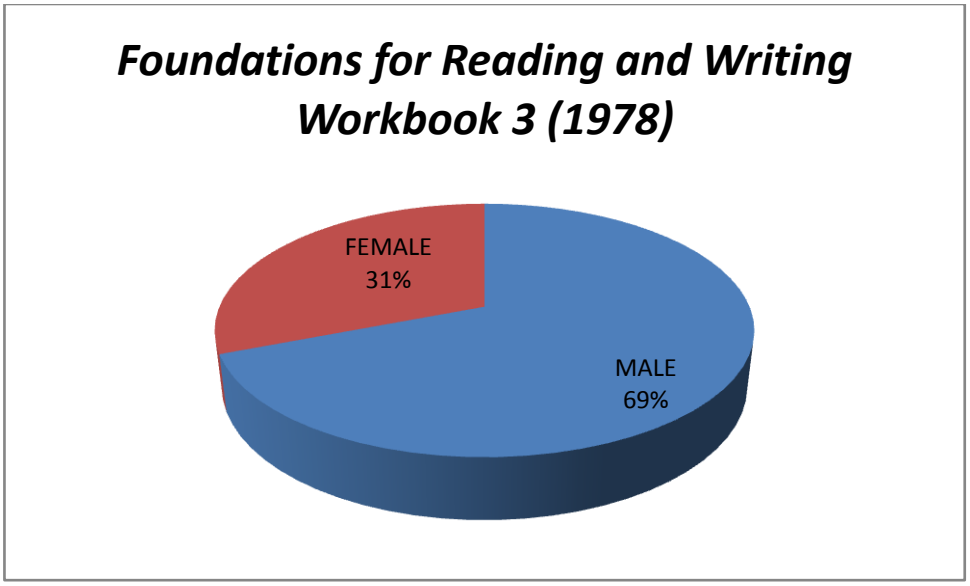


Figure 3. Distribution of images according to the gender of the characters.

Total number of the characters: 123

The number of the male characters: 85

The number of the female characters: 38

As the figure above indicates men are dominant and women are underpresented in the illustrations. However, if two coursebooks published in the 1970s are compared, it can be seen that women are more visible in this coursebook.

The tables below show the stereotyped roles given to men and women in the illustrations in *Foundations for Reading and Writing Workbook 3* (1978).

Table 5. The stereotyped roles given to **'Men'** in ***Foundations for Reading and Writing Workbook 3*** **(1978).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
police officer, farmer, waiter, cashier, shop assistant, factory worker, woodsman, tennis player, mail carrier, sailor, author, pilot	boyfriend, husband, father, son	N/A

According to the results, men do not generally have prestigious jobs except being author and pilot in this coursebook. They have stereotyped jobs such as police officer, factory worker, mail carrier and woodsman. They are given the typical relationship roles of husband, father, son and boyfriend. As it can be seen in the table above men are not visible in terms of their personal characteristics stereotyped roles in this coursebook.

Table 6. The stereotyped roles given to **'Women'** in ***Foundations for Reading and Writing Workbook 3*** **(1978).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
speaker, housewife	girlfriend, wife, mother, daughter	keen on shopping

If the occupational stereotyped roles given to men and women in this coursebook are compared to the ones in *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) , it can be said that women are not in different roles as men are. They are mostly depicted as housewives in the illustrations. Only in one illustration there is a female speaker on TV. It is significant that women are represented as devoted mother and wife completing household chores. They are also given the typical relationship roles of mother, wife, daughter and girlfriend. In the illustrations, the women have great time while they are having meal, watching a movie or ice-skating with their partners. Their fondness for shopping is emphasized in one illustration.

The figure below shows the frequencies of the stereotyped roles in *Foundations for Reading and Writing Workbook 3* (1978).

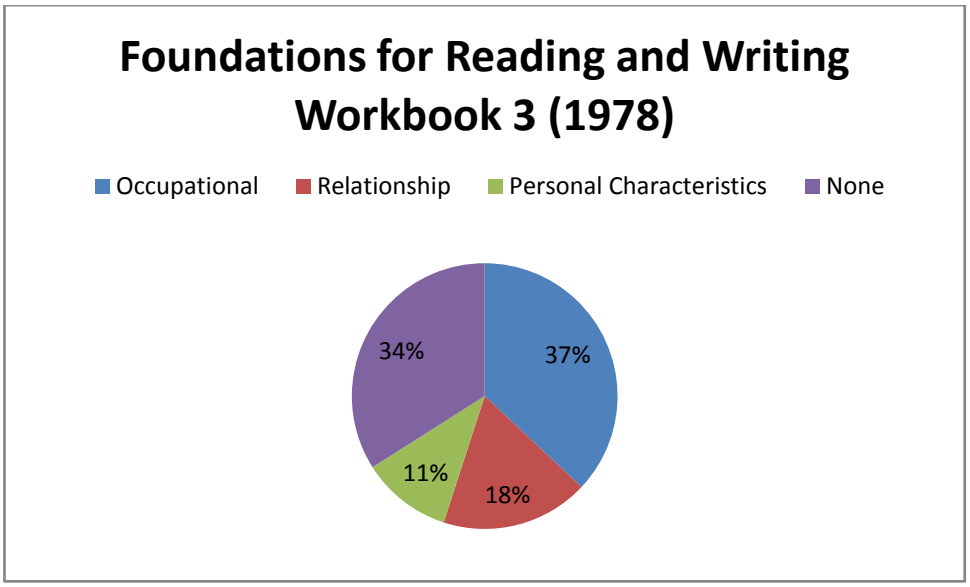


Figure 4. The frequencies of the stereotyped roles in ***Foundations for Reading and Writing Workbook 3*** **(1978).**

The figure above shows similar results with the ones in *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967). According to the results, both men and women are mostly stereotyped in terms of their occupational roles. The illustrations that do not have stereotyped images hold the

second place and the relationship stereotyped ones come thirdly and again the personal charactresitics stereotyped illustrations are the least ones among the others.

The following figure indicates the visual materials containing characters in the coursebooks published in the 1970s.

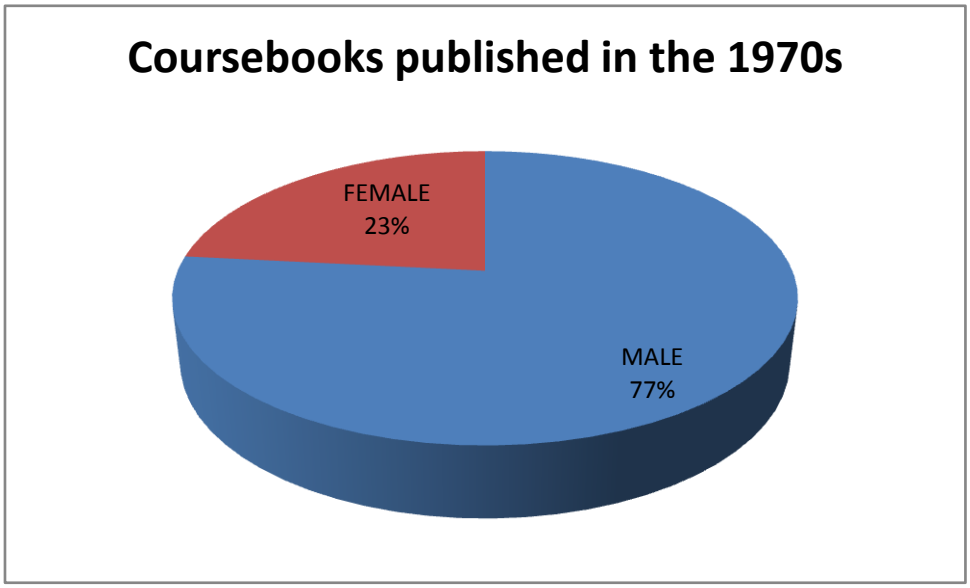


Figure 5. Distribution of images according to the gender of the characters.

As illustrated in Figure 5, there is an imbalance in representing gender in the illustrations in the coursebooks published in the 1970s. Men dominate numerically in the visual materials in this coursebook while women are underrepresented.

The figure below indicates the general frequencies of the stereotyped roles in the coursebooks published in the 1970s.

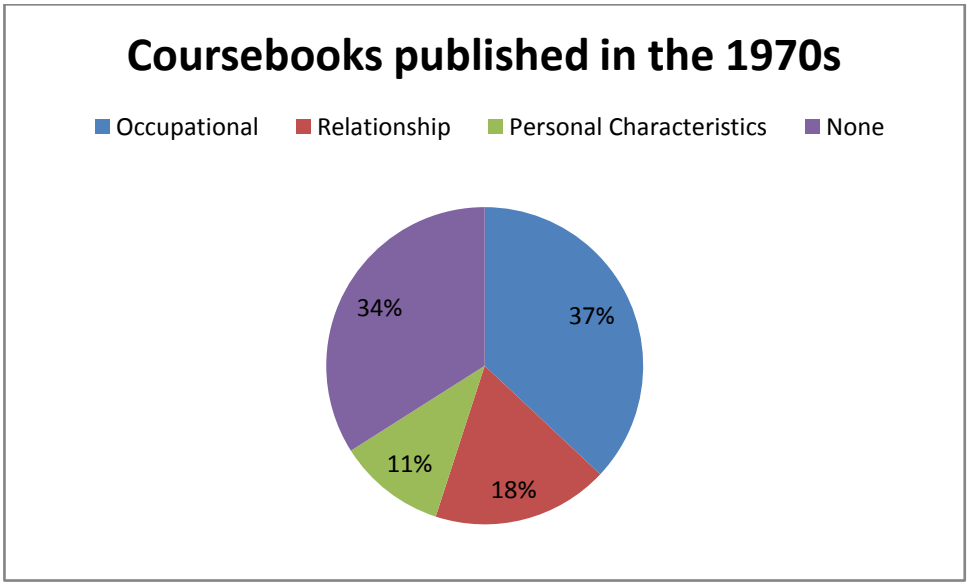


Figure 6. The frequencies of the stereotyped roles in the coursebooks published in the 1970s.

As the figure above shows, more than half of the total illustrations in the coursebooks published in the 1970s have occupational stereotyped images. The illustrations that do not have any stereotyped images take the second place. Thirdly, the illustrations that have relationship stereotyped characters come. The personal characteristics stereotyped illustrations hold the fourth and the least place.

1.2. Stereotyping

1.2.1. Occupational Stereotyping

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 116:

Do It Yourself

" ... ***Wives tend to believe that their husbands are infinitely resourceful and versatile. Even husbands who can hardly drive a nail in straight are supposed to be born electricians, carpenters, plumbers and mechanics.*** When lights fuse, furniture gets rickety, pipes get clogged, or vacuum cleaners fail to operate, ***wives automatically assume that their husbands will somehow put things right.*** The worst thing about the do-it-yourself game is that ***sometimes husbands are under the delusion that they can do anything even when they have been repeatedly proved***

wrong. It is a question of pride as much as anything else .

Last spring my wife suggested that I call in a man to look at our lawn-mower. It had broken down the previous summer, and though I promised to repair I had never got round to it. I would not hear of the suggestion and said that I would fix it myself. One Saturday afternoon, I hauled the machine into garden and had a close look at it. As far as I could see, it only needed a minor adjustment: a turn of a screw here, a little tightening up there, a drop of oil and it would be as good as new. Inevitably the repair job was not quite so simple. The mower firmly refused to mow, so I decided to dismantle it. The garden was soon littered with chunks of metal which had once made up a lawn-mower. But I was extremely pleased with myself. I had traced the cause of the trouble. One of the links in the chain that drives the wheels had snapped. After buying a new chain I was faced with the insurmountable task of putting the confusing jigsaw puzzle together again. I was not surprised to find that the machine still refused to work after I had reassembled it, for the simple reason that I was left with several curiously shaped bits of metal which did not seem to fit anywhere gave up in despair. The weeks passed and the grass grew. When my wife nagged me to do something about it, I told her that either I would have to buy a new mower or let the grass grow. Needless to say our house is now surrounded by a jungle. Buried somewhere in deep grass there is a rusting lawn mover which I have promised to repair one day.

The Reading Passage:

In this example, it is clearly emphasized that wives are under the delusion that their husbands are ingenious and skillful at doing housework. Even the husbands are under the same delusion and it is a question of pride for them. Contrary to the wives' and the husbands' supposition, husbands are portrayed as characters that cannot even drive a nail in straight let alone do the housework adequately. In other words, if they perform housework tasks, they do these badly, so "men" are given the role of "inadequate male" characters (Sunderland, 1994: 55) when they attempt to do household chores.

The Illustration:



In this illustration, there are a wife and a husband figures who strongly support the characters mentioned in the reading text. The wife is portrayed as a housewife with an apron who has already set the table before her husband comes home. He probably comes from work because he is holding a hat and a walking stick. She points to a machine which is broken and wants him to repair it. It can be read from her smiling face that she believes that he is capable enough to fix the machine.

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 40:

Sixpence Worth of Trouble
"Children always appreciate small gifts of money. ***Father, of course, provides a regular supply of pocket money***, but uncles and aunts are always a source of extra income. ..."

The Reading Passage:

In this example, the father figure is shown as the sole breadwinner of his family. (Sunderland, 1994: 115). Due to having regular income, fathers are always the financial supplier of the family. It is implied that mothers competently complete housework tasks

and do not have a job, so they do not make money for their family. This sort of occupational stereotyping may lead to perpetuate the notion that the only job of women is to keep house and raise children (Sunderland, 1994:115).

The Illustration:



Even though this illustration is related to the whole of the events in the text, there is no stereotyped women is seen in the picture. Consequently, this photo is out of the focus of this research.

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students by (1967) page 84:*

A Day to Remember

"We have all experienced days when everything goes wrong. A day may begin well enough, but suddenly everything seems to get out of control. What invariably happens is that a great number of things choose to go wrong at precisely the same moment. It is as if a single unimportant event set up a chain of reactions. ***Let us suppose that you are preparing a meal and keeping an eye on the baby at the same time. The telephone rings and this marks the prelude to an unforeseen series of catastrophes. While you are on the phone, the baby pulls the table-cloth off the table, smashing half your best crockery and cutting himself in the process. You hang up hurriedly and attend to baby, crockery, etc. Meanwhile, the meal gets burnt. As if this were not enough to reduce you to tears, your husband arrives unexpectedly bringing three guests to dinner. ..."***

The Reading Passage:

The text above is about a typical day of a multitasking housewife when everything goes wrong. For instance, while she is cooking and taking care of her child, the telephone rings. As she talks on the phone, the baby hurts himself somehow. In addition, the meal gets burnt when she is dealing with the problems. At the same time her husband arrives with unexpected guests. This text is very significant in terms of the representation of women. According to the text, a woman's whole life depends solely on completing housework and taking care of her children and husband. When there is a problem with one of them, the day becomes a series of catastrophes. This text portrays the worst day of a woman. As it can be seen all the problems are related to her house or family but nothing else. It gives the message that her only job is to take care of her family. While she is trying to cope with the chain of problems, there is no image of her husband helping her. He stays outside of all these problems and comes home with guests witout informing his wife. Maybe he becomes the source of the problem by inviting the guests.

The Illustration:



The illustration alongside the passage tells the story to the reader. There is a woman in panic who tries to cope wtih all the problems at the same time. While doing this, she notices the guests her husband brings and she watches them in horror. The husband figure is isolated and the wife is left alone with all these series of catastrophes.

- *Guided Course in English Composition* (1969) page: 9

Composition 3

" ... There are many shipyards in Port Glasgow because the town is situated on an important river, and because the necessary materials are available in that part of Scotland. ***When a boy leaves school, he often goes to work in the shipyards. While he is working in the shipyard, a young man may still continue his education in the evening. Many of young women work in cloth factories because such work is easy for women***. Most of the people start work at about half-past eight beacause of the cold weather and dark mornings in winter. ..."

The Reading Passage:

The reading text is about the life in Port Glasgow. The author describes the climate, buildings of the city and the lifestyle of the people living there. In the description, there is information about the occupation and education of young men and women. It says that when a young man graduates from school, he begins to work in the shipyards. Meanwhile there is an opportunity for him to continue his education. However, there is no option to go on with the education for a young woman while she is working in a cloth factory which is considered easy work. It is implied that a woman can build a carreer up to a certain level while a man can improve himself freely.

- *Guided Course in English Composition* (1969) page: 41

Composition 13

" ... I am going to tell you about a boy I know called William Parker. When he was fifteen years old, he lived in Birmingham, which is a large industrial city. ***He did badly at his work in school, so he wanted to leave. He thought that school was a waste of time and imagined he would be much happier working. He thought, if he took a job, he could earn some money and buy some of the things he wanted. There***

are quite a lot of jobs available in Birmingham, so he knew he would not have any difficulty in getting work. He thought it would be pleasant to have a job, but he was completely unskilled. He did not know what he wanted to do and he had not got any qualifications. His father, who works on the railway, thought it would be better for him to have some training, but agreed there was no point in his staying at school.

William's father got him a job with a large engineering firm in Birmingham, where he is paid only a small wage, but he is being trained as a skilled electrician. Once a week he is released from his work for a day so that he can attend classes in a technical college. It is taking him five years to train, but, when he has finished, he will have a good job. He is enjoying his training, so I expect he will stay there.

Now I am going to tell you about a girl called Margaret Weber, who used to live near me in London, she did not dislike school, but she did not like it specially. ***When she was sixteen, she took her school certificate, but she failed in every subject except two. She did not like school much because she did not have any money to do the sort of things she wanted to do and she had to do homework in the evenings. She had learned to type at school, so she decided she would get a job in an office where she would be a typist. She did not mind much what sort of job she got because she hoped she would get married in a few years' time***. There are many factories, shops and businesses in London which require typists, so she had no difficulty in finding a job. ..."

The Reading Passage:

In the text, there is a comparison of two fictional characters, a young man and a young woman. Both of them are not successful in school so they decide to leave and begin to work in order to earn money. The young man, with the help of his father, finds a job with a large engineering firm. While he is working, he is being trained as a skilled electrician. After he reaches to a certain level at his job, he continues to study in a technical college to learn more about the engineering field and have a well-paid job. However, the young woman has learnt to type at school, so she finds a job in an office as a typist. She does not continue her education to build a carreer because she thinks

that she will get married soon, so there is no point in wasting time in schools. It is noteworthy that there is no balance between the genders in terms of the representation of their professional and occupational status. The man is depicted as a person who is eager to realize his expectations and aims while the woman is shown as a person who has not got any aims to fulfill. The only thing she thinks of and gives importance to is to get married in a short time. It is implied that the only job of a woman is to be a devoted wife and mother whose life depends solely on her family.

- *Guided Course in English Composition* (1969) page: 63

Composition 20

" ***One of my mother's sisters who lives in a small town in Scotland stayed at home to look after my grandmother. She never married and she lives in the same house she lived in when she was young.*** She often speaks of the changes which she has seen and the things which have been done to make life easier and better for people. When she was young, there was no running water or electricity in the house. If she wanted to cook or wash, she had to walk about one hundred metres to get water. ...

... When my aunt was young, there wasn't even a cinema in the town where she could go with her friends to enjoy herself. When the weather was bad in the winter, my aunt remembers that there was no radio or television at home to help them pass the time.

Nowadays, there are much better opportunities for education. ***My aunt left school when she was ten years old to get a job to make extra money to help her mother. The money was needed to provide enough food for her younger brothers and sisters. My aunt would have liked to have gone to school in the evening to learn more. She needed more education to get a better job to get more money; but she was not able to do this***. ..."

The Reading Passage:

In the reading passage above, there is a narration of a fictional aunt character who is devoted to her family. She is stereotyped as a daughter who is keen on her family and sacrifies her life for them. She never gets married and stays in the same house for ages to take care of her mother. She leaves school for the sake of making extra income to support her siblings. She is uneducated and not skilled enough to get a better and well-paid job. As it can be inferred from the passage that, there is no point for a woman in continuing her education if her family is in need of her financially. The most important job of a woman is to take care of her family even if she has to sacrify her life for them by not getting married or not building a career for herself.

1.2.2. Relationship Stereotyping

- *Guided Course in English Composition* (1969) page: 63

Composition 20 " ***One of my mother's sisters who lives in a small town in Scotland stayed at home to look after my grandmother. She never married and she lives in the same house she lived in when she was young***."

The Reading Passage:

As it is mentioned in the previous analysis of this passage, she is in the role of a devoted daughter and sister whose most important thing in her life is her mother and her siblings. The lack of information about her father and her relation with him in the text is significant. She is only depicted in relation to her mother and this kind of relationship between a mother and a devoted daughter is generally accepted as a stereotyped one.

- *Foundations for Reading and Writing Workbook 3* (1978) page: 61

Who is the Boss?

" ***A wise father had an unmarried son. One day he gave him some chickens and two horses, a black one and a white one. "Son," he said, "I want you to visit every house in town. Find out who the boss is – the husband or the wife. Give a chicken to the houses with wives as bosses and a horse to the houses with husbands as bosses***."The son did this. He walked up and down the streets and visited all the houses. ***When he got to the last house, he had one chicken and two horses***. He asked the couple, "Who is the boss in this family?"

The woman said, "My husband is the boss, of course."

"Good," said the son. "I'd like to give you a horse. What color would you prefer, black or white?"

The man chose the black horse, but while the son was getting the horse, the woman whispered in her husband's ear. He then walked to the son and said, "If it doesn't make any difference to you, could you give me the white horse? I changed my mind.

"I'm sorry," said the son. "I just changed my mind. I think I'll give you a chicken instead!"

The Reading Passage:

The story narrated in the reading activity is mainly about the degradation of women. The man called "*a wise father*" insults the man who is not the leader or the boss in his family by giving them chickens by this way he insults the women who are dominant in the family. He tries to emphasize the necessity of being the boss in the family and imposes this faith to his unmarried son. He wants his son to visit every house in the town and find out who the boss is in the family. If the husband is the boss, he will give

him a horse which is a very precious gift. However, if he finds out that the wife is the boss, he will give her husband a chicken in order to insult him. After the son visits all of the houses, he has one chicken and two horses which means that the number of the dominant women are more than the dominant men in the town. Lastly, he asks a couple the same question "Who is the boss in this family?" he finds out that in that family again the woman dominates her husband. Although she says "*My husband is the boss, **of course***" , she decides the colour of the horse they take. Consequently, he gives them the chicken not the horse. This story is a good example of stereotyping of the inferior status of women in families.

The Illustration:



What is interesting about the illustration of the reading passage is the woman's physical appearance. She is shown as longer, fatter and stronger than her husband. Maybe the pyhsical superiority of the woman gives her the chance of being the boss in the family. Moreover, the sarcastic expression on the face of the son is noteworthy in that by this expression and smile on his face he insults the man who is dominated by his wife. Also, the husband is portrayed as a character who is coward, weak and inept which leads him to be instructed by his wife.

1.2.3. Personal Characteristic Stereotyping

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 122:

The Ideal Servant

*"**It is a good thing my aunt Harriet died years ago***. If she were alive today she would not be able to air her views on her favourite topic of conversation: domestic servant. Aunt Harriet lived in that leisurely age when servants were employed to do housework ..... ***She was sentimentally attached to this house***, for even though it was far too big for her needs, ***she persisted in living there long after her husband's death***. ...*"*

The Reading Passage:

As it can be inferred from the example above, the fictional aunt character is represented as over-emotional and very desperate after her husband's death. In other words, she began to suffer from a period of obsessive depression when her husband died. Although he died a very long time ago, she was sentimentally attached to her husband and the house where their memories were still alive. She is stereotyped as a character responding emotionally to her husband's death. Moreover, in the first sentence **"**It is a good thing my aunt Harriet died years ago**."** it is implied that only her husband's presence gave her vitality and from now on, her life is meaningless without him, so there is no point in her life.

"... Before she grew old, aunt Harriet used to entertain lavishly. I often visited The Gables when I was a boy. No matter how many guests were present, the great house was always immaculate. The parquet floors shone like mirrors; highly polished silver was displayed in gleaming glass cabinets; even my uncle's huge collection of books was kept miraculously free from dust... ***Aunt Harriet presided over an invisible army of servants that continuously scrubbed, cleaned, and polished.*** ... ***Though my aunt pursued what was, in those days***, an enlightened policy in that she never allowed her domestic staff to work more than eight hours a day, ***she was extremely difficult to***

please. While she always decried the fickleness of human nature, ***she carried on an unrelenting search for the ideal servant to the end of her days***, even after she had been sadly disillusioned by Bessie. ...”

In this paragraph, “Aunt Harriet” is defined as a character who is consistently dissatisfied and peevish. Due to being obsessed with cleanliness and neatness, she keeps her house fastidiously clean. She is also excessively critical of the people around, especially of her servants, and is always too eager to criticize them about even small things because she wants everything to be perfect in her house in which her heart was embedded sentimentally.

The woman mentioned in this text is a fixed general image of an “old woman” who lost her well-beloved husband and laments the death of him. Although, it has been ages since he died, she continued to be devoted to him from the bottom of her heart until the end of her life. Her obsession with the house which is the only thing left from him, is a kind of reflection of her endless faith to him. She somehow equates the house (a material thing) with her husband (a spiritual thing), so she never abandons the house, namely, her husband.

The Illustration:



In the illustration alongside the reading passage, there is an old woman who is portrayed as fussy and quick-tempered like the character in the reading text. She has a very neat

and clean appearance and she dresses in a way that lets everyone know she's got the authority. The old woman in the picture is very angry with the servant's clumsiness because she messes up the dinner. Even though this event amuses the guests, she is horrified. Consequently, the old woman in the illustration supports the character in the reading text.

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 138:

57

"I stopped to let the car cool off and to study the map. I had expected to be near my objective by now, but everything still seemed alien to me. I was only five when my father had taken me abroad, and that was eighteen years ago. ***When my mother had died after a tragic accident, he did not quickly recover from the shock and loneliness. Everything around him was full of her presence, continually reopening the wound. So he decided to emigrate. In the new country he became absorbed in making a new life for the two of us, so that he gradually ceased to grieve. He did not marry again and I was brought up without a woman's care; but I lacked for nothing, for he was both father and mother to me. He always meant to go back one day, but not to stay. His roots and mine had become too firmly embedded in the new land. But he wanted to see the old folk again and to visit my mother's grave.*** He became mortally ill a few months before we had planned to go and, when he knew that he was dying, he made me promise to go on my own. ..."

The Reading Passage:

In contrast to the "aunt" character in the previous passage, the fictional "father" character is shown as a person who is strong enough to manage to go on his life without his wife. Even though it is very difficult for him to get used to his wife's absence that gives him pain, logic prevails and he decides to abandon his house, his country, namely, his wife in order not to suffer from this unpleasant situation. After he settles down in a new country, he gradually gets accustomed to make a new life not only for him but also for his son. Consequently, his sorrow disappears bit by bit. As it is stated in the passage,

he isn't in need of a woman who can help him to raise his child because he feels competent enough to deal with his child by himself. The narrator of the story emphasizes that he never feels deprived because his father is always there whenever he needs him. As it can be inferred from the text, the father character is stereotyped as a person who is logical and powerful enough to be able to deal with problems and put the past behind so as to go on with his life.

The Illustration:



As it can be easily understood, the man in this illustration is the son character who is confused with the scene which he doesn't expect to see. After all those years, he comes back to his hometown but everything has already changed. The man in the picture is related to the son character mentioned in the text. There is no sign of the stereotyped father in the illustration, so nothing can be said about the connection between the father in the reading text and the illustration.

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 142:

59 " ... Collecting small items can easily become a mania. ***I know someone who always cuts out from newspapers sketches of model clothes that she would like to buy, if she had the money. As she is not rich, the chances that she will ever be able to afford***

such purchases are remote; but she is never sufficiently strong-minded to be able to stop the practice. It is a harmless habit, but it litters up her desk to such an extent that every time she opens it, loose bits of paper fall out in every direction. ..."

" ... ***Those who never have to change house become indiscriminate collectors of what can only be described as clutter. They leave unwanted objects in drawers, cupboards and attics for years, in the belief that they may one day need just those very things***. "

The Reading Passage:

The woman mentioned in this reading passage is defined as a character who is in a state of uncontrolled desire for collecting newspaper extracts of clothes that she always dreams about, but she can never afford them because there is also no hope for her to improve her financial status. Needless to say, this fictional character is implied that whatever she does, she can never do well financially. Furthermore, she is accused of not being determined enough to find a way to break this illogical habit. In many societies, even in developed ones, there is a common belief that "women" are always obsessed with shopping and they have an unreasonable passion for having a huge collection of clothes. It is just because they give importance to their appearance. The woman represented as a stereotyped character in the text fits this belief in this way.

The Illustration:



associations with the past

The second paragraph and the illustration alongside it are really related to each other in terms of the portrayal of the character who still feels a deep connection with the past inside. She is the main character mentioned in the text who is portrayed as the indiscriminate collector of the past. There is a man in the picture who seems to have assossications with her past. She still tries to keep him fresh and alive like she does with her memories although he is useless anymore.

- *New Concept English: Developing Skills: An Integrated Course For Intermediate Students* (1967) page 144:

60

" ... If you are catching a train, it is always better to be comfortably early than even a fraction of a minute too late. Although being early may mean wasting a little time, this will be less than if you miss the train and have to wait an hour or more for the next one; and you avoid the frustration of arriving at the very moment when the train is drawing out of the station and being unable to get on it. An even harder situation is to be on the platform in good time for a train and still to see it go off without you. ***Such an experience befell a certain young girl the first time she was travelling alone.***
She entered the station twenty minutes before the train was due, ***since her parents had impressed upon her that it would be unforgiveable to miss it and cause the friends with whom she was going to stay to make two journeys to meet her***. She gave her luggage to a porter and showed him her ticket. To her horror he said that she was two hours too soon. ***She felt in her handbag for the piece of paper on which her father had written down all the details of the journey and gave it to the porter***. He agreed that a train did come into the station at the time on the paper and that it did stop, but only to take on water, not passengers. ***The girl asked to see a timetable, feeling sure that her father could not have made such a mistake***. The porter went to fetch one and arrived back with the stationmaster, who produced it with a flourish and pointed out a microscopic 'o' beside the time of the arrival of the train at his station; this little 'o' indicated that the train only stopped for water. Just as that moment the train came into the station. ***The girl, tears streaming down her face, begged to be allowed to slip into the guard's van. But the stationmaster was adamant: rules could not be broken. And***

she had to watch that train disappear towards her destination while she was left behind."

The Reading Passage:

In the passage, there is a fictional young girl character who travels alone for the first time. She is portrayed as weak, vulnerable and scared and in need of being instructed by her parents, especially by her father. Even if she realizes that she is two hours too soon for the train, she is so sure that her father cannot make such mistakes because she accepts him as the most reliable person in the world. She is in a typical stereotyped position of being helpless without her parents even though she has got the timetable for the train in the station.

The Illustration:



Although this illustration is associated with the rest of the passage, there is no connection with the main focus of the analysis of a young girl above. Consequently, this illustration is accepted to be out of focus of the analysis.

- *Foundations for Reading and Writing Workbook 3* (1978) page: 55

The Clothing Seasons

"... Finally, it is important to remember the customer. The customer often follows the pattern of the department store. The customer knows that other customers are already looking at and probably buying the new fashions of the season. ***She*** wants a good selection, too. Many people have unusual clothing sizes, so they almost always need a large selection of sizes when they shop. ..."

The Reading Passage:

The text "The Clothing Seasons" is mainly about the tendencies and desires of the customers while they are shopping. As it is well-known that shopping, clothing and fashion are the main interests which are generally associated with women. What is notheworthy about the text is that there is no information about the men's desires or tendencies while they are shopping. Only the women are shown as the customers.

The Illustration:



The reading passage and its illustration support each other because both of them portray only the women as the customers who are very keen on shopping. In addition there is something significant about the illustration. There is only one male figure standing

behind the cashier's desk who seems to be in charge of the store while all the customers are shown as women.

The 2000s

1. Images of 'Women'

1.1. Visibility of 'Women'

The 2000s

- *New Cutting Edge*/*Intermediate Students' Book* (2005) includes 157 photos
- *Adventures/ Intermediate* Students' Book (2005) includes 188 photos.
- *Messages 4/B1 Students' Book* (2006) includes 170 photos.

The following tables and the figures are descriptions of visual materials containing characters in the coursebooks published in the 2000s (adapted from Arıkan 2005: 36).

Table 7. Images in ***New Cutting Edge / Intermediate Students' Book*** **(2005)** with descriptions.

	Descriptions of Images	**Number Of Characters**			**Oc. St.**	**Rl. St.**	**Per. Chr. St.**
		Total	**Male**	**Female**			
1	A man and a woman sitting in a cafe, talking, smiling and drinking coffee	2	1	1			
2	A businessman and a businesswoman in suits shaking hands	2	1	1	✓		
3	Two women, chatting smiling, eating something in the street	2	N/A	2		✓	
4	A woman in suit sitting in front of a computer explaining something to a young men in casual clothes	2	1	1	✓		

5	A man riding a bike, a man and a woman chatting, a woman in suit carrying a clothes basket, a man taking a nap, a woman and a man talking on the phone, a father and his son looking at a computer	8	5	3	✓	✓	
6	The photo of a woman in her 20s and her friends, one male and one female	3	1	2			
7	A photo of a young woman waving her hand	1	N/A	1			
8	An old lady and a young man	2	1	1			
9	A smiling woman chatting with her male friend	2	1	1			
10	A young male riding a bike	1	1	N/A			
11	Two female close friends cheek to cheek	2	N/A	2		✓	
12	A man and a woman in an office talking	2	1	1			
13	Two women and Richard Nixon, the former president of the U.S.A, Cristian Vieri, a football player, two young men	6	4	2	✓		
14	A couple at a garden party	2	1	1		✓	
15	Two young boy and seven young girls running in the schoolyard	9	2	7			
16	A young girl hitting the slot machine and a young boy near her	2	1	1			✓
17	A young boy who has fallen down	1	1	N/A			
18	A middle-aged man, two women and a little boy shopping at the supermarket	4	2	2	✓		
19	A confused man trying to remember something	1	1	N/A			✓
20	Two young men and three young women represented as classmates	5	2	3		✓	
21	A young woman and a young man chatting	2	1	1		✓	
22	A man studying	1	1	N/A			
23	A man and a woman talking about the changes in their countries	2	1	1			
24	A woman booking a flight	1	N/A	1			
25	A young man drawing	1	1	N/A			
26	Four female twins and two male twins standing in the crowd	12	4	8			
27	Jerry and Mark twins	2	2	N/A			

28	Mary Kate and Ashley Olsen (celebrities - actresses) twins	2	N/A	2	✓		
29	Jack Nicholson (celebrity - actor)	1	1	N/A	✓		
30	John Lennon and Paul McCartney (celebrities - singers)	2	2	N/A	✓		
31	Leonadro DiCaprio (celebrities - actor) and Kate Winslet (actress)	2	1	1	✓		
32	Elvis Presley (celebrity - singer)	1	1	N/A	✓		
33	A student of English talking about her life	1	N/A	1	✓		
34	Pablo Picasso (celebrity - artist)	1	1	N/A	✓		
35	Serena Williams (celebrity - tennis player)	1	N/A	1	✓		
36	David Beckham (celebrity – football player)	1	1	N/A	✓		
37	Nelson Mandela (celebrity – political leader, former president of South Africa)	1	1	N/A	✓		
38	J. K. Rowling (celebrity – author)	1	N/A	1	✓		
39	A male doctor and a woman patient	2	1	1	✓		
40	A female teacher and two male students	3	2	1	✓		
41	A grandmother and her grandson	2	1	1		✓	
42	A disabled woman riding a bike	1	N/A	1			
43	A female fashion designer	1	N/A	1	✓		
44	Three business men; two of them thinking and the other jumping and streching his arm toward the sky as if he succeeded something	3	3	N/A	✓		✓
45	Two businesswomen thinking	2	N/A	2	✓		
46	Three close friends; two females and a male smiling	3	1	2		✓	
47	A woman in casual clothes worried about something	1	N/A	1			✓
48	A man doing physical exercises	1	1	N/A			
49	Six students; three men and three women talking about their future plans	6	3	3	✓		
50	A female doctor, a woman patient and her daughter in a clinic	3	N/A	3	✓	✓	
51	A male teacher and a young female student in a class	2	1	1	✓		
52	A plumber fixing the pipes	1	1	N/A	✓		
53	A businesswoman who seems very tired	1	N/A	1	✓		

54	A female plumber fixing the pipes and her male assistant	2	1	1	✓		
55	A father figure feeding his child	1	1	N/A		✓	
56	A couple standing in front of their house	2	1	1		✓	
57	Jean-Luc Bertrand, the owner of a small hotel in a ski resort in the French Alps	1	1	N/A	✓		
58	Marion O'Neill, the recruitment manager at Horizons Unlimited	1	N/A	1	✓		
59	Three female and two male candidates for the position, assistant hotel manager and part-time childminder	5	2	3	✓		
60	Louisa Barry, using the computer	1	N/A	1			
61	Louisa Barry, talking on the phone to get the details to apply for a job	1	N/A	1	✓		
62	Louisa Barry, sitting and thinking	1	N/A	1			
63	A man trying to speak fluently	1	1	N/A			
64	A female presenter and three men competitors in a quiz show	4	3	1	✓		✓
65	One male and one female speakers on TV discussing something	2	1	1	✓		
66	Two women working as DJ in a radio station	2	N/A	2	✓	✓	
67	A man who is about to jump off a bridge to commit suicide	1	1	N/A			✓
68	A man in a helpless situation in a court	1	1	N/A			✓
69	A firefighter rescuing a young woman	2	1	1	✓		✓
70	Shakespeare (celebrity – writer)	1	1	N/A	✓		
71	Pierce Brosnan (celebrity – actor) and a woman riding a motorbike	2	1	1	✓	✓	
72	A man and a woman in traditional British clothes sitting on the grass	2	1	1			
73	A spanish female dancer	1	N/A	1	✓		
74	A woman reading a newspaper and listening to the radio	1	N/A	1			
75	Four friends; two males and two females eating pizza	4	2	2			
76	Three friends; two females and one male singing a song together	3	1	2			

77	Three men, three women and two children (a boy and a girl) having a night out, a waiter and a waitress serving them	9	5	4	✓		
78	Four women and seven men are having fun at a pub, a barman trying to explain something to the customer	12	4	8	✓		
79	A man and a woman talking to each other in an office	2	1	1		✓	
80	Two women talking to each other in a living room	2	N/A	2		✓	
81	Nikam Nipotam explaining the social customs in Tailand	1	1	N/A			
82	A Tai woman and a man travelling by car, a male driver	3	2	1	✓		
83	A Tai woman saluting a Tai man by putting her hands together as if she is saying a prayer and bowing her head slightly	2	1	1		✓	
84	A businesswoman looking at her watch and a man behind her	2	1	1	✓		
85	Two Arab men; one is sitting and the other is serving to him	2	2	N/A	✓		
86	Three friends; two women and one man drinking coffee	3	1	2			
87	A man talking on the phone seriously	1	1	N/A			✓
88	A male figure holding a long list of things to remember	1	1	N/A			✓
89	Jeff Wilkinson working for a centre for tourism in Australia	1	1	N/A	✓		
90	The photo of a couple, the man kissing the woman	2	1	1		✓	
91	A couple shopping at the street market and a woman salesperson	3	2	1	✓	✓	
92	A woman looking at a magazine while talking on the phone	1	N/A	1			
93	A woman shopping at a supermarket	1	N/A	1			
94	A male shop assistant trying to sell TV to two male customers, one is a young boy and the other is his father in a department store where electronic equipments are sold	3	3	N/A	✓	✓	

95	Douglas Corrigan, an aviator (celebrity)	1	1	N/A	✓		
96	Sirimova Bandaranaike, (political figure – the first woman Prime Minister of Sri Lanka)	1	N/A	1	✓		
97	The Beatles (celebrity)	4	4	N/A	✓		
98	Albert Einstein (scientist)	1	1	N/A	✓		
99	Three men and two women are watching TV	5	3	2			
100	Two male pilots on a plane	2	2	N/A	✓		
101	Marilyn Monroe (celebrity – actress)	1	N/A	1	✓		
102	Two children, one is a boy the other is a girl, sitting in front of a computer	2	1	1			
103	A man using the computer	1	1	N/A	✓		
104	Two women and a man going to a sports center	3	1	2			
105	A woman figure using a computer	1	N/A	1	✓		
106	Johnny Deep (celebrity – actor)	1	1	N/A	✓		
107	Christopher Lee (celebrity – actor)	1	1	N/A	✓		
108	A couple looking at a burned-out house	2	1	1			
109	A woman and a man offering to pay for the room to an old man	3	2	1	✓		
110	A young couple and an elderly couple having a meal	4	2	2			
111	A young couple driving in a foggy weather	2	1	1			
112	A couple at a restaurant and a male owner of the restaurant having a conversation	3	2	1	✓		
113	A male figure reading a book about football	1	1	N/A			✓
114	A man travelling in a motor vehicle and a woman waving a red flag	2	1	1			
115	A nobleman paying tax to another man	2	2	N/A	✓		
116	A female teacher, three female students and four male students in a class, a man proposing the teacher with a bunch of flowers in his hand on his knees	9	4	5	✓		

117	A villager woman carrying a baby and a child beside her and the other two looking through the window, a taxer writing on a paper	2	1	1	✓	✓	
118	A male police officer warning a young woman eating ice cream	2	1	1	✓		
119	A fisherman who caught a big fish	1	1	N/A	✓		
120	A mother figure trying to calm down her crying child	1	N/A	1		✓	
121	A female tailor busy with measuring the fabrics	1	N/A	1	✓		
122	Male soldiers on a line	15	15	N/A	✓		
123	Four doctors operating on a patient	4	4	N/A	✓		
124	Two fat women eating fast food	2	2	N/A			✓
125	Two men standing and seven women bored of waiting at a station	9	2	7			
126	A woman on crutches	1	N/A	1			
127	A woman doing exercises	1	N/A	1			
128	A female student writing on the board	1	N/A	1	✓		
129	A married couple smiling and hugging each other	2	1	1		✓	
130	A woman smiling and rising an oar in the air as if she won the race	1	N/A	1			✓
131	A woman rowing a boat	1	N/A	1			
132	A man tossing a coin	1	1	N/A			
133	A man with a cowboy hat standing on a rock	1	1	N/A			
134	A mother figure talking to her two daughters	3	N/A	3		✓	
135	A male football trainer, three young male football players and three young female footbal players in a football field	7	4	3	✓		
136	A woman running a restaurant	1	N/A	1	✓		
137	A male figure whistling	1	1	N/A			
138	A male figure seeming to be worried about something	1	1	N/A			
139	A male figure whistling but a bit concerned	1	1	N/A			
140	A worried male figure	1	1	N/A			
141	A male figure suffering a sleepless night	1	1	N/A			

142	A male figure discussing his problem with a male friend	2	2	N/A		✓	
143	A male figure talking on the phone	1	1	N/A			
144	A male figure finding a solution to his problem	1	1	N/A			
145	Two female close friends: one's arm around the other one's shoulder	2	N/A	2		✓	
146	A woman in her twenties looking unhappy while reading a piece of paper in an empty room	1	N/A	1			✓
147	A father figure saying good night to his son in bed	2	2	N/A		✓	
148	A man and a woman shaking hands; his arm on her shoulder	2	1	1			
149	A female teacher opening her gift from her students, a man and two women	4	1	3	✓		
150	A young man smiling	1	1	N/A			
151	An elderly couple walking in the street	2	1	1			
152	An old man sitting alone and reading newspaper in a cafe	1	1	N/A			
153	Two female friends chatting in a cafe	2	N/A	2		✓	
154	Two women and a man in front of a kiosk	3	1	2			
155	A male bus driver	1	1	N/A	✓		
156	A young woman smiling	1	N/A	1			
157	A young man smiling	1	1	N/A			

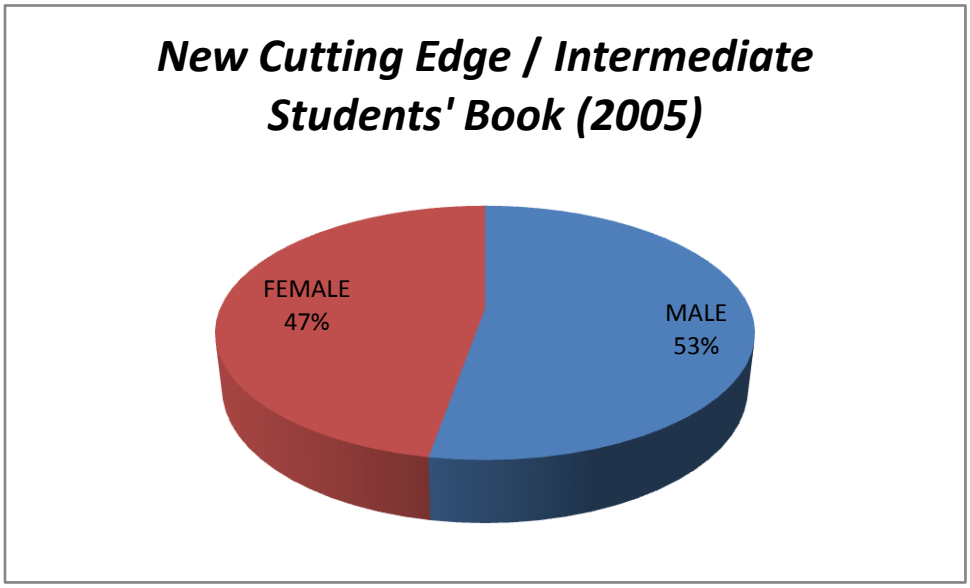


Figure 7. Distribution of images according to the gender of the characters.

Total number of the characters: 360
The number of the male characters: 190
The number of the female characters: 170

According to the figure above, the percentage of the visibility of women are very close to the percentage of the visibility of men. Yet men still are dominant in terms of their appearances in the photos and the illustrations.

The tables below show the stereotyping roles given to men and women in illustrations in *New Cutting Edge/Intermediate Students' Book* (2005).

Table 8. The stereotyped roles given to **'Men'** in ***New Cutting Edge/Intermediate Students' Book*** **(2005)**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
businessman, president, student, actor, singer, aviator, scientist, artist, football player, political leader, doctor, teacher, plumber, hotel owner, firefighter, author, waiter, barman, bus driver, shop assistant, restaurant owner, police officer, fisherman, soldier, football trainer, unemployed (looking after the children)	father, son, grandson, husband, boyfriend, classmate, friend, close friend, colleague	forgetful, successful, desperate, helpless, brave, serious, intellectual, football fan

As it can be seen in Table 8 there is a wide range of occupational roles given to men. Some of them are the prestigious ones such as president, actor, singer, aviator, scientist, artist, political leader and doctor. What is unusal about that occupational roles is in one shot there is a father figure who is unemployed and at home to look after the children. The relationship roles given to men are the typical ones such as father, husband, and boyfriend. However, the relationship roles are wider than the ones in the 1970s. Male and female colleagues can be seen in an office or classmates in a classroom. Although men are portrayed as successful, serious or intellectual in the photos, they can also be seen as helpless or desperate in the photos.

Table 9. The stereotyped roles given to **'Women'** in ***New Cutting Edge/Intermediate Students' Book*** **(2005)**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
businesswoman, student, actress, tennis player, author, fashion designer, doctor, plumber, recruitment manager, presenter, DJ, dancer, waitress, salesperson, prime minister, teacher, housewife, tailor, restaurant owner	mother, grandmother, wife, girlfriend, classmate, friend, close friend, colleague	greedy, worried, successful, ambitious, unhappy,

Women are generally portrayed as having prestigious jobs such as prime minister, manager, actress, and author in the visual materials in this coursebook. What is exceptional occupational role for a woman is being a plumber which requires physical power and is generally associated with men. Women also are in typical sterotyped relationship roles such as mothers who take care of the children and do housework even they are businesswomen. As their personal characteristics listed in the table above, it can be seen that they are represented as greedy, unhappy or worried which means that their negative features are emphasized via visual materials. However, there are some photos that ther are shown as successful and ambitious businesswomen.

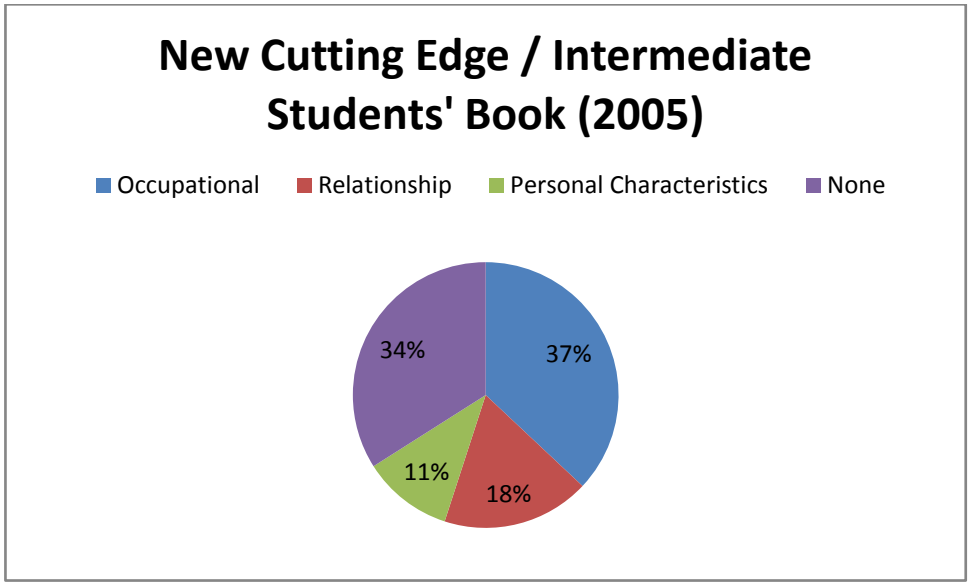


Figure 8. The frequencies of the stereotyped roles in ***New Cutting Edge/Intermediate Students' Book*** **(2005)**

According to the Figure 8 above approximately half of the photos include occupational stereotyped images. The photos that do not fit any stereotyped roles are in the second place. If the percentage of the relationship stereotyped roles in *New Cutting Edge/Intermediate Students' Book* (2005) is compared with the one the coursebooks published in the 1970s, the rise can be easily recognised. It can be beacuse this coursebook published in 2005 not only contain more photos and in these photos women are more visible than the others in the 1970s. Again there is a rise in the percentage of the personal characteristics stereotyped roles in the photos in this coursebook.

Table 10. Images in ***Adventures/ Intermediate Students' Book*** **(2005)** with descriptions.

	Descriptions of Images	**Number Of Characters**			**Oc. St.**	**Rl. St.**	**Per. Chr. St.**
		Total	**Male**	**Female**			
1	A couple from the medieval times and their two children	2	1	1		✓	
2	Eleven men from the Victorian Era on a carriage	11	11	N/A			
3	A band consisting of three men from the 1960s	3	3	N/A	✓		

4	A young woman smiling and a little girl	2	N/A	2			
5	A young man and a little boy	2	2	N/A			
6	A female and a male student chatting and smiling	2	1	1	✓		
7	Captain Cook and one of his crew (sailors)	2	2	N/A	✓		
8	Christoph Columbus (sailor)	1	1	N/A	✓		
9	Two women and a boy playing yo-yo	3	1	2			
10	A woman in a quiz show as a competitor and a male presenter of the show	2	1	1	✓		✓
11	A young girl and a security officer in a museum	2	1	1	✓		
12	An Indian girl smiling	1	N/A	1			
13	An elderly couple smiling	2	1	1		✓	
14	An elderly couple drinking wine	2	1	1		✓	
15	An elderly couple driving a motorbike	2	1	1		✓	
16	A young boy, fan of a football team	1	1	N/A			✓
17	A young woman and a young man introducing themselves	2	1	1			
18	A young woman and a young man trying to know each other by asking questions	2	1	1			
19	A young woman and a young man at the cinema	2	1	1			
20	A young couple in love with each other	2	1	1		✓	
21	A married couple	2	1	1		✓	
22	A couple having an argument	2	1	1		✓	
23	A couple split up	2	1	1		✓	
24	A woman and a man talking to each other	2	1	1			
25	A woman smiling	1	N/A	1			
26	An Indian girl in traditional clothes	1	N/A	1			
27	Two female and two male students coming from school	4	2	2	✓	✓	
28	A young man and a young woman talking	2	1	1			
29	The Queen (Rock band)	4	4	N/A	✓		
30	A goalkeeper, a female and three male spectators	5	4	1	✓		✓

31	A couple; the young man clasps his hands around her hands	2	1	1		✓	
32	A couple having a meal and a male waiter in a cafe	3	2	1	✓	✓	
33	A couple walking on the street	2	1	1		✓	
34	A teenage girl smiling	1	N/A	1			
35	The Queen (Rock band)	4	4	N/A	✓		
36	Freddie Mercury (celebrity- rock star)	1	1	N/A	✓		
37	A boy being vaccinated	1	1	N/A			
38	A soldier in his uniforms holding a gun	1	1	N/A	✓		
39	Two soldiers in a tank	2	2	N/A	✓		
40	A female doctor examining an African boy	2	1	1	✓		
41	A young man and two young women exchanging their ideas about charities	3	1	2			
42	Two male scientists	2	2	N/A	✓		
43	A female and two male politicians making promises	3	2	1	✓		
44	A poor boy collecting rubbish	1	1	N/A	✓		
45	A teenage girl with punk hairstyle	1	N/A	1			
46	A man with tattoos on his arm	1	1	N/A			
47	A Chinese woman having make up on	1	N/A	1			
48	A woman showing her jewellery	1	N/A	1			
49	A woman having lots of piercing on her face	1	N/A	1			
50	A male cosmetic surgeon operating on a male patient	2	2	N/A	✓		
51	A female image maker using a computer	1	N/A	1	✓		
52	A teenage boy with dreadlocks hair wanting to change his image	1	1	N/A			
53	A teenage girl wanting to change her image	1	N/A	1			
54	A teenage boy with blue hair on the swing	1	1	N/A			
55	A woman holding her shoes and trying to ask something and a man trying to explain something	2	1	1			
56	A girl pointing to and critisizing a boy's T-shirt although she is wearing the same T-shirt	2	1	1			✓

57	A woman with a pierced tongue	1	N/A	1			
58	A woman from the 19th century trying to wear a huge skirt with the help of two female servants and two other women watching them	5	N/A	5	✓		✓
59	A woman from the 18th century wearing a big wig	1	N/A	1			
60	A woman angry with the man on a sofa	2	1	1			
61	A teenage boy with dreadlocks hair, a teenage girl with punk style hair, a man with tattoos and a woman smiling	4	2	2			
62	A teenage boy and a man in a car	2	2	N/A			
63	A young woman and a waitress in a cafe	2	N/A	2	✓		
64	The Clash – a punk band	4	4	N/A	✓		
65	Two female employers interviewing a female employee	3	N/A	3	✓		
66	Three men in a laboratory	3	3	N/A	✓		
67	A man voting	1	1	N/A			
68	A man and three women voting and there is a little boy near his mother	5	2	3		✓	
69	A couple getting married	2	1	1		✓	
70	A teenage boy driving	1	1	N/A			
71	The Clash – a punk band	3	3	N/A			
72	The Clash – a punk band	4	4	N/A			
73	A woman, a teenage girl and a teenage boy looking at a painting	3	1	2			
74	A man and a woman chatting and smiling	2	1	1			
75	A female police officer	1	N/A	1	✓		
76	A male student	1	1	N/A	✓		
77	A man standing near a robot	1	1	N/A			
78	Andy Warhol – a male artist	1	1	N/A	✓		
79	A cleaning woman, a male security guard, a female and two male visitors in a museum	5	3	2	✓		
80	A woman blushing and holding flowers	1	N/A	1			✓
81	An elderly couple hugging each other	2	1	1		✓	
82	A girl smiling	1	N/A	1			

83	A couple kissing each other	2	1	1		✓	
84	A man staring at something	1	1	N/A			
85	A woman sneering at something	1	N/A	1			✓
86	A mother kissing her child	1	N/A	1		✓	
87	A man wearing traditional make-up and smiling	1	1	N/A			
88	A couple hugging each other	2	1	1		✓	
89	Two men hugging each other	2	1	1		✓	
90	A prehistoric man climbing a tree for food and a prehistoric woman waiting under the tree	2	1	1	✓	✓	
91	A prehistoric man fighting for the eggs with a dinosour and a prehistoric woman shouting	2	1	1			✓
92	A prehistoric man trying to break the egg ,which is on the fire, with a rock and a prehistoric woman watching him	2	1	1	✓	✓	
93	A man crouching and a woman chatting on the phone	2	1	1			✓
94	A man imagining to go canoening	1	1	N/A			✓
95	A female figure fallen in love	1	N/A	1		✓	✓
96	An angry male figure	1	1	N/A			✓
97	A sad female figure and about to cry	1	N/A	1			✓
98	A happy male figure	1	1	N/A			✓
99	A female figure being jealous of a couple	3	1	2			✓
100	A scared male figure	1	1	N/A			✓
101	A smiling teeange girl	1	N/A	1			
102	A teenage man with headphones	1	1	N/A			
103	A man on a motorbike	1	1	N/A			
104	A mother figure giving pocket-money to her daughter	2	N/A	2		✓	
105	Run DMC – a hip-hop band	3	3	N/A	✓		
106	Three couples having a party	6	3	3		✓	
107	A male figure holding money and pointing to a snake in a pet shop	1	1	N/A			✓
108	A female figure painting her room	1	N/A	1			
109	Two men on motorbikes	2	2	N/A			
110	A man on a motorbike	1	1	N/A			
111	Run DMC – a hip-hop band	3	3	N/A	✓		
112	A man singing	1	1	N/A	✓		

113	A woman with a scuba mask in the sea and a woman sitting in a tube lodge in the sea	2	N/A	2			
114	A man sitting on a bed in a capsule room	1	1	N/A			
115	Two men in capsules room	2	2	N/A			
116	Three men standing on the road	3	3	N/A			
117	A male figure trying bungee jumping and a male figure watching him on the bridge	2	2	N/A			✓
118	A woman tracking	1	N/A	1			✓
119	A man and a woman talking in a studio	2	1	1			
120	A male presenter and a male contestant in a quiz show	2	2	N/A	✓		✓
121	Two couples dancing	4	2	2		✓	
122	Two women are debating and a man watching them	3	1	2		✓	✓
123	Three male runners at the final line	3	3	N/A	✓		
124	A weatherwoman	1	N/A	1	✓		
125	A male presenter giving a cheque to a male contestant in a quiz show	2	2	N/A	✓		✓
126	Two men rejoicing for the prize money	2	2	N/A		✓	✓
127	A teenage boy playing a computer game	1	1	N/A			✓
128	A female manager and two male assistants working on a project	3	2	1	✓		
129	A female customer and two female assistants in a hairdressing salon	2	N/A	2	✓		
130	A female photographer taking photos of a man and his two male and a female assisstants trying to prepare him for the show	5	3	2	✓		
131	Three girls and two boys watching TV	5	2	3			
132	A family from 1960s chatting	4	2	2		✓	
133	A waiter serving food	1	1	N/A	✓		
134	A male figure cleaning the house	1	1	N/A	✓		
135	A female assistant and a female actress	2	N/A	2	✓		
136	A male figure opening an envelope	1	1	N/A			

137	Two men in a repairshop	2	2	N/A	✓		
138	Ricky Martin - singer	1	1	N/A	✓		
139	Two men in a repairshop	2	2	N/A	✓		
140	A female figure reading a fashion magazine	1	N/A	1			✓
141	A male figure reading a maths book	1	N/A	1			✓
142	A male figure rollerskating and trying to impress a girl	2	1	1			✓
143	A female figure buying a CD for her boyfriend	1	N/A	1		✓	
144	Eminem – a hip hop singer	1	1	N/A	✓		
145	Juan Sebastian Veron – football player	1	1	N/A	✓		
146	A teenage boy reading magazines	1	1	N/A			
147	A teenage girl holding a magazine	1	N/A	1			
148	Ricky Martin singing	1	1	N/A	✓		
149	Ricky Martin dancing	1	1	N/A	✓		
150	A male figure telling a female figure that she must be back by 10	2	1	1		✓	
151	A female figure explaining the steps to start an engine to a male figure	2	1	1			✓
152	A female fortune teller predicting and a male figure listening to her	2	1	1	✓		✓
153	A female figure making fun of a male figure because he cannot repair the lamp	2	1	1			✓
154	A male figure complaining about the beetle in his soup to a waiter	2	2	N/A	✓		
155	A male figure boasting about his trainers to a male figure	2	2	N/A			✓
156	Three male figures walking in the street and a female figure talking on the phone and walking in the street	4	3	1			
157	A female figure loaning money to her female friend	2	N/A	2		✓	
158	A female researcher showing symbols to a chimpanzee	1	N/A	1	✓		
159	A male animal trainer	1	1	N/A	✓		
160	Two male figures chatting	2	2	N/A		✓	

161	A male figure riding a bike	1	1	N/A			
162	A male and a female gossiping	2	1	1		✓	
163	A married couple, a best man giving a speech and a bridesmaid in a wedding ceremony	4	2	2		✓	
164	A male lecturer, three male and three female students in a lecture hall	7	4	3	✓		
165	A male police officer in a police car	1	1	N/A	✓		
166	A woman with headphones	1	N/A	1			
167	A woman using a computer	1	N/A	1			
168	Nine male football players training	9	9	N/A	✓		
169	A female teacher and a male student studying	2	1	1	✓		
170	A scared male figure by the ghosts	1	1	N/A			
171	An old man and a young woman in a white dress looking like an angel at the door	2	1	1			
172	A male figure in a bed suspecting himself of being a night-walker	1	1	N/A			
173	A couple visiting a haunted house	2	1	1		✓	
174	A scared couple by the monster	2	1	1		✓	
175	A man and a woman having magnetic powers	2	1	1			
176	A male figure hypnotizing a female figure	2	1	1			
177	A couple looking at the sky	2	1	1		✓	
178	Four men on a bridge looking at the UFOs in the sky	4	4	N/A			
179	A couple and a man looking at the light in the sky	3	2	1		✓	
180	A man whistling, a woman looking through the window, a woman knocking on the door, a couple smiling at the man sleeping on the park bench	6	3	3		✓	
181	A man calling	1	1	N/A			
182	A woman talking on the phone and taking notes	1	N/A	1			
183	Norman Cook (Fatboy Slim) – singer, holding an award	1	1	N/A	✓		

184	A couple talking at a park	2	1	1		✓	
185	A female contestant singing and dancing	1	N/A	1			
186	Three men and seven women contestants smiling to the cameras	10	3	7			
187	Two men and a woman hugging	3	2	1			
188	Norman Cook (Fatboy Slim) – singer, sitting on a box	1	1	N/A			

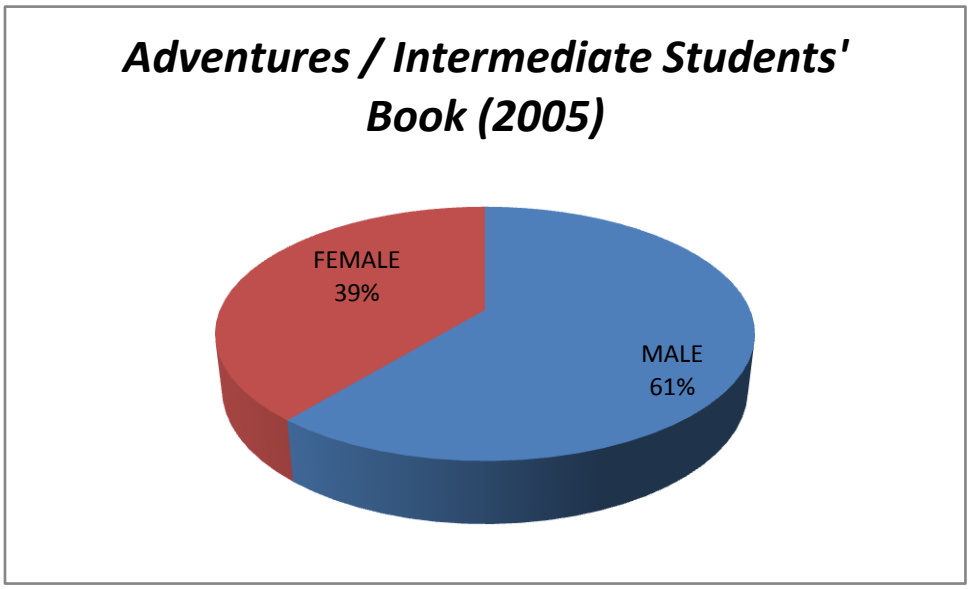


Figure 9. Distribution of images according to the gender of the characters.

Total number of the characters: 395

The number of the male characters: 241

The number of the female characters: 154

As the Figure 9 indicates, there is an imbalance in the representation of gender in the photos. More than half of the photos include men which means numerically men are dominant in the photos, so women are underpresented in the visual materials in this coursebook.

The tables below show the stereotyped roles given to men and women in illustrations in *Adventures/Intermediate Students' Book* (2005).

Table 11. The stereotyped roles given to **'Men'** in ***Adventures/Intermediate Students' Book*** **(2005).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
student, sailor, presenter, security guard, singer, goalkeeper, soldier, politician, cosmetic surgeon, scientist, artist, hunter, runner, assistant, waiter, mechanic, football player, animal trainer, lecturer, police officer	father, husband, boyfriend, friend, best man	brave, fan of a football team, angry, scared, intellectual, superstitious, boastful, successful, calm, wooer, addicted to adrenalin, devotee of sports, computer games, wild animals, and maths

As listed in Table 8. the stereotyped occupational roles given to men in the photos are the ones that fit their masculinity. Men are in relationship stereotyped roles such as father, husband and boyfriend. In one photo, a man is represented as a best man. This kind of relationship between two men is different from the other relationship roles in this coursebooks because there is not any close friendship between two men like that. What is unusual about the personal characteristics is the portrayal of a superstitious man who hopes help from a fortune teller.

Table 12. The stereotyped roles given to **'Women'** in ***Adventures/Intermediate Students' Book*** **(2005).**

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
student, doctor, politician, image maker, servant, waitress, employer, police	mother, wife, girlfriend, classmate, daughter, friend, close friend, bridesmaid	intellectual, shy, coward, emotional, sad, jealous,

officer, weatherwoman, manager, assistant in a hair dressing salon, photographer, assistant, actress, fortune teller, researcher, teacher		aggressive, sarcastic, fashion-conscious, football fan, devotee of sport

As it can be seen in Table 12. there are two unusual occupations such as a police officer and a weatherwoman given to women in the photos. Being a police officer is generally associated with men although in real life there are millions of policewomen and generally men are portrayed as weathermen. Women are in relationship stereotyped roles such as mother, wife, daughter and girlfriend. In one shot, there is a woman who is a bridesmaid which is a close relation between two women. As the table above indicates, women are represented as shy, coward, sad, agressive, sarcastic and jealous which means that their negative features are emphasized via visual materials. However, there are some photos that there are shown as successful and intellectual. There is an unusual example which do not fit women's personal characteristics. In one shot, there is a female spectator watching a football match. It is unusual because women in general are not interested in football which is accepted as the men's sports.

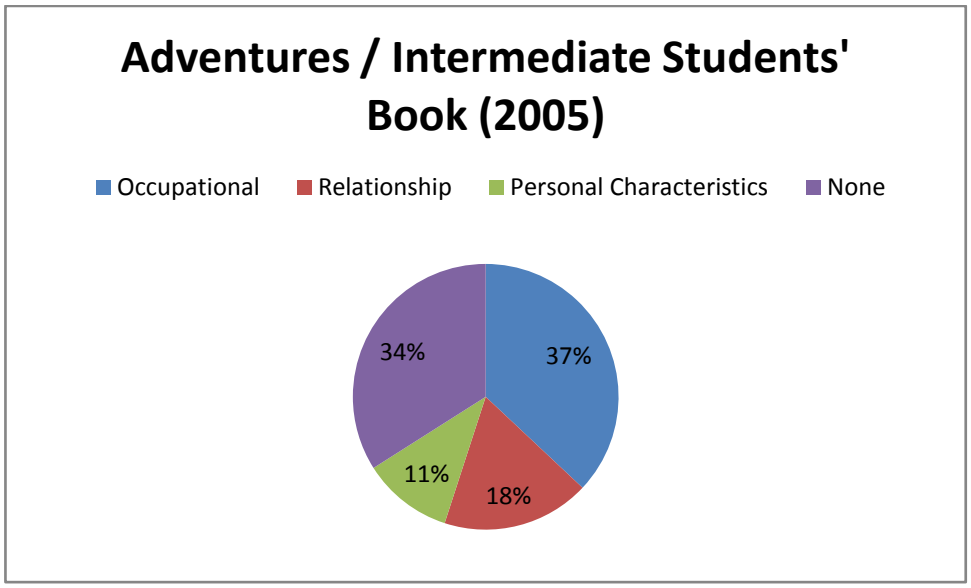


Figure 10. The frequencies of the stereotyped roles in ***Adventures/Intermediate Students' Book*** **(2005).**

What is noteworthy about the figure above is the percentage of the photos including occupational stereotyped roles is the same with the percentage of the photos not including any stereotyped roles. It is also significant that according to the results, the percentages of the relationship and personal characteristics stereotyped roles given to men and women are very close. In other coursebooks, the percentage of the personal characteristics stereotyped roles is below 10%. It means that in this coursebooks, both men and women are more stereotyped in terms of their personal characteristics than the ones in other coursebooks.

Table 13. Images in ***Messages 4/ B1 Students' Book*** **(2006)** with descriptions.

	Descriptions of Images	**Number Of Characters**			**Oc. St.**	**Rl. St.**	**Per. Chr. St.**
		Total	**Male**	**Female**			
1	A male chef cooking	1	1	N/A	✓		
2	Two female students and three cooks serving food at a dining hall	5	N/A	5	✓		
3	Humphrey Bogart - actor	1	1	N/A	✓		
4	A male cashier, a male and a female customer in a supermarket	3	2	1	✓		
5	James Dean (actor), Humphrey Bogart (actor), Elvis Presley (singer) and Marilyn Monroe (actress) in a bar	4	3	1	✓		
6	Marilyn Monroe - actress	1	N/A	1	✓		
7	Elvis Presley - singer	1	1	N/A	✓		
8	A female figure rushing and searching for something in her bedroom	1	N/A	1			
9	A woman talking on the phone with a man and a man looking at his female friend approaching	4	2	2			
10	A female figure complaining about the male figure's coming late	2	1	1		✓	✓
11	Two female figures looking at their bags	2	N/A	2			
12	A couple debating	2	1	1		✓	

13	A teeanage boy smiling	1	1	N/A			
14	Five male fans of Liverpool football team	5	5	N/A			✓
15	The Beatles – a famous band	4	4	N/A	✓		
16	A family; a woman, a teeanage girl, a man, and a teenage boy smiling	4	2	2		✓	
17	A family; a woman, a little girl, a man, and a little boy smiling	4	2	2		✓	
18	A mother figure and her son; his arm around her shoulder	2	1	1		✓	
19	A man in sports clothes	1	1	N/A			
20	A male figure playing the violin	1	1	N/A	✓		
21	Two female close friends one of whom is sorry and the other's arm on her shoulder	2	N/A	2		✓	
22	A couple at an amusement park	2	1	1			
23	A family; two men, a little boy and five women in veils	8	3	5		✓	
24	Benjamin Zephaniah – poet	1	1	N/A	✓		
25	Three teenage boys and two teenage girls smiling	5	3	2			
26	A male figure trying to learn how to play chess	1	1	N/A			
27	A female figure looking for her keys in her bag	1	N/A	1			
28	A couple talking about the U.S.A	2	1	1		✓	
29	A male figure listening to the football match on the radio	1	1	N/A			✓
30	Five women and three men waiting in the queue for tickets	8	3	5			
31	A female clerk and a male customer at a stationery	2	1	1	✓		
32	A male student and a female student writing in their school magazine	2	1	1	✓		
33	A male caretaker of a school	1	1	N/A	✓		

34	A female teacher standing in front of the board	1	N/A	1	✓		
35	Martin Luther King – the political leader	1	1	N/A	✓		
36	Grace Lawson smiling	1	N/A	1			
37	A male figure scared by a monster	1	1	N/A			
38	A male figure in panic because of the fire in the kitchen	1	1	N/A			
39	A teenage boy using the computer and his parents by him	3	2	1		✓	
40	A young woman smiling	1	N/A	1			
41	Twin brothers smiling	2	2	N/A		✓	
42	Two male figures playing football	2	2	N/A			
43	A male figure whose nose is bleeding	1	1	N/A			
44	A male figure talking on the phone and a male figure standing on the broken car	2	2	N/A			
45	A male figure escaping from a monster	1	1	N/A			
46	Two teenage boys and a teenage girl smiling	3	2	1			
47	Two boys trying to set fire in the garden	2	2	N/A		✓	
48	A female figure shouting through the window	1	N/A	1			
49	Abraham Lincoln – former president of the U.S.A	1	1	N/A	✓		
50	A corpse of a man and nineteen mourners at a funeral	20	20	N/A		✓	
51	A young girl dreaming	1	N/A	1			
52	A scared boy sitting	1	1	N/A			
53	A male figure waiting for his execution in front of a gibbet	1	1	N/A			
54	A female ghost in white clothes	1	N/A	1			
55	A male travel agent and a female customer	2	1	1	✓		
56	A man on his motorbike	1	1	N/A			
57	A man on his bike	1	1	N/A			

58	Seven African slaves and six slave traders on the deck of the ship	13	13	N/A	✓		
59	A woman walking in the street and a man riding a bike	2	1	1			
60	A woman shocked by her friend's falling off his bike	2	1	1			
61	A businesswoman talking on the phone	1	N/A	1	✓		
62	A female farmer looking at her sheep	1	N/A	1	✓		
63	A little boy thinking about cleaning his untidy room	1	1	N/A			
64	A male librarian warning the girl about not to talk on the phone in the library	2	1	1	✓		
65	A man pointing to the telephone to other man using his mobile	2	2	N/A			
66	An old woman locking her door at night	1	N/A	1			✓
67	Two boys and four girls playing in the street	6	2	4			
68	Three male journalists in the main newsroom talking	3	3	N/A	✓		
69	A male runner runing	1	1	N/A	✓		
70	A male looking at the watch that he is holding	1	1	N/A			
71	A teeange boy using the computer	1	1	N/A			
72	Two women, one happy, the other upset, two men, one angry, the other frightened	4	2	2			✓
73	A woman, working for a local radio station, interviewing two students	3	1	2	✓		
74	A man making experiments in a laboratory	1	1	N/A	✓		
75	Two male students looking at the results chart	2	2	N/A	✓		
76	A man washing the dishes	1	1	N/A	✓		
77	A woman drinking coffee	1	N/A	1			
78	Eight men and a woman having a meeting in an office	9	8	1	✓		

79	A male reporter presenting the news	1	1	N/A	✓		
80	A male editor putting the video into a machine	1	1	N/A	✓		
81	A male director watching the programmes	1	1	N/A	✓		
82	A female presenter reading the headlines	1	N/A	1	✓		
83	A young girl and a young man chatting	2	1	1			
84	A couple reading a newspaper	2	1	1		✓	
85	Rod Davenport – the surfing champion	1	1	N/A	✓		✓
86	A man holding a trumpet, a woman holding a photo album and a woman showing her engagement ring	3	1	2			
87	A man and a woman talking about cars	2	1	1			
88	A teenage boy smiling	1	1	N/A			
89	A teenage girl smiling	1	N/A	1			
90	A woman in traditional clothes	1	N/A	1			
91	A woman shocked by the President's death	1	N/A	1			
92	A man about to fall from a mountain and a woman looking at him in horror	2	1	1			
93	A young woman thinking while looking at the presents on the table	1	N/A	1			
94	An old man looking at the butterfly on his hand	1	1	N/A			
95	Two male soldiers in the forest trying to communicate by the help of a machine	2	2	N/A	✓		
96	A male and four female students chatting and smiling	5	1	4	✓		
97	A mother figure and her daughter chatting, the father and the son watching them in the kitchen	4	2	2		✓	

98	A young man reading his dairy	1	1	N/A			✓
99	A female detective staring at something and holding a camera	1	N/A	1	✓		
100	A bride and a groom in their wedding	2	1	1		✓	
101	Five men at a fancy-dress party	5	5	N/A			
102	Two Indian women setting the candles afloat	2	N/A	2			
103	A man doing unlucky things such as walking under ladders, opening an umbrella indoor and trying to break the window	1	1	N/A			✓
104	An old man having his meal in his bed	1	1	N/A			
105	A woman putting make-up in front of a mirror	1	N/A	1			
106	A male private investigator following a man and a security guard in front of a club	3	3	N/A	✓		
107	A female shop assistant, a male and a female customer in a shop	3	1	2	✓		
108	A couple chatting and smiling at a cafe	2	1	1		✓	
109	Two men talking about a statue	2	2	N/A			
110	Three workmen climbing the clock tower	3	3	N/A	✓		
111	An old male soldier showing his gold medal	1	1	N/A	✓		
112	A family; the mother on the crutches trying to walk and her husband helping her and their three children (two daughters and a son) watching TV	5	2	3		✓	
113	A woman playing tennis	1	N/A	1			
114	A male farmer looking at his field	1	1	N/A	✓		
115	A couple surprised by the queue in front of the stadium	2	1	1		✓	

116	A boy and a girl shopping	2	1	1			
117	A woman dreaming of having a hot shower	1	N/A	1			
118	Nine men and eight women on a school trip	17	9	8			
119	Two men trying to tie a log to another and a woman helping them on an island	3	2	1	✓	✓	
120	Five female and three male students singing in the choir	8	3	5	✓		
121	Four men in the street	4	4	N/A			
122	A band giving a concert	4	2	2	✓		
123	Two young women and a young man smiling	3	1	2			
124	A young man taking photos	1	1	N/A			
125	A man holding heavy boxes and a woman looking at him	2	1	1			
126	The woman wanting the man to lend her his CD player	2	1	1			
127	The woman asking something to her husband	2	1	1		✓	
128	A man giving directions to a man in the street	2	1	1			
129	Three men and a woman talking on the phone	4	3	1			
130	Two men fighting with swords	2	1	1			
131	A man looking at his girlfriend	2	1	1		✓	
132	A woman commiting suicide with a knife and the corpse of her boyfriend standing in front of her	2	1	1		✓	
133	A woman standing on a rostrum and making a speech	1	N/A	1	✓		
134	A couple looking at the bird in the sky	2	1	1		✓	
135	Johhny Deep - actor	1	1	N/A	✓		
136	Four men and two women walking in the street	6	4	2			
137	A man and a woman singing	2	1	1			
138	Four women enjoying singing in the choir and a man bored of singing in the choir	5	1	4			✓

139	A girl drawing	1	N/A	1			
140	A man cooking	1	1	N/A	✓		
141	A woman being sick of sailing	1	N/A	1			
142	A mother figure wanting her son to wear a helmet while riding a bike	2	1	1		✓	
143	A girl reading the text message	1	N/A	1			
144	A father figure telling his daughter to go to bed	2	1	1		✓	
145	A male bus driver hit the car, two pedestrians shouting at him	3	2	1	✓		
146	Mahatma Gandhi and his twelve followers walking in the street	13	13	N/A	✓		
147	A male athlete holding an award	1	1	N/A	✓		
148	A woman looks as if she is greedy holding lots of money	1	N/A	1			✓
149	A man and a woman on the deck of a ship	2	1	1			
150	A male teacher and four students having a party	5	3	2	✓		
151	A woman seems to feel sorry	1	N/A	1			✓
152	A man talking on the phone	1	1	N/A			
153	Four friends looking at something in the air	4	2	2			
154	Four men at the top of the mast	4	4	N/A	✓		
155	Mahatma Gandhi – the political leader	1	1	N/A	✓		
156	A couple hugging each other and a woman smiling	3	1	2		✓	
157	A male shop assistant and a male customer in a pet shop	2	2	N/A	✓		
158	Nine women and eight men having a party	17	8	9			
159	A man talking on the phone	1	1	N/A			
160	Two men watching the loss of a ship at the sea	2	2	N/A			
161	A male scientist holding a bottle and a piece of paper	1	1	N/A	✓		

162	Seven female students leaving the classroom	7	N/A	7	✓		
163	A male student standing alone in the classroom	1	1	N/A	✓		
164	A woman making comments about the male weight lifter	2	1	1	✓		
165	A woman making comments about a female acrobat	2	N/A	2	✓		
166	A woman making comments about a male magician	2	1	1	✓		
167	Two women and a man chatting	3	1	2			
168	Six men playing baseball	6	6	N/A	✓		
169	Three women playing hockey	3	N/A	3	✓		
170	Twelve male players and a male football trainer	13	13	N/A	✓		

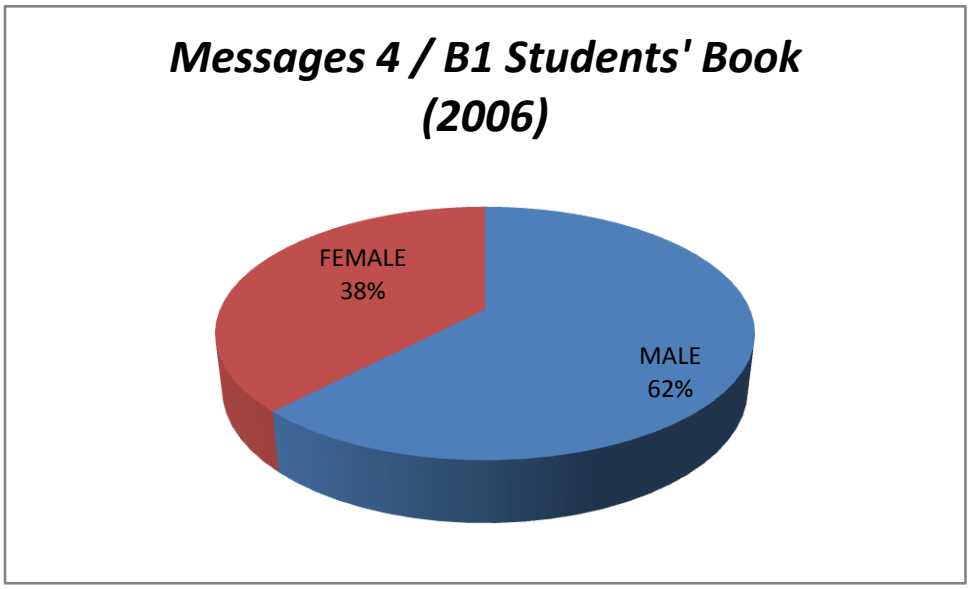


Figure 11. Distribution of images according to the gender of the characters.

Total number of the characters: 452

The number of the male characters: 281

The number of the female characters: 171

As the figure above indicates there is an imbalance in the representation of the gender in the photos. More than half of the photos include men which means numerically men are dominant in the photos, so women are underpresented in the visual materials in this coursebook. If *Adventures/Intermediate Students' Book* (2005) and *Messages 4/ B1 Students' Book* (2006) are compared, it can be seen that both have the similar percentages in terms of distribution of images according to the gender of the characters.

The tables below show the stereotyped roles given to men and women in illustrations in *Messages 4 / B1 Students' Book (2006).*

Table 14. The stereotyped roles given to **'Men'** in ***Messages 4 / B1 Students' Book (2006)***

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
chef, actor, singer, violinist, poet, political leader, president, student, cashier, caretaker, travel agent, slave traders, slave, librarian, journalist, runner, scientist, businessman, news reporter, editor, director, surfer, trumpeter, soldier, private investigator, security guard, farmer, bus driver, athlete, teacher, shop assistant, magician, baseball player, football trainer, workman	father, husband, son, brother, groom, friend, mourner, relevant	angry, frightened, successful, rational, emotional, football fan, unpunctual

As it can be seen in Table 14, there is a wide range of occupational roles given to men. Some of them are the prestigious ones such as president, actor, singer, violinist, political leader, scientist and journalist. What is unusal about the occupational roles is that in one

shot, there are lots of slaves and slave traders in a ship. Only in this coursebook there is an illegal occupational role given to men among the coursebooks published in the 2000s. The relationship roles given to men are the typical ones such as father, husband, and boyfriend. However, in one shot there is a president's funeral scene in which all the mourners are men. It is indeed exceptional that there is no association between the president and women. Although men are portrayed as successful in many shots, there also men portrayed as angry, frigthened and unpunctual which are negative characteristics of men. One of the photos of personal characteristics stereotyped roles for men is an unusual example because there is a man who keeps dairy which is actually associated with women. It is believed that men generally do not give importance to such kind of dairy. Only women are believed to give sentimental value to thier memories. In contrary to the male figure who is superstitious and hopes help from a fortune teller, in this coursebook, in one shot, there is a man who does unlucky things such as walking under ladders, opening an umbrella indoors and trying to break the window in order to show that he is not a superstitious person.

Table 15. The stereotyped roles given to **'Women'** in ***Messages 4 / B1 Students' Book (2006)***

Occupational Stereotyped Roles	**Relationship Stereotyped Roles**	**Personal Characteristics Stereotyped Roles**
student, singer, clerk, teacher, businesswoman, farmer, news reporter, detective, shop assistant, lecturer, acrobat, hockey player	mother, wife, daughter, girlfriend, friend, bride	coward, anxious, happy, upset, greedy, sorry, grouchy

Women are generally portrayed as having ordinary jobs such as student, clerk, teacher, shop assistant in the visual materials in this coursebook. What are exceptional occupational roles for women are acrobat, hockey player and detective. Being detective is not an ordinary job because it is generally associated with men because it is a dangerous job for a woman. Also being an acrobat and hockey player are generally

accepted as the men's jobs. Women are in typical sterotyped relationship roles such as mother, wife, daughter and girlfriend. As it can be seen in the table above, they are generally represented as greedy, anxious, coward, upset, grouchy and sad which means that their negative features are emphasized via visual materials.

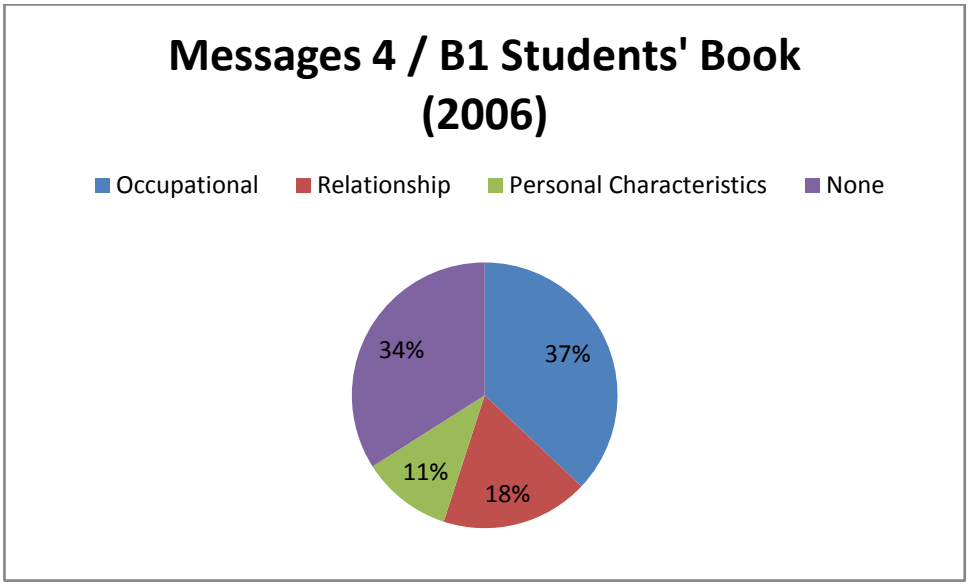


Figure 12. The frequencies of the stereotyped roles in ***Messages 4 / B1 Students' Book (2006)***

This coursebook is different from the others published in the 2000s in terms of the percentage distributions of the stereotyped roles in the photos. In the first two coursebook above, it can be seen that the photos including occupational stereotyped roles are dominant among the others. However, in this coursebooks the photos named 'none' are numerically dominant. In the second place, the occupational stereotyping photos can be seen and the relationship stereotyping ones follow them. As it is in all coursebooks in this study, the personal characteristics stereotyping photos are the least ones among them.

The following figure indicates the visual materials containing characters in the coursebooks published in the 2000s.

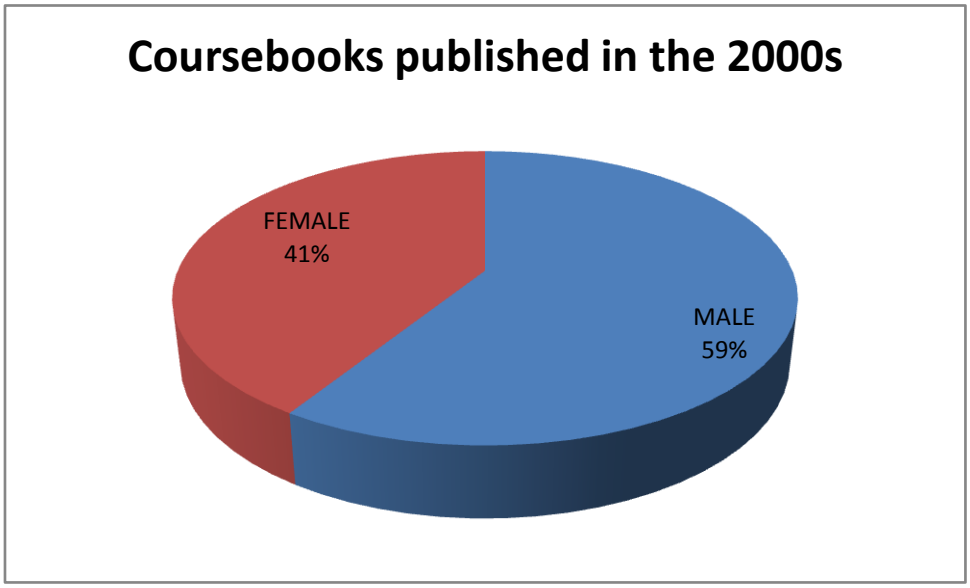


Figure 13. Distribution of images according to the gender of the characters.

According to the figure above, the percentage of the visibility of women are close to the percentage of the visibility of men. Yet men still are dominant in terms of their appearances in the photos and the illustrations.

The figure below indicates the general frequencies of the stereotyped roles in the coursebooks published in the 2000s.

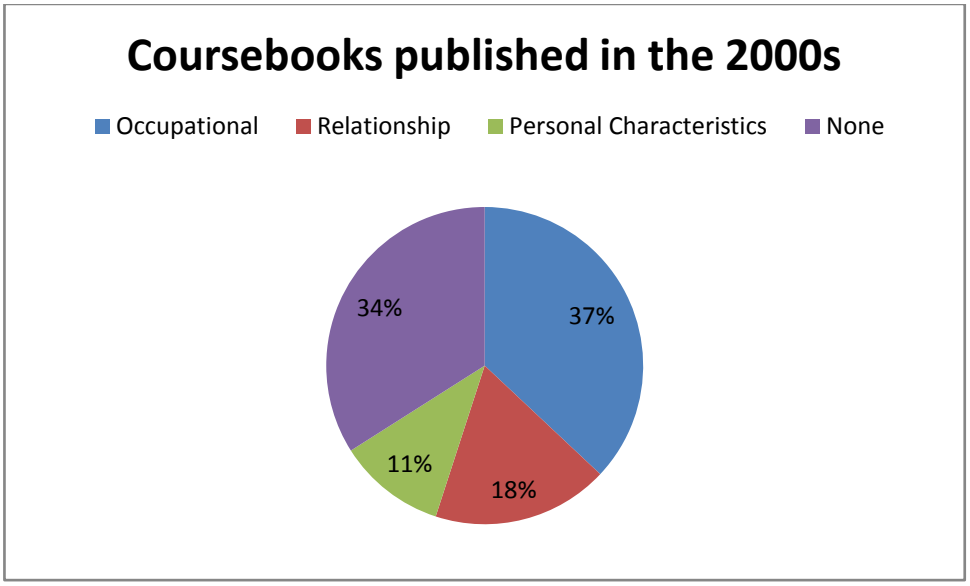


Figure 14. The frequencies of the stereotyped roles in the coursebooks published in the 2000s.

The results in the figure 14. above indicate that in contrary to the coursebooks in the 1970s, the coursebooks in the 2000s contain less occupational stereotyped roles. The percentage of the photos including occupational stereotyped roles is very close to the photos that do not include any stereotyped roles. Also it can be seen that the percentages of relationship and personal characteristics stereoyped roles given to men and women have increased in 30 years. It can be because the coursebooks in the 2000s have much more visual materials, women are more visible in the photos and also the relations and personalities take more place in the coursebooks and they are getting more and more importance today.

1.2. Stereotyping

1.2.1. Occupational Stereotyping

- *New Cutting Edge/Intermediate Students' Book* (2005) pages 8-9

How we really spend our time

"... ***Although up to two thirds of modern European women work full-time, they still do the main share of the housework, too. Husbands help in the house more than they did in the past, but in the UK for example, men do an avarge of just six hours a week compared to their wives, who do over eighteen hours***. No wonder that vast majority of working women in the UK say they are stressed and exhausted! ..."

The Reading Passage:

In this reading passage, there is a realistic generalization about the rate of women working full-time and the sharing of the household tasks with their husbands today. Although husbands help their wives more than they did in the past, wives still spend more hours in completing the housework than the husbands. Nowadays, modern women have economic freedom because they have got jobs like the men and they contribute substantially to their family budget. Nevertheless, they have to take care of their families more than men do.

The Illustration:



In the photo, there is a woman wearing a two-piece suit and holding a clothes basket in one hand and books in the other. Her clothing style gives the image of a working woman and the clothes basket which she holds tells us that she is also busy with doing housework. This photo implies that despite having a career, women are responsible for the household duties as well. The woman in the picture is in a housewife role even though she has a career outside the house.

The woman chatting and laughing on the phone gives the image of a stereotyped woman figure who has intimate friendships and talks in an informal way.

- *New Cutting Edge/Intermediate Students' Book* (2005) page 41

" a Sara has been driving for nearly six years. She first took her driving test in 1999, but unfortunately she didn't pass the first time!

b Sara's brother studied economics for five years, and a few weeks ago he started working in an international bank.

c ***Sara's mother has been a maths teacher for over twenty years. Last Christmas she was promoted the head of department, and since then she has been working really long hours.***

d Sara's father worked for a bank for over thirty years, but two years ago he retired. However, he has been very busy since then. Not a long ago he bought an old boat, and for the last few months he has been painting it."

The Reading Passage:

In this reading passage, there is a description of an ordinary family whose members such as the father, the mother and the brother have jobs. The mother figure is a maths teacher, but she is promoted the head of department. It can be said that the woman is in a stereotyped occupation such as being a teacher but this time she is one step ahead because she is promoted a more prestigious situation.

- *New Cutting Edge/Intermediate Students' Book* (2005) page 52

" Clare

Last year Clare Davis, 26, resigned from her job as a geography teacher in a secondary school and started retaining as a plumber.

Kevin

When Kevin Dunstable, 31, lost his job as a supervisor in an electronics factory nine months ago, his wife Sally returned to her job as a legal secretary, leaving Kevin at home to look after their three young children: Jodie, 6, Daniel, 4 and Chloe, 18 months.

Lorna and Ian

Eighteen monts ago, Lorna Whitwort, 29, and husband Ian gave up their well-paid

jobs in the city of London (Lorna was a solicitor, and Ian an accountant) and moved to the country to run a small hotel. Lorna is now pregnant with their first child."

The Reading Passage:

In the text, there are two characters one of whom is a plumber woman and the other one is a man taking care of his children. They are shown in mould-breaking occupations and their jobs conflict with their femininity and masculinity (Sunderland, 1994: 115). The woman character was a geography teacher before she became a plumber and the man character worked as a supervisor in an electronics factory before he started to look after his children. It is widely-known that being a teacher is generally associated with women and the jobs requiring physical effort such as being a plumber are accepted as one of the men's jobs.

In the reading passage, the man's wife did not work although she had a career as a legal secretary until her husband lost his job. She could only return to her career when her husband stayed at home to take care of their three children. As it can be inferred, for a woman, her family always comes first, she starts working if her husband loses his job as the breadwinner of the family.

The Illustration:



Clare
Last year Clare Davis, 26, resigned from her job as a geography teacher in a secondary school and started retraining as a plumber.

Kevin
When Kevin Dunstable, 31, lost his job as a supervisor in an electronics factory nine months ago, his wife Sally returned to her job as a legal secretary, leaving Kevin at home to look after their three young children: Jodie, 6, Daniel, 4 and Chloe, 18 months.

Lorna and Ian
Eighteen months ago, Lorna Whitwort, 29, and husband Ian gave up their well-paid jobs in the city of London (Lorna was a solicitor, and Ian an accountant) and moved to the country to run a small hotel. Lorna is now pregnant with their first child.

The first two photos indeed support the characters mentioned in the reading text. In the first one, there is a woman trying to fix the pipes and a man helping her. It is so remarkable that the woman is shown as the master of him because she is competent to do the job and she is doing it herself. It is uncommon for a woman to have masculine occupations like those, so with this example, it can be said that being a plumber is no longer a cliché for women. In the second photo, there is a father figure who is feeding

his child. As it can be seen, there is no woman, namely no mother image in the photo, he is portrayed as the only person who is taking care of the child. This photo gives the massage that fathers can also be capable of looking after their children when their wives are away.

- *New Cutting Edge*/*Intermediate Students' Book* (2005) page 55

" ... I'm afraid I've got a difficult request for you this time! ***As you know, my wife Martine sadly died eighteen months ago. Since then I've been so busy looking after the children, I've been neglecting the hotel. Basically I need someone to do what Martine did! The job I'm offering is assistant hotel manager/part-time childminder – I know this is unusual but it's what I need. ..."***

The 'assistant hotel manager' duties would include:

- running reception/office during mornings and evenings
- organising part-time staff (barman, cleaners, waiters) on my days off and when I'm absent on business. The chef will organise the kitchen so this is not a problem.
- helping out in the restaurant, bar, etc. When we are busy.

For these duties the candidate needs fluent French and English (German also useful), good computer skills and previous experience of hotel work. Many of our guests are skiers of course, so knowledge of skiing is also useful.

In spring and autumn when things are very quite, I have to go on some business trips and this is when I would need help with childcare. I've got two children – David (13) and Karine (8) both very well-behaved. ... ***the person would have to take and pick up Karine from the local primary school, about two km away (David goes to school by bus), cook their, get them to the bed and look after them at the weekend***, if I have a long trip. ..."

The details about the candidates: (pages 134-136-139-141-143)

Peter Krajeck

Age: 28
Nationality: Slovak
Mother tongue: Slovak
Marital status: single

Skills/Background
- Ex-professional skier
- A lot of experience with small children – ski instructor in summer camps
- Speaks good French, some German
- Driver
- Good computer skills

Interview notes
- Retired from skiing because of knee injury
- Plans to open own hotel in ski resort – wants to get experience in all aspects of hotel work
- Very friendly, enthusiastic, seems hard-working

Brenda MacDonald

Age: 46
Nationality: British
Mother tongue: English
Marital status: widow

Skills/Background
- Several years' experience as hotel receptionist/ secretary, has not worked for fifteen years
- French good, but not used for a long time
- Driver
- No experience of computers
- No knowledge of skiing
- Very good cook

Interview notes
- Husband died fifteen years ago so stopped work to bring up three sons, all now grown up
- Wants to do something different and adores France
- Very friendly – good fun!
- Seems capable and flexible

Brigitte Schumann

Age: 33
Nationality: Austrian
Mother tongue: German
Marital status: divorced

Skills/Background
- Eight years as assistant manager of hotel in a ski-resort
- Speaks good French and English
- Good skier
- Driver
- Good computer skills

Interview notes
- Recently divorced and wants a complete change in her life
- Has seven-year-old daughter and four-year-old son – she will bring them with her if she gets the job
- Seems very efficient (a bit cold?)
- Obviously has very strong personality and opinions

John Bailey

Age: 55
Nationality: Canadian
Mother tongue: English
Marital status: single

Skills/Background
- Thirty-five years in hotel business (including fifteen years as assistant manager of Toronto Hotel)
- Excellent French
- Good skier
- Driver
- Computer experience

Interview notes
- Retired from Hilton two years ago because of nervous problems (doctor's letter says now fine)
- Has never worked with children but has many nephews and nieces and loves children
- Seems friendly and considerate

Anne-Sophie Martin

Age: 21
Nationality: Swiss
Mother tongue: French
Marital status: single

Skills/Background
- Two years as nanny
- Two years as receptionist in a hotel in Geneva
- Good skier
- Very good German, good English
- Computer experience
- Doesn't drive

Interview notes
- Rather quiet (shy?), but very nice
- Experience with small children
- Excellent references from previous employers

The Reading Passage:

In the passage, there is a fictional father figure whose wife died 1.5 years ago. Since then, he has been trying to take care of his children on one hand and run his hotel on the other. As he cannot cope with both duties. He starts to search for an assistant who can both help him to look after his children like his wife did and help him at his hotel . Namely, he just needs an assistant who can handle the job. What is unusual about the job he is offering is that he looks for a person who can both babysit and manage the hotel at the same time.

There are five candidates, three women and two men, for the job. Both of the men are single and they are depicted as skillful for the job. For instance, one of them speaks good French and the other one speaks excellent French which is a desired skill for the occupation. Moreover, they are both good at driving and have good computer skills and also they are very capable of skiing. Their personalities are defined as friendly, enthusiastic, considerate and hardworking. There are two differences between them. The first difference is that one of them has fifteen-year experience in hotel work as an assistant manager but retired from the hotel because of his nervous problems. However, he has recovered according to his doctor. The other one wants to gain experience in all aspects of hotel business in order to open and run his own hotel so he seems very enthusiastic for the job. The second one is that while the younger man is competent enough to deal with children because of his experience as a ski instructor with small children in summer camps, the older one has no experience with the children yet still he is defined as an uncle who has an close relationship with his nephews and nieces. Except for these two differences mentioned above, there is a balance in representing the male figures in terms of their professions, martial status and personalities.

As it can be seen in the women's profiles, there is an imbalance among the female characters in terms of representing their marital status, professions and personalities. There is a diversity of marital status among the women. The first one is a *widow* whose husband died a long time ago. As a result, she stopped working as a hotel receptionists and secretary to bring up her children. Owing to the fact that her children are all grown

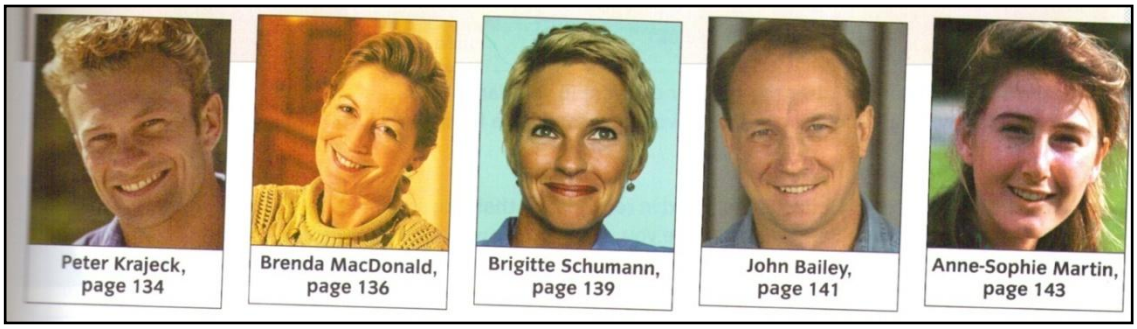
up now, she wants to return to the business world. She has no experience of computers and skiing which are the main requirements that a candidate has to fulfill in order to be accepted for the job. However, her abilities to drive and cook well are emphasized. Her personal characteristics are defined as very friendly, good fun, capable and flexible.

The second woman who is *divorced* recently is portrayed as the most skillful one among the other female candidates. She has eight-year experience as an assistant manager of a hotel in a ski-resort. She is fluent in two languages, French and English. She has good computer and skiing skills and she also knows how to drive. She is defined as a person who has very strong personality and opinions but she is a bit cold. The only defect of her is that she has to bring her two children with her if she gets the job.

The last candidate is the single one who has two-years experience as a nanny and two-years experience as a receptionist in a hotel. She is good at both German and English and also using computer. She is also a good skier but she doesn't drive. Her personality is defined as rather quiet, shy but very nice.

In the light of the descriptions of the three women characters in the passage, it can be said that these women are not represented equally in terms of their professions, talents, skills, personal characteristics and marital status while there are significant similarities between two male candidates about their professions, abilities and marital status.

The Illustrations:



As it is mentioned before, the man needs an assistant hotel manager and a part-time childminder. What is noteworthy about the photos above is that although childcare is

generally associated with women, there are two men candidates who are considered to be suitable for the job.

- *New Cutting Edge/Intermediate Students' Book* (2005) page 89

"My dear Emma,
Just a quick card to say thank you so much for the wonderful lunch you cooked for us on Sunday. .... The food was absolutely delicious. ***Mark is very lucky that he is marrying such a good cook. ...***"
Pat and Alec

The Reading Passage:

In the card above, the couple thank the woman, "Emma", for the lunch she cooked for them. As it can be understood she is engaged and is going to marry soon. She is praised by the couple for her ability to cook delicious meals and her fiance is described as a lucky man because he is marrying such a good cook. It is significant that there is no detailed information about her profession or personal characteristics which can also deserve praising, except for her having genius for cooking well so it can be inferred that a woman is worth to be glorified only when she has the talent of cooking well. The woman's skill in cooking is praised, still cooking is an important skill for women.

- *Adventures/ Intermediate Students' Book* (2005) page 83

"Lana is a manager in a computer games company. She doesn't design any games, she has them designed by teams of experts. Then her assistants have the CDs copied in China.
Lana is always looking for ways to make the games better, so she has new games tested by groups of young people. They play the games and make suggestions. Lana has the suggestions sent to her computer programmers. Then they try to use the ideas in the games, and she often has new music composed. ***Her designers*** sometimes make games from popular films, and they have videos made of the actors. The programmers use images from the videos. At the moment, her team are working

on a new game about the year 2199. It's called *Space Wars*".

The Reading Passage:

The woman character is described as the manager of a computer games company. She is the boss and she has the teams who are at her service in every respect. She doesn't design any games she has them designed by teams of experts. This kind of status such as being the executive of a firm is generally accepted as an unrealistic position for women, because women are considered to be over-emotional and lack logical thinking so they cannot deal with directing a serious company such as a computer company. However, with this example, it is aimed to create an impression that women can also be successful business women like men. To sum up, this example gives equal prominence to women by portraying them in an executive position.

The Illustration:



The photo alongside the reading passage is noteworthy by virtue of its representing the male and female figures. There is a woman figure who is instructing her male employees. She is commenting on the project submitted by her team and one of the male characters is trying to explain something about their work. It is significant that the

woman is portrayed as the authority who controls and decides everything in the name of the company while the men are just employees who have to obey her commands and desires.

- *Messages 4/ B1 Students' Book* (2006) page 80

What might tomorrow bring?

"Mary Martin works as a private investigator in New York.

How long have you been a private investigator?

For eight years now. ***Before that, I used to work in the police department.***

Tell us a bit about your daily routine.

There isn't a routine. You never know what might happen. Tomorrow, for example, ***I might get a phone call from a client and then I might spend the rest of the day outside someone's house. I may not finish until midnight. Sometimes I use a disguise, or change the way I speak. And travel a lot. I may go abroad next week. I'm not sure yet. I'm, er, working for someone well known at the moment.***

But you aren't going to give us any details?

No. I'm afraid I can't. But I might write a book when I retire. So, when you read my autobiography, you'll know all my secrets!"

The Reading Passage:

Here is another woman figure who is in a non-stereotypical role. In this example, the female character is depicted in typically a masculine occupation such as being a private investigator. She uses a disguise or changes the way she speaks in order not to be recognized. At any time of the day, she might get a phone call from a client and she might spent the night outside her home. Her life is not an ordinary or a routine one on the contrary, it is full of action, adventure and danger.

The Illustration:



The woman in the photo is related to the female character defined in the reading passage. She is wearing make-up and wearing a wig to change her appearance. She is holding a camera and trying to follow someone by hiding herself.

1.2.2. Relationship Stereotyping

- *New Cutting Edge/Intermediate Students' Book* (2005) page 128

Why won't he introduce me to his family?

"My boyfriend and I are twenty-one and have been going out for a year. We live in a big city where there are people from many different races and cultures. ***He comes from a culture that is much more religious and traditional than mine. This is not a problem for me and my family: they have always welcomed him into our home. However, he refuses to introduce me to his family, and when his brother (who I know) is around, he pretends we are just friends. Apart from this we love each other very much. Should I insist that he introduces me to his family?***"

The Reading Passage:

This reading text narrates a young couple coming from different cultures. The young man and his family are depicted as traditional and religious while the young girl and her

family are represented as considerate and very modern in their approach to accepting people from different cultures. The girl complains about her boyfriend's pretending as if they were just friends when his brother is around and neglect of her. She is in a dilemma of insisting that he introduces her to his family or being silent about this subject. While it is vital for the girl to be welcomed by her boyfriend's family, he gives no importance to develop intimate relationship between her and his family.

- *New Cutting Edge/Intermediate Students' Book* (2005) page 128

Can we leave my mother?

"***I am forty-four years old and have looked after my elderly mother for a number of years. She has a few small health problems and is rather lonely since my father died.*** Recently, my husband was offered a new job in the United States, a once in a life time opportunity. My husband is desperately keen to go, and both our children would enjoy the experience, ***but I know that my mother would not consider moving to the USA, and I am terribly worried about her coping on her own, as she has no other relatives nearby. Should I persuade my husband to refuse the job offer?"***

The Reading Passage:

The mother figure in the passage is defined in a typically stereotyped character who is lonely, old and sick and also unable to live on her own. After her husband's death, she became more and more withdrawn. In addition, she has no other relatives nearby except her daughter so she leads a lonely life with her. The other woman character fits the stereotype of a daughter who is devoted to her mother. Although her husband sees the job offered in the USA as a golden opportunity, his wife is in a dilemma of not leaving her mother alone and moving into another country and beginning a new life with her family. She really has difficulty in making her mind about moving into another city because she does not want to live her mother alone.

- *New Cutting Edge*/*Intermediate Students' Book* (2005) page 129

Love online?

"I have got to know a woman through the Internet and have been e-mailing her nearly every day for the last year. We have become very close and ***she now says she is in love with me. I have never really had a girlfriend before, but she has been married and has a baby (she is twenty-four, I'm twenty-one). We have not yet met, as we live three hundred kilometres apart, but she wants to meet up, and is talking about moving to my town to be near me***. What should I tell her?"

The Reading Passage:

In the text, there is a description of an unaccustomed married with a child female figure who is in relationship with someone else. While she is represented as a woman having passionate love affair with a younger man even though she has a family, the man is depicted as a person who has not experienced such serious affair with a woman before. They have not yet met, they just know each other through the Internet. She loves him so much that she is thinking about moving to his town to be close to him. As it is known, this kind of relationship via Internet is seen as ordinary today. However, the unfaithful female figure is a new concept in coursebooks.

- *New Cutting Edge*/*Intermediate Students' Book* (2005) page 129

My mother-in-law has taken over our lives

"My wife and I are twenty-five and have just had a baby. ***The problem is my mother-in-law. She is helping my wife and has completely taken over the house. My wife and I feel as if it is no longer our own home or our own baby. I have asked my wife to speak to her mother, but although she agrees with me, she says she can't cope without her mother. Should I speak to her mother? I can't live like this much longer***."

The Reading Passage:

This reading passage is about a husband figure who cannot stand his mother-in-law. He complains about her dominant personality and her desire to take the control of her daughter's life. She even tries to teach them how to raise their child. This is a stereotypical image of a mother-in-law character interfering her daughter's marriage, child and house, namely her entire life. It is noteworthy that although the daughter figure is not pleased with her mother's interferring to her own life, she is afraid of being away from her because she is desperately in need of her to cope with every problem she faces. The daughter figure is depicted as having weak and indecisive personality.

- *Adventures/ Intermediate Students' Book* (2005) page 19

"Dear Ben
This is very hard for me, because I'll try to be calm. I'm writing to you because I respect you but I'm afraid that I don't love you, so we must split up. It's difficult because we've been together for a long time.
It's not the end of the world, so please don't be sad. I remember when we met and you asked me out because you liked my smile. I'm sending you this photo so that you won't forget the good times we had together. I'm keeping the ring and the silver chain because they're very special for me.
Bye, bye Ben. I hope that you'll be happy,
Fran"

The Reading Passage:

In the letter, the girl wants to break up with her boyfriend. Although she says it is hard for her to end up this steady relationship, she tries to give the image that she is not over-emotional, on the contrary, she is strong enough. By saying "it's not the end of the world, so please don't be sad." she tries to say goodbye to him in a reassuring way. She promises to keep the ring and the silver chain that have great sentimental value for her. They are the symbols of her love that should be kept in order to be etched on her

memory forever. Although she is emotional, she is strong enough to take decisions and express it to her boyfriend in a kind way.

The Illustration:



The smiling girl in the photo alongside the passage strongly supports the female figure owing to the fact that in the passage, she tells about her boyfriend's fondness for her smile so she sends this photo in order to make him happy. Furthermore, the ring mentioned in the passage can be seen on her finger in the photo.

1.2.3. Personal Characteristic Stereotyping

- *New Cutting Edge/Intermediate Students' Book* (2005) page 62

" ***A youth who threatened to jump off a London bridge after breaking up with his girlfriend was persuaded down after an hour when the police offered him a new pair of trainers. Billy Camlin remained on Chelsea Bridge while he tried the Reeboks on for size, then decided that life wasn't so bad after all***."

The Reading Passage:

In the passage, there is a story about a young man who has split up with his girlfriend. After this event, he has had some problems which lead him to try to commit suicide. However, the police managed to save his life by offering him a new pair of trainers. After he gets them, he changes his mind and decides not to kill himself. As it can be

seen, the man is depicted as a character who is easily convinced and is preoccupied with materialism.

The Illustration:



The young man in the photo who is about to jump from the bridge to commit suicide supports the character mentioned in the text.

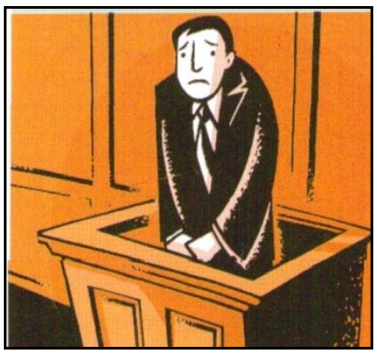
- *New Cutting Edge/Intermediate Students' Book* (2005) page 62

" ***Raul Hortena, 24, from Barcelona thought he had the perfect plan to escape his marriage any time he wanted. He signed the marriage register in disappearing ink. However, in court last week he refused to annul the marriage and Hortena was fined €130."***

The Reading Passage:

The man narrated in the text is a husband figure deceiving his wife by signing the marriage register in disappearing ink. He is in a typical husband role who thinks that marriage is a kind of prison which must be fled from. Although he wants to escape his marriage any time he wants, he does not accept to annul the marriage in the court.

The Illustration:



The man in the illustration is in a helpless situation. His hands are tied and he cannot do anything in a court. He gives the image of a man who is regretful. In this way, the male figure supports the character in the reading passage.

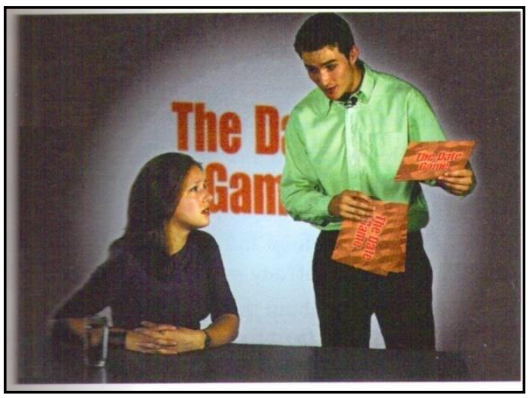
- *Adventures/ Intermediate Students' Book* (2005) page 11

"Hi, Avril!
I saw you on TV – congratulations! You were fantastic, but I think that the questions were really crazy. ... In my opinion, people like Colombus or civilizations like The Romans are really important. People should know them. ***But why was there a question about yo-yos? ... How did you guess the date? I had no idea! You're genious! Ring me and we'll celebrate."***
Love, Steve"

The Reading Passage:

In this reading text, we see a female figure who has succeded in a quiz show. One of her male friends congratulates her warmly on her success in the quiz show. Unlike the most female figures in other texts, the woman in this reading text is praised for her performance and mental capability in the competition and also her mental status and her deep knowledge are in the foreground.

The Illustration:



The woman shown in the photo is in a studio in which the quiz show takes place. She seems very nervous and excited because she tries to remember the answers of the questions. The woman in the passage and the one in the photo are very similar to each other in terms of their representation.

- *Adventures/ Intermediate Students' Book* (2005) page 40

Fashion Victims

"... ***In the nineteenth century, women suffered more than men. They wore incredibly tight corsets and huge skirts, making it difficult to sit down or to eat***.

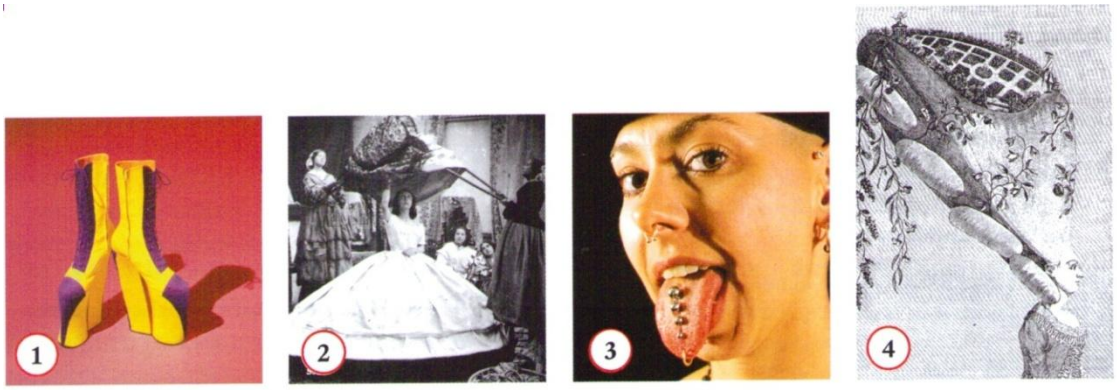
Today, we're still slaves to fashion. Although clothes are more comfortable, we are now influenced a lot by media, which is ***full of men and women with 'perfect' bodies. Unfortunately, a lot of young people think that these models really are perfect. Three and a half million people (male and female) in Britain suffer from eating disorders, like bulimia or anorexia. ..."***

The Reading Passage:

In the passage, the women who lived in the nineteenth century are depicted as fashion victims who wore what is fashionable even if it made them uncomfortable. However, the majority of both men and women living in this century are represented as people suffering from serious illnesses such as bulimia and anorexia. What is noteworthy

abouth the text is that men in this century are shown as fashion victims as well because it is a well-known fact that fashion is generally associated with women mostly not with men.

The Illustration:



There are four photos which are really related to the subject in the text. The second and the fourth ones are the exaggerated examples of the fashion trends of women in the nineteenth century. The other two photos are also connected with women. The first one is high-heeled shoes and the third one is a woman with piercing. Both pictures represent twenty first century fashion. Although men living in this century are depicted as fashion victims and having eating disorders in the text, there is no image of them in the photos. These four photos are significant to give the message that women are the real fashion victims not the men.

- *Messages 4 B1 Students' Book* (2006) page 60

My Most Precious Possession

Winston

I have got three trumpets but this one's best. It used to belong to a jazz player in Trinidad. I've had it since I was fourteen. It's definetly my most precious possession.

Clare

I've got hundreds of photos and I always put the best ones in an album. They're really important to me because they're souvenirs of all my happiest memories.

Karim

Leaving my home and family in Pakistan was the hardest thing I've ever done. Before I left, my father gave me this watch. It isn't the most valuable thing but it's the most important to me.
Beth
My most precious possession is my engagement ring. Andy gave it to me on my twenty-first birthday. He's the nicest, funniest, most amazing person I've ever known.

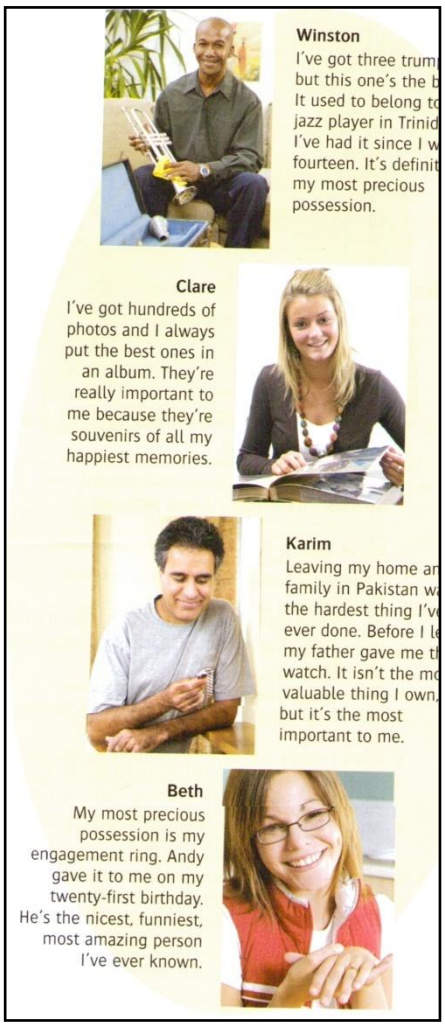
The Reading Passage:

In the text above there are two women and two men characters who mention the most valuable things in their lives. The first man mentions a trumpet that is very precious for him. As it can be inferred, he is most probably keen on jazz music so the trumpet which used to belong to a jazz player is his most precious possession. The second man mentions a watch which was given to him by his father. He gives so much importance to that watch because it reminds him of his good memories with his family.

One of the women defines her most precious thing as her photos which are souvenirs of all her happiest memories. She somehow makes a close connection between her good memories and the photos. The other woman remarks that her most valuable thing is her engagement ring. She loves her fiance so much that she accepts her engagement ring as the representative of her love.

In the light of the personal information about the characters in the text it can be seen that men do not choose the materials that have association with women as their precious possessions. For instance, the man whose family lives in Pakistan attaches so much importance to the watch that 'his father' gave. However, one of the women gives importance to an engagement ring beacuse 'her fiance' gave her on her birthday.

The Illustration:



Both the female and male figures in the photo alongside the reading passage support the characters mentioned in the text. They all hold and show their most precious possessions.

- *Messages 4 B1 Students' Book* (2006) page 94

  - " Do you prefer doing things on your own or in a group?

Melaine Knight: ***I prefer doing things in a group. I don't really like being on my own.***

Rob Green: ***I'm an independent person. I'm not very keen on being with a lot of***

people.

Laura Gordon***: I like working in a team, but I don't mind doing things on my own.***

- Is there anything that you really like or dislike?

Melaine Knight***: I'm quite keen on playing team games. I hate getting up early.***

Rob Green: ***I'm interested in travelling and I love being outdoors. I can't stand people who tell silly jokes.***

Laura Gordon: ***I enjoy running. I can't stand cooking, and I hate insects.***

- What are your strengths and weaknesses?

Melaine Knight: ***I'm a good leader and I don't mind making difficult decisions. Talking too much is my biggest weakness.***

Rob Green: ***Strengths? Well, I'm a carpenter so I'm good at making things. And weakness? I'm useless at foreign languages.***

Laura Gordon: ***I'm good at solving problems. But I've got a very loud laugh that sometimes annoys people.***

- Why do you want to be on Survivor?

Melaine Knight: ***I'd like to live on a tropical island!***

Rob Green: ***I think I've got a lot of skills that would be useful on the island.***

Laura Gordon: ***I want to be an actor, so I'd love to be on TV.***

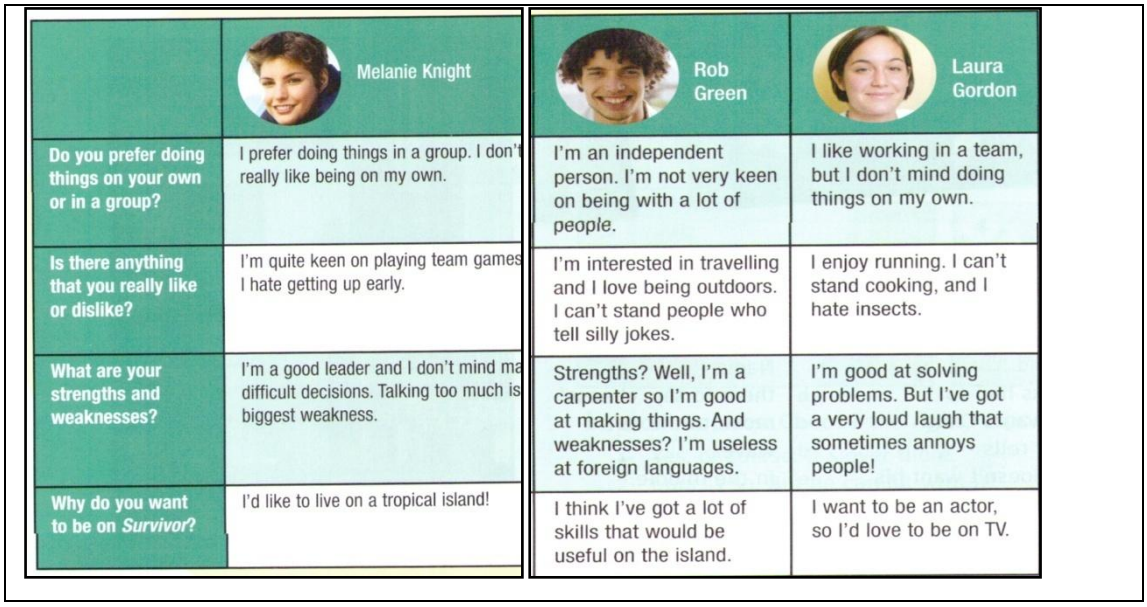
The Reading Passage:

This reading text is about the popular television programme "Survivor". There are three fictional candidates hoping to take part in this competition. According to the information about the characteristics of the candidates, there are some differences between the genders in terms of their representations. Firstly, while the female candidates express their preferences to group work (one of the women says she likes team work but does not mind doing things on her own), the male candidate is represented as an independent person who performs better while doing things on his own. Secondly, they mention their strengths and weaknesses. While mentioning their strengths, both women figures emphasize their mental capability such as making difficult decisions and solving problems and strong personality such as being a leader.

On the other hand, the male figure highlights his physical power and his capability of making things. The women express their weaknesses as talking too much or laughing loudly. It is noteworthy that such stereotyped weaknesses are mostly associated with women. The man says that being bad at foreign languages is his biggest weakness. However, this kind of weakness is not a stereotyped one for men generally. Thirdly, when the candidates are asked why they want to be on Survivor, one of the female characters answers this question by expressing her desire to join this programme to become an actor. The other one wants to experience the life on an island. On the other side, the male character emphasizes his physical strenght which may lead him to contribute greatly to the people on the island. In other words, he thinks that he is physically strong enough to help the others.

Apart from the stereotyped roles given to women, there is an exception in the text. One of the women characters answers the question of likes and dislikes by saying that she cannot stand cooking. It is generally accepted as one of the main duties of women is cooking. However, this woman express her hatred of cooking.

The Illustration:



	Melanie Knight	Rob Green	Laura Gordon
Do you prefer doing things on your own or in a group?	I prefer doing things in a group. I don't really like being on my own.	I'm an independent person. I'm not very keen on being with a lot of people.	I like working in a team, but I don't mind doing things on my own.
Is there anything that you really like or dislike?	I'm quite keen on playing team games I hate getting up early.	I'm interested in travelling and I love being outdoors. I can't stand people who tell silly jokes.	I enjoy running. I can't stand cooking, and I hate insects.
What are your strengths and weaknesses?	I'm a good leader and I don't mind ma difficult decisions. Talking too much is biggest weakness.	Strengths? Well, I'm a carpenter so I'm good at making things. And weaknesses? I'm useless at foreign languages.	I'm good at solving problems. But I've got a very loud laugh that sometimes annoys people!
Why do you want to be on *Survivor*?	I'd like to live on a tropical island!	I think I've got a lot of skills that would be useful on the island.	I want to be an actor, so I'd love to be on TV.

The pictures of two young women and one young man are related to the characters in the text. Due to the fact that only the head of the candidates can be seen and there is no detailed image of them in the picture. There is not much to comment on the photos.

CHAPTER V : DISCUSSION

This chapter of the study is mainly about the discussion of the findings obtained from the analysis of the data. The research questions that guided this study will be answered in this chapter as well.

Research Question 1 – Is there an overall representation of gender in the visual materials in the coursebooks published in the 1970s and the 2000s?

According to the findings, unequal representation of the genders is obvious in the coursebooks published in the 1970s. As Figure 5. in the Data analysis chapter denotes, women are visible only in 23% of 109 illustrations whereas men are visible in 77% of the total illustrations. The inequality of the distributions of gender in the illustrations reveals that the visual representation of women is low as opposed to the representation of men. That is to say, the majority of the visual materials in these coursebooks are male-dominated in the coursebooks published in the 1970s.

The findings in Figure 13. in Data Analysis chapter reveal that although the percentage of the visual representation of women (41%) is close to the percentage of the visual representation of men (59%), men numerically dominate in the photos and illustrations in the coursebooks published in the 2000s.

To sum up, there is an imbalance in the representation of gender in the visual materials in the coursebooks published in the 1970s and the 2000s.

Research Question 2 – How are "men" and "women" portrayed in terms of their professional and social positions in visual and written materials in the coursebooks published in the 1970s and the 2000s?

As Figure 6. in the previous chapter indicates, 37 %, of the illustrations in the coursebooks published in the 1970s have occupational stereotyped images. The findings related to the stereotyped roles given to male and female figures in the illustrations

suggest that both men and women are in occupational roles that generally fit their gender roles. Men are given diversity of jobs such as policeman, ombudsman, sailor, mail carrier, pilot, customs officer, king, gaoler, scientist, workman, salesman, vicar, beekeeper, waiter, cashier, farmer, etc. On the other hand, women's occupational capacities are restricted to the jobs such as nurse, servant, housewife, cook, shop assistant, speaker, and etc.

Throughout the coursebooks in the 1970s, it is observed that male characters are presented displaying the roles of father and husband who work to sustain a living and are the sole breadwinner of the family. Women's roles are limited to the roles of mothers and wives who are dependent on men financially and engage in household chores and domestic tasks. When men are depicted performing indoor activities, they generally do these inadequately. In other words, indoor life is traditionally attributed to female gender whereas outdoor life is associated with male gender in the coursebooks in the 1970s.

All of the coursebooks published in the 1970s have tried to transfer gender bias thought by giving stereotyped roles to men and women. Women's roles are limited to the roles of mothers or wives who perform domestic tasks and take care of the family. They are not given an opportunity to improve themselves and build a career for themselves. Whereas men enjoy diversity of occasions and prestigious status in society. In a reading passage titled *"Composition 13"* (*Guided Course in English Composition-1969 page 41*), there is a male figure who leaves school in order to earn money. After he finds a job, he continues his education in order to be more qualified in his job. As it can be inferred, he is represented as having a strong desire to maximize the opportunities and advantages to be skillful in his job. Conversely, in the same reading passage there is a female figure who leaves school for the same reasons. However, she does not continue her education to improve herself because she thinks that she will get married soon, so there is no point in wasting time in schools. This example can be interpreted within the frame of traditional attitude towards women. Representing women as unambitious characters who only think of getting married reinforces the clichè that it is virtually useless to have a career for a woman due to the fact that sooner or later she will marry and she will devote her life to her family.

Each of the three coursebooks published in the 2000s comprises a wide variety of occupational roles for men and women and tries to provide approximately an equal representation of them in terms of their professions. Both men and women are generally in occupational roles that fit their gender roles. For instance, being sailor, security guard, soldier, mechanic, goalkeeper, caretaker, aviator, firefighter, driver and etc. are assigned to men. On the contrary, women are in the roles of servants, image makers, fortune tellers, teachers, fashion designers, tailors, housewives and so on.

It is observed that the jobs requiring physical power and effort such as mechanic, soldier, goalkeeper, and security guard are shown as peculiar to men while jobs that are traditionally accepted as peculiar to women such as fashion designer, image maker and teacher are given to women. Besides, there are some exceptional occupational roles which conflict with masculine and feminine roles of the characters.

In a reading passage in *New Cutting Edge/Intermediate Students' Book-2005 page 52*, there is a female character who was a geography teacher before she became a plumber and a male character who worked as a supervisor in an electronics factory before he lost his job and started to look after his children. It is widely-known that being a teacher is generally associated with women and the jobs requiring physical effort, such as being a plumber, are accepted as the men's jobs. However, in this reading passage it is noticeable that both men and women are tried not to be stereotyped in terms of their professions. It is noteworthy that only in this coursebook a man is shown as a character who loses his job and makes a deliberate choice to rear his children alone instead of looking for another job.

Moreover, in a reading passage titled *"What might tomorrow bring?"* in *Messages 4/B1 Students' Book-2006 page 80*, there is another woman figure who is in a non-stereotypical role. In this example, the female character is depicted in typically a masculine occupation such as being a private investigator whose life is full of action, adventure and danger. In another reading passage in *Adventures/ Intermediate Students' Book-2005 page 83*, there is a female character who directs a computer games company although this kind of status such as being the executive of a firm is generally accepted

as an unrealistic position for women, because women are considered to be over-emotional and lack of logical thinking so they cannot deal with directing a serious company such as a computer company. Other unexpected, but possible roles for women are the roles of acrobats and hockey players which are also accepted as men's jobs because they are dangerous and require physical power.

On the one hand women are depicted in managerial status such as being head of a department or the manager of a company, on the other hand, they are still shown as a devoted mother and wife who is always engaged in household chores. In one shot in *New Cutting Edge/Intermediate Students' Book-2005 page 8,* there is a woman wearing a two-piece suit and holding a clothes basket in one hand and books in the other. Her clothing style gives the image of a working woman and the clothes basket which she holds, tells us that she is also busy with doing housework. This photo gives an encouraging message that despite having a career, women are responsible for the household duties as well. The woman in the picture is in a housewife role even though she has a career outside the house.

In one of the reading passages in *New Cutting Edge/Intermediate Students' Book-2005 page 55,* there are two male candidates for the positions, assistant hotel manager and part-time child-minder. What is unusual and significant about this passage is that although childcare is generally associated with women, there are two men candidates who are considered to be suitable for part-time child-minder job.

Research Question 3 – Do the coursebooks published in the 1970s and the 2000s reflect certain relational gender patterns in both visual and written materials?

In reading passages, gender ideology is tried to be transmitted through stereotyped roles. In familial relations, fixed relational patterns are observed like mother-daughter and father-son. For instance, in a reading passage titled "*Composition 20*" (*Guided Course in English Composition-1969 page 63*), there is a devoted daughter figure who never married in order not to abandon her mother. She sacrifies her life to take care of her mother. Moreover, she leaves school for the sake of making extra income to support

her siblings. In another reading passage titled "Who is the boss?" (*Foundations for Reading and Writing Workbook 3-1978 page 61),* there is a fictional father figure who wants to teach his son that in a family, men must be the boss in order to be respected. He tries to impose the traditional belief that women have inferior status in the family. There is one exceptional example of cross gender relation like father-daughter. In a reading passage titled *"60" (New Concept English: Developing Skills: An Integrated Course For Intermediate Students-1967 page 144)* there is a fictional young female character who travels alone for the first time. She is portrayed as weak, vulnerable and scared and in need of being instructed by her parents, especially by her father. What is noteworthy about the coursebooks published in the 1970s is that such kind of specific gender relations in the illustrations is not observed. They can only be found in the reading passages.

It is noteworthy that in one of the coursebooks titled *New Concept English: Developing Skills: An Integrated Course For Intermediate Students-1967,* women are mostly seen in the nuclear family, namely, women are generally in the roles of mother and wife. Nevertheless, men can be seen as friends who enjoy living together. Only in one shot, two men and a woman are shown as friends. However, in the coursebook titled *Foundations for Reading and Writing Workbook 3* there are lots of illustrations in which men and women are friends, couple or family.

As listed in the tables in the previous chapter, there are different relationship roles, beside being father, husband, wife and mother, given to men and women in the coursebooks published in the 2000s. Men can be seen as brother, son, groom, friend, boyfriend, mourner, best man, classmate, colleague, and grandson. Women are shown as grandmother, daughter, girlfriend, bride, bridesmaid, classmate, colleague. In familial relations not only gender dependent relational patterns like father-son, mother-daughter, but also cross gender relations like father-daughter, mother-son, are observed in the photos. Examples for gender dependent relation pattern are as follows:

- A father figure saying good night to his son in bed (*New Cutting Edge / Intermediate Students' Book-1967 page 131*)

- A mother figure giving pocket-money to her daughter (*Adventures/Intermediate Students' Book-2005 page 65*)
- A father and his son looking at a computer (*New Cutting Edge* / *Intermediate Students' Book-2005 page 8*)
- A father and his son in a department store where electronic equipments are sold (*New Cutting Edge* / *Intermediate Students' Book-2005 page 88*)
- A mother figure and her daughter chatting, the father and the son watching them in the kitchen. (*Messages 4/ B1 Students' Book-2006 page 74)*

Examples for cross gender relations are as follows:

- A grandmother and her grandson (*New Cutting Edge* / *Intermediate Students' Book-2005 page 43*)
- A mother figure and her son; his arm around her shoulder (*Messages 4/ B1 Students' Book-2006 page 17)*
- A father figure telling his daughter to go to bed (*Messages 4/ B1 Students' Book-2006 page 110)*

Among the examples above, a mother figure giving pocket-money to her daughter (*Adventures/Intermediate Students' Book-2005 page 65*) is significant because traditionally fathers are accepted as the person who provide pocket money for their children.

In a reading passage in *New Cutting Edge*/*Intermediate Students' Book-2005*, there is a mother figure who has become more and more withdrawn after her husband's death and a daughter figure who is in a dilemma of not leaving her mother alone and moving into another country and beginning a new life with her family. She really has difficulty in making her mind about moving into another city because she does not want to leave her mother alone. This example can be regarded as a typical mother-daughter relation.

One of three coursebooks titled *New Cutting Edge*/*Intermediate Students' Book-2005* includes an extraordinary example of a woman who betrays her husband with another man through the Internet. She is represented as a woman having a passionate love affair with a young man even though she has a baby, the man is depicted as a person who has

not experienced such a serious affair with a woman before. As it is known, this kind of relationship via the Internet is seen as ordinary today. However, the unfaithful female figure is a new concept in coursebooks.

Research Question 4 – What are the personal characteristics attributed to "men" and "women" in the photos and reading texts in the coursebooks published in the 1970s and the 2000s?

In addition to low visual representation and inferior status in both illustrations and reading passages, women also suffer from stereotyped personal characteristics in the coursebooks in the 1970s. As listed in Table 3 and Table 6 in the previous chapter, women's negative personal characteristics are emphasized. They are represented as being capricious, angry, clumsy, excessively critical, obsessive, fussy, quick-tempered and coward. Furthermore, in a reading passage titled *"The Ideal Servant"* (*New Concept English: Developing Skills: An Integrated Course For Intermediate Students-1967page 122*) there is a fictional aunt character who is represented as over-emotional and very desperate after her husband's death. She is stereotyped as a character responding emotionally to her husband's death. On the other hand, in another reading passage titled *"57"* (*New Concept English: Developing Skills: An Integrated Course For Intermediate Students-1967 page 138*) there is a fictional "father" character who is shown as a person strong enough to manage to go on with his life after his wife's death. That is to say, men are stereotyped as strong, logical and realistic while women are depicted as over-emotional, desperate, self-sacrificing, domestic and subservient characters.

All of the three coursebooks published in the 2000s use some of the photos and reading passages as mediums of transmitting the gender biased ideology. Both men and women are stereotyped in terms of their personal characteristics. Not only positive but also negative features and characteristics of them are emphasized through the photos and reading passages. Men are represented positively as successful, brave, intellectual, calm and negatively as angry, superstitious, boastful, desperate, and unpunctual. Parallel to this, women can be seen as positively emphasized as intellectual, successful and

ambitious. Their negative personal characteristics emphasized through both visual and written materials are as follows: shy, coward, jealous, aggressive, sarcastic, greedy, and grouchy. In *Messages 4 / B1 Students' Book-2006,* one of the photos of personal characteristics stereotyped roles for men is an unusual example because there is a man who keeps a dairy which is actually a habit associated with women. It is believed that men generally do not give importance to such a hobby. Only women are believed to attach a sentimental value to their memories. Besides, in *Adventures/ Intermediate Students' Book page 93,* there is a portrayal of a superstitious man who hopes to get help from a fortune teller. As it is well-known, women are believed to give importance to that kind of superstitious faith, not men. However, in another coursebook titled *Messages 4/B1 Students' Book-2006 page 79*, in one shot, there is a man who does things which are believed to be signs of bad luck such as walking under ladders, opening an umbrella indoors and trying to break the window in order to show that he is not a superstitious person. Consequently, with these two contradictory examples, it cannot be said men are stereotyped as superstitious.

In *Adventures/ Intermediate Students' Book- 2005 page 23*, in one shot, there is a female spectator watching a football match. It is unusual because women in general are not considered to be interested in football which is accepted as a men's hobby.

Research Question 5 – Are there any significant differences or similarities between the coursebooks that are published in the 1970s and the 2000s in terms of their representation of ideologies about "women" and "men"?

There are different and common points among the coursebooks published in the 1970s and the 2000s. The first difference is that the frequency of representation of men and women in visual materials. The rate of women's presence in the photos and illustration has increased while the rate of representation of men in the photos and illustrations has decreased in the period of 30 years. Nevertheless, men are still numerically dominant in the visual materials.

Secondly, it is significant that in the 2000s there are examples of the representations of women and men in occupational roles that are contradictary to their masculinity and

femininity such as a female plumber and a detective and an unemployed male figure taking care of children while in the 1970s neither men nor women can be seen in exceptional occupations that are contradictary to traditional jobs attributed to them. In addition, in the 2000s, women characters can be seen in managerial positions such as the manager of a company or the head of a department in a firm or having prestigious jobs like doctor, scientist, prime minister, etc. However, in the 1970s, the occupational capacities in which women are represented are limited to jobs such as nurse, housewife, shop asisstant, etc. Men, nonetheless, are given diversity of occupations such as pilot, author, sailor, police officer and so on.

Thirdly, mothers are shown as the source of pocket money for their children in the coursebooks in the 2000s. However, in the 1970s, fathers are depicted as the sole breadwinner of the family. Thus, fathers are regarded as the provider of extra income for the children. Another difference can be seen in gender relations in both visual and written materials in the coursebooks. Fixed gender relational patterns like father-son or mother-daughter are mostly obvious throughout the coursebooks in the 1970s while both gender dependent and cross gender relations are visible in the coursebooks in the 2000s.

The fifth difference is that the representation of personalities of the characters in the 1970s are different from the ones in the 2000s. Negative personal characteristics of women such as being clumsy, angry, capricious, etc. are tried to be highlighted via visual materials and reading texts in the coursebooks published in the 1970s. In contrast, women are represented both negatively and positively in terms of their characteristics in the photos and reading passages in the 2000s.

Another different point is that in the 1970s women are constantly in roles of devoted mother and wife who are keen on their families and loyal to their husbands. In contrast to the devoted and loyal female figures in the 1970s, in one of the coursebooks in the 2000s there is an exceptional example of an unfaithful woman who deceives her husband although she has a baby. This example is contradictory to traditional gender ideology which imposes that women must be faithful to their husbands under any

circumstances. Hence, this kind of representation of unfaithful women in the coursebooks can be regarded as unusual.

As Table 16. below indicates, the rate of the frequencies of stereotyped roles in the 1970s are different from the ones in the 2000s. It is noticable that there is a decrease in the frequency of occupational stereotyped roles in the period of time. It can be due to the growing tendency of the ELT publishers and authors not to stereotype male and female characters in visual and written materials in the coursebooks not to offend the language learners. Moreover, as the results reveal, the frequencies of relationship and personal charateristics stereotyped roles have increased dramatically since the 1970s. The reason of this increases can be because the coursebooks published in the 2000s try to involve more issues of relations between men and women and personal characteristics of them in order to give more space to women and make them more visible in the coursebooks than it did in the past.

Although there are sharp differences, the coursebooks published in the 1970s and the 2000s share common points in terms of the distribution of gender in the photos and the illustrations. For instance, male dominance is obvious in the visual materials both in the 1970s and the 2000s. That is to say, in all of the coursebooks that are the core of this study women suffer from low visibility in the visual materials.

In addition, there are no differences among the coursebooks both in the 1970s and the 2000s in terms of their portrayal and emphasizing the role of women as mothers and wives who are responsible for child rearing and household chores in the family.

The following table is a general overview of the stereotyped representation of gender through both visual and written materials in the coursebooks published in different decades.

Table 16. Overall Evaluation of the Coursebooks Published in the 1970s and the 2000s

	Coursebooks in the 1970s	**Coursebooks in the 2000s**
Visibility of "men" in visual materials	%77	%59
Visibility of "women" in visual materials	%23	%41
Occupational roles given to "men"	archaelogist, vicar, dustman, thief, customs officer, smuggler, cook, gangster, gaoler, aristocrat, prisoner, sailor, salesman, shop assistant, workman, potholer, king, ombudsman, beekeeper, police officer, farmer, waiter, cashier, factory worker, woodsman, tennis player, mail carrier, sailor, author, pilot .	businessman, student, actor, singer, aviator, scientist, artist, violinist, poet, political leader, president, football player, doctor, teacher, plumber, hotel owner, firefighter, author, waiter, barman, bus driver, shop assistant, restaurant owner, police officer, fisherman, soldier, unemployed (looking after the children), sailor, presenter, goalkeeper, politician, cosmetic surgeon, hunter, runner, assistant, waiter, mechanic, animal trainer, lecturer, chef, cashier, caretaker, travel agent, slave traders, slave, librarian, journalist, runner, news reporter, editor, director, surfer, trumpeter, private investigator, security guard, farmer, athlete, magician, baseball player, football trainer, workman

Occupational roles given to "women"	nurse, cook, housewife, servant, shop assistant, shop owner, speaker.	businesswoman, student, actress, tennis player, author, fashion designer, doctor, plumber, recruitment manager, presenter, DJ, dancer, waitress, salesperson, prime minister, teacher, housewife, tailor, restaurant owner, politician, image maker, servant, employer, police officer, weatherwoman, assistant in a hair dressing salon, photographer, assistant, fortune teller, researcher, singer, clerk, farmer, news reporter, detective, shop assistant, lecturer, acrobat, hockey player
Relationship roles given to "men"	father, husband, friend boyfriend, son, best man	father, son, grandson, husband, boyfriend, classmate, friend, close friend, colleague, groom, mourner, relevant
Relationship roles given to "women"	girlfriend, wife, mother, daughter, classmate, friend, close friend, bridesmaid, bride	mother, grandmother, wife, girlfriend, classmate, friend, close friend, colleague

Personal characteristics attributed to "men"	fearful, frustrated	forgetful, successful, desperate, helpless, brave, serious, intellectual, football fan, angry, scared, superstitious, boastful, calm, wooer, addicted to adrenalin, devotee of sports, computer games, wild animals, and maths, angry, frightened, rational, emotional, unpunctual
Personal characteristics attributed to "women"	clumsy, capricious, angry, devoted to family, keen on shopping	greedy, worried, successful, ambitious, unhappy, intellectual, shy, coward, emotional, sad, jealous, aggressive, sarcastic, fashion-conscious, football fan, devotee of sport, anxious, happy, upset, sorry, grouchy
Frequency of occupational stereotyped roles	52%	37%
Frequency of relationship stereotyped roles	6%	18%
Frequency of personal characteristics stereotyped roles	2%	11%
Frequency of photos do not fit any stereotyped roles	40%	34%

CHAPTER VI : CONCLUSION

From the beginning of our lives, we are imposed to behave appropriate to our gender roles decided and reinforced by the society we live in. This gender role distinction governs us in every step of our lives. For instance, a little girl is expected to play with dolls or the toys of kitchen utensils. From the earlier period, this little girl is given the domestic, devoted female role. Whereas a little boy is given transportation toys, toy guns or a chess as brithday gifts. May be conciously or unconciously all of us expect him to show his intelligence or strength via these toys. When these expectations are exaggerated, they become gender stereotypes (Basow, 1992: 2).

We acquire the stereotypical gender roles not only in our families but also in schools. At this point, it is worth mentioning the prominent role of the coursebooks as the medium of transmitting the gender ideologies of the societies via the fixed gender roles in the texts, the illustrations and the photos they present.

In this study, the researcher tried to find out whether the coursebooks published in different decades contain stereotyped gender role presentations and a discrimination against a specific gender in terms of their portrayal in the reading passages and in the visual materials. The objective of this study was not to give prescriptions for the gender issues in the coursebooks, on the contrary, it aimed to describe how gender is represented via the coursebooks published in the 1970s and the 2000s. The main aim of this research was to find out whether there were sharp differences or common points between the ideologies of the publishers from the different decades.

After investigating the data including reading texts and visual materials which are considered to reflect gender ideologies with the help of the research questions that guided this study, the following results were reached:

1. Although the rate of women's representation in the photos and illustrations has increased while the rate of visibility of men in the photos and illustrations has decreased in the period of 30 years, men are still numerically dominant in the

visual materials. That is to say, there is still an imbalance in the distribution of male and female characters in the coursebooks.

2. Even though women are mostly represented as having career in outside life contrary to the 1970s, they are still given the stereotyped role of domestic characters who are constantly completing the household chores in the coursebooks in the 2000s which means women are still expected to behave in accordance with the fixed roles the society assigned them even in the 2000s.

3. Parallel to the second result above, there are no differences among the coursebooks both in the 1970s and the 2000s in terms of their portrayal and emphasizing the role of women as mothers and wives who are responsible for child rearing and household chores in the family. In contrary, men both in the 1970s and the 2000s are rarely seen in the role of father figure taking care of children.

4. The different point between the coursebooks published in different decades is that the 1970s women are constantly in roles of loyal wives to their husbands. In contrast to the faithful female figures in the 1970s, in one of the coursebooks in the 2000s there is an exceptional example of an unfaithful woman who betrays her husband although she has a baby. This example is contradictory to the traditional gender ideology which requires that women must be faithful to their husbands under any circumstances. Hence, this kind of representation of unfaithful women in the coursebooks can be regarded as unusual. Thus, it can be said that the concept of ‘love affair’ between male and female has started to change gradually in the 2000s.

5. In spite of the fact that in the 1970s only the negative characteristic features of women are highlighted, in the 2000s both negative and positive personal characters of them are emphasized.

6. In the coursebooks published in the 1970s, there are only gender dependent relational patterns such as father-son and mother-daughter which dominate both the reading texts and the illustrations, in the coursebooks in the 2000s both gender dependent relational patterns and cross gender relations such as father-daughter and mother-son are observed.

7. Although heterosexism in the coursebooks is not the focus of this study, throughout conducting the analysis, it is observed that there are gay or lesbian characters neither in the reading passages nor the illustrations in the coursebooks published in the 1970s and the 2000s.

As a conclusion, although there are differences between the coursebooks in the 1970s and the 2000s, there are lots of common points between them in terms of their transmitting gender ideologies.

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APPENDIX

Document C3 Elaborated descriptive scales used in the advisory feedback section of DIALANG

READING			
	A1	A2	B1
What types of text I understand	Very short, simple texts, typically short, simple descriptions, especially if they contain pictures. Short, simple written instructions e.g. short simple postcards, simple notices.	Texts on familiar, concrete matters. Short, simple texts e.g. routine personal and business letters and faxes, most everyday signs and notices, Yellow Pages, advertisements.	Straightforward factual texts on subjects related to my field of interest. Everyday material, e.g. letters, brochures and short official documents. Straightforward newspaper articles on familiar subjects and descriptions of events. Clearly written argumentative texts. Personal letters expressing feelings and wishes. Clearly written, straightforward instructions for a piece of equipment.
What I understand	Familiar names, words, basic phrases.	Understand short, simple texts. Find specific information in simple everyday material.	Understand straightforward factual language. Understand clearly written general argumentation (but not necessarily all details). Understand straightforward instructions. Find general information I need in everyday material. Locate specific information by searching one long or several different texts.
Conditions and limitations	Single phrase at a time, re-reading part of text.	Restricted mainly to common everyday language and language related to my job.	Ability to identify main conclusions and follow argument restricted to straightforward texts.

Document C1 DIALANG self-assessment statements

CEF Level	*READING*
A1	I can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text.
A1	I can understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text.
A1	I can follow short, simple written instructions, especially if they contain pictures.
A1	I can recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations.
A1	I can understand short, simple messages, e.g. on postcards.
A2	I can understand short, simple texts containing the most common words, including some shared international words.
A2	I can understand short, simple texts written in common everyday language.
A2	I can understand short simple texts related to my job.
A2	I can find specific information in simple everyday material such as advertisements, brochures, menus and timetables.
A2	I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.
A2	I can understand short simple personal letters.
A2	I can understand standard routine letters and faxes on familiar topics.
A2	I can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.
B1	I can understand straightforward texts on subjects related to my fields of interest.
B1	I can find and understand general information I need in everyday material, such as letters, brochures and short official documents.
B1	I can search one long or several short texts to locate specific information I need to help me complete a task.
B1	I can recognise significant points in straightforward newspaper articles on familiar subjects.
B1	I can identify the main conclusions in clearly written argumentative texts.
B1	I can recognise the general line of argument in a text but not necessarily in detail.
B1	I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance.
B1	I can understand clearly written straightforward instructions for a piece of equipment.
B2	I can read correspondence relating to my fields of interest and easily understand the essential meaning.
B2	I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology.
B2	I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.
B2	I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.
B2	I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B2	I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
C1	I can understand any correspondence with an occasional use of dictionary.
C1	I can understand in detail long, complex instructions on a new machine or procedure even outside my own area of speciality if I can reread difficult sections.
C2	I can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Jülide Ahu Tutar

Doğum Yeri ve Tarihi : Mersin 06.11.1982

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi İngiliz Dilbilimi (2000-2005)

Yüksek Lisans Öğrenimi : Hacettepe Üniversitesi İngiliz Dilbilimi (2005-2008)

Bildiği Yabancı Diller : İngilizce.

Bilimsel Faaliyetleri : Yüksek Lisans Tezi (2008).

İş Deneyimi

Stajlar : Arı Koleji, 2003-2004 (Bahar Dönemi)

Projeler :

Çalıştığı Kurumlar : Gazi Üniversitesi YADEM (2006-2007)
Maya Özel Okulları (2007- günümüze)

İletişim

E-Posta Adresi : j_ahu@yahoo.com

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