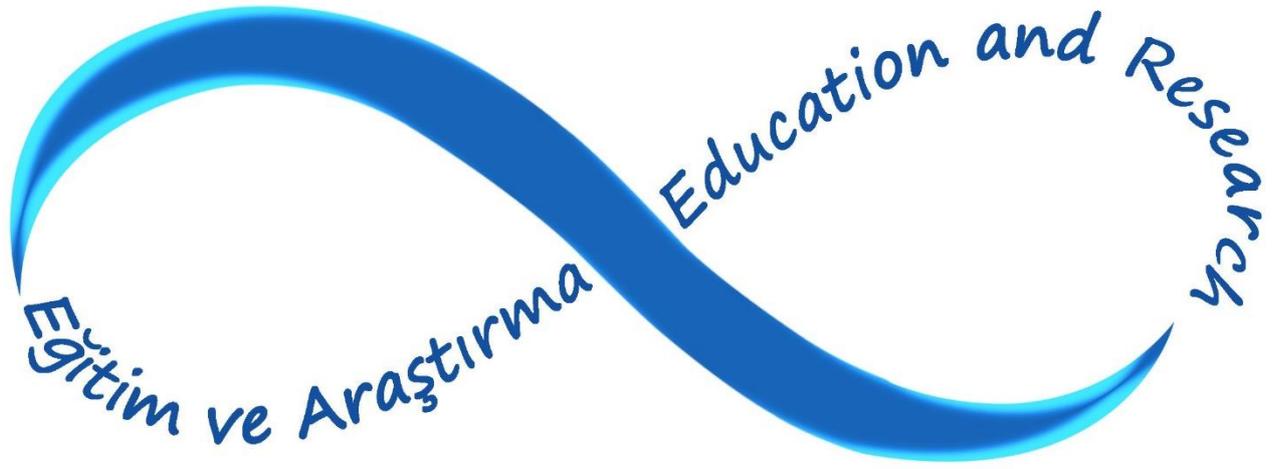




Sınrsız Eđitim ve Arařtırma Dergisi



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The Journal of Limitless Education and Research, Volume 6, Issue 3

Dear Readers,

We are delighted to present you the November 2021 issue of the Journal of Limitless Education and Research.

Our journal has been published continually by the Limitless Education and Research Association (SEAD) since 2016. The aim of our journal is to publish theoretical and applied studies in the field of education and research, to share scientific information at national and international level, create an environment for the production of new information, announce innovations and thereby contribute to scientific production in our country. For this purpose, priority is given to qualified research and review publications in our Journal.

In our journal, the Editorial Board, the Scientific Committee, and the Referee Board members, who meticulously evaluate the manuscripts, are formed by academics that are prestigious experts in their field. Our journal that is strengthened much more with the priceless contributions of the scientists who serve on the boards, authors and you readers, continues to be published without compromising its academic quality.

The Journal of Limitless Education and Research is published three times a year, scanned in various national and international indexes, and it receives numerous citations. Our journal, which had a SOBIAD impact factor of 0.3 in 2019, will be published both in Turkish and English languages as of this issue. Thus, it is aimed at reaching wider audience.

We wish our journal to contribute to the scientific field, and acknowledge all editors, authors and referees who contributed to its preparation. With our best regards.

LIMITLESS EDUCATION AND RESEARCH ASSOCIATION



Sınrsız Eđitim ve Arařtırma Dergisi, Cilt 6, Sayı 3

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Sevgili Okurlar,

Sizlere Sınrsız Eđitim ve Arařtırma Dergisinin Kasım 2021 sayısını sunmaktan büyük mutluluk duyuyoruz.

Dergimiz, Sınrsız Eđitim ve Arařtırma Derneđi tarafından 2016 yılından bu yana kesintisiz olarak yayınlanmaktadır. Amacımız, eđitim ve arařtırma alanındaki kuramsal ve uygulamalı alıřmaları yayınlamak, bilimsel bilgileri ulusal ve uluslararası düzeyde paylařmak, yeni bilgiler üretilmesine ortam hazırlamak, yenilikleri duyurmak ve böylece ülkemizdeki bilimsel üretime katkı sađlamaktır. Bu amaçla Dergimizde nitelikli arařtırma ve derleme yayınlarına öncelik verilmektedir.

Dergimizin Editör Kurulu, Bilim Kurulu ve yayınları titizlikle deđerlendiren Hakem Kurulu üyeleri alanında uzman akademisyenlerden oluşmaktadır. Kurullarda görev yapan bilim insanları, yazarlar ve siz okurların deđerli katkılarıyla her sayıda biraz daha güçlenen Dergimiz, akademik kalitesinden ödün vermeden yayın hayatını sürdürmektedir.

Sınrsız Eđitim ve Arařtırma Dergisi yılda üç sayı olarak yayınlanmakta, çeřitli ulusal ve uluslararası düzeydeki indekslerde taranmakta, çok sayıda atıf almaktadır. 2019 yılı SOBİAD etki faktörü 0,3 olan Dergimiz, artık hem Türke hem de İngilizce yayınlanmaktadır. Böylece daha geniş bir okur kitlesine ulařılmaya alışılmaktadır.

Dergimizin bilimsel alana katkıları getirmesini diliyor, hazırlanmasında emeđi geen bütün editör, yazar ve hakemlere teřekkür ediyoruz. Saygılarımızla.

SINIRSIZ EĐİTİM VE ARAŐTIRMA DERNEĐİ

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Gender Representation in Secondary and High School EFL Coursebooks

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Abstract: This study investigates representation of male and female characters in the reading texts of English language coursebooks in the Turkish secondary and high school context. In order to examine the gender representation in reading texts, Hallidayan transitivity analysis was used; texts were analysed to investigate representation of female and male characters as agents and the assignment of experiential processes to these characters. The findings show that as the students move up in their formal education and as the reading texts become more advanced and lengthier, the number of male agents increase radically. In addition, the agents in the most common two processes used in the reading texts are found to be predominantly male, while the remaining three processes identified were distributed between male and female agents more evenly. However, it is also found that there was still a general trend to assign agency to male characters in lengthier and more advanced texts of later years overall. The findings have implications for teachers as well as coursebook writers.

Keywords: Critical discourse analysis, gender representation, systemic functional grammar, coursebook analysis

1. Introduction

The connection between language and thought has long been explored. Since the well-known Sapir-Whorf hypothesis, suggesting languages reflect different cultures' unique ways of experiencing the world and time (Whorf, 1974), there has been an interest in the relationship between language and thought. Recently, this interest became a subject of debate not only for linguistics but for social studies in general, following the questions raised by the poststructuralist and postmodernist approaches to the nature of reality (Sealey & Carter, 2004). If there is an objective reality, then we can argue that languages reflect this reality, i.e. the relationship between the signifier and signified is representative of the objective reality. However, poststructuralism and postmodernity question availability of an objective reality, and propose instead that subjective realities are constructed by and limited to the individuals' unique experiences and perceptions. Bourdieu (2013) remarks, this reality is limited to the individuals' subjective accounts, in other words it is limited to discourse. If all reality is nothing but discourse, the possibility of communication becomes problematic let alone the possibility of action or agency. However, if there is only one objective reality, agency, again, becomes impossible, as it would be impossible for any individual to escape this reality or the structuration of that reality. We would all be subjects to the rules and structure of that reality without the possibility of a change.

Language is an integral part of this debate. If all is discourse and nothing else, language is all we have for any possibility of an understanding of social reality. This has implications for communication as well as applied linguistics. One approach in linguistics that problematizes the possible relationship between language, thought and social reality is critical discourse analysis (henceforth CDA). CDA proposes that language reflects and reinforces social reality (Wodak & Meyer, 2009). Texts draw on the discursive practices in the production and interpretation process and in turn contribute to these practices (Fairclough, 1995). Production and interpretation of texts, CDA argues, are part of the wider social context (Fairclough, 1995). An advertisement from 1940s, for example, showing a woman hugging jars of food with the writing "Of course I can! I'm patriotic as can be – And ration points won't worry me" (United States War Food Administration, 1944) will be read very differently in 2020s. The wider social context current readers will draw on to make sense out of this text now is very different from the one it was produced in, that is one with a world war and drastically different gender roles for women. Thus, the social context plays a pivotal role in both producing and making sense out of the texts.

Therefore, texts, CDA argues, are produced from a specific perspective, the perspective of its producers (Fairclough, 1995). These subjective perspectives' discourse practices, in time, can become "naturalized" and appear as "common sense" rather than being acknowledged as particular perspectives within the speech community (Fairclough, 1995, p. 35). Failing to recognise that this knowledge is actually part of a socio-historical perspective will reinforce these discourse practices. For example, discourse practices from a strong male perspective, some of which are discussed below, bear the risk of appearing common sensical and part of an objective reality, where women are weaker, in need of help and protection or simply in the periphery rather than the centre of the society they live in.

Within CDA studies, presentation of women is commonly researched to explore the positioning of women in texts (Törnberg & Törnberg, 2016). Construction of gender roles in different genres is often investigated (Zulkifli, 2014; Duman, 2011; Opara, 2012). It is suggested that women are often presented with regard to their physical attributes or their relationship to others, a man (McLoughlin 2000, Graddol and Swann 1989, Goatly 2000, Goddard and Patterson 2000, Lee 1992) or their children. In addition to the presentation of women, female terms are often marked while male terms are unmarked, e.g. waitress is a derivative of waiter, actress is a derivative of actor, and so on. Markedness is arguably an indication that the expected form is male, thus female forms are marked and derived (Graddol & Swann, 1989). Male terms are often used as 'neutral', considered to be inclusive of both male and female (Goddard & Patterson, 2000). For example, peacock is used to refer to both peacocks and peahens. 'Businessperson, firefighter, police officer' have become part of everyday language relatively recently, replacing 'businessman, fireman and policeman'. Yet, 'repairperson and handyperson' still sound less usual than 'repairman and handyman'; and unless the specific person hired to do the job is a woman, repairman and handyman are more likely to be used to refer to both male and females in this business. This practice will inevitably put the female forms in the periphery. Similarly, gender specific terms are often used as generic terms. "He" and "man" are often used to refer to both genders in English (Graddol & Swann, 1989, p. 101; Lee, 1992). It is still common practice in academic writing, for example, to use the pronoun 'he' when referring to a hypothetical person or a person whose gender is unknown.

CDA, by its nature, does not offer a set methodology for analysis of all texts, as each analysis will be bound by the context of the research, the socio-historical position of the texts and researcher and the wider social context. However, transitivity is often a subject of concern

for CDA as it helps us investigate the causality in texts (Trew, 2019; Fowler, 1991). It should be noted that CDA's approach to written or spoken texts is based around the language choices text producers make. An experience in the world can be communicated in different ways, with different choices of lexis and grammar. For example, although "the little boy broke the window"; "the window is broken"; "the window broke with a great noise"; and "the broken window will need to be replaced" all refer to the same event, the linguistic choices, the choices of lexis and grammar as well as choice of omissions, will have different implications regarding the agency of this event on readers/listeners. Therefore, it is important to understand not only how the speaker/writer chooses to represent cause-effect relationships but also who they see as responsible for these processes and who they see as being affected by them. Similarly, Fowler and Kress (2019) propose that processes and agents, among others such as modality, personal pronouns, coherence, and so on, are subjects to analysis in CDA. Thus, Hallidayan transitivity analysis, based on systemic functional grammar (henceforth SFG), is important for analysis of representation since transitivity gives information about the processes, agents, goals and causality in a clause. As this study uses Hallidayan transitivity analysis, I would like to briefly review SFG and transitivity.

CDA uses SFG, among other tools, for analysis of texts since SFG is meaning oriented (Bloor & Bloor, 2007). SFG proposes that meaning is realized through three metafunctions, experiential, interpersonal and textual (Bloor & Bloor, 2013; Halliday, 1994). Experiential metafunction helps realize meaning regarding one's experiences in this world. Interpersonal metafunction is concerned with building a relationship between text producers and interpreters through language; and finally textual metafunction is the function of a language to link one part of a text to the rest of it, and to the wider context (Bloor & Bloor, 2013).

Although CDA uses all three metafunctions, I will only review the experiential metafunction in this paper due to the scope of this study. Experiential metafunction is the meaning realized by the clause regarding our experiences with the world. As Halliday suggests

language enables human beings to build a mental picture of reality, to make sense of what goes on around them and inside them. Our most powerful impression of experience is that it consists of 'goings-on' – happening, doing, sensing, meaning, and being and becoming.

(Halliday, 1994, p. 106).

Halliday (1994) proposes that we realize our experiences in language through six processes: material, mental, relational, behavioural, verbal and existential.

Material processes are those of “doing”. In these processes, an “entity ‘does’ something – which may be done ‘to’ some other entity” (Halliday, 1994, p. 110).

England	scored	against Denmark
Actor	(Material) process	Goal

Mental processes, on the other hand, are those that are related to “sensing” where a human “feels, thinks or perceives” (Halliday, 1994, 114).

She	understands	it perfectly well
Sensor	(Mental) process – cognition	Phenomenon

She	fears	the worst
Sensor	(Mental) process – affection	Phenomenon

She	saw	the movie poster
Sensor	(Mental) process – perception	Phenomenon

Relational processes, processes of “being”, are those that build a relationship between two entities (Halliday, 1994, p. 119). This relationship can be built through identifying one entity with another or through attributing a quality to the entity (Halliday, 1994).

He	is	the toddler
Identified		Identifier

The toddler	is	him
Identifier		Identified

He	is	quite funny
Carrier	(Relational) process – attributive	Attribute

He	has	a rattle
Carrier - possessor	(Relational) process – attributive	Attribute - possessed

Behavioural processes are those regarding physiological and psychological behaviours “like breathing, coughing, smiling, dreaming, and staring” (Halliday, 1994, p. 139).

The little boy	sat up
Behaver	(Behavioural) process

Verbal processes are “processes of saying” (Halliday, 1994, p. 140).

Mummy	said	yes
Sayer	(Verbal) process	Quoted/reported

Existential processes show that something exists or comes into being (Halliday, 1994).

There	is	a great big mess in the living room
	process	Existent

The term 'agent' will be used throughout this study to refer to the entity that is responsible for a process, regardless of the process type.

Construction of gender roles in written discourse has been subject to scrutiny in a number of studies, some of which are reviewed above. Representation of gender roles in English course books is also investigated in a number of research. Beiki and Gharaguzlu (2017), for example, look into the equal and unequal relationships between male and female participants in an English coursebook series. Yaghoubi-Notash and Nouri (2016) investigated inclusion and exclusion of male and female characters and agent and patient roles assigned to male and female characters in English textbooks and found that male characters were assigned significantly different agent roles. Ghajarieh and Salami (2016), found that college level students and high-level jobs such as doctors, engineers, and so on, were assigned to male characters in the secondary, high school and pre-college English course books. Similarly, EFL coursebooks were found to reflect gender stereotypes regarding jobs in a later study (Teliousi, Zafiri & Pliogou, 2020). Emilia, Moecharam and Syifa (2017) analysed transitivity in English textbooks to investigate distribution of processes between male and female agents and found that material processes were the most common type of process found and these processes were predominantly assigned to male characters than female characters, 103 and 73 respectively. In fact this was a pattern in their study, in all but two types of processes, i.e. verbal and relational, the agents were predominantly male. Roohani and Heidari (2012) also found that all processes were assigned to males more than females in their analysis of an EFL coursebook.

Investigating whether there were any changes in the representation of females in textbooks over the years, Lewandowski (2014) compared English grammar books from 1970s-1980s and 2000s. He found that there was a drastic difference in the frequency of use of female characters. In the old grammar books, female characters were used scarcely and they were written in relation to how they looked, their relationships and affect. In the more recent grammar coursebooks, however, the distribution was more even, indicating a positive change (Lewandowski, 2014). A later study reports similar findings in that there is an improvement in

the representation of female characters in a business English textbook between its first and third editions (Goyal & Rose, 2020). However, the female characters were still found to be significantly underrepresented with regard to the social roles and high-level jobs they were assigned to; the frequency of male and female characters appearing in spoken and written texts and initiating conversations (ibid.). Javani and Tahriri (2018) also found that in junior high school EFL coursebooks, female characters were less visible both in text and in illustrations and that female characters were assigned stereotypical activities such as doing housework while activities such as travelling, sports or social activities were assigned for male characters at an overwhelming rate. Dahmardeh and Kim (2020) also found that male characters were used more frequently, they were assigned a disproportionately greater number of jobs compared to female characters.

In the Turkish context, Arikan's semiotic analysis of two commonly used, internationally published English course books showed an underrepresentation of female characters in the visual materials (2005). Additionally, a stark distribution of jobs and social and physical activities between male and female characters were found with high level jobs and physical activities assigned overwhelmingly to male characters. In the same context, a later study found that both male and female characters were represented equally in high school English coursebooks and there was an equal distribution of physical activities between both genders (Demir & Yavuz, 2017). However, both Demir and Yavuz (2017) and Söğüt (2018) found an unequal distribution of jobs among male and female characters in the English coursebooks at Turkish high school level. It was also found that the jobs assigned to females were what could stereotypically be regarded female jobs such as nurse or waitress (Söğüt, 2018) and that male characters were assigned a wider variety of jobs than female characters (Demir & Yavuz, 2017). Demir and Yavuz also analysed mention of both genders in reading texts and conversations and found an advantage to male characters, which, however, was not statistically significant (2017).

Similarly, Aydınoğlu (2014), analysed English coursebooks in Turkish primary schools and found gender bias to be a problem for the 2nd year pupils' English coursebooks while 3rd and 4th years' coursebooks showed an advantage to female characters in the distribution of jobs. However, she also found that overall, male characters took turns in conversations and initiated conversations more frequently than female characters while female characters asked more questions (Aydınoğlu, 2014). A study looking into the gender representation in coursebooks teaching Turkish as a foreign language found that male characters were higher in number but that female characters produced more language and initiated conversation more than male

characters (Nalan, Işıl & Senem, 2018). They also found that the jobs assigned to male characters were in a wider array and they were higher level jobs compared to that of female characters. Female characters were also found to be engaged in activities that could be considered stereotypically female, such as shopping, knitting, etc. and women were defined through their physical appearances while men were assigned dominant roles.

Aiming to build on research on gender representations in English coursebooks, as reviewed above, this study investigates representation of female and male agents through analysing the distribution of these processes in secondary and high school English course books. Thus, the research question it seeks to answer is: How are female and male characters represented in secondary and high school English course books in terms of distribution of processes and agency?

2. Method

As the aim of this research is to understand representation of gender in EFL coursebooks in relation to the socially constructed gender roles, this study operates within the paradigm of critical educational research (Cohen, Manion & Morrison, 2007). Critical educational research aims to understand social phenomena in relation to social institutions. Within the critical educational research, this study adopts CDA as its research methodology, which aims to investigate socio-historical situatedness of the production and interpretation of texts, as argued above (Fairclough, 1995; Wodak & Meyer, 2009). Hence, analysing agents through investigating “Hallidayan transitivity analysis” is commonly used in CDA (Wodak & Meyer, 2009, p. 21). Furthermore, CDA is based on analysing authentic language use in actual spoken and written texts. Thus, coursebooks, texts with authentic language purpose, will lend themselves to CDA. It should be noted that CDA does not adopt “one single or specific theory” nor does it use a single method of data analysis (Wodak & Meyer, p. 5). Instead, depending on the context and aim of research, researchers build on different theories and adopt different data and data analysis methods. This study adopts the understanding that texts are produced and interpreted from particular perspectives and that unless challenged, these perspectives bear the risk of being “naturalized”, as discussed above. Data are analysed using Hallidayan transitivity analysis, as will be discussed below.

2.1. Sampling

Purposive sampling is employed for selecting texts from the English coursebooks used in 2020-2021 academic year in secondary and high schools in the Turkish context. The coursebooks analysed were *Ortaokul ve İmam Hatip Ortaokulu İngilizce 5 Ders Kitabı Student's Book*, *Ortaokul ve İmam Hatip Ortaokulu İngilizce 6 Ders Kitabı Student's Book*, *Let's Learn English Ortaokul ve İmam Hatip Ortaokulu 7 Student's Book*, *Mastermind Ortaokul ve İmam Hatip Ortaokulu İngilizce 8 Ders Kitabı Student's Book*, *Secondary Education Teenwise 9 Student's Book*, *Ortaöğretim İngilizce 10 Ders Kitabı Student's Book*, *Secondary Education Silver Lining 11 Student's Book*, and *Count me in 12 Student's Book*. In order to be able to collect data for discussion of agency through discourse analysis, texts to be analysed needed to be coherent and cohesive units, rather than isolated sentences or fragments of language without a meaningful context, typically found in language practice activities and tasks. This limited the texts to be analysed to reading and listening texts in the coursebooks. As the learners, typically, have more access to reading texts both in and outside the classrooms, reading texts are selected for analysis. Hence, in this study, all the reading texts in the coursebooks of secondary school, i.e., years 5-8, and high school, i.e., years 9-12, are selected for analysis.

2.2. Data analysis

As reviewed above, CDA frequently focuses on agency and Hallidayan transitivity analysis. In this research also, transitivity analysis is conducted. Thus, first clauses in the texts are identified. Next, they are analysed for experiential metafunction. That is, the agents, patients and process types were marked and tabulated. Next, the processes in each type were further analysed for possible patterns in relation to gender representation. Firstly, material processes were analysed to find emerging common themes. For example, "took off to travel, took a helicopter ride, arriving at a village," were categorised under the theme "travelling"; while "teach English, start business, acting" etc. were categorised as "work" and "hiking, swimming, playing soccer, pitching tents, burning a camp fire" are categorised as "sports and outdoor activities". Next, these themes were tabulated for each gender.

Similarly, gender distribution of identifying and attributive relational processes and affect, perception and cognition in mental processes were investigated for possible gender distribution. Finally, the tabulated data were analysed using SPSS 20 for Chi square goodness-

of-fit test to investigate if the distribution of processes were within the expected range of a population or if there were statistically significant differences in the distribution.

In total 1912 clauses were found to have male or female agents in 8 coursebooks and these clauses constituted the data. As the years progress, the number of clauses found in reading texts increased. In year 12, however the number of clauses with human agents decreased. This was due to the higher number of reading texts in this year with non-gender specific agents such as “one” or “most people”, and existential or relational processes without human agents.

3. Results

To answer the research question of how female and male characters are represented in English coursebooks in secondary and high schools, the agency and type of process assigned to female and male characters were analysed. Each clause in reading texts were analysed, agents and process types were marked and tabulated. Next, the processes were categorised. The findings are presented below.

Table 1.

Analysis of Material Processes Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	30	60	1	.157	50
Year 5 male	20	40			
Year 6 female	14	54	1	.695	26
Year 6 male	12	46			
Year 7 female	24	42	1	.233	57
Year 7 male	33	58			
Year 8 female	18	31	1	.004	58
Year 8 male	40	69			
Year 9 female	27	31	1	.000	87
Year 9 male	60	69			
Year 10 female	37	44	1	.233	85
Year 10 male	48	56			
Year 11 female	52	38	1	.005	137
Year 11 male	85	62			
Year 12 female	27	29	1	.000	94
Year 12 male	67	71			
Total female	229	39	-	-	594
Total male	365	61	-	-	

The analysis of reading texts in English coursebooks in secondary and high school show that material processes were the most used processes in all coursebooks. It was found in 594 clauses in the reading texts of 6 coursebooks. Female agents are found more frequently than male agents in the coursebooks for years 5 and 6. From year 7 on, however, this process is assigned predominantly to male agents. In years 8 and 9, the frequency of male agents is more

than double than that of females. Although in year 10, the difference between the numbers decreases, it increases again in years 11 and 12, so much so that, the difference is drastically high again. Unsurprisingly, the results of Chi square goodness-of-fit test point a significant difference between the percentages of male and female agents in years 8, 9, 11 and 12.

Further analysis of the material processes showed a distinction of gender in the distribution of some recurrent themes between genders too (Table 2). Material processes related to work and career, for example, was assigned largely to male agents than female agents, 79 and 40 respectively. Sports and outdoor activities, travel, hobby, and doing repairs were other themes assigned mostly to male characters. Engaging in curricular and extracurricular activities for education and household chores were mostly assigned to females.

Table 2
Common Themes in Material Processes

	N		%	
	Male	Female	Male	Female
Work	79	40	66	34
Sports & Outdoor activities	33	14	70	30
Curricular and extracurricular activities for education	23	27	46	54
Travel	22	10	69	31
Hobby	22	6	79	21
Repair	6	0	100	0
Finance	5	1	83	17
Chores	3	12	20	80

The second most commonly found processes in the reading texts were relational processes. This was a surprising finding as they were observed to be used mostly for introducing and describing people. Relational processes were expected to be a part of language input in reading texts in secondary school coursebooks, as introducing oneself and others is a recurrent language function for earlier stages of language learning. However, it was surprising to see relational processes used for the same purpose in the later years, for whom target language functions are typically more advanced. The distribution of relational processes between male and female agents is presented in Table 3 below.

It should be noted here that, in the distribution of all processes, one pattern found was the overall trend of the frequency of male agents increasing from year 8 on as the language in coursebooks become more advanced and the reading texts become lengthier. This is most visible in the material, mental and relational processes.

Table 3.

Analysis of Relational Processes Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	14	47	1	.715	30
Year 5 male	16	53			
Year 6 female	12	46	1	.695	26
Year 6 male	14	54			
Year 7 female	37	47	1	.574	79
Year 7 male	42	53			
Year 8 female	24	34	1	.009	70
Year 8 male	46	66			
Year 9 female	49	47	1	.556	104
Year 9 male	55	53			
Year 10 female	31	43	1	.239	72
Year 10 male	41	57			
Year 11 female	48	40	1	.023	121
Year 11 male	73	60			
Year 12 female	29	46	1	.529	63
Year 12 male	34	54			
Total female	244	41	-	-	565
Total male	321	59	-	-	

Relational processes are assigned to male characters more frequently than female characters in all eight coursebooks. No pattern was observed in the distribution of attribution or identifying relational processes to male and female characters. Although male characters were represented through this process more in all the reading texts, only in years 8 and 11 the difference was statistically significant.

Table 4.

Analysis of Mental Processes Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	25	68	1	.033	37
Year 5 male	12	32			
Year 6 female	7	37	1	.251	19
Year 6 male	12	63			
Year 7 female	22	39	1	.109	56
Year 7 male	34	61			
Year 8 female	12	41	1	.353	29
Year 8 male	17	59			
Year 9 female	34	52	1	.710	65
Year 9 male	31	48			
Year 10 female	39	53	1	.642	74
Year 10 male	35	47			
Year 11 female	49	48	1	.622	103
Year 11 male	54	52			
Year 12 female	35	51	1	.904	69
Year 12 male	34	49			
Total female	223	49	-	-	452
Total male	229	51	-	-	

The third most commonly used processes by the coursebook writers were mental processes (Table 4). Mental processes are observed to be more evenly distributed between male and female characters compared to the distribution of material and relational processes, as presented above. Female characters were represented in mental processes more than males in years 5, 9 and 12. In addition, in the years where males are observed more frequently than females, the difference is much lower compared to the two processes presented above. No pattern was observed regarding the distribution of cognition, affect or perception between male and female characters. The only statistically different representation is found for year 5 with female characters being assigned mental processes significantly more than male characters.

Table 5.

Analysis of Verbal Processes Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	3	100	1	-	3
Year 5 male	0	0			
Year 6 female	4	100	1	-	4
Year 6 male	0	0			
Year 7 female	4	57	1	-	7
Year 7 male	3	43			
Year 8 female	9	41	1	.394	22
Year 8 male	13	59			
Year 9 female	11	41	1	.336	27
Year 9 male	16	59			
Year 10 female	23	49	1	.884	47
Year 10 male	24	51			
Year 11 female	15	41	1	.250	37
Year 11 male	22	59			
Year 12 female	21	52.5	1	.752	40
Year 12 male	19	47.5			
Total female	90	48	-	-	187
Total male	97	52			

Verbal processes are found to be the fourth most common processes in data. In years 5, 6, 7 and 12, the frequency of verbal processes with female characters in the agent position is higher than those with male characters. None of the distribution is found to be statistically significant. It should be noted also that only five, out of eight, coursebooks were tested for this due to the low number of verbal processes found in other years.

Table 6.

Analysis of Behavioural Processes Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	5	71	1	-	7
Year 5 male	2	29			
Year 6 female	3	37.5	1	-	8
Year 6 male	5	62.5			
Year 7 female	8	42	1	.491	19
Year 7 male	11	58			
Year 8 female	0	0	1	-	9
Year 8 male	9	100			
Year 9 female	13	52	1	.841	25
Year 9 male	12	48			
Year 10 female	16	64	1	.102	24
Year 10 male	8	33			
Year 11 female	5	36	1	.285	14
Year 11 male	9	64			
Year 12 female	3	20	1	-	15
Year 12 male	12	80			
Total female	53	44	-	-	121
Total male	68	56			

Finally, the fifth most common process type found in data is behavioural processes. In years 5, 9 and 10 these processes are assigned more frequently to female characters while in the rest of the coursebooks, male characters are observed more commonly in relation to behavioural processes. None of the differences were found to be statistically significant. However, it should be noted that, in this year too, statistical analysis could not be conducted for all years due to the low number of this process in data.

Table 7.

Analysis of Agency Assigned to Female and Male Characters by Year

	N	%	df	p	Total N
Year 5 female	77	61	1	.017	127
Year 5 male	50	39			
Year 6 female	40	48	1	.742	83
Year 6 male	43	52			
Year 7 female	95	44	1	.058	218
Year 7 male	123	56			
Year 8 female	63	34	1	.000	188
Year 8 male	125	66			
Year 9 female	134	44	1	.023	308
Year 9 male	174	56			
Year 10 female	146	48	1	.565	302
Year 10 male	156	52			
Year 11 female	169	41	1	.000	413
Year 11 male	244	59			
Year 12 female	115	40	1	.002	281
Year 12 male	166	59			
Total female	839	44	-	-	1,920
Total male	1,081	56			

Distribution of agency between female and male characters in all processes in the reading texts of eight coursebooks is also analysed. With the exception of year 5, male characters are assigned more agency positions in reading texts in the coursebooks of both secondary and high schools. The data point that as one moves up in formal education, with the coursebooks employing more advanced language and longer reading texts, the gap between the representation of male and female characters widens. Accordingly, in years 8, 9, 11 and 12, the male characters are found to be significantly more than female characters, as presented in Table 7 above.

4. Discussion and Conclusion

This study investigated the representation of female and male characters in the reading texts of secondary and high school EFL coursebooks through transitivity analysis. The findings show that the material processes were the most commonly used processes in this study. This finding is similar to that of Emilia, Moecharam and Syifa (2017). In this study too, it was found that in later years of education with more advanced language and longer reading texts, in this case from year 7 on, male characters were assigned to this process more than female agents. In fact, in the coursebooks for years 8, 9, 11 and 12, the male characters were assigned this process significantly more than female characters.

It was also found that the themes of material processes assigned more frequently to female characters were 'engaging in curricular and extracurricular schoolwork' and 'household chores'. Nalan, Işıl and Senem (2018) report a similar finding of stereotypical activities being assigned to female characters, as reviewed above. As argued, the stance adopted in this research is that language both reflects and reinforces a particular perspective as social reality. Assigning a limited number of activities to female characters, and constraining these activities to stereotypical ones such as household chores, does reflect a social reality from a particular perspective and unless these stereotypes are challenged, linguistic choices can present this perspective as social reality.

Material processes assigned heavily to male characters were related to 'work', 'sports and outdoor activities', 'travel', 'hobbies', 'repair' and 'finance'. This finding contradicts the findings of an earlier study in which an equal distribution male and female characters and physical activities for both genders were found (Demir & Yavuz, 2017). However, it should be noted that in addition to analysing different coursebooks, Demir and Yavuz's study (2017)

investigated inclusion of female and male characters while this study investigated agency. Thus, it is important that coursebooks are subject to intermittent investigations, using different frameworks, to build a better understanding of gender representations from various approaches in different coursebooks.

The second most common process type found in the coursebooks was relational processes. This process was found to be assigned to male characters more than female characters in all eight coursebooks analysed. Only in the coursebooks for years 8 and 11, a statistically significant difference was found between male and female agents. This finding is not surprising since the number of male agents is higher than female agents and relational processes are used heavily to introduce characters in these coursebooks.

The findings show that there is a fluctuation in the assignment of mental processes for male and female agents. Female characters are represented in connection with mental processes in the reading texts for years 5, 9, 10 and 12 more than male characters. The only statistically significant difference was found in year 5, making this the only statistically significant difference in favour of the female characters for this process. No pattern was found regarding assigning affect, cognition or perception to male or female agents.

Verbal processes were assigned to male characters more heavily in years 8, 9, 10 and 11, with the rest of the coursebooks using this process heavily for female agents. However, the use of this process was limited in the coursebooks compared to the others and no significant difference was found. Similarly, behavioural processes were used scarcely and no statistically significant difference was found. This process was assigned to male characters more than females in years 6, 7, 8, 11 and 12.

Overall, male agents assigned to all processes are higher than female agents, making males more visible than females, as earlier studies report (Roohani & Heidari, 2012; Goyal & Rose, 2020; Javani & Tahriri, 2018; Arikan, 2005). The implications of underrepresentation of female characters in coursebooks inevitably suggest less visible females in the public domain. This, as reviewed in the introduction, bears the risk of reinforcing a social reality where females are less visible in the public domain by suggesting this is 'common sense' or 'natural' (Fairclough, 1995).

Overall analysis of female and male characters in agent positions show that, with the exception of year 5, all the reading texts in coursebooks for secondary and high schools employ

male agents more than female agents. In year 5, female agents were used significantly more than male agents. In years 8, 9, 11 and 12, however, male agents were found to be used significantly more. Although statistical analysis did not yield a significant difference for reading texts of years 6, 7 and 10, it should be noted that the frequency of male agents in these years is more than female agents. The findings suggest that as the proficiency level of the learners are expected to increase and as the reading texts become lengthier, the number of male agents increase. Similar findings were reported by Yaghoubi-Notash and Nouri (2016), as reviewed above, indicating that this is a trend coursebooks writers and teachers should be aware of. Further studies in investigating gender representations in coursebooks can help equal representation of both genders.

CONFLICT OF INTEREST STATEMENT

The author declares that there is no conflict of interest in this study.

RESEARCH AND PUBLICATION ETHICS STATEMENT

The author declares that research and publication ethics are followed in this study.

AUTHOR LIABILITY STATEMENT

The author declares that s/he has done every step of this work himself / herself.

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