



A STUDY OF GENDER REPRESENTATION INEQUALITY IN THE COURSEBOOK HEADWAY FIRST EDITION AND FOURTH EDITION: A COMPARATIVE STUDY

İNGİLİZCE DERS KİTABI HEADWAY'IN 1. VE 4. BASKISINDAKİ CİNSİYET TEMSİLİ EŞİTSİZLİĞİ ÜZERİNE KARŞILAŞTIRMALI BİR ÇALIŞMA

Hayrettin KÖKÇÜ

Instructor, Atılım University, School of
Foreign Languages, Department of Basic
English, Ankara, Turkey
ORCID: 0009-0009-3752-2121

Nazlı GÜNDÜZ

Assoc. Prof. Dr., Hacı Bayram Veli
University, Faculty of Letters, Department of
Western Languages and Literature, Ankara,
Turkey
ORCID NO: 0000-0001-8728-0372

Sorumlu yazar/ Corresponding author:

Hayrettin Kökçü,
Atılım University, School of Foreign
Languages, Department of Basic English,
Ankara, Turkey
Email: hayrettin.kokcu@atilim.edu.tr

Nazlı Gündüz
Hacı Bayram Veli University, Faculty of
Letters, Department of Western Languages
and Literature, Ankara, Turkey

Email:
nazli.gunduz@hbv.edu.tr

Geliş Tarihi/Submitted:

30.03.2023

Kabul Tarihi/ Accepted:

24.10.2023

Anahtar Kelimeler:

Toplumsal Cinsiyet Eşitsizliği, Toplumsal
Cinsiyet Temsili, Toplumsal Cinsiyet
Önyargıları, Ders Kitabı Analizi

Keywords:

Gender Inequality, Gender Representation,
Gender Bias, Course Book Analysis

Kaynak gösterme/Citation:

Kökçü, H., Gündüz, N. (2023). "A Study
of Gender Representation Inequality in The
Coursebook Headway First Edition And
Fourth Edition: A Comparative Study".
World Language Studies, 3(2): 150-175

Abstract

This article attempts to investigate gender representations in a commonly used course book: Headway. This is a comparative study as it examines the first edition of pre-intermediate level Headway and the fourth edition of pre-intermediate New Headway, both of which were written by exactly the same authors. Besides the investigation of any existence of gender-biased representation, the study aims to find out the extension of the changes in the passing 25 years by concentrating on six different categories. These categories are as follows: the existence of female and male characters in textbooks, the roles of family members, the occupational distribution of genders, the distribution of household tasks, the types of leisure activities for each gender and the distribution of famous characters for each gender. The necessary information was meticulously gathered from each different edition of the course book and the data have been provided for readers in tables. Tables with numbers and percentages have also been supplied to show the data analysis and results. As a result, it has been found out that the first edition contains many inequalities in the representations of genders. On the other hand, the fourth edition includes some improvements in terms of gender representation. It includes remarkably a balanced attitude to genders in terms of visibility and family roles. Related to the leisure activities, women are much freer in their choice of free time activities but men have much fewer free time activity choices because male characters are depicted at home in this new edition. The rest three categories still reflect some kind of inequality. First of all, women still do most of the household activities in the course book. Secondly, men still have far more occupational variety than women. Lastly, there are more male famous characters than female ones in this new edition.

Öz

Bu makale, yaygın olarak kullanılan Headway İngilizce ders kitabındaki toplumsal cinsiyet temsillerini incelemeyi amaçlamaktadır. Çalışmada, aynı yazarlar tarafından kaleme alınmış olan orta seviye öncesi Headway'in ilk baskısı ile 4. baskısı olan New Headway İngilizce ders kitapları karşılaştırılmaktadır. Çalışma, altı farklı kategoriye odaklanarak toplumsal cinsiyet yanlısı temsilin varlığının incelenmesini ve kitabın her iki basımında geçen 25 yıl zaman zarfındaki cinsiyet temsili açısından meydana gelen değişimin boyutunun belirlenmesini amaçlamaktadır. Kategoriler; ders kitaplarında kadın ve erkek karakterlerin varlığı, aile üyelerinin rolleri, cinsiyetlere göre meslek dağılımı, ev işlerinin dağılımı, cinsiyete göre boş zaman etkinlik türleri ve kitaplardaki ünlü karakterlerin cinsiyete göre dağılımı şeklinde belirlenmiştir. Farklı zamanlarda basılan her iki İngilizce ders kitabından elde edilen veriler titizlikle incelenip, tablolar şeklinde okuyucuya sunulmuştur. Ayrıca, elde edilen verilerin analizi yapılmış ve elde edilen sonuçlar rakamlarla ve yüzdelerle ifade edilmiştir. Sonuç olarak, Headway İngilizce ders kitabının ilk baskısının cinsiyet temsili açısından pek çok eşitsizliği barındırdığı, dördüncü baskıda ise cinsiyet temsili açısından bazı olumlu gelişmelerin varlığı tespit edilmiştir. Söz konusu yeni baskının, görünürlük ve aile rolleri açısından cinsiyetlere yaklaşımı oldukça dengeli bir tutum içermektedir. Boş zaman etkinlikleri konusunda, kadınların çok daha özgür olduğu, ancak erkeklerin daha az seçeneğinin olduğu görülmüştür. Geri kalan üç kategoride ise, ev işlerinin büyük bir çoğunluğunun kadınlar tarafından yapıldığı, erkeklerin çok daha fazla mesleki çeşitliliğe sahip olduğu ve erkek ünlü karakterlerin ünlü kadın karakterlere göre sayıca fazla olduğu görülmüştür. Dolayısıyla eserin 4. basımında cinsiyet temsili bağlamında denge hâlen yeterince sağlanamadığı söylenebilir.

1. INTRODUCTION

The first institution in society which helps younger generation to instill norms, traditions and values in a society is family. In other words, it is the first area where we socialize and learn the way how we can live a good and peaceful life. Having obtained the fundamentals related to our future life from family, the second and maybe the most important institution to learn or change the norms, traditions and values is school. It is not only the place where we are loaded by a wide range of subjects such as maths, history, geography or philosophy but it is also the place where we make up our social and cultural identity. A significant part of this acquired social identity is gender and it is defined by West and Zimmerman (1987, p. 142 cited in Elçin, 2022) as something which is obtained through the social commitment to behavioral roles and implemented accordingly but which doesn't occur naturally from birth unlike 'sex'. In other words, it is constructed over time through the community you live in. Children begin to interact others and discover the gender identities, which are influenced by the culture they live in, in educational institutions like schools. As a result, education has a significant impact on how each learner develops into an adult in community (Yılmaz, 2012, p. 1). One of the most important resources to carry out this responsibility is the course books used in schools. Therefore, course books have a crucial role in the development of new generation.

In EFL context, using course books is highly common in classrooms and also they have crucial role in teaching English. Since students typically have familiarity with the culture and values of the language on the focus via textbooks, they play a significant role in EFL education (Bahman and Rahimi, 2010, p. 273). Yılmaz (2012, p. 1) explains the importance of course books in EFL classrooms by saying that students studying English as a foreign language (EFL) rarely get the chance to interact with native English speakers or visit English-speaking nations. As a result, when it comes to language input, students first encounter course books in schools. Taking this point into consideration, the content of course books is of high importance in as much as not only students but teachers are also exposed to these highly valuable classrooms materials for long hours. As a content, they usually include a wide range of reading texts, listening texts, exercises and visuals, by means of which the target language and most of the time some cultural elements are presented to the learners and teachers. In addition to these linguistic and cultural elements, course books can be the medium of imposing personal beliefs, values and biases to learners consciously or unconsciously as we can do this through language. As Fairclough (1989, cited in Demir and Yavuz, 2017, p. 104) expressed, language contains a wide range of ideologies.

One of these ideologies transmitted through course books is about gender roles. As it is mentioned previously, gender is defined as something which is not obtained from the birth but it is constructed over the course of time with the help of the society you live in and course books may have an impact on the development of gender roles. Since the majority of classroom instruction is based on course books, it may be argued that they, in all its forms, have the capacity to change students' opinions and beliefs on a variety of sociocultural issues, from gender and popular culture to religion and socioeconomic class carried out with their aid (Arıkan, 2005, p. 30). Hence, the equal representation of women in course books is crucial in order to support learners' development of social identity, particularly in terms of gender roles. It's frequently said that the way people are portrayed in ELT course books whether they appear in reading passages, exercises, or visual elements is unbalanced (Arıkan , 2005, p. 30). According to the World Bank Data website, women make up the half of the world population (49.7%). However, there is a concern if they are represented equally in course books or not. Beginning in the 1970s, studies carried out in Western nations have shown that women are portrayed in "traditional" roles as wives and mothers and are portrayed as emotional and helpless beings, while men are shown as having strong personal qualities and characteristics and working in more diverse occupational options (Cincotta, 1978; Hartman and Judd, 1978 and Hellinger, 1980 cited in Yılmaz, 2012). Girls are shown in children's books less frequently than males, according to research, and stereotypical portrayals of both sexes are common. (Singh, 1998 cited in Arıkan, 2005).

Aforementioned unbalanced representation of genders in course books may have a negative impact on learners in some ways. A fascinating illustration of the unfavorable impact of this situation is Schultze's (1974 cited in Söğüt, 2018, p. 1723) study, in which the author claims that the lack of females and feminine examples in a Russian textbook is the reason why students are unable to identify feminine endings in past-tense verbs. There are some other ways by means of which this gender-biased attitude in course books may have an impact on learners. According to Sunderland (1992, p. 86), this effect can be observed in three ways. For one thing, any unintentional influence of female characters who have limited social, behavioral, and linguistic roles does not imply the empowerment of female learners' cognitive and communicative abilities. Another way is that female students are more likely to be hampered than helped in their learning if they are aware that the female characters in their course books are sparse and have limited roles. If they are offended, alienated, or made to feel marginalized

by this, they will then become demotivated. Lastly, language models might present a form of conversational discourse that emphasizes "male firstness" to the entire class.

Considering all these, this specific study aims to make a contrastive analysis of a commonly used course book's 1st and 4th edition in terms of gender representation. In the literature, there are some similar studies but this study is different in that there hasn't been a comparative analysis of this course book series at this level. The books are New Headway pre-intermediate (1994 edition) and New Headway pre-intermediate (2016 edition). In general, publishers modernize their books over time by adding and excluding some parts and update the content of them according to the needs of learners of that period of time. The study is expected to shed light on the differences in the representation of genders over the course of these 25 years by focusing on six criteria, five of which are also used by Yılmaz (2012). These are as follows: the existence of female and male characters in textbooks, the roles of family members, occupational distribution of genders, the distribution of household tasks, and types of leisure activities for each gender. The sixth criterion added to this study is the distribution of famous characters for each gender, which was partly inspired by Elçin (2022).

2. LITERATURE REVIEW

The studies about gender representation in text books date back 1970s. Since then, there have been a wide range of studies all around the world. Some of them are related to locally published text books and some others are about internationally published books. Most of them carried out their studies in different ways but the common purpose was to identify gender-biased language in text books.

One of the earliest studies about school textbooks was carried out by Graham (1975). In her article, Graham gives information about gender-neutral terms used to describe men and women as well as the creation of a non-sexist school dictionary for kids. Before creating this dictionary, lexicographers had to scan 700000 computer citation slips and found out that there were much more male characters in school books than female characters although there were more women than men in the real world. Also, from their study, it was found out that boys and girls were also being imposed distinct sets of values, various standards, and various objectives. Boys in school textbooks competed in athletic events, rode bicycles, sped around in fast cars, and launched into space for Mars. Girls, meanwhile, were more concerned with being than doing. She concluded her article by saying that now more than ever, we have a responsibility

to use our words more carefully as authors, educators, and parents. In life and in language, children of both sexes should receive equal treatment.

Another study is the one carried out by Hartman and Judd's (1978). Their purpose was to examine how women are portrayed in existing textbooks at the time. As a result of their research they found out that women were frequently less visible than men, frequently the target of jokes, frequently cast in traditional roles, and frequently given clichéd emotional reactions. They stated that the language patterns previously identified as biased were reinforced by the illustrations in the books. The differentiation between boys and girls, the use of the term man as a bound suffix and an independent word, the generic he, and titles for men and women were some of the topics covered in their study. As a result, the portrayal of women in the literature was determined to be biased by all aspects. The report concluded with a few suggested improvements that could lessen the bias then prevalent in the portrayal of women in ESL materials by maintaining the primary educational objective of teaching English to non-native speakers.

Sunderland (1992) also implemented a study on this issue. Her study aimed to provide an overview of the problems and research related to three areas where gender was present in EFL classrooms: the English language, the resources and the processes such as learning styles and strategies as well as different types of interactions in class. The article also briefly discussed the effects of gender on classroom interactions and materials on language learning.

Porreca (1984) had an investigation on the issue of sexism in ESL materials, specifically how it appears in textbooks and what effect it has. A content analysis of the 15 most popular ESL textbooks in those years (based on a collection of textbook lists from 27 ESL centers) was detailed after a review of research on the connection between language and sexism. The study concentrated on nouns, masculine generic constructions, adjectives, firstness, occupational visibility in texts and illustrations, and omission in texts and images. The two least sexist textbooks and the key issues with the other textbooks were examined after the findings were reported and assessed.

In his study, Arıkan (2005) investigated the visual components of two intermediate ELT course books (The New Headway and Think Ahead to First Certificate) by using the knowledge and viewpoint gained from Cunningsworth (1995 cited in Arıkan, 2005), who previously looked at how age, social class, and gender were depicted in ELT course books. Findings in his research showed that both numerically and qualitatively, several socioeconomic disparities could be seen

in these visual materials. The findings overwhelmingly demonstrated that men outnumber women in these visual materials (29.80% females to 70.20%).

A study was carried out by Diktaş (2010) so as to examine gender representations in two distinct series of course books that were used by state schools and private schools as materials in 6th, 7th and 8th grades in 2009 and 2010. The ones used by state schools were prepared by Turkish Ministry of Education and the other sets of course books were designed by British publishers. The aim of the researcher was to compare the similarities and differences between these two sets of course books. She made this contrastive analysis focusing on 8 different elements in the books. These are as follows: representations of gender in illustrations and texts; the quantity of talk; occupational distribution; the distribution of domestic roles and household duties; adjectives used for male and female characters, free time activities, the distribution of family roles and semiotic analysis of illustrations and texts. It was discovered that women were underrepresented in the words and graphics in the course materials published by the Turkish Ministry of Education. In addition, gender discrimination against women was seen in the categories of profession, family activities, leisure activities, and semiotic interpretation of the drawings. When using adjectives to describe men and women, one might see traditional gender norms of masculinity and femininity. Women were underrepresented in both text and images in the textbooks published by British publishers. Male gender bias was seen in the amount of conversation and leisure activities. The semiotic examination of the drawings came to the conclusion that gender stereotypes for men and women were still present.

Another contrastive study was carried out by Söylemez (2010). In her study, the researcher focused on the construction of social gender identity in reading texts from two sets of course books, Face 2 Face and English File, for the elementary, pre-intermediate, intermediate, and upper-intermediate levels. In order to gather the data, the reading texts in these coursebooks were scanned, and the adjectives preferred to describe both genders were detected and handled in categories. This allowed researchers to ascertain the types of traits that had been attributed to male and female, as well as how their social identities had been created. In contrast to boys, who also acquire predefined masculine gender identities, girls acquire gender roles, attitudes, manners, and behaviors that are approved and encouraged by society and this can be observed in the two different sets of books she studied. In her study she stated that course book authors often employed some adjectives with one gender rather than the other, whether on purpose or not (Söylemez, 2010, p. 751). She concluded that samples of adjectives

without a gender designation should be included in the coursebooks to address the imbalance. For instance, men should be considered when using the term "sensitive," just as women should.

In her study, Yılmaz (2012) compared the first and most recent editions of three different elementary EFL course books produced by foreign publishers and used in diverse nations (New Headway, Cutting Edge and Total English). She determined six criteria for her content analysis. The images of female and male characters in the first editions were found to be more stereotypically depicted throughout the entire study. In contrast, gender depictions have ideally improved in the most recent editions across all analyzed gender stereotype categories.

Demir and Yavuz (2017) did a research in order to find out if ELT course books still included any imbalanced gender representations. They studied on *Yes You Can* as a course book set, which was published by Turkish Ministry of Education. The study benefited from nine different categories to detect any gender-biased elements in the course book set from a wide range of angles. On a page-by-page basis, analyses were carried out on the visual and written contents. The numerical data were described via descriptive statistics, and chi-square tests were used to identify if there was a remarkable difference between the observed and expected values. It was discovered that, on the whole, the course book series studied in this research did not contain any sign of gender discrimination. They concluded that in spite of the fact that men were simply connected with a greater number of jobs than women, *Yes You Can* was the excellent example of how gender should be portrayed in ELT course books.

Another relatively recent study was implemented by Söğüt (2018). By looking at job and adjective attributions, her study sought to give information on how gender roles were distributed in course books. The study used high school EFL textbooks and workbooks produced by the Turkish Ministry of National Education as its data sources. A frequency count was performed as part of the data analysis process to be able to find out several roles given to both male and female characters. In this regard, frequency of the jobs and the adjectives attributed to women and men were identified through token counts. Her analysis showed that, despite some careers (such as teacher, doctor, and architect) and adjectives (such as famous, thoughtful, and successful) being used for both genders, female and male characters in the course books differed from one another in terms of both the number and variety of jobs preferred by the writers for them. The results of the present investigation were in agreement with those of Demir and Yavuz's (2017) study because men were connected to a disproportionately larger number of careers in *Yes You Can* than women. However, her current study didn't correspond with their study in terms of the distribution of occupations and adjectives. Also, the results didn't line up

with their assertion that the course book had extremely intricately distributed, gender-inclusive language and representations. She concluded that this different comment might have been caused by their studies' scope.

Another recent study on gender representations in English coursebooks was carried out by Acar (2021). Her study examined the four sections of the ELT textbook "Progress", which Turkish Ministry of Education released in 2019, in order to ascertain the roles that men and women are given in terms of employment, interests, and home responsibilities. She also examined the proportion of men and women depicted in photographs and the way the visual discourse positions gender. The findings showed that while the textbook contained encouraging messages about gender representation, it nevertheless adopted a sexist viewpoint in terms of the categories which were looked at throughout her study. The researchers drew the conclusion that while gender representations have improved, there is still a lack of an equal representation of female and male characters in all categories.

A highly recent study on gender representations in course books was conducted by Elçin (2022). The researcher investigated 3rd and 4th editions of English File at different levels in order to be able to identify the differences in terms of gender representation. The categories that were analyzed are: female and male characters in written and visual works; famous male and female figures; jobs; domestic tasks; and family responsibilities. The representations were counted for each category, and the elementary, pre-intermediate, and intermediate levels of both editions were then compared. The comparison of the findings showed that, in spite of some minor adjustments made to promote equality, the fourth edition did not significantly enhance the equality of gender representations or the eradication of gender bias. Male characters were more prevalent in texts and visual media, whereas female characters were more frequently depicted in domestic roles, household duties, and servile jobs. Characters were nevertheless portrayed in a stereotypical manner.

3. METHODOLOGY

Our aim in this study is to identify and compare gender representations in the 1st and 4th editions of a course book at pre-intermediate level. As a result of my research, we hope to find the answers of the following research questions.

3.1. RESEARCH QUESTIONS

1. Are females and males represented in the pre-intermediate EFL course books Headway (First Edition) and New Headway (Fourth Edition) fairly enough?

2. What has changed in terms of gender representations in the pre-intermediate EFL course books (First Edition) and New Headway (Fourth Edition)?

3.2. RESEARCH DESIGN AND DATA ANALYSIS

Mixed method research design is employed in this study. In other words, the data gathered are analyzed both quantitatively and qualitatively. Quantitative analysis is employed because we need the calculation of the frequencies of the target features. On the other hand, qualitative analysis is also required to make comments on the data gathered. Content analysis is also required in this study because it is a methodical approach to reading through or assessing materials that can also be used in mixed methodologies research (Bowen, 2009 cited in Demir and Yavuz, 2017, p. 106).

Course books are used as the study's data sources and the content analysis approach is used to carry out the investigation. To identify any changes that may have developed over time, the collected data is compared under different categories. The course books used are Headway Pre-intermediate (First Edition) and New Headway Pre-intermediate (Fourth Edition), which were published by Oxford Publishing House. The book was preferred specifically because there is no contrastive study for this level with these books although New Headway is a highly popular and well-known book all around the world. There are 15 units in the first edition and 12 units in the fourth edition. In addition to these, the writers are exactly the same in both editions, which helps to lessen the range of different people's viewpoints.

Table 1. *The Course Books Used in the Study*

Books	Headway Pre-intermediate Student's Book	New Headway Pre-intermediate Student's Book
Year of Publication	1994	2016
Authors	John and Liz Soars	John and Liz Soars

Reading texts, grammar spots, visuals, writing parts were included to the study in both editions. However, the listening part was excluded because the listening scripts for the first edition were not available because of its publication year. Also, pronunciation parts were not included because they are used to teach how to produce specific sounds and to show intonation and stress patterns and most of the time there are not meaningful sentences in these parts. Because of practicality issue, only student's book was analyzed. Also, student's books are the ones students are mostly exposed to in EFL classrooms.

The categories used in this study show similarity as the ones used in previous research studies. There are six categories the study focuses on and five of which were taken from the study of Yılmaz (2012). These are as follows: the existence of female and male characters in textbooks, the roles of family members, occupational distribution of genders, the distribution of household tasks and types of leisure activities for each gender. The last category is the distribution of famous characters for each gender. This was partly inspired from the study of Elçin (2022).

4. FINDINGS AND DISCUSSION

The results of the research are shown below separately depending on six different categories mentioned before.

4.1. THE EXISTENCE OF FEMALE AND MALE CHARACTERS IN TEXTBOOKS

Omission is among the most frequently studied sexist attitude in gender-based studies. It implies that women's achievements and they themselves as a human being, are not significant enough to be featured when female characters do not show themselves as frequently as male characters in the text (together with the illustrations that are used to strengthen the text) (Porreca, 1984, p.706). Therefore, we focused on the visibility of female and male characters in each edition of Headway by detecting not only textual materials but also visual materials. As it is seen in table 2, there is a high amount of inequality in both visual and textual materials in the first edition of Headway. While the number of female characters in visual materials is 166 (38,78%), the number of male characters is 262 (61,22%). Also, the number of female characters in textual materials is 138 (36,5%), but the number of male characters is 240 (63,5%). On the other hand, there is a remarkable improvement in the 4th edition of New Headway both in visuals and textual materials. The number of female characters in visual materials is 254 (47,83%) and the number of male characters is 277 (52,17%). In textual materials, there are 156 (46,84%) female characters whereas there are 177 (53,16%) female characters. When we look at table 3, we can see the general representation of male and female characters in each editions (Male characters make up about 53% of the course book and female characters make up about 48%). It is clear that there has been a great progress in terms of equal representation of genders in more than two decades. However, higher percentages still belong to male characters.

Table 2. *The Existence of Female and Male Characters in Each Edition*

VISUAL MATERIALS	TEXTUAL MATERIALS
------------------	-------------------

FEMALE		MALE		FEMALE		MALE	
1 st Ed.	4 th Ed.	1 st Ed.	4 th Ed.	1 st Ed.	4 th Ed.	1 st Ed.	4 th Ed.
<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>	<i>Frequency</i>
166	254	262	277	138	156	240	177
<i>percentage</i>	<i>percentage</i>	<i>percentage</i>	<i>percentage</i>	<i>percentage</i>	<i>percentage</i>	<i>percentage</i>	<i>percentage</i>
38,78	47,83	61,22	52,17	36,50	46,84	63,50	53,16

Table 3. *Total Presence of Female and Male Characters in Each Edition*

Presence of the characters	FEMALE		MALE	
	Tokens	%	Tokens	%
Headway 1 st Edition	304	37,71	502	62,29
New Headway 4 th Edition	410	47,45	454	52,55

These results are in agreement with some highly recent studies like Acar (2021) and Elçin (2022) in that there is near balance regarding the visibility of male and female characters in recent coursebooks in spite of the fact that the dominant side is still male characters. In sum, the findings in this part suggest that the first edition was published at a time when women still struggled to be more visible in community, especially in patriarchal societies. As a result, the representation of them in coursebooks was not enough. On the other hand, the second edition was published in 2016, so it can be considered a time when women were more engaged in social activities, had much better status in community, and had more freedom. This is somehow reflected in this new edition although it was not able to succeed in creating an exact balance in terms of gender equality. From our point of view, women's visibility in every field as much as men is highly crucial if we desire to see more successful female managers, presidents, mayors, ministers or engineers, especially in patriarchal societies and we should not forget the fact that these coursebooks have been used all around the world and they should reflect the change in community in a more balanced way.

4.2. THE ROLES OF FAMILY MEMBERS

“The true woman’s place was unquestionably by her own fireside—as daughter, sister, but most of all as wife and mother” (Welter, 1966, p. 162 cited in Yılmaz, 2012). Though not always, the stereotype of genders frequently centers on their status in the family. Hence, the next category concentrated on in this study is family roles in each edition. As it is obvious in

table 4, the first edition of headway mostly considers women (61% as mother, wife, daughter or sister) as a part of family and gives less space for other social roles. On the other hand, in the 4th edition, we can say that there is more equal space for both genders (Women:44% vs. Men:56%) since the percentage of men as a part of family is slightly higher than women, which shows the writers' awareness about the distribution of family roles in course books has increased in recent years. In this way, the idea that the right place for women is home is broken and women can have more freedom and as good social status as men in community they live in.

Table 4. *Family Roles in Each Edition*

	FEMALE				MALE				
	Headway Edition	1 st	New Headway Edition	4 th	Headway Edition	1 st	New Headway Edition	4 th	
	Tokens	%	Tokens	%	Tokens	%	Tokens	%	
Mother	18	23	10	15	Father	10	13	8	13
Wife	12	15	8	13	Husband	6	8	6	9
Daughter	7	9	3	5	Son	6	8	9	14
Sister	11	14	7	11	Brother	8	10	13	20
Total	48	61	28	44	Total	30	39	36	56

The findings of Elçin's (2022) study also showed that women outnumber men in terms of representation in household responsibilities. However, as mentioned before, the fourth edition of New Headway in our study somehow reflects the change in the community regarding the status of women in recent years. They are considered out of the context of being a mother, a sister or a daughter. This definitely contributes to the image of women in societies' minds and thus they can be more associated with their abilities in arts, engineering, sports or politics. However, this relatively recent coursebook still requires to balance its attitude to the roles of family members for each gender a bit more in the following editions.

4.3. OCCUPATIONAL DISTRIBUTION OF GENDERS

As to the non-sexist dictionary they were preparing, Graham (1975, p. 60) stated that there was a need for more examples in which women were depicted as more inventive, active and creative as these features were usually attributed to men in text books and men should also have freer choice of occupations like being a kindergarten teacher in text books. In other words, can genders act freely in their choice of careers or do they have to act in the way they are attributed to by the community they live in? Thus, both editions of Headway pre-intermediate

course books have been investigated in order to find out whether any change can be detected since 1975. Firstly, the number of jobs assigned to the male and female characters was counted and the results in table six show that in both editions male characters have more variety in their choice of careers. In both editions men have about 60 % of job alternatives but women have around 40 %. Normally, a kind of positive change is expected in the later edition but unfortunately we cannot see any remarkable difference in terms of equal distribution of occupations for each gender. On the other hand, attributing non-traditional occupations for each gender is also under investigation in this study. In their studies, Booster (2005), Yılmaz (2012), Elçin (2022), and Diktaş (2010), alluded to a list of traditional jobs for male and female characters, so they have been accepted as a reference in this study when attributing jobs as traditional or non-traditional. The results indicate that women are somehow attributed to non-traditional jobs in both editions of Headway (First edition: 22%; Fourth edition: 27 %). Also, there is a bit of improvement in the later edition but of course it is not at appropriate rate. On the other hand, men are mostly associated with traditional jobs (First edition: 56%; Second edition: 52%). The more frequently assigned traditional jobs for males indicate that the course materials support men's superior status in the workplace. This can be summarized that it is more challenging to shift the stereotypical representation of men (Elvan, 2012, p. 57).

Table 5. *Occupational Distribution of Gender in Each Edition*

FEMALE		MALE	
Headway 1 st Edition	New Headway 4 th Edition	Headway 1 st Edition	New Headway 4 th Edition
ballet dancer*	shop assistant*	Teacher**	bike messenger*
fashion buyer*	art gallery owner**	Barman*	Actor*
Translator**	tennis coach**	shipping engineer*	company owner*
Housewife*	DJ**	Chef*	Adventurer*
Worker*	Businesswoman**	Spy*	Forestry worker*
Princes*	Worker*	Painter*	flight attendant**
pediatric doctor**	Housewife*	Postman*	Software programmer*
tennis player**	Paramedic**	Writer*	Shopkeeper*
Teacher*	Teacher*	shopkeeper *	Postman*
Personal assistant*	Designer*	Milkman*	Organizer*
Reporter**	Nurse*	Manager*	Manager*
Secretary*	Restaurant owner**	Policeman*	Businessman*
Bank officer**	Receptionist*	Taxi driver*	Newsagent*
Architect**	Writer**	Store owner*	IT*
Violinist**	Architect**	Doctor*	cheese maker**

Actress**	Archaeologist **	Captain*	financial advisor*
Writer**	Climber**	Scientist*	florist shop owner**
Journalist**	Athlete**	university professor*	Dentist*
Singer**	Accountant**	Sultan*	Doctor*
Director**	Doctor**	Mountaineer*	Journalist*
Shop assistant*	Maid*	Actor*	Professor*
Receptionist*	Singer**	Singer*	Shepherd*
Taxi Driver**		Director*	Writer*
Cashier*		Racing Driver*	Lawyer*
Painter**		Vocalist*	Computer Scientist*
Vet**		Fisherman*	Mathematician*
Nurse*		Miner*	Engineer*
Dentist**		Ballet Dancer**	Choirmaster*
Top Model*		Soldier*	TV Presenter*
Fashion Designer*		Mechanic*	President*
Stewardess*		Farmer*	
		Businessman*	
		Jewelry maker*	
		Computer consultant*	
		Educational consultant*	
		Builder*	
		Vet*	
		Guide*	
		Adventurer*	
		King*	
		Magician*	
		Architect*	
		Pilot*	
		Bank Officer*	

Traditional Jobs: * Non-traditional Jobs: **

Table 6. Occupational Frequencies in Each Edition

	Female		Male	
	1 st Edition	4 th Edition	1 st Edition	4 th Edition
Traditional	14 (19%)	8 (15%)	42 (56%)	27 (52%)
Non-traditional	16 (22%)	14 (27%)	2 (3%)	3 (6%)

Total	30 (41%)	22 (42%)	44 (59%)	30 (58%)
-------	----------	----------	----------	----------

The results obtained by Acar (2021), Demir and Yavuz (2017) and Yılmaz (2012) also indicated that, when compared to male characters in the textbook they analyzed, female characters had fewer vocational roles. These results show that English coursebooks used in classes should be evaluated from this perspective and there should be a more balanced attitude in terms of distribution of occupations for genders since we can see more women in different work areas today compared to the past and this change should also be supported better by textbooks, which students are exposed to every day. The Social Cognitive Theory (Bandura, 1971 cited in Acar, 2021: 57) claims that the modeling of male and female characters in coursebooks has an effect on the students' perceptions of their positions in society. In brief, it would be a good idea to encourage the next generation to think creatively and to imagine a variety of careers for themselves. One of the ways to access achievement in this can be through the coursebooks. Otherwise, the community will continue to determine which vocations are better for different genders instead of allowing them to make their own decisions based on their ability.

4.4. THE DISTRIBUTION OF HOUSEHOLD TASKS

If some tasks are given to one gender over another, students might sense gender discrimination, and an investigation of the distribution of household chores could lead them to believe that certain tasks have gendered obligations. (Elçin, 2022, p.33). In order to observe the situation in both editions, the household activities in the course books have been counted and the percentages have been calculated. The results in table eight and nine have shown that in each edition, half of the household tasks are being carried out by both genders (50%). However, most of the rest of the household tasks in the course books are dealt with by women (First edition:41%; Second edition 50%). In the fourth edition, there is no household task associated with only men. In fact, there are much fewer household tasks in the fourth edition compared to the first edition (First edition: 12 tasks in total; Fourth edition: 4 tasks in total). Although it can be observed a kind of gender-biased attitude in household tasks, we need more activities in the course books to have a better understanding of equal representation of genders.

Table 7. Household Task Distribution in Each Edition

HOUSEHOLD TASKS	FAMALE		MALE	
	1 st Edition	4 th Edition	1 st Edition	4 th Edition
Making breakfast	+	No Task	-	No Task

Cooking lunch	+	No Task	-	No Task
Cooking dinner	+	+	+	+
Cleaning the house	+	No Task	-	No Task
Making the shop list	+	No Task	-	No Task
Doing the shopping	+	+	+	+
Looking after children	+	No Task	+	No Task
Taking care of pet	+	No Task	+	No Task
Doing the garden work	+	No Task	+	No Task
Ironing	+	No Task	-	No Task
Looking after ill family member	+	+	+	-
Washing the dishes	-	No Task	+	No Task
Tidy up the room	No task	+	No task	-

Table 8. Total Household Tasks in Percentages in Headway 1st Edition

HOUSEHOLD TASKS						
Performed by both genders		Female		Male		Total
Tokens	%	Tokens	%	Tokens	%	12 / 100%
6	50 %	5	41,6	1	8,4	

Table 9. Total Household Tasks in Percentages in Headway 4th Edition

HOUSEHOLD TASKS						
Performed by both genders		Female		Male		Total
Tokens	%	Tokens	%	Tokens	%	4 / %
2	50 %	2	50 %	0	0 %	

Regarding the recent studies about modernized EFL coursebooks (Acar, 2021; Elçin, 2022, Demir and Yavuz, 2017 and Yılmaz, 2012), we can see an attempt to decrease gender inequality in terms of the tasks carried out by each gender at home. Our study also shows a kind of improvement in this perspective. However, female genders still seem to be associated with the responsibility for household tasks more than male genders. Younger generations may have challenges as a result of this since they may find it difficult to imagine a life outside of the home, especially in cultures where women are still primarily regarded as being in charge of household duties.

4.5. TYPES OF FREE TIME ACTIVITIES FOR EACH GENDER

A priceless method of monitoring the boundaries that culture establishes for the genders is to learn what kinds of free time and leisure activities are approved for males and females by society (Diktaş, 2010). Considering this, the free time activities in both editions have been counted and the results are shown in table 10, 11, 12 and 13. The leisure activities have been coded as indoor and outdoor activities. While doing this, Demir and Yavuz's (2017), Yılmaz's (2012) and Elçin' (2022) studies have been taken as references. When we look at the table ten and eleven, we can see clearly that there are much more free time activities ascribed to men than women in the first edition of Headway. Fourteen free time activities out of twenty are carried out by men (70%). Two activities are shared by two genders (10%) and only four activities are implemented by female characters (20%). Taking these into consideration, we can conclude that society doesn't let women do many activities in their free time. Also, only one of those activities are outdoor activity (5%). On the other hand, men can do a wide range of activities and most of them are outdoor activities (60%). The statistics are definitely outstanding, which shows that first edition is highly gender-biased in that women don't have enough freedom to spend good time in and out of their home. As for the fourth edition, the table has changed radically. As it is seen in table 12 and 13 obviously, the activities implemented by women are more than the ones carried out by men. Women do nine activities out of fourteen while men do five. More surprisingly, the free time activities carried out by women are all outdoor activities whereas the ones carried out by men are mostly indoor activities (27%). There are no common activities implemented by both genders. For example, women climb, do sport, play electro guitar at parties. On the other hand, men write books, play computer games or cook at home. Although this can be seen something positive for female representation, the unbalance in the percentages should also be considered negatively for men representation. There should be a balance in terms of gender representation in coursebooks to let students be free in their choices of free time activities. There should be as many free time activities indoors attributed to both genders equally as the ones outdoors in as much as they both should be able to realize their full potential.

Table 10. *Free Time Activities in Headway 1st Edition*

FREE TIME ACTIVITIES	FAMALE	MALE
Sailing**	-	+
Cooking*	-	+
Going to bars**	-	+

Playing football**	-	+
Watching TV*	-	+
Climbing mountains**	-	+
Car racing**	-	+
Travelling round the world**	+	+
Visiting museums**	-	+
Working in the garden**	+	+
Learning languages**	-	+
Planning tennis**	-	+
Riding motorbike**	-	+
Hiking **	-	+
Surfing**	-	+
Listening to music*	+	-
Going to the cinema**	+	-
Reading at home*	+	-
Going Dancing**	+	-
Writing stories and poems*	+	-
Indoor Activities* / Outdoor Activities **		

Table 11. *Distribution of Free Time Activities in Percentages in Headway 1st Edition*

Free Time Activities	Female		Male		Both	
	Tokens	%	Tokens	%	Tokens	%
Indoor	3	15	2	10	0	0
Outdoor	1	5	12	60	2	10
Total	4	20	14	70	2	10

Table 12. *Free Time Activities in New Headway 4th Edition*

Free Time Activities	Male	Female
doing sport**	-	+
playing electro and dance music at parties**	-	+
Jogging**	-	+
Travelling**	-	+
Climbing **	-	+
Do gymnastics**	-	+
Go Dancing**	-	+

Horse riding**	-	+
Shopping**	-	+
Playing the piano*	+	-
Cooking*	+	-
Playing football**	+	-
Write a cookbook*	+	-
Playing computer games*	+	-
Indoor Activities* / Outdoor Activities **		

Table 13. *Distribution of Free Time Activities in Percentages in New Headway 4th Edition*

Free Time Activities	Female		Male		Both	
	Tokens	%	Tokens	%	Tokens	%
Indoor	0	0	4	28	0	0
Outdoor	9	65	1	7	0	0
Total	9	65	5	35	0	0

On the other hand, these results mostly correspond with other studies in the field (Acar, 2021; Elvan, 2012 and Demir and Yavuz, 2017) given that there is a radical change in this new edition's attitude to each gender regarding the types of free time activities assigned to them. One difference from other studies can be in our study we could see any common free time activities performed by each gender and fewer free time activities are ascribed to male characters. The reason for this can be as a result of writers' attempt to create a more balanced coursebook, especially for women. Another crucial point is that some activities that are designated for women may send subliminal messages that reinforce the sexist stereotype that women value and care more about their physical attractiveness than men do. Some of these activities are given as going to the gym, going for a walk, jogging and swimming by Elvan (2012:62-63). We have also observed in our study that only female characters are associated with such activities. Hence, in order to create a more balanced textbook for each gender, writers should ascribe these activities to both genders. In this way, we can stop the image in communities that women simply care about their physical appearance and encourage people to adopt the notion that it is normal for both genders to do such activities for their health and body. This will indirectly contribute to the intellectual appearance of women, especially in patriarchal communities.

4.6. THE DISTRIBUTION OF FAMOUS CHARACTERS FOR EACH GENDER

Certain traits ascribed to the characters, such as dominance, attractiveness, wealth, and social standing, can lead students to form an instinctive perception of any gender (Elçin, 2022, p. 32). Taking this into consideration, portraying famous characters in coursebooks must be handled carefully in terms of equal gender representation and we should not ignore the fact that such characters are considered role models by young people. For this purpose, a careful analysis was conducted in this study for each edition of Headway and the results have been indicated in table fourteen. In the first edition, three out of thirteen famous or famous like characters are female. Only Emily Davidson, a suffragette, who was killed by the King's horse in order to make their voice heard by the authorities, was depicted well and on the focus in one of the units as a reading text. The other two famous female characters are Princess Diana and Greta Garbo, but they are not on the focus. On the other hand, there are more famous male characters in the first edition (10 famous male characters). In addition to their being more in percentages (76%), most of them are also on the focus of the unit. In other words, they are depicted in reading texts and reinforced by photos. Some of these famous male characters are James Bond, Ian Fleming, Charlie Chaplin, King Arthur, Robin Hood and Sultan of Brunei. Particularly the last one is a very rich governor of a really wealthy country named Brunei, which is in the East Asia. There is a long reading text about this person, who has two wives and a photo of his in the course book and the text gives information about his luxurious life. All in all, even though Emily Davidson, one of the suffragette women, was mentioned in the coursebook, the first edition of Headway is highly unbalanced in terms of gender representation. These well-intentioned attempts to address modern gender issues and the female sex are not a replacement for a realistic distribution and qualitatively fair representation of female characters throughout the book (Sunderland, 1992, p. 87). As for the fourth edition of New Headway, the situation doesn't change much considering the percentages according to table fourteen. Only three out of fourteen famous characters are female. The difference is that the male famous characters can only be traced in sentences not in a long reading text with a reinforcing photo.

Table 14. *Famous Characters in Visuals and Written Texts in Each Edition*

	FEMALE		MALE	
	1 st Edition	4 th Edition	1 st Edition	4 th Edition
Frequency	3	3	10	11
Percentage	24 %	21 %	76 %	79 %

We can obtain similar information related to this sub-heading in Elçin's (2022) study and her conclusion regarding to this item is in agreement with ours in as much as the male predominance in coursebooks' representation of famous characters has not much improved in more recent versions. The implication here might be that masculine characters are more frequently connected with wealth, power, and success. Contrarily, numerous well-known women have made significant contributions to society throughout history in a wide variety of professions. If they can be more visible as much as male famous characters in textbooks, this will help us to be able to see less gender-biased textbooks, in which women are also depicted as powerful as men. And thus, textbooks will give students of both sexes more equal opportunities to learn about prospective role models, think more creatively, and push their limits in order to succeed.

5. CONCLUSION

The aim of this study was to find the answers of two questions; first, is there a fair gender representation in the two different editions of Headway pre-intermediate level course books (first and fourth edition). Second, what has changed in over 25 years in terms of gender representation in these two editions? Six categories (the existence of male and female characters in textbooks, the roles of family member, occupational distribution of genders, the distribution of household tasks, the types of leisure activities for each gender and the distribution of famous characters for each gender) were determined so as to answer the questions mentioned above and the necessary data were collected from each course book in detail. The results and analysis of the data have been shared in tables by giving numbers and percentages.

The results have shown that the first edition of Headway, which was published almost twenty years after the study of Graham (1975) about non-sexist dictionary, included highly gender-biased content since it included more male characters, women had more family roles, there were variety of occupations attributed to men, women continued to be responsible for most household activities, women couldn't choose their free time activities in and out of their home and there were more famous male characters on the focus. On the other hand, the fourth edition of New Headway, which was published almost two decades after the first edition, includes some improvements in terms of gender representation. In terms of visibility and family roles, there is remarkably a good balance between genders. As to free time activities, women are freer in terms of their choice of activities but male characters are depicted at home because they play computer games, write or read books. The balance is important here because they also need more freedom of activities to realize their potential. As for occupational distribution,

household tasks and the existence of famous characters, the fourth edition is somehow gender-biased in that more jobs and mostly traditional jobs are assigned to men but less jobs are assigned to women, most of household activities are carried out by women and there are more male famous characters in the units. Taking all these into consideration, although it is remarkably recent edition, the fourth edition of New Headway does not include fully non-sexist attitude. In fact, only half of the categories determined by the researcher indicate a kind of improvement in spite of so many years passing between these two editions.

Taking the studies examined in the literature review into consideration, the results in this study are in agreement with them apart from the ones carried out by Yılmaz (2012) and Demir and Yavuz (2017). Yılmaz (2012) claims that in all examined categories of gender stereotypes, gender portrayals have ideally improved in the most recent editions of three different elementary coursebooks. Also, Demir and Yavuz (2017) come to the conclusion that Yes You Can is a perfect illustration of how gender is positioned in ELT course books, in spite of the fact that men were simply associated with a bigger number of jobs than women. On the other hand, the results of this study are more similar to those from Diktaş (2010), Söylemez (2010), Söğüt (2018), Acar (2021), and Elçin (2022) in that gender disparities still exist in the New Headway 4th edition at a certain rate despite the fact that more than two decades have elapsed since the first edition.

This study is crucial as it shows how difficult it is to change people's attitudes. The general adoption of new linguistic conventions and the abolition of specific conventions are both challenging in practice. Lawmaking could not be beneficial (Sunderland, 2006). However, we can raise awareness of equal gender representations among students, teachers, book writers or policy makers. One way to do this is to help our coursebooks improve in terms of content and appearance. Therefore, this specific study may contribute to the field by presenting some data related to a commonly used coursebook for researchers, book writers, policy makers and teachers with the intention of guiding them. Also, our study might help the struggle to improve women's status in society since schools are the places to solve some social problems and coursebooks used in these institutions have a significant role in achieving this aim. Although we live in 21st Century and we can observe a great change in women's position in most communities, there might still exist violence, prejudice and unequal treatment against them in some parts of the world. In order to address this, this study and comparable studies may offer insight to clarify women's place in society by preventing the current scenario from continuing. Another specific contribution of this study to the field is that we have not seen a contrastive

study as to New Headway pre-intermediate (first and fourth edition) in terms of gender representation even though it is a popular coursebook preferred all around the world. Therefore, it gives readers the chance to compare how gender is portrayed differently in these two editions over the course of two decades.

As a suggestion, we should have more studies regarding the sexist representation of genders in EFL coursebooks in all around the world because New Headway is only one of those used in the field. As we know, there are many coursebooks, only some of them have been analyzed from this perspective. In fact, similar studies could be conducted for coursebooks in other languages and even in all the textbooks used in schools. In this way, we may provide each gender more chances to live in societies in which they are treated more equally.

COURSEBOOKS STUDIED

Soars, L. & Soars, J. (1994). *Headway: Pre-Intermediate Student's Book*. (The First Edition). Oxford: OUP.

Soars, L. & Soars, J. (2016). *New Headway: Pre-Intermediate Student's Book*. (The Fourth Edition). Oxford: OUP.

REFERENCES

- Acar, C. S. (2021). An Investigation into Gender Representations in an English Coursebook. *Focus on ELT Journal*, 3(2), 51-64.
- Arikan, A. (2005). Age, Gender and Social Class in ELT Coursebooks: A Critical Study. *Hacettepe Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 28, 29-38.
- Bahman, M., & Rahimi, A. (2010). Gender Representation in EFL Materials: An Analysis of English Textbooks of Iranian High Schools. *Procedia Social and Behavioral Sciences*, 9, 273-277.
- Boster, M. A. (2005) *Gender Equity Of Traditional And Non-Traditional Career Roles in Newbery Award-Winning And Honor Books*. [Unpublished doctoral dissertation]. Liberty University, Virginia.
- Demir, Y., & Yavuz, M. (2017). Do ELT Coursebooks Still Suffer From Gender Inequalities? A Case Study from Turkey. *Journal of Language and Linguistic Studies*, 13(1), 103-122.
- Diktaş, M. Y. (2010). *Gender Representations in EFL Coursebooks: A Comparative Study of Textbooks Designed By Ministry Of Education of Turkey and Non-Turkish Publishers*. [Unpublished master's thesis]. Maltepe University, Istanbul.
- Elçin, H. (2022). *A Comparative Study of the Coursebook English File Third and Fourth Editions in Terms of Gender Representation*. [Unpublished master's thesis]. Maltepe University, Istanbul.
- Graham, Alma. (1975). The making of a non-sexist dictionary. In *Language and sex*, Barrie Thorne and Nancy Henley (Eds.), 57-63. Rowley, Massachusetts: Newbury House Publishers, Inc.
- Hartman, P.L. and Judd, E.L. (1978). Sexism and TESOL Materials'. *TESOL Quarterly* 12: 383-393.
- Porreca, K. (1984). Sexism in Current ESL Textbooks'. *TESOL Quarterly* 18:705-24.
- Söğüt, S. (2018). Gender Representations in High School EFL Coursebooks: An Investigation of Job and Adjective Attributions. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi*, 18 (3), 1722-1737.
- Söylemez, A. S. (2010). A Study on How Social Gender Identity is Constructed in EFL Coursebooks. *Procedia-Social and Behavioral Sciences*, 9, 747-752.

Sunderland, J. (1992). Gender in the EFL classroom. *ELT Journal*, 46(1), 81-91.

Sunderland J. (2006). *Language and Gender*. Routledge. London and New York.

Yılmaz, E. (2012). *Gender Representations in ELT Coursebooks: A Comparative Study*. [Unpublished master's thesis]. Middle East Technical University, Ankara.

<https://data.worldbank.org/indicator/SP.POP.TOTL.FE.ZS> (access date: 21.03.2023)

EXTENDED ABSTRACT

Gender inequality has always been a crucial issue and today it is still discussed in many scholarly fields. One of these fields is education. The discussions on fair representations of genders mostly focus on the course books used in schools. For students, they are extremely important since they are exposed to the material in these books both at home and in the classroom. For this reason, this specific study attempts to investigate gender representations in a commonly used course book: Headway. This is a comparative study in as much as it examines the first edition of pre-intermediate level Headway and the fourth edition of pre-intermediate New Headway, both of which were written by exactly the same authors. In addition to the investigation of any existence of gender-biased representation, the study aims to find out the extension of the changes in the passing 25 years by concentrating on six different categories. These categories are as follows: the existence of female and male characters in textbooks, the roles of family members, the occupational distribution of genders, the distribution of household tasks, the types of leisure activities for each gender and the distribution of famous characters for each gender. The necessary information was meticulously gathered from each different edition of the course book and the data has been provided for readers in tables. Tables with numbers and percentages have also been supplied to show the data analysis and results. In other words, this study contains quantitative and qualitative data for readers. While doing this study, content analysis approach has been used to carry out the investigation.

As a result of this study, it has been found out that the first edition of Headway contains many inequalities in the representations of genders. The first edition includes more male characters and women have more family roles. There are variety of occupations attributed to men, women continue to be responsible for most household activities, women cannot choose their free time activities in and out of their home and there are more famous male characters on the focus. On the other hand, the fourth edition of New Headway, which was published almost two decades after the first edition, includes some improvements in terms of gender representation. It includes remarkably a balanced attitude to genders in terms of visibility and family roles. Namely, women are as visible as men in this new edition and each gender has almost equal number of family roles. Related to the leisure activities, women are much freer in their choice of free time activities. Men have much fewer free time activity choices because male characters are depicted at home in this new edition as they play computer games, write or read books. In fact, the balance is important here because male characters also need more

freedom of activities to realize their potential. The rest three categories still reflect some kind of inequality. First of all, women still do most of the household activities in the course book. Secondly, men still have far more occupational variety than women. Lastly, there are more famous male characters than female ones in this new edition. This study is of high significance in that it provides the opportunity to raise awareness of gender representation inequality among students, teachers, authors and other shareholders and to give an idea for other research studies in this field.