

ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS
TOWARDS
LEARNING MATERIALS FOCUSING ON GENDER SENSITIVITY

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ABSTRACT

ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS TOWARDS LEARNING MATERIALS FOCUSING ON GENDER SENSITIVITY

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This study aims to explore the attitudes prospective English language teachers have towards gender sensitive learning materials, and their attitudes towards using such materials in their own teaching. Sixty four senior students studying at a public university in Turkey participated in this qualitative case study. Data were gathered through a written questionnaire, audio-recordings of group discussions, and semi-structured interviews. Categorized for being positive, neutral, or negative, the results indicated that there are a variety of reasons for the participants' attitudes. The most repeated reasons for their positive attitude towards gender sensitive learning materials was raising awareness through the topic and the topic being acceptable. Some of the responses showed that the participants had a neutral attitude towards such materials which were due to participants' personal concerns and the topic requiring caution.

Their negative attitude was mainly due to the controversy of the topic. The participants' positive attitude towards using gender sensitive materials was mainly due to the authenticity of the topic, and their desire to demolish bias. Their neutral attitude was dependent on students, institution and societal differences. Finally, their negative attitude was due to the reluctance towards the topic and because the topic was found to be inappropriate for learners. Suggestions were made by the participants on the appropriate audience, environment, and context which gender sensitive materials can be used in. Although it may be difficult, such materials can be used in teaching as long as precautions are taken and the materials are adapted according to the audience.

Keywords: gender sensitivity, gender sensitive materials, prospective teachers, English language teaching, controversial topics in language teaching.

ÖZ

İNGİLİZCE ÖĞRETMENİ ADAYLARININ CİNSİYETE DUYARLI ÖĞRETİM MATERYALLERİNE TUTUMLARI

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Bu çalışma İngilizce öğretmenleri adaylarının cinsiyete duyarlı materyallere karşı tutumlarını, ve aynı zamanda bu tür materyalleri kendi derslerinde kullanmaya karşı tutumlarını araştırmayı amaçlamaktadır. Türkiye’de bir devlet üniversitesinde eğitim gören altmış dört son sınıf öğrencisi bu nitel durum çalışmasına katılmışlardır. Veri, yazılı anket, grup tartışmalarının ses kayıtları, ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Pozitif, nötr, ya da negatif olarak kategorize edilen sonuçlar, katılımcıların tutumlarının çeşitli sebepleri olduğunu gösterdi. Bu öğretmenlerin pozitif tutumlarının en çok tekrarlanan sebepleri; bu konu ile farkındalık yaratmak ve bu konunun makul olduğuydu. Yanıtların küçük bir kısmı katılımcıların cinsiyete duyarlı materyallere nötr tutumu olduğunu gösterdi, bu, katılımcıların kişisel kaygılarına ve konunun dikkat gerektirmesine bağlıydı. Negatif tutumları genel olarak

konunun tartıřmalı olmasındandı. Katılımcıların cinsiyete duyarlı materyalleri kullanmaya olan pozitif tutumlarının genel olarak konunun gerekliđine ve onların onyargıları yıkmak istemelerine bađlı olduđu grld. Katılımcıların ntr tutumu, đrenciler, toplumsal farklar, ve alıřtıkları kurumlar gibi faktrlere bađlıydı. Son olarak, negatif tutumları daha ok konuya karřı diren gstermeleri ve konunun đrenciler iin uygun olmamasından dolayıydı. Katılımcılar tarafından cinsiyete duyarlı materyallerin kullanılabileceđi uygun kitle, evre, ve bađlam aısından neriler verildi. Sonu olarak grld ki, zor olsa bile bu tr materyaller derslerde kullanılabilir ancak gerekli nlemlerin alınması, ve materyallerin kitlelere uygun bir řekilde adapte edilmesi gerekmektedir.

Anahtar kelimeler: cinsiyete duyarlılık, cinsiyete duyarlı materyaller, đretmen adayları, İngiliz dili đretimi, dil đretiminde tartıřmalı konular.

To My Family
and
Everyone Wishing for a Better World

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CHAPTER 1

INTRODUCTION

1.1 Presentation

In this chapter, firstly, the background to the study is presented. The purpose of the study and research questions, along with the significance of the study are explained afterwards. Finally, the limitations of the study are briefly discussed.

1.2 Background to the Study

The cultural, social, and historical traditions with which people are surrounded shape their values, ideas, and attitudes towards the world. In other words, traditions are what make up a human being, leading to their perception of everything surrounding them (Noel, 1995). Nevertheless, traditions cannot be summarized only as the factors that a specific culture imposes upon people, but it is rather all a person experiences through their life. Hence, what people perceive at home and out of home, in professional and social contexts, and especially in the context of education are the factors leading to the shaping of one's world view. It is important for people to know about the characteristics of their own culture, but it is also crucial that they can learn and relate to other cultures too (Noel, 1995). It is important that people are presented with differences such as race, ethnicity, religion, gender, and politics among cultures in order to create a positive, bias-free environment. Cultural differences must not be overlooked, they should in fact be exploited for people to be educated, and for them to grow mentally (Kimball & Garrison, 1996).

Education shapes the way we view the world, and this world-view stems from the social and cultural interactions we have in educational atmospheres (Oulton, Dillon & Grace, 2004). Hence, it embodies the grounds from which we see the world around us. The choice of subject matter or materials to be used in a classroom plays a vital role in the articulation of the aims, methods, and values within a learning environment (Tomlinson, 2013). In other words, the topics or materials brought into a classroom should not be undermined because they lead to one's character and idea formation. In this constantly developing world we are in, materials do not merely serve the purpose of providing reading texts or comprehension questions anymore, but they rather help in creating awareness and critical thinking in the areas they focus on (Lirola, 2016). Covering objectives should be important; however, addressing world issues and getting the students to be able to converse on authentic topics should also be equally important (Rahman, 2014).

There is a traditional, textbook-oriented approach in education and this type of an educational atmosphere lacks a focus on social issues such as race, politics, religion, gender, and so on. Such kind of a focus usually does not receive enough importance due to culture, societal beliefs and norms, and schooling traditions. I believe, it can even be said that although such topics are authentic, the authenticity is not a strong qualifier for those topics to be present in the classroom atmosphere. This may also be due to the fact that educators prefer avoiding and de-emphasizing them because such topics are quite sensitive (Evans, Avery & Pederson, 2000). Prohibiting or avoiding topics may result in a focus of prohibition rather than what is being prohibited. Another reason may be that some teachers do not regard controversial topics appropriate for classroom context, as such topics may create an undesirable debate among students. Nevertheless, ignorance of issues that are faced every day makes them seem as if they do not exist at all. Since education is the place where societies are formed in the long run, it is worth understanding the reasons behind the exclusion of such topics in order to lead to a more socially aware teaching and learning atmospheres. Furthermore, this does not mean that those issues must be the center of education but they should be seen as a step towards understanding and approaching the so-called issues more realistically

(Evans et al., 2000). In order to have democratic decision making within a society that is pluralistic, controversial issues must be included in educational contexts (Hahn, 1991).

Among the other controversial issues that are avoided within classrooms, one of the more evidently ignored one is gender especially in more conservative societies (Evans et al., 2000). When controversial topics are discussed in classrooms, as previously mentioned, there is a high chance that it could lead to controversy among students. Especially in discussions on ethnicity, race, religion, or politics, it is highly possible that the students may involve their own identity into the discussion, and this integration of the self may make it difficult to discuss such issues, as they take things personally and become disturbed by any reaction or response they receive from others (Noel, 1995). On the other hand, although gender is a controversial issue to discuss, among the other areas of controversy, it does not require the inclusion of the self to the discussion. Hence, it will not place a strain on the students as much as the others would, given that they do not have to talk about their own identity. Moreover, considering the age range in schools, the topics that students may have an idea about are limited. Not everyone may be able to have a discussion on politics or race, but the same is not applicable for gender.

Children are taught to behave in certain roles depending on the families, and cultural, religious, political, and traditional stereotypes they are brought up in. By the time they start school these stereotypes already shape the way they think. Although education is defined as a place where gender inequality is reproduced (Sadker & Sadker, 1986), it still has the potential to be effective in impacting social and individual change, and it can allow for this inequality to be ascended to a minimal level and for differences to be diminished through time (Esen, 2010). Before even taking steps to deal with issues on gender related controversies, acknowledging gender as a controversy that needs to be focused on is still a factor that requires emphasis. Despite a minor development in the materials chosen to be used in class, gender is still an evident discriminative factor that is shaped by stereotypes (Lirola, 2016). In order to deal with these stereotypes, gender sensitivity can be used as a solution. Gender sensitivity is the act of being

sensitive, understanding, and respectful towards the differences in the gender of people (Nastran-Ule, Šribar & Umek Venturini, 2015). By acknowledging the differences individuals have in their gender orientation, and by being respectful towards them, it is possible to be gender sensitive (Nastran-Ule et al., 2015). As previously mentioned, education is an effective tool to create individual and social change, and its basic function is to eliminate differences among any area that may entail a difference. Therefore, in order to eliminate differences and reduce inequality within the learning atmosphere, it is possible to use education and its facets. Thus, gender sensitivity can be used in order to eliminate the differences in gender orientation, even in the educational sphere. As more information on the topic becomes available to everyone, controversial issues may be resolved more easily than expected.

1.3 The Purpose of the Study and Research Questions

This study aims to gain an understanding of the attitudes of prospective English language teachers towards gender sensitive materials and their attitudes towards using those materials themselves.

The data for this study is gathered from fourth year undergraduate level university students at a state university in central Turkey, with an aim of exploring their lived experiences on material choice. In order to fulfill this purpose, the study at hand aims to answer the following research questions:

1. What are prospective English language teachers' attitudes towards learning materials focusing on gender sensitivity?
2. What are prospective English language teachers' attitudes towards using learning materials focusing on gender sensitivity in their own teaching?

1.4 Significance of the Study

Education covers such a broad spectrum that any topic within the world can be addressed through it. It is also a prominent area in which differences among those aspects cannot only be addressed but also be discussed and provided solutions to. Education is also highly effective in implementing change in both social and individual levels especially to the differences among different groups (Esen, 2010). These groups may differ in terms of culture, social relationships, race, ethnicity, politics, gender, religion, beliefs, ideologies, and so on. Having become very intertwined in terms of all of these aspects, i.e. having become very multi-cultural and globalized, it is vital for those differences not to be ignored, and to be addressed so as to create harmony, understanding, and respect among different groups or individuals within a society. For this positive change to be achieved, an external adaptation process needs to take place. This adaptation can be carried out with the help of education through which people can be taught to respect and love one another. Everyone should have the opportunity to become an equal member of the classroom in which inequalities are learned to be diminished. Societies are bound by certain stereotypes that shape the beliefs and attitudes of its members, and since anyone within a society can be affected by the stereotypes with which they are raised, it is important to use the forever expanding scope of education to lessen and hopefully eliminate those stereotypes that enable people to discriminate one another.

Turkey is one of those countries which is highly affected by the stereotypes and norms of the society (Göçmen & Yılmaz, 2017). Differences in the gender of individuals is not acknowledged, and there is a high percentage of physical and verbal violence that takes place towards people who do not fit in the norms of the society (UNESCO, 2016). These people are reported to be facing problems in the areas of health care, education, and employment, and because of these problems they face they even get to the point of wanting to end their lives (Göçmen & Yılmaz, 2017).

When literature is searched, it can be seen that inequalities within societies such as ethnicity and race have been a matter of discussion for quite a while, with an effort to

eliminate any difference among individuals within a classroom so that this positive elimination can lead to the elimination of racial or ethnic differences within societies (Farkas, 2003). When looking at sources focusing on controversies or inequalities within education, a high amount of information can be found on the relationships between education and politics, race, ethnicity, cultural differences, economical differences etc. There can also be found studies on gender and education. Nevertheless, these studies mainly focus on areas such as narrowing the gap between male and female students who attend school with an effort to bridge the gaps in gender, by leaning towards gender equity (Chisamya, DeJaeghere, Kendall & Khan, 2012). In terms of the materials used in education, when looking at how inequalities or controversies are addressed in text books, it can be seen that the main argument put forward is on the gender stereotypes. It is claimed that these stereotypes are an obstacle in gender equality, and they create a bias on what roles men and women should have, and the use of these materials also lead to the under-achieving performance of girls (Blumberg, 2008). Although it is known that addressing controversial issues leads them to be minimized through time, the gender inequalities have not yet received enough attention for the biases to be affected enough. There appears to be a gap in terms of a variety of aspects such as how gender sensitivity could be achieved through learning materials, perspectives towards gender sensitive materials in education, how such materials could be implemented within the learning atmosphere, and what the implications could be on the usage of gender sensitive materials in education. It is vital for materials to be chosen carefully not to foster any negative thought but to leave room for positive change. Also, in order to narrow the gap in differences between individuals, and to eradicate any negative behavior that may be caused because of those differences, it is once again important for materials to be chosen accordingly. In order to address the aforementioned aspects to a certain degree, this qualitative study will be used to shed light on the areas that have not been mentioned previously. Provided that education is the starting point to implement positivity, eliminate biases, and promote equality; the study at hand tries to provide a further step in diminishing inequality within the scope of gender in education.

CHAPTER 2

LITERATURE REVIEW

2.1 Presentation

This chapter firstly provides definitions and explanations to gender sensitivity. Secondly, material selection in language teaching, topic selection in language teaching, and how these materials are adapted and developed are elaborated in detail. Finally, the studies in the field are summarized and elaborated on.

2.2 Defining Gender Sensitivity

To be able to comprehend the meaning of gender sensitivity, it is vital to know the difference between gender and sex. Sex is the biological and physiological features that are assigned to a person. On the other hand, gender is not biological but rather it is the way a person identifies herself/himself through the roles, behaviors, attitudes, and attributes that have been set by the standards a society believes to be appropriate for human beings (Diamond, 2000). In other words, the way gender is constructed can be affected by the stereotypes, norms, religion, class, and race among different societies and cultures. The assumptions people have for others may create issues because they do not reflect what a person is but what a person should be (Lirola, 2016). In order to deal with the possible problems that may arise, gender sensitivity comes into play. Gender sensitivity is, in very basic terms, being sensitive towards the gender of a human being, by requiring less reliance on assumptions that have been created via traditions, culture, beliefs, etc. and it also refers to acknowledging the cultural and societal influence on the exclusion and bias of gender in all areas of life (Šribar, 2015).

To give a more detailed explanation; gender sensitivity aims for people to acknowledge and take account of these cultural and societal norms that perform in discrimination or to take account of the issues that may arise due to people being disadvantaged compared to others (Nastran-Ule et al., 2015).

Gender sensitivity, or in other words being sensitive, considerate, and careful towards people's gender is important because the gender of a person is often ignored especially when it comes to the educational context (Epstein, 1994). The differences in the gender of people are usually not acknowledged, and often people pretend as if these differences do not exist. This ignorance leads to an atmosphere of inequality within societies and environments such as education (Epstein, 1994). Nonetheless, every student has the right to be equally treated, acknowledged, and respected (Chisamya et al., 2012). It is argued that within the educational atmosphere gender differences should not lead to any bias or inequalities (Houston, 1994). As Houston (1994) further suggests education should be free of all these biases that may arise due to the differences people have in their gender. The complete ignorance of these differences will not entail positive results, but it will actually foster bias. Therefore, it is not plausible to ignore these differences, but as Houston (1994) suggests, they should be approached in a way where differences are respected and acknowledged, i.e. they should be approached by being gender sensitive. Gender sensitivity should be incorporated to all areas of life; however, it is crucial to ensure a gender sensitive environment especially in education because schools are the places in which human beings are shaped (Esen, 2010). Therefore, any problems that may arise, topics that are stigmatized, people who are discriminated or shunned should be non-existent. The school environment should be stripped from these and it should foster positivity, respect, kindness, consideration, and equality.

2.3 Material Selection in Language Teaching

Materials play a vital role in the teaching of languages, given that they provide a basis for what will be covered in class (Yalçın, 2014). Selecting an appropriate material is

one of the most important steps that language teachers have to take because they affect the classroom dynamic as a whole (Yalçın, 2014). The choice of materials should be made carefully so that while facilitating language learning, they can also be sensitive, raise interest, address students' needs, do not foster inequality or bias, and they should also be practical (Yalçın, 2014). Materials in language learning do not necessarily refer to the textbooks used in classrooms (Tomlinson, 2011). Materials can refer to anything used to facilitate language learning such as; newspaper articles, videos, audios, stories, poems, printed exercises, songs, speeches, or even emails as Tomlinson (2011) suggests. He also claims that materials do not solely have to be developed by material producers, but a teacher can also produce her/his own material to be used in language learning. As long as purposeful exposure to language is provided, there can be a variety of materials to choose from (Tomlinson, 2011). No matter what type of a material is used, it is important to use one because materials provide samples of not only the language but also content because as Arıkan (2008) asserts, students do not view course books as mere sources of language but they also see it as a way to learn about other cultures. Along with providing samples, course books also provide the learners with guidance. As Dellal and Yücel (2015) point out, material use increases efficiency, they provide learners with motivation, and provide room for permanent learning.

There are certain factors to consider while selecting materials. What Tomlinson (2011) suggests to be done when choosing a material to be used in the classroom is to make sure to achieve impact. In other words, the material used should have an effect on the students. He states that this can be done in a variety of ways. The three most important factors to consider are: (1) materials should have the element of novelty by including unique and unusual topics, (2) materials should be varied in the sense that they should have a variety in the activities and texts involved, (3) materials should have content that can attract the attention of the learners which also provide them with information that is new and engaging (Tomlinson, 2011). Furthermore, he also states that materials should be presented in an attractive way with the use of pictures and so on, also materials should involve tasks that challenge the learners.

One of the important factors to consider is that a material that may work well with a certain group may not work in the same way with another (Tomlinson, 2011). The impact materials create is variable, and this variation can change from one country to another, or the effect that a material has on one group in the classroom may not be the same on another group within the same class. The variation is also applicable among different cultures, or even factors such as religious or political background matter in the selection of materials. As Tomlinson (2011) suggests, the person preparing the materials needs to be aware of the target audience, and needs to know them well enough to adapt the materials for utmost impact to be created. They need to analyze the materials they wish to use in detail, and they need to be aware of the audience they are addressing (Tomlinson, 2011). They must consider factors such as the age of the learners, the context they are situated in, the cultural, social, and racial differences that may be present among them. The choice of the materials should be made accordingly, because what may be approached positively by a certain audience may not receive the same reaction from another (Tomlinson, 2011). The analysis of the materials can also provide the teacher with an in-depth understanding of what can and cannot work with different groups of learners (Littlejohn, 2011). Moreover, as Littlejohn (2011) states, when teachers go through a process of analyzing materials in detail, they can, through time, explore their own teaching style. While doing this, they can further explore what they feel comfortable with and what makes them uncomfortable while selecting materials. Hence, experience in material selection will not only be beneficial for students but also for the teachers.

In order for the learners to be positively impacted, materials must allow the learners to feel comfortable because, as Dulay, Burt, and Krashen, (1982) claim, learning can be problematic if the learners do not feel at ease. In order to feel comfortable it is important that learners are presented with materials that are culturally relatable. When learners are exposed to materials or topics which they are culturally alien to, then one cannot expect them to feel comfortable while using those materials. It also cannot be plausible if the topic of the materials make learners feel ashamed, shy, or humiliated because these will create discomfort for the learners (Tomlinson, 2011).

Furthermore, materials should motivate learners, attract their attention, keep them engaged and raise interest in them to dig further into the topic as Rahman (2014) claims. Incorporating authentic materials to the teaching process not only fulfills these desires but also provides variety and allows the teacher not to be forced to only teach through the course book (Rahman, 2014). Instead of teaching by using artificially created materials, it is possible to use materials which focus on real-life issues or topics. With the use of authentic materials, language learners are exposed not only to language in a real-life context, but they are also exposed to different cultural content (Rahman, 2014). Hence, such materials will be able to serve different purposes other than just teaching grammar, or vocabulary. While teaching the language, authentic texts can also be used to expose learners to topics that are faced in real life. Examples of these could include; politics, gender, race, ethnicity, and so on. As stated by Breen (1985), authentic materials, topics, or tasks will provide a platform for the learners to be able to communicate with one another. This communication cannot only be about the target language point learners are exposed to but it can also be about the context on which the material is designed. The learner will be able to reconstruct the topic or material against his prior knowledge, and thus, the authentic material/topic will be able to create a real-life meaning in the mind of the learner (Breen, 1985). Learning will become more meaningful; however, this does not mean that the sole focus should be on the authenticity of the material. This means that with authentic materials learners can get a chance to not only learn the language but also explore the real-life context they are presented with.

Additionally, as Lirola (2016) points out, social awareness and critical thinking can be fostered in the minds of the learners when they deal with authentic materials. As she further exemplifies, gender and racism are authentic topics that people all around the world are exposed to. By including such authentic topics to lessons, learners can become aware of issues on bias, differences, alienation, and discrimination (Lirola, 2016). Classrooms are places in which learners can come together and communicate, discuss, and share ideas with each other (Lirola, 2016). The teaching done in classrooms should not be solely based on learning the language but it should also

provide room for students to develop themselves emotionally too. The inclusion of authentic topics that focus on the social issues of the world will further allow the learners to understand, discuss, and analyze the realities of the world. As Lirola (2016) states, gender and race are amongst these realities of the world which can lead students to understand injustice, and the awareness these topics create can lead students to empathize with people who are of a different race or gender.

To sum up, it can be reiterated that there are certain factors to consider when selecting materials to be used in language teaching. First of all, materials should cater for the needs of the students, and teachers should consider the differences among the students and they must make sure that the materials that have been selected do not create any bias and do not foster inequality, or that they do not create negative feelings, such as humiliation, in the students (Tomlinson, 2011). Pardo and Téllez (2009) also suggest that when materials are selected, the aim of the teacher should be to minimize differences among the learners as much as possible. Hence, materials should not make students feel uncomfortable and should be chosen accordingly (Pardo & Téllez, 2009). Second of all, materials should also be considerate towards the institutional needs in which they will be used (Pardo & Téllez, 2009). This can also be related to the society or culture in which the institution is. The policies and regulations that govern an institution should not be disregarded, otherwise problems can be inevitable. Moreover, materials need to be chosen according to the student profile so that they can be appropriate to be used with the target audience (Pardo & Téllez, 2009). Teachers should take risks when selecting materials; however, when a material does not work, teachers should adapt and develop the materials so that it fits the setting, the audience, and the context in which learning takes place.

2.4 Topic Selection for Language Teaching

The learning materials that we use in education usually consist of certain topics, themes, and areas of focus that can be globally valid and accepted. To illustrate, the topics used in classroom materials cover a range of topics such as global warming,

health, technology, recycling and so on (Arıkan, 2008). There is almost nothing that would cause any controversy no matter where in the world these books are used. Topics such as disability and social class is not evident either. Even when a topic of equality (which is somewhat more controversial compared to the rest) takes place in a book, it usually focuses on women's rights, and touches up on areas that have been argued for decades (Arıkan, 2008). In other words, such topics are not valid for the time that we live in today. The world is not just evolving around the issues on global warming or technology, and without the inclusion of authentic topics in classrooms, learners will not be exposed to real issues of the world (Lirola, 2016).

Topics that trigger controversy such as power, death, romanticism, and money are favored by most students because they appeal to the students' interest (Wade, 1992). It is also suggested that when choosing topics, catering for the students' needs is vital (Harmer, 2015). Thus, keeping in mind that topics should be appropriate for students' age, level, culture, context in which they live, racial, and social differences, they should also trigger productive learning by raising interest (Shih, 1992). Nevertheless, Harmer (2015) also states that although individual differences should be kept in mind while choosing topics to cover in class, he also advises that teachers should also choose catchy topics that students will be interested in even though there are individual differences among students. This is because by including a variety of topics it is possible to attract students' attention and whether there are individual differences or not, this variety will allow to cater for their interest. As previously mentioned, when students get in contact with learning materials, they do not just learn educational information but they are also exposed to the social structures and ideologies that these materials contain (Arıkan, 2008). So having materials that focus on different aspects of life can enable students to be further interested in the topic and learn beyond what the objective is.

As Arıkan (2008) states, students are presented with knowledge that has a world view attached to it, which means that the topics chosen in the area of education includes a value whether it is accepted by all people or not. The course books that are used are also shaped by these values, and this makes it very difficult to find alternative ways to

what we are presented with. Course books are crucially necessary in the construction of education; therefore, the topics they cover and the message they give should be chosen carefully, since course books are one of the most essential elements of teaching and learning, (Richards & Renandya, 2002). Course books are so important that, as Arıkan (2008) clarifies, they should not be taken only as sources of instruction, but they should be used as sources that address the phenomena shaping the societies in which we live. In this respect, it should also be noted that the teachers (i.e. English language teachers) who exploit these materials do not only act as mere agents of instruction, but they are the people who guide students in their interpersonal development while making sense of life itself (Stubbs, 1982). Hence, teachers and course books work in unison in the development of students' cognitive and interpersonal development, along with contributing to their perception of social phenomena of the world.

Given that course books are the main sources of information used in language classrooms, whatever topic is presented in them can easily become the main source of topics discussed in the classrooms (Yalçınkaya, 2018). As Arıkan (2008) states, the most common topics used in language course books are; relationships (families, parents, heterosexual relationships, neighbors), school and work life, tourism, health (nutrition, illnesses, phobias), media and technology, history (archeological discoveries, lives of tribes etc.), psychology (self-development, goals and objectives), animals, celebrities and so on. On the contrary, Tomlinson (2012) states that there are certain topics that publishers place on their list of topics to be avoided. These usually consist of taboo topics such as gay marriage, abortion, or political situation within a country. The publishers of mainstream materials ensure that no body is offended with the use of topics in text books, which means that any topic that may be considered a taboo or that may create problems must not be used (Lirola, 2016). As it is discussed in the paper commissioned for the EFA Global Monitoring Report (UNESCO, 2007) gender differences are not presented in textbooks, and homosexuality is invisible. Further stated by Apple and Christian-Smith (1991), disabilities, racial differences, sex, and differences in social classes of people are ignored; however they do exist

within the lives of the learners. As the report further states, the minor focus on gender that is presented in textbooks focus on the differences between women and men, or boys and girls; however, LGBT (lesbian, gay, bisexual, transgender) people are never mentioned. Tomlinson (2012) argues that although publishers are strict on the choice of topics in materials, without a real representation of the world, the classroom atmosphere will be based on fake realities of the world. This is because the world is not just dealing with comparatively mild topics such as the negative effects of technology use or the impacts of consuming fast food. He also asserts that provocative topics which create room for discussion and argument will in fact stimulate engagement and active participation of the learners (Tomlinson, 2012). By having a real-life topic that triggers debate, students will be able to not only develop their language skills but also develop their critical thinking skills (Lirola, 2016).

One of the authentic areas of focus is gender sensitivity, which is the act of being sensitive, understanding, and respectful towards the differences in the gender of people (Nastran-Ule et al., 2015), and gender should be used as a topic of discussion in language learning classrooms (Tomlinson, 2012). According to Aksornkool, N., and United Nations Educational, S. and C. O. P. (1997) gender sensitive learning materials can be defined as materials which do not represent gender in a stereotypical way, but instead it fosters respect by being sensitive towards differences with a non-stereotypical representation. However, as Apple and Christian-Smith (1991) state, even in the topic of families, let alone gender roles, family representation is very basic and always fits societal norms. The representation of topics solely depends on what the people preparing the curriculum think is ideal for students. So any form of a gender related subject is always based on heterosexual, properly aged, without ethnic diversity, and an obvious middle class people. As Epstein and Johnson (1994) state, school culture based on silence is one that fails to acknowledge differences, which is also based on the norms of a heteronormative society. In such a way people are led to believe that what is dominant is normal, which also creates the false idea that what is subordinate is not normal. In the study Arıkan (2008) carried out in analyzing English language teaching materials, he came to the conclusion that although highly rated

journals focus on gender differences (heterosexual, gay, transgender people etc.), there are no books that even slightly mention those people, which means that it is as if those people are ignored and do not exist in the world we live. Nonetheless, as claimed by Lumadi and Shongwe (2010), when an issue, such as the one on gender differences, is not addressed then the bias towards these differences will be catered and through time they will be perceived as normal. In other words, the stereotypical representation of gender will be fostered if students are not exposed to materials that go against stereotypes and portray the real world.

The topics in materials should be authentic, and they should not follow the stereotypical representation of the issues in the world, as Lirola (2016) states. However, even if topics that have a real-life focus are represented in class or in textbooks, unless the teacher is familiar with such topics and acknowledges and believes in them, the materials will not be enough on their own. Therefore, teachers also need to be aware of such issues, and they need to be able to teach students with an objective attitude towards the topics covered in class (O'Mochain, 2009). According to Esen (2010), teachers are the main actors in transferring information to learners, but they are bound by the cultural and political values with which they live. Therefore, it is not possible for them to easily strip off the stereotypes they are surrounded with, and this will obviously be reflected in the choices they make in their teaching, too. However, given that one of the responsibilities of teachers is to be objective and to support an equal and non-biased atmosphere, they can utilize this responsibility to minimize the differences amongst people, and more particularly, they can act in the minimization of differences in gender among people (Esen, 2010). Therefore, it can be said that when teachers are aware of the discrimination against gender differences, and when they are aware of gender sensitivity, they can then help their learners to be respectful towards those differences, too (Esen, 2010). The responsibility of teachers to foster an equal, unbiased environment should be seen in the area of gender as well. Esen (2010) claims that teachers could have a personal interest in the topic; however, for others who do not have such interests, there should be training programs that help teachers to become familiar with the topic, and guide

them in dealing with such topics within their classrooms. It must be noted that even when the teacher is familiarized with the topics, s/he must at all times be neutral and not make a preference of one side to another (Oulton et al., 2004).

When selecting a topic for the materials to be used in classes, another factor that needs to be considered is the institutional requirements. O'Mochain (2009) claims that one might even lose her/his job while trying to incorporate topics that the culture of the society or the regulations of the Ministry of Education does not approve of. Therefore, it can be said that teachers need to approach the topic with caution, and consider the institutional, cultural, and political rules that they are bound with. It can be understood that in countries which are culturally less reliant towards controversial topics, a topic such as gender can be regarded as a taboo (Esen, 2010). Furthermore, O'Mochain (2009) claims that it is not just the institution that teachers need to be cautious towards, but also parents play an important role in the choice of topics that may be incorporated in the classroom atmosphere. People who have been raised with cultural boundaries by being limited by taboos and stereotypes cannot be expected to be completely open towards controversial topics, when these people become parents; they also serve a system in which they have been shaped (Arıkan, 2008). Hence, another point that teachers need to consider when including controversial topics in their teaching is the parents that may react negatively towards the choice of topics they make.

To be able to minimize differences among populations and in order to eliminate prejudice against those who do not fit the norms of the society, controversial topics need to be mentioned and included in all areas of our lives including materials with which we learn (Tomlinson, 2012). This is due to the fact that if students are exposed to materials that foster gender stereotypes, then they will grow up with the mindset that involves stereotypical representation of gender (Lumadi & Shongwe, 2010). Instead of only having white, middle class, heterosexual people with no evidence of any religion being practiced, no hint of a political bias, preferably married happily with children, materials can also include people of different backgrounds. What should actually be done is that without hinting at the obvious differences people have, those who do not fit the norms of the society should also be included in the materials. The

inclusion of differences and variety will lead to forming a varied set of ideas in the minds of the observers (Tomlinson, 2013). By following such a way, it would be possible to cater for the cognitive and educational needs of the students as well as the diverse interests and awareness of sensitivities of the target audience (Arikan, 2008). Students will be able to acknowledge differences and be considerate towards the differences in the gender of people. To restate, by having materials that are gender sensitive, or focus on gender sensitivity, it is possible to lead students towards being respectful and considerate (Lirola, 2016). This is because, by being exposed to such materials, the differences that exist could be normalized, as more exposure means more familiarization. By using texts with a social content, it is possible to create a link between the material chosen and the society or culture that learners are involved in (Lirola, 2016). Hence, it is possible to analyze the society in which one lives, with the awareness that these materials create in the learners.

Moreover, another important point to keep in mind during the selection of topics is the age of the students. As previously stated by Harmer (2015), when making a selection of the topics of materials, it is important to consider the age of the students. Although there is no clear cut limitation to the topics that can be used with different age groups, as Arikan (2008) mentions, with students who are teenagers or older it is more possible to increase the variety of topics that can be included. Such groups can be approached with topics that are debatable, such as race, politics, or gender, but the same is not suggested for younger students. Topics such as race, ethnicity, disabilities, homosexuality, or issues related to immigration are not preferred to be used with children who are young (i.e. students in kindergarten until their teenage years) (Williams, May, & Williams, 2012).

In a report by UNESCO (2016), the educational settings across the globe in Africa, Asia, Europe, Latin America, North America, and The Pacific were investigated. The report focused on the rate of problems that arise in the educational setting because of gender differences people have. This report provides an idea on the approach of different societies towards gender differences, and allows the reader to make conclusions on how these differences are reacted to within the educational contexts of

the given societies. The report also states that there is almost no report that analyzes the approach of different societies towards gender differences (UNESCO, 2016). According to the report, schools are the environments where gender discrimination or even gender violence is faced the most, but family environment is also one of the prominent areas in which this can be seen. Communities in which people live and their circle of friends are also places in which such discrimination and violence can be faced; however, the most discriminative environments are the school, family, and community in which people are situated in (UNESCO, 2016). It is added that there is no country where such discrimination is not seen, but the percentage of its occurrence varies across cultures. It must be noted that the participants may not reflect the actual percentage of LGBT within the school, because the data were collected from people who volunteered to take part in the study. Hence, the results may even be worse when all of the population is involved. In Africa, countries such as Botswana, Lesotho, and Namibia have an approximate 43% of discrimination and students in educational atmospheres may be victims of violence. It was also stated that a 63% females and 76% males of LGBT people face verbal violence in the southern part of Africa. In Asia, an average of 51% of discrimination and violence is evident towards LGBT students. This percentage even rises to 68% in countries like Japan. Given the variety of the European part of the world, when countries such as Turkey and the Netherlands are compared, it can be seen that there is a big gap between the percentage of discrimination and violence faced by LGBT students in these countries (the Netherlands 23%, Turkey 67%). Hence, in European countries such as the Netherlands and Turkey strict traditions, religious bias, or cultural differences become more evident, which is why there is a big difference between the percentages of these two countries. In Latin America, in countries such as Argentina (45%) and Colombia (34%), because of verbal or physical violence they face, these students even drop out of school. Surprisingly, Canada (55%) and America (85%) are amongst the countries which have a high percentage as well, but the case for these countries is that the reports are based on verbal violence, not physical. When it comes to the Pacific, in Australia 25% of students have reported to be physically violated in schools, whereas in New Zealand 17% of students are bullied. The data of the report show that LGBT students

face troubles all around the world, but the percentage and the severity changes depending on the cultural, social, and religious differences within the countries. According to McPhail and McNulty (2015), in countries such as the ones in the Middle East or Asia, LGBT relations are strictly forbidden which can even end up in execution of those people. In these parts of the world, it is stated that let alone being a citizen, even being a tourist is dangerous when a person is LGBT (McPhail and McNulty, 2015). This reinforces the idea that factors such as environment, religion, traditions, and culture do determine whether or not gender differences will be positively or negatively approached. Since LGBT people are harassed and bullied in daily life, it is difficult to address such topics in classrooms; however, there are possible ways to do so. Fortunately, as Arıkan (2008) and Harmer (2015) suggest, with the incorporation of differences to the educational atmosphere, awareness on such areas can be raised, and hence, through time, they can become normalized. One factor to consider is, if such topics cannot be seen in course books, then there will be a need for adaptation and development of materials, so that such topics can be incorporated to language teaching by keeping the student profile in mind.

2.5 Materials Adaptation and Development

It has been stated that the major problem with the topics chosen for language teaching course books is that there is no variety, and topics that can be considered as taboos or topics that are controversial have no place in these materials (Apple and Christian-Smith, 1991). On the other hand, researchers such as Arıkan (2008), Harmer (2015), Tomlinson (2012), and Lirola (2016), state that it is crucial to include a variety in the topics that are covered in class, and to cover areas that may be considered to be a taboo, such as gender, politics, race, and so on. As they further add, this will allow the students to be more aware of the real issues that the world is going through, and they can also become familiar with them, and such topics can become normalized through time. The way to do this is to either adapt the already existing materials or develop

new materials to be used in class, after evaluating them (McDonough, Shaw & Masuhara, 2013).

Material evaluation refers to the procedure of measuring whether or not the materials at hand will address the needs of the students and whether or not they will help to cover the course objectives (McDonough et al., 2013). By evaluating the course books in detail, teachers can decide whether or not they will be fit for their purposes. According to McDonough et al. (2013) while doing so, there are certain questions that one needs to ask;

1. Will the book provide a balanced learning experience?
2. Are the topics engaging enough to motivate students?
3. Is there a variety in the learning styles incorporated?
4. Are there enough practice exercises involved and are they varied?
5. Is the language authentic and does the book promote learner autonomy?
6. Do the materials in the course book serve a purpose of communication?
7. Is the course book suitable for the audience it is addressing?
8. Does it fit the level of the students, is it age appropriate?
9. Is there a variety in the cultural representation of topics?
10. Does the course book involve topics that may offend anyone or any groups?
11. Is there any bias against individuals, groups, cultures, or societies?
12. To what degree is it possible to use the materials in the course book for different syllabi?
13. How feasible is it to adapt the materials in the course book?
14. Are the materials flexible enough to be adapted or used for different purposes?

As McDonough et al. (2013) clarify, while evaluating a course book in the light of these questions, the teacher also needs to keep in mind the level of the learners, the context in which these materials will be used, and whether the topics are culture specific or whether they can be used in a culture that they are aimed to be used at. The list can be expanded depending on the methodological requirement the teacher needs to address. However, when making a choice or evaluating the topics of a course book

the above questions can serve the purpose. Depending on the results of the evaluation, the teacher can decide to make adaptations on the materials, and if that is not enough, then material development can come into play. According to Yalçinkaya (2018), English language course books are usually designed with a standard audience and standard educational context in mind. In other words, the course books created for language teaching do not consider the background of the students. This is the reason why a real communication is not fostered with the use of these books, the topics are not authentic which results in robotic language learning (Yalçinkaya, 2018). Because of these reasons, it is further claimed that most of the course books used in language classrooms in Turkey do not match their audience in terms of learning styles, content, and students' background knowledge (Yalçinkaya, 2018).

When the course book materials do not address the students' needs, or when they do not fit the objectives of the lesson, a teacher can make the decision of adapting the materials to fit their aims better (Richards & Renandya, 2002). What is meant by adaptation is to modify parts of the course book by adding, removing, adjusting the level or order of the activities involved (McDonough et al., 2013). The main point is that after the adaptation of materials, they should be more valuable, useful, and suitable for the target students (Tomlinson, 2012). By adapting course books, it is possible to make materials more individualized, and provide room for the materials to be more communicative rather than being dull (Tomlinson, 2012). Saraceni (2003) criticizes materials for promoting stereotypes, and that is why she suggests that the topics in materials should be adapted to be provocative, because in such a way learners can be lead to thinking critically on topics. Also, it is argued that language materials are not authentic enough which is a strong indication for them to be adapted (McDonough et al., 2013). However, these are not the only reasons why materials should be adapted. There are other reasons such as course book materials including texts that do not fit the level of the learners, comprehension questions being too easy, or the topic being inappropriate for the target audience (McDonough et al., 2013). This list can be expanded, but it is important to acknowledge that these reasons can be prioritized

differently for different environments, so there is not strict right or wrong in making the choice for material adaptation (McDonough et al., 2013).

When adaptation is not preferred, it is also possible for teachers to develop their own materials. Pardo and Téllez (2009) believe that factors such as the needs of the learners in terms of language and content, the requirements of the institution, and the motivation of the students, which affect material adaptation, also affect material development. Teachers also need to provide room for students to develop their self-esteem, critical thinking skills, and they need to be led towards getting rid of prejudices they may have (Pardo & Téllez, 2009). When the course books are not enough (this could be due to language or content) then teachers can develop additional materials to add to the course books that are already being used, or to use those materials separately (Tomlinson, 2011). By developing materials, it is possible to have topic authenticity which has repeatedly been stated not to be present in most language teaching course books (Tomlinson, 2011). As Tomlinson (2011) adds, during the process of developing materials along with other factors that need to be considered, it is important to anticipate the attitude of the learners towards the additional materials. Providing variety and being aware of the sensitivities of the learners will make it possible for those teacher-made materials to be approached better (Tomlinson, 2011).

2.6 Studies in the Field

As previously stated, gender sensitivity is the act of being sensitive towards the gender of a human being, by requiring less reliance on assumptions that have been created via traditions, culture, beliefs, etc. In other words, it refers to acknowledging the cultural and societal influence on the exclusion and bias of gender in all areas of life (Šribar, 2015). Gender sensitivity does not refer to a certain type of gender but it refers to all genders. However, studies done in the field of gender sensitivity in education usually focus on male vs. female students. However, it must be noted that gender, and being a male or a female are not the same thing. Being a male or a female depends on the differences one has in her/his sex, it is determined by the physiological and physical

attributes of a person; however, gender refers to the cultural and societal norms attached to males or females (Diamond, 2000). Most of the studies on gender sensitivity in education focus on the comparison between males and females, but gender sensitivity cannot be restricted in such a way. Therefore, in the presentation of studies in the field, articles that focus on LGBT individuals have been used, in order to provide as much variety as possible to the meaning of the term gender.

The study of Swanson and Gettinger (2016) aimed to explore the connection between LGBT students and teachers' attitude and knowledge towards them. A comparison was made between teachers who had gay-straight alliances in their schools and ones who did not. Ninety eight teachers teaching from grade six to twelve from four states (Iowa, Pennsylvania, California, and Tennessee) were involved as participants to the study. The survey they were given aimed to explore what knowledge those teachers had about LGBT students, the need for being educated and trained on LGBT, and how supportive these teachers were of LGBT students. Over a four month data collection period, ample data were gathered. The results show that teachers who worked in schools with gay-straight alliances, schools that provided its teachers with anti-bullying policies, and ones that provided training on how to approach LGBT students were much more supportive of LGBT students when compared to the teachers who did not have such opportunities. It was also seen across all teachers, no matter whether they had such opportunities or not, that there was a low rate of attempting to provide support for LGBT students; however, there was a high rate of being aware of the need for providing support for those students. In other words, teachers were aware of what they had to do but they did not put this into action.

The study of Lirola (2016) collected data from 125 university students who were asked to participate in group work of completing activities which were centered around a controversial text. By using an authentic text, the research aimed to explore whether students would acquire social and emotional competencies when they are faced with a text on social issues (racism and gender) in their English language lessons. It also aimed to explore whether these students would develop critical thinking skills and awareness on social topics by being exposed to such topics. The data provided positive

outcomes, and proved that with an exposure to such topics it is possible to make students more socially aware, and develop their critical thinking skills by providing room for conversation. Such topics provide a connection between the real life and the classroom environment. Which also showed that in the 21st century, language should not be the only focus of language classrooms but social awareness, being respectful towards diversity among individuals, and being positive towards conflicts should also be included. This also lead students to break their prejudice against differences people may have in their race and gender.

Rands' (2009) study focuses on a gender-complex approach in education for the purpose of having transgender students more involved and included in education. In her analysis she claims that teachers need to be educated in catering for transgender students' needs just like they would be required to cater for other students' needs. She states that with a gender-complex education, it will be possible to lower the harassment and bullying these people face in their school lives, which will contribute to them being more successful in school. She also states that because of the stereotypes and societal norms of homophobia and transphobia, most students feel forced to hiding their identity, and they do not feel comfortable in the public openly knowing about them. According to her article, these people are not seen only in tertiary education but in all levels of education, and this shows that teachers need to be trained to support students of all ages, even those in elementary school. In classrooms where gender exists within stereotypes, students are forced to fit in even if they actually do not fit in. As she states, the solution is not to have a gender-free education because in such a case differences in gender will be ignored, which makes the dominant group who fit the norms of the society to be perceived as 'normal'. Rands (2009) also suggests the use of gender sensitive education in which gender differences will not be ignored but will be recognized. However, a gender sensitive approach, according to Rands (2009) may not be the best solution, so instead she proposes gender-complex education in which not only differences in gender are recognized, but the negativity and oppression that comes along with it are recognized too.

The study of Taylor et al. (2016) is based on a large scale research of 3400 K-12 educators in Canadian public schools. The aim was to explore the attitudes, ideologies, and viewpoints of these teachers towards an LGBTQ (Lesbian, gay, bisexual, transgender, and queer) inclusive education with the help of an online survey. The results were reported by making comparisons between LGBTQ and heterosexual people, between the educators teaching at different grades, and between the educators working at schools which have policies towards anti-homophobia. The results showed that most of the teachers were aware of serious homophobic harassment being present in schools, and the important point is that teachers of lower grades reported to be less aware of the existence of such harassment compared to teachers of middle schools and above. Moreover, it was seen that when heterosexual teachers were compared to teachers who were LGBTQ themselves, the LGBTQ teachers agreed on LGBTQ rights being actual human rights more than their heterosexual colleagues. The same scenario was applicable when those participants were asked whether education should be LGBTQ inclusive or not. Another striking result was that although most teachers stated that LGBTQ inclusive education could be approved of, when they were asked whether or not they would use such topics with their students, they stated that they would not feel comfortable in doing so. They stated that this was because they needed to have inclusive language of the topic and they believed that it was challenging to be used. It was also seen that teachers of elementary school and below were less lenient towards using such topics, teachers in middle schools were more inclined to use them, and teachers of high school and above were quite positive towards using such topics. However, teachers who taught across all grades did not prefer to use such topics in their teaching, although they were positive towards the topic itself. As a conclusion, the researcher stated that when all of the participants were considered, although most teachers agreed that education could be inclusive of LGBTQ, fewer teachers were inclined to actually use such topics in their own teaching. It was also stated that the amount of teachers who would prefer to use such materials declined as the level in which they taught declined. In other words, the younger the students, the less the teachers would use such materials. However, the ones who approved of LGBT being included across all levels, including young learners reinforced the necessity of such

inclusion. The reasons for not wanting to use such materials and having an age gap are resentment against the teacher or the topic, parents reacting negatively for reasons such as religion, thinking that the topic is not relevant to be included in the curriculum because areas such as science are more important than gender issues, or believing that gender related topics only belong to students of older ages. They also stated that even if they wanted to use it, they would not be supported in doing so, by colleagues or administrators. It is stated that providing teachers with information and training in addressing such topics would be a good solution to motivate teachers to use them. Teachers should also be trained to be able to adapt such materials into their lessons, as Taylor et al. (2016) state. Another suggestion made by the article was that school administrators and leaders in education should develop rules, regulations, and laws towards inclusion of LGBT in education so that teachers do not have to be afraid of the administration when wanting to have such topics incorporated into their teaching.

Göçmen and Yılmaz (2017) have contributed to the limited literature found on gender sensitive issues in Turkey, by collecting data from 2875 LGBT individuals across Turkey, through an online survey. The results proved that in Turkey LGBT people face problems in areas such as education, health care, and work life. It is stated that Turkey is a country where LGBT rights are ignored, and there are no laws to protect the discrimination done towards these people because of their sexual orientation (Göçmen & Yılmaz, 2017). Unfortunately, the attitude of people in Turkey towards LGBT individuals are highly negative, there are social taboos that make social acceptance of those people almost impossible, and Turkey is stated to be one of the worst countries who aim LGBT equality (Göçmen & Yılmaz, 2017). It is claimed that there is a strict limitation in the studies done on LGBT individuals in Turkey; however, this study which was done in collaboration with an LGBT rights organization, was able to provide information based on the LGBT participants involved in the study. These participants were from different cities in Turkey with a majority of them coming from Istanbul, Izmir, and Ankara, three biggest and most developed cities in Turkey (Göçmen & Yılmaz, 2017). The results are divided into three sections; (1) education, (2) employment, (3) health care. It was seen that a vast majority (n= 2121) of the

participants were high school graduates or above (i.e. university graduates), and a majority of these participants did not prefer to come out until the age of 18 because of reasons such as experiencing discrimination in their lives. There were even reports of participants having to drop out of school due to discrimination they faced because of their sexual orientation, and as a general fact, participants stated that schools were places in which they faced discriminative behavior. Almost half of the participants stated themselves to be a middle-class citizen, whereas nearly half of the participants said that they have not had a job for the past three months (at the time of the study). The participants stated that discrimination was one of the reasons why they could not do a job they were trained to do. In terms of health, the participants stated that they were reluctant to come out to the health care professional because of the discrimination they face from the person with heteronormative ideologies. Sadly, half of these people have stated that they even thought of suicide at least once in their lives, and they could not afford or access mental health facilities. The study was concluded by addressing the need for regulations and laws to be implemented so that LGBT individuals' lives can be improved in the areas of education, health care, and employment.

The study conducted by Dedeoğlu, Ulusoy, and Lamme (2012) aimed to explore Turkish preservice teachers' views on children's books which contain LGBT topics. With this research, they also aimed to provide encouragement for teacher education programs and lower level classrooms to be more diverse. Teachers may have to communicate with parents on topics like LGBT, and when that happens, if teachers are not aware of LGBT or if they have not been introduced to it, then they may not feel comfortable and they may not know what to do or how to react. Moreover, in an example provided of 10th grade students reacting towards a book which involves LGBT as a topic, it was reported that the attitudes of the students revealed interesting results (Athanasas, 1996). The results showed that by using such topics in class, it is possible to break bias and stereotypes, and students can get an insight in the topic of LGBT. It was also suggested through this study that it is not age that mattered but maturity of the students to successfully incorporate such topics into teaching (Athanasas, 1996). Another study exemplified is by Boyd (1999) which focused on K-

12 educators and their reasons for preferring to teach LGBT issues or not. Teachers stated that their reasons for not choosing such a topic would be because of religion and the lifestyle of people. In a third example provided on a study by Schneider (2001) when elementary and middle school teachers were asked how they would feel on choosing LGBT as a writing topic, they claimed that they would feel ethical, legal, and moral pressure which may come from the society, the parents of the students, and the administration of the school in which they taught. Dedeoğlu, Ulusoy, and Lamme (2012) state that although these examples provide background information in the field, it still needs development due to the lack of studies done in Turkey. This study was done in a similar context as the study at hand, with participants at their 4th year of undergraduate education, in a prestigious university in Ankara, Turkey. The participants read and reviewed these books. Upon exploring the perceptions of their participants towards two children's books which had elements of LGBT, the researchers found out that there were two themes; negative responses (f= 28) and positive responses (f= 28). The negative comments showed that the participants believed that the topic is not culturally appropriate for the Turkish society and norms, and it is not appropriate for young learners either. They also stated that such a topic should not be used in public schools. The positive comments showed that by using such a topic in class these participants believe that the children can learn about the realities of life and they can learn to respect them. Children cannot only learn about the realities of life but they can also be educated on the different aspects of life through such books. They also stated that the topic was presented in a positive way, which made them have a positive attitude, and the participants were able to put themselves in the shoes of the characters. The interesting fact is that when the same participants were asked whether they would use these books in the future in their teaching career, there were 26 people who agreed to use them and 28 people who stated that they would not use them. The ones who would like to use the materials stated that they want to introduce such topics to their students, they want to increase awareness in their students on the topic, and it would be possible to familiarize them with the topic so that they can learn to respect differences. The participants added that they would prefer to use such materials with students at elementary school and above because of

problems that may arise related to the society and age of the students. The ones who rejected the idea of using such materials in the future said that such topics are not appropriate for the society in which they live given that this society does not tolerate such topics. Some stated that they feel responsible to protect their societal and religious values, which is why they would not use such materials. Furthermore, another reason given was that students did not have the basic knowledge on LGBT to be presented with it. The study is concluded by stating that in Europe or America people are more used to seeing LGBT people around; however, Turkey is a traditional country bound by its norms.

Overall, in light of the literature available in the field, it can be concluded that including controversial topics in language teaching is necessary although it may be difficult. The student profile to be addressed, the environment the teachers will be surrounded with, the societal differences, the institution in which one works are all determiners of whether topics such as gender sensitivity could be included in teaching. However, as long as precautions are taken then there will be more harm than good in the incorporation of such topics. Differences individuals have in their gender orientation should not continue to exist as a taboo, but it should rather be normalized given that it is something we are surrounded with. By addressing a variety of authentic topics within education it is possible to make individuals more aware of these differences. In order to do that, teachers need to be trained and made aware of the differences themselves, so that they can address such topics in their lessons.

Inclusion of controversial topics in language teaching needs to be explored further given the limited literature in the field. Nevertheless, studies on gender sensitivity being included in materials is even more limited especially in the field of language teaching. Therefore, the study at hand aims to explore the attitudes of prospective teachers towards materials focusing on gender sensitivity and their inclusion in teaching.

CHAPTER 3

METHODOLOGY

3.1 Presentation

This chapter first presents case study approach as the qualitative research method of the study, and afterwards provides a rationale behind choosing the given approach. The chapter then focuses on the participants of the study, and gives an in-depth explanation of the data collection procedures, data collection instruments (sources), and the data analysis procedure.

3.2 Qualitative Research

In research there are two main paradigms: qualitative and quantitative. These paradigms both entail the intention of acquiring answers to social phenomenon, via the different methods they include. It is possible to use either of the paradigms or a mixture of them while trying to comprehend the aforementioned social phenomenon (Smith, 1983).

According to Gall, Borg, and Gall (1996) quantitative research methods use a numeric data to interpret the relationship between variables by also using statistical methods for analysis of the data. In this method, social reality is assumed to be objective and is somewhat stable across settings, and instead of focusing on the meaning created by participants, in this method what is studied is what is observed. It is a more impersonal and straightforward reporting of findings by lacking the continual construction of ideas as the research progresses.

Qualitative research focuses on a constructive approach where meaning is derived from a constant construction of ideas (Smith, 1983). The subjectivity of reality emerges from this continuous construction of meaning, and ideas shaped by the participants of the study in a natural setting. Instead of using preconceived theories to decide on the data to be collected, in qualitative research the data leads to the discovery of theories. This data is analytic rather than statistical, which makes the construction of social reality continually develop (Gall et al., 1996).

In the present study, which aims to explore an understanding of the attitudes of prospective English language teachers towards learning materials focusing on gender sensitivity, a qualitative approach fits best due to the fact that it entails features required to answer the research questions at hand. As stated by Creswell (2005), while doing qualitative research, there are five major qualitative approaches to inquiry that one can choose from: narrative research, phenomenological research, grounded theory, ethnography, and case study. Case studies allow the researcher to develop an in-depth analysis of a contemporary phenomenon which is present in a natural context, by making it possible to collect detailed data via various data collection procedures (Yin, 2009). Taking all this into consideration, case study was chosen as the core approach for this study given that it provided the right basis to explore the perspectives to the research questions in detail. In the next section, a detailed explanation of case studies will be given in order to give a justification for why this approach is considered to suit the current study better than the others.

3.3 Case Study

A case study is a research strategy which aims to contribute to our knowledge of a social phenomenon by analyzing it within its own real life context (Yin, 2014). In other words, it allows the researcher to examine circumstances within a context to understand how the world around us is shaped (Dörnyei, 2016). The exploration of knowledge, in case studies, happens through an in-depth data collection that could be gathered via questionnaires, observations, reports, interviews, and documents

(Dörnyei, 2016). Given that it is usually desired to collect detailed information about a case, one or more of these data collection tools can be used to gather as much data as possible. While working on a case within a bounded system (i.e. individuals, groups, an institution, an activity etc.), it is possible to choose a multi-site study or a within-site study, which will allow the inclusion of a single or several programs to be studied (Creswell, 2007).

As clarified by Creswell (2007), in order to conduct a case study there are a set of procedures that have to be followed:

1. The researcher needs to decide whether a case study research is appropriate for the questions intended to be answered. There needs to be an identifiable case within a bounded system seeking an in-depth understanding of the case, with an aim of answering questions such as ‘what’, ‘why’, ‘how’ and so on. The study at hand aims to provide a detailed examination for what the attitude of prospective English language teachers have towards gender sensitive learning materials.
2. By using purposeful sampling, as it has been done in this study, the researcher needs to decide on the case of the study, and these cases may focus on individuals, groups, an activity, or an event. This is why senior-year prospective English language teachers, studying at Middle East Technical University, taking the FLE 405 Materials Adaptation and Development course has been chosen.
3. As aforementioned above, the research needs to include a variety of multiple sources of information. Hence, this study incorporates data from a questionnaire, group-discussion, and individual interviews.
4. In order to understand how complex the case is, it is important to focus on key issues, and afterwards seek themes in order to provide a detailed explanation of all of these themes. As it will be mentioned in the data analysis section of the study, a thematic approach has been used in the organization and interpretation of the data at hand.

5. Finally, the researcher must report what s/he has learned from the case, in other words, what meaning has come out of the case that the researcher has looked at. For this reason, a detailed presentation of the results and the discussion of their meaning is provided to portray what the attitudes of prospective English language teachers' attitudes towards gender sensitive learning materials are.

3.4 The Research Setting

This research study is conducted in Middle East Technical University, which is one of the oldest state universities in central Turkey, located in the capital city, Ankara. The institution, which carries out an English medium instruction, is one of Turkey's most competitive universities, accepting 1/3 of the top 1000 people in the National University Examination. With approximately 27000 students, the university has 41 undergraduate, 105 masters, and 70 doctorate programs. Among these, the university has the graduate program of Gender and Women Studies, which is not very common among the rest of the universities within the country. Gender is not only studied but also protected through a variety of recognized and unrecognized student clubs. Among the mission of the university is the clarification that the members are respectful towards the rights and freedom of others, discrimination is highly opposed with an unbiased approach of protecting diversity in all aspects of humanity. It is also emphasized that dealing with social problems is the responsibility of the members.

The department in which the study takes place is the Department of Foreign Language Education, in the Faculty of Education. In this department, students are offered the Bachelor of Arts, Master of Arts, and Doctor of Philosophy programs. The students are provided with a thorough insight in the fields of English language, English literature, methodology, educational sciences, and linguistics. These will make students of this department qualified to become English language teachers in primary, secondary and tertiary education. They will not only be responsible for teaching a foreign language but also teaching diversity, variety, and the responsibility by also implementing being respectful, considerate, and non-biased.

3.5 Sampling

As clarified by Dörnyei (2016), in qualitative studies the principle in choosing participants is to approach a group of people who can provide the researcher with information on their experience of a phenomenon in order to help comprehend and clarify the experience. In order to do this, a sampling strategy needs to be used to have a representative population addressing the needs of the study being done by also taking into consideration the type, nature, and purpose of the study (Etikan, 2016). Upon taking into account the feasibility of the sampling plan, a purposeful sampling is used in this study. In purposeful sampling, a predetermined approach on the characteristics a participant possesses is used while choosing participants for the study (Dörnyei, 2016). It is important to choose the ones who are well informed about the phenomenon under study, so that the data provided by them will be of utmost help to the research than any other random participant. The knowledge and experience these participants have on the phenomenon is the key to gathering data fit for a purpose. In this sampling technique, reaching a saturation point is crucial, which can be done by gaining an understanding to the questions being addressed by reaching as many participants as possible until no further information is required (Etikan, 2016). Moreover, although in quantitative research a sample size can be extended to 30 people or even more, in qualitative studies we can approach a relatively smaller population, but the key is to have enough participants to form a rich and saturated data (Sargeant, 2012). The amount of participants being selected also depends on the amount of people required to form a full understanding of the phenomenon being studied, according to Sargeant (2012).

In order to explore the attitudes of prospective language teachers on gender sensitive learning materials, the abovementioned determiner factors were used as a lead. Sixty-two prospective English language teachers studying at the Department of Foreign Language Education participated in the study. All participants were senior year students, attending the FLE 405 Materials Adaptation and Development course at a specific context, i.e. the particular university setting. All of them share the same educational environment and are familiar with learning materials because of FLE 405

Materials Adaptation and Development. The main determiner of choosing a purposeful sampling was that all of the fourth year students taking FLE 405 Materials Adaptation and Development were included in the study, every single student taking the course in 2018-19 Fall term was approached to participate in the study. In other words, the predetermined characteristic of the participants was for them to be taking FLE 405, and since no student was left out, they served the purpose by providing the knowledge and experience required for the purpose of the investigation (Dörnyei, 2016). The target students at the Department of Foreign Language Education take a variety of courses during their undergraduate study. Authenticity is a theme that is repeatedly seen in all of the methodology courses, and is a concurrent theme in the department as well. As a further treat, FLE 405 Materials Adaptation and Development includes authenticity not only on a theoretical basis but provides the students with the opportunity to develop and adapt authentic learning materials. As it will be further explained in the next chapter, the data gathered in the study is built on authentic materials given in the demo lesson (Appendix B), and the purpose of the demo lesson is not to analyze the questions or activities chosen but to provide a ground for authentic content to be evaluated. Due to this reason, the sample can be said to be compatible with the purpose of the study, i.e. exploring an understanding of attitudes towards gender sensitive learning materials. Furthermore, these factors make it possible for the participants to be a representative of the population because of the sampling size which makes it possible not only to create meaning as a whole but also to identify differences among participants. With 64 participants who share a common environment of the lesson they attended, no other participants were required due to having reached a saturation point where no additional knowledge to the phenomenon could be found (Sargeant, 2012).

3.6 Participants

In the study at hand, the requirements for taking part were to be a senior year student at the particular state university's Department of Foreign Language Education, and

taking FLE 405 Materials Adaptation and Development at the time of the study. In total, there were 64 students 52 females and 12 males, but being a male or a female was not a determiner. There is a distinction in the amount of males and females in the study; however, in Turkey the field of English Language Teaching is dominated by females; therefore, it is almost impossible to have an equal amount of males and females within the sample. Although the participants are all from Turkey, their backgrounds are diverse in the sense that they come from different parts of the country. This shows that their ideas may also be varied depending on the context they come from. On the other hand, they do share a common culture as well, which is the culture of the university they are in. As stated previously, the university is diverse in terms of culture, ethnicity, race, gender, ideologies, religion, beliefs, and so on. This reflects on the atmosphere amongst the students, and through time it creates a more varied approach to their thoughts and beliefs.

3.6.1 FLE405 Materials Adaptation and Development Course

As previously mentioned, the participants of this study are senior students at the Department of Foreign Language Education in a state university located in central Ankara, Turkey. In order to qualify to be a participant, these students have to be taking the Materials Adaptation and Development course. This is a 3-credit course given at the department to undergraduate level fourth year students. The objectives of the course are to get students to: (1) acquire the theoretical knowledge and skills on selecting, evaluating, adapting and developing learning materials, (2) engage in designing, adapting, and developing materials for learning a language. Along with many other benefits, by taking this course, students will get an in-depth understanding of what the role of materials are in a curriculum, and they will also comprehend how important material selection is depending on student profile, learner needs, authenticity of the materials, and the context in which education takes place. Furthermore, through the course students prepare materials as part of their assessment, and they also get the chance to evaluate and reflect on other materials prepared by their peers. Overall, it

can be clarified that the course allows students to get an in-depth knowledge and hands-on analysis of what it takes to adapt, develop, and evaluate materials.

The existence of such a course presented a perfect opportunity for this study to be carried out because students taking this course had already been presented with the basic knowledge on material adaptation and development. The demo lesson presented to the participants was conducted on the first week of November, which was in the sixth week of their 13-week course.

Table 1. *FLE405 Syllabus of 2018-2019 Fall Semester*

WEEK	TOPIC
1	Key Concepts in Materials Evaluation, Adaptation and Design Curriculum Design: The cycle of needs analysis, objectives, testing, methodology, and evaluation Arguments for & against course book use
2	Decision making in Materials Published Materials: Syllabus types and order Proficiency Levels
3	Evaluation Choosing a course book: Deciding on the criteria External Evaluation: The course book package & Teacher's book
4	Evaluation Internal Evaluation: In-depth focus for Language and Skills
5	Midterm
6	Adaptation: Course book based teaching Types of adaptation Adapting Outdated Materials Authenticity: Text, Task, Content
7	Adaptation Receptive Skills: Adapting Authentic Texts Productive Skills: Adapting Authentic Tasks
8	Student Presentation: Adapting a Unit
9	Student Presentation: Adapting a Unit
10	Designing and Developing Materials: Supplementation: Designing worksheets
11	Designing and Developing Materials: Unit Design Designing the whole course (i.e.: ESP)
12	Student Presentation: Designing materials
13	Student Presentation: Designing materials

As it can be seen in Table 1, the students have already been introduced to the evaluation and adaptation of learning materials. This presents an advantageous opportunity for the data collected from these participants because the participants were able to use this knowledge while participating in the study at hand. Participants in qualitative research are selected amongst people who can best help in the creation of meaning of the phenomenon being studied (Sargeant, 2012). Therefore, this sample's contribution to the research is invaluable because they do have an insight in adapting, evaluating, and developing materials. Hence, they can provide constructive feedback and information in an area they are familiar with.

3.7 Data Gathering Process

The data gathering process was done in the following steps in Table 2:

Table 2. *Steps of data collection*

STEPS	DESCRIPTION
Step 1	Conducting a demo lesson with the participants
Step 2	Participants fill in the questionnaire
Step 3	Participants have a group discussion
Step 4	Participants are involved in an individual interview

As seen in Table 2, there were four steps involved in the data gathering process of this study. The researcher attended two different sections of FLE405 Materials Development and Adaptation in the Fall term (the duration and dates will be stated in the next section). In the first section of the course, there were 35 students involved; however, only 34 of them volunteered to participate in the study. The student who did not participate asked to leave and did not provide a reason, she was excused and was

not asked any questions because the study is on a complete voluntary basis. In the second section of the course, there were 31 students all of whom volunteered to take part in the study except for one. This student was visually impaired; therefore, he left the lesson on his own will because the data collection required an active reading and perceiving of images, which was not possible for him in that class hour. In both sections, the researcher attended the FLE405 Materials Development and Adaptation for approximately an hour and a half and carried out a demo lesson (See Appendix B for the lesson plan) in which the students were active participants. Once the demo lesson was over, the researcher provided the participants with a two-part questionnaire. It must be noted that all of the questions in all data collection tools were written by the researcher. In the first part, the participants shortly reflect on their experiences in the demo lesson. In the second part, they were asked to answer questions in which they had to reflect on their experiences in detail. Next, the participants are asked to discuss the questions they have answered to provide a further insight into the ideas they have on the answers to those questions. Finally, depending on whether the participants volunteered to participate in the individual interviews, they were contacted and ones who could be reached were met in person to provide further details to the data collected.

3.8 Data Collection Tools and Procedures

The purpose of the study is to explore the attitudes of prospective English language teachers towards learning materials focusing on gender sensitivity, and their attitude towards using those materials themselves in class. To be able to do this, a four-step data collection process took place through this case study approach. In-depth data were collected via a questionnaire, a group discussion, and individual interview.

3.8.1 Demo Lesson

In order to provide a detailed description of the data collection tools, it is necessary to explain the demo lesson process. The demo lessons were conducted on two different days, November 3 and 4, 2018, on which FLE405 Materials Development and Adaptation took place in the sixth week of the term. On the 3rd of November 2018, there were 34 participants and on the 4th of November 2018, there were 30 participants involved in the demo lesson. For each day, the researcher attended only the last hour of the three hour-lessons. On the first two hours, the course professor followed the syllabus in the course outline for that particular week (as seen in Table 1). On the third hour, the researcher joined the class and carried out the demo lesson.

At first, the students in the classroom were given an informed consent form (Appendix E). The form consists of two sections that require a signature; (1) to participate in the study, (2) to be contacted later to participate in the individual interviews. Upon introducing what the next hour of the lesson would entail, and upon collecting back the signed informed consent forms, a demo lesson was carried out for approximately 25 minutes (Appendix B). The participants actively participated in a demo lesson which is made up of three parts. Firstly, all students participate in a discussion upon participating on an online poll. Secondly, they get divided into groups and each participant within a group gets a different text than the rest of the group members, they take notes under the heading provided and afterwards each member within the group summarizes her/his text to the rest of the group. Finally, they write an essay on the topic given; however, this step was only explained to the participants, it was not covered due to a lack of time.

The demo lesson was not used as a data collection tool, i.e. the information in the demo lesson was not used as data for the study. Instead, the demo lesson acted as a sample for the participants to observe so that after having observed a gender sensitive lesson they could get the chance to react to it with the help of the questionnaire provided. Once the demo was over, the participants were asked to answer two parts of a written

questionnaire and have a group discussion as the final step. The details to the data collection tools and procedures are explicitly provided below.

3.8.2 Questionnaire

As Creswell (2013) clarifies, there are multiple forms to collect data, a single way of collecting data does not exist, and instead the researcher has to decide on the ways to collect data that would be suitable for their study. These can range from personal journals, field observations, questionnaires, to interviews. Hence, multiple forms of data collection were used in this study for the purposes of gathering in-depth data that would also serve for the purposes of triangulation.

A written questionnaire was used in the first stage of data collection (Appendix C). The main focus of the questions was to explore the attitude of the participants towards gender sensitive learning materials, and this was done by giving the participants a chance to reflect on the classroom use of a demo lesson, that uses gender sensitive materials.

Firstly, participants had to circle an answer in a short Likert scale and shortly answer the open-ended questions that accompanied each scale. This section consisted of four questions and the questionnaire was handed immediately after the demo lesson was over so that the participants would be able to reflect on their experiences as soon as possible without being influenced by anything. The Likert scale was used for the purpose of measuring the attitude of the participants, by showing their level of agreement to the questions, participants were able to provide their attitude towards the focus of the study (Joshi, Kale, Chandel & Pal, 2015). The data obtained from the Likert scale was used as a guide for the researcher to make meaning of the motive behind the answers the participants provided for the questions. However, the main data in this study were retrieved from the answers they have written for each open-ended question. Here the participants were given statements on the demo lesson and the topic of gender sensitivity, and were asked to make a selection from a three-item Likert

scale. Depending on their selection, they had to answer the question ‘why’ to give a justification for why they agreed, disagreed or felt neutral towards the statements given. The statements focused different aspects such as whether they felt that the lesson was useful or inspirational, whether they felt the topic was appropriate, and whether they would use such topics/materials in their own teaching. The reason why those statements were used is that they act as a way to check the participants’ general stance towards the concepts that the data collection tools recursively focus on, so that the answers they give could accompany the details that will be provided in the next stages of the data collection.

Secondly, participants had to answer five more open-ended questions which required them to give more detailed answers. Once again, for the purposes of triangulation these questions had a similar focus to the questions in the Likert scale; however, in each data collection tool the researcher added questions that would go one step beyond what had been asked previously in order to obtain as much detail as possible. To go beyond the previous questions, the participants were also asked of the appropriateness of materials focusing towards gender sensitivity or the topic of gender sensitivity being used in class.

3.8.3 In-Class Group Discussion

In the second stage of data collection, an in-class group discussion took place. In order to have the group discussion, participants had to sit within groups of minimum six people. This was arranged previously because the demo lesson required participants to be seated in the same way too, so participants were asked not to change their seats until the process was over. After being given enough time to complete the questionnaire, the participants were asked to go over the questions once again, to discuss their thoughts on them. They were asked to follow the order on the questionnaire, and add as much of their thoughts as possible while discussing the questions. By doing so, the aim was to discover whether different data collection methods would provide additional information to the data being collected (Allan & Oliver-Hoyo, 2006). This

also allowed the researcher to validate the data by making a comparison between the information provided in different methods (Allan & Oliver-Hoyo, 2006). Hoinville and Jowell (1978) suggest that while using group discussions as a data collection method, it may be useful to have a discussion leader for each group. However, this was not preferred because it was important to have as many people as possible to actively participate in the discussion, and having one person in each group be a discussion leader would mean that 10 people (as can be seen in Table 3.) would not have the chance to actively voice their opinion during the discussion. This would have resulted in a loss of valuable data, which was not favored. The participants successfully followed the questions in the questionnaire as a guide to have a discussion.

In order to record the data obtained from the discussions, a voice-recorder was placed in the middle of each group. The details to the discussions entailing the date and duration of each discussion can be found listed in Table 3.

Table 3. *The participants in the group discussions*

Groups	Number of Participants	Date	Duration
Group 1	7	03.11.2018	5 minutes 52 seconds
Group 2	6	03.11.2018	5 minutes 10 seconds
Group 3	7	03.11.2018	5 minutes 29 seconds
Group 4	7	03.11.2018	5 minutes 24 seconds
Group 5	7	03.11.2018	4 minutes 9 seconds
Group 6	6	04.11.2018	5 minutes 40 seconds
Group 7	6	04.11.2018	6 minutes 53 seconds
Group 8	6	04.11.2018	9 minutes 10 seconds
Group 9	6	04.11.2018	4 minutes 59 seconds
Group 10	6	04.11.2018	8 minutes 3 seconds

3.8.4 Interviews

Interviews are useful tools of data collection in that they allow the researcher to collect data on the experiences, beliefs, and actions of the participants (Ryan, Coughlan & Cronin, 2009). Conducting interviews is flexible, which is a useful quality because it allows for a high amount of data to be collected. By doing one-to-one interviews it is possible to explore the attitudes, meanings, and experiences participants have towards a predetermined phenomenon (Ryan et al., 2009). In this study, a semi-standardized one-to-one interview technique is used. By using this technique, the researcher can gather data on a pre-determined topic by using open-ended questions, and flexibility allows one to explore issues that had not been previously decided upon. By following the lead of the open-ended questions and participant responses given, the researcher can follow a thematic approach while gathering the data.

In the study at hand, nine senior-year participants took part in one-to-one, semi-structured. The interviews served as the fourth and last step in the data collection process. This step was used in order to gather further in-depth information to add to the data collected in the previous two steps (i.e. questionnaire and group discussion). The one-to-one interviews allowed the participants to be approached individually so that a personal meaning that they give to their experiences and to the phenomenon could be further investigated. By doing this, it was possible to cross-check the data with the previous data collected through the questionnaire and group discussion. This step of cross checking allows researchers to validate the data by making comparisons between different methods used (Allan & Oliver-Hoyo, 2006).

The questions in the interviews, as previously mentioned, were developed in accordance with the previous methods of the data collection. In order to explore the attitudes of prospective English language teachers towards gender sensitive learning materials, along with the paraphrased versions of the questions in the previous methods, the reasons for such materials not being common, the usefulness of those materials, and the importance of having knowledge on gender sensitivity were also asked (Appendix D).

As the interview dates and duration can be seen in

Table 4, the one-to-one interviews took a total of approximately 2.5 hours. The details to the procedure of the interviews can be found in the Procedures section below.

Table 4. *Interview dates and length*

Participant	Date	Duration
Participant 1	27.11.2018	27 minutes 32 seconds
Participant 2	29.11.2018	26 minutes 31 seconds
Participant 3	04.12.2018	18 minutes 57 seconds
Participant 4	06.12.2018	14 minutes 21 seconds
Participant 5	06.12.2018	14 minutes 31 seconds
Participant 6	06.12.2018	13 minutes 52 seconds
Participant 7	06.12.2018	Data were typed
Participant 8	09.01.2019	19 minutes 12 seconds
Participant 9	10.01.2019	13 minutes 26 seconds

3.8.5 Procedures

As can be seen in Table 2, data were collected in four steps. The initial stage was to carry out a demo lesson for the participants to be a part of, and afterwards the following three steps; answering a questionnaire, having a group discussion, and taking part in an individual interview were carried out. First of all, an approval was received from the course instructor teaching FLE405 Materials Development and Adaptation during 2018-2019 Fall, to carry out a demo lesson in the mentioned course. Afterwards, the sixth week of the course was found convenient for both the professor and the researcher. It was important for the demo lesson not to be carried out at a very early time during the 13-week course, so that the students would have the chance to receive knowledge on the theoretical background to material adaptation and development. The students attending the FLE405 Materials Development and Adaptation were previously informed by the professor that data were to be collected for a research study in Week 6 lessons.

Upon arriving approximately an hour before the set hour to carry out the demo lesson and to collect data, I as the researcher was able to organize the classroom during their break time so that the group discussions could take place more smoothly. After placing the informed consent form on the desks of the students beforehand, I introduced myself and explained the steps that were involved in what was going to happen within the next hour. I gave the students a chance to read the informed consent form in detail, and explained them that they should feel free to ask me any questions about the process if need be, and that the study was on voluntary basis so they had the chance of not being a participant if they preferred to do so. As stated previously, two students were excused at this stage. Students who would have also liked to participate in an interview had to sign an extra space on the informed consent form, and this was also communicated to them. Among the 64 participants 23 of them volunteered at the beginning of the lesson to be further contacted to take place in the individual interviews. However, one student approached me after the demo lesson and said that she never volunteers for interviews but she found the topic very interesting, so she wanted to be more involved in the process. Hence, 24 students volunteered to be contacted further to take part in the interviews. During the demo lesson, the participants took part as though they were participating in a real lesson. This stage took approximately 35 minutes. Once the demo lesson was over, participants were given a questionnaire to reflect on their experience during the demo lesson and to reflect back on their beliefs of using gender sensitive materials as learning materials. While they were answering the questions on the questionnaire, one voice recorder was placed in the middle of the desks for each group. Participants had already been informed about this previously. Finally, they were asked to use the questions on the questionnaire as a guide to have a discussion. In total, these two stages took approximately 25 minutes. The time for these two sections could not have been extended because the official time of their lesson was over. Upon collecting all the voice recorders and sheets, the participants were excused to leave and were given the debriefing form once again to clarify what the study entailed and to provide them with contact information in case they wished to get in touch for a reason. However, while leaving, some of the participants who volunteered to be interviewed asked not to be contacted very soon because of the exams they had. Therefore, they

were contacted 10 days later. The interviews took place in the date, time, and place suitable for the participants. Even if the participants offered to come to a place for my convenience, they were asked to say exactly which place would be the most convenient for them. This was important because, as the researcher, I wanted the participants not to feel any pressure or discomfort. All students provided an email address, and a telephone number to be contacted for the interviews. I first sent a detailed email and received a reply from three of the 24 people. Then I sent a second email thinking that the others may not have seen the first one, and two more volunteers replied. Afterwards, I sent a text message to each of the other volunteers, as I could not reach them via email. Four others responded to this call and the interviews were carried out with them too.

During the interviews the participants were given an oral summary of what had happened in the demo lesson and data gathering process, this helped them to recall information, because as time passed it was possible for them not to remember the details of what took place. All of the interviews were carried out in Turkish because all of the participants stated that they felt more comfortable that way. Only one interview was not recorded on the mobile phone of the researcher due to the anxiety the participant felt. So, that interview was recorded on paper. The interviews took as long as the participants wished, and if there was any question they preferred not to answer they had the chance to do so.

3.9 Data Organization and Management

In the study at hand, 64 participants, all of whom participated in the questionnaire and in the in-class group discussion, also, nine of whom participated in the individual interviews, were actively involved in the data collection process. The data collection process took place between November 3, 2018 and January 10, 2019. Along with the data that were recorded on paper, approximately 3.5 hours of data were audio-recorded.

3.9.1 Storage

While storing the data, it was ensured that all of the written data was stored in a safe place. Among the written data, the informed consent forms are the only documents in hard copy form. Other written data such as the questionnaire is not only kept safe in the hard copy format but also the data provided has been transferred to a soft copy form and kept secure, with extra copies made, accessible whenever required. A similar procedure is done for the audio-recordings. The recordings on the mobile phone and the voice recorders are backed-up in computer files, and are transcribed. The audios and the transcriptions also have duplicates to eliminate any possible loss of data. All of the data is labelled according to kind, date, and duration, made easy to access when needed.

3.10 Data Analysis

Analysis of qualitative research must be done methodically to ensure that useful results are generated (Attride-Stirling, 2001). According to Braun and Clarke (2006) qualitative studies consist of diverse but complex data which creates a need for them to be analyzed in a systematic manner. One of the ways to systematically analyze qualitative data is to use a thematic analysis. This type of an analysis is the identification of repeated patterns, i.e. themes, which is followed by the analysis and reporting of the data that has been clustered (Maguire & Delahunt, 2017). The researcher can use a variety of ways of presenting the data in themes; for instance, it is possible to divide the data gathered from a single data collection tool, or the researcher may choose to have multiple data collection tools and use a thematic approach through the data obtained from these different tools (Braun & Clarke, 2006). When clustering the data according to themes, depending on the flexibility of the thematic data analysis approach, there is no rigid rule to state what proportion of the

data can be considered a theme (Braun & Clarke, 2006). In other words, a cluster of information can become a theme regardless of the amount of times it has been repeated.

While carrying out a thematic analysis, it is necessary to follow a set of stages to have a structured data analysis process (Maguire & Delahunt, 2017). Braun & Clarke (2006) have developed a six-step guide to be followed when conducting a thematic analysis of qualitative data. These steps which are adapted for the purposes of the study at hand are listed and explained below.

Table 5. *The six steps of thematic analysis by Braun & Clarke (2006)*

Steps	Procedure
Step 1	Familiarization with the data
Step 2	Generation of initial codes
Step 3	The search for themes
Step 4	The reviewing of themes
Step 5	Definition of themes
Step 6	Production of the report

The first step in the data analysis of qualitative research required the researcher to read the data repeatedly, and this needed to be done by paying attention to the details while trying to become aware of what the data entailed (Braun & Clarke, 2006). By doing so, the researcher got an overall idea of what the repeated patterns were, and also took notes on the possible codes that may have emerged in the next step. Prior to reading the data in detail, if any verbal data were included in the study, the researcher was required to transcribe the data (Braun & Clarke, 2006). Although this takes time, it was advantageous for the researcher because while transforming verbal data into written form, she got the chance to familiarize herself with the data. This thesis is written in English, but the interviewees asked to be interviewed in Turkish. Therefore, a translator was asked to provide guidance on the translations done by the researcher so that the meaning and quality of the data could be preserved. The quotes are reported

in both languages in the results section of the study. Finally, the researcher went through the re-reading process of the collection of all data involved in the study, i.e. the data corpus.

As a second step, after the researcher familiarized herself with the data and wrote down the recurring patterns, she moved to creating initial codes. Codes were formed by focusing on the repeated elements that would be used to address the phenomenon being studied (Braun & Clarke, 2006). The immensity of qualitative data required it to be divided into chunks, and the coding step allowed the data to be organized in small chunks in a systematic way (Maguire & Delahunt, 2017). These chunks then led to the organization of themes, by gathering the codes meaningfully. This meaningfulness was achieved by coding the data in a theory-driven way, which means that the researcher had the research questions in mind while seeking codes through the data (Braun & Clarke, 2006). On a further note, it is worth mentioning that as Braun & Clarke (2006) suggest, codes can be used repetitively; the researcher is flexible in coding, re-coding, or un-coding data, and s/he can break them into segments to use them in different themes if necessary.

The third step, after coding and gathering the data, was to look for relationships between codes to identify overarching themes as Braun and Clarke state (2006). It was important to write down these themes separately so that the researcher could go back to these themes to reorganize them through the data analysis process. This later helped to analyze what can be considered as a theme, and what can be considered as a sub-theme. At this stage, there was only an initial formation of themes; however, these themes were revisited in detail to be refined (Braun & Clarke, 2006).

The fourth step of data analysis involved reviewing the candidate themes that were created in the previous step. Here, the researcher went over each theme and looked for evidence to see whether the data found for each theme really supports it. As suggested by Braun and Clarke (2006), when the data were too diverse for a single theme, it was divided into further themes or joined with other themes. If the data were too limited to support a theme, then the researcher revisited the existing themes to find possible

overlaps to join themes, or to create new themes. In order to make these decisions, Braun & Clarke (2006) suggest the researcher needs to carefully identify coherence in the data within a theme. Afterwards, the researcher reread the data set once again to make sure that the data provide an accurate representation of the theme they belong to (Braun & Clarke, 2006). The researcher stopped when there was a clear picture of the themes that were well supported by the data, as advised by (Braun & Clarke, 2006).

As a fifth step, when the researcher found that there was a satisfactory relationship between data and the themes, and also amongst the set of themes, she moved to defining and naming the themes (Braun & Clarke, 2006). Here, the researcher identified what the data within a theme addressed, and she was careful in being not too complicated nor too simple in defining the themes, so that the definition of the theme represented what the data provided for it (Braun & Clarke, 2006). The researcher also considered two other facts; what the themes answered about the research questions, and what the relationship was amongst the themes (Braun & Clarke, 2006). In this stage it is advised that the names of the themes should also be thought of, and following the advice of Braun and Clarke (2006) it was made sure that the names give a clear idea of what the themes are about.

Finally, in the sixth step the final version of the themes were written up in the findings section of the study. It was important that this section involved interesting extracts taken from the data which act as evidence to support the theme. Also, there needed to be enough evidence to support the claim being made (i.e. to support the themes), and instead of only writing down the data, it was crucial that a brief analysis of the data to be written too (Braun & Clarke, 2006). This provided an argument to what the data within a theme was representing or proving.

3.11 The Role of the Researcher

Conducting qualitative research requires following a set of rules to ensure that the study is transparent for all parties involved. In order to do this, while carrying out the

research one must be careful to ensure that everything is planned carefully. Moreover, the knowledge gained from the data collection allows the researcher to make meaning of human experience (Orb, Eisenhauer & Wynaden, 2001). While trying to make meaning of human experience, it is vital for the researcher to decide what her/his stance is so that the research becomes ethical. In doing so, the researcher must decide whether they should be an insider or an outsider to the study being done. As Dwyer and Buckle claim, being an insider or an outsider to a study has both advantages and disadvantages; however, it is best if the researcher can be both at the same time (2009). To be an insider in a study, the researcher can be familiar with situation or participants, they may share a commonality like the environment which they are in or the researcher may have more than enough knowledge on the phenomenon being studied (Dwyer & Buckle, 2009). This will allow the researcher to have a thorough idea of the experience; because s/he will not be nonnative to it. The participants may feel a connection with the researcher, and this may lead them to the easier acceptance of the researcher and the openness towards her/him (Dwyer & Buckle, 2009). Although the advantages exist, being an insider may result in the researcher being too involved in the data collection and not being able to keep their stance as just the researcher they are. Nevertheless, one does not have to be a member of a group in order to appreciate what is being experienced. By being an outsider to the study, a researcher can actually perceive experience in an objective way, and be able to explore more than what the participant will provide because the researcher can see beyond what the experience actually is. This is due to the researcher not sharing commonalities such as a language, identity, or experience with the participants or situation, which makes her/him the outsider. A more fair judgement of the experience can be made, and data will not be deviated because of the non-existence of personal involvement (Dwyer & Buckle, 2009). This may result in the researcher not being able to have a connection to the experience under investigation, and it may make it difficult for her/him to make meaning of the data gathered. Therefore, Dwyer and Buckle suggest that an insider-outsider approach be followed (2009). By doing so, the researcher will use their previous experiences to make meaning of data gathered, at the same time, the researcher can set boundaries in order to be as objective as possible (Maxwell, 1992).

Being an insider-outsider has been useful for me, as the researcher, while conducting the research. I share certain characteristics with the participants, but at the same time I am also an outsider. I graduated from the same department (Department of Foreign Language Education) of the same university, and have taken the same steps the participants are now taking. I spent four years as an undergraduate student in the same environment, surrounded with the same knowledge, culture, and the identity of the department and the university. Because of all these and the fact that only three years passed since my graduation, I had an in depth knowledge of what the participants are experiencing, and I also felt comfortable because there was nothing I was not familiar with. The participants also stated that they felt comfortable by being a participant because they did not feel that I was alienated from the atmosphere. The focus of my research is based on a controversial topic, and it is of utmost importance that no one feels alienated or forced to take part in the study, one of the biggest advantages of being an insider in this case was that there was a connection between myself, the environment, and the participants. On the other hand, I was perfectly able to keep my distance given that I knew none of the participants personally, and I had not simultaneously shared a class or any other environment with them previously. Being an insider-outsider allowed me (a teacher) to be able to look at the phenomenon from the perspective of the participants (prospective teachers).

My interest in controversies and inequalities has been an ongoing theme in my life, and I have made effort to include this theme to every aspect of my life. However, my interest in studying such topics became prevalent as I started to work and started attending my MA courses. Critical pedagogy, politics of education, and gender studies are the areas I have taken courses from, and I have come to the realization that an effective area to work on these can be by working on learning materials. By providing a different perspective to how things can be, perhaps it may be possible that one day those different perspectives can come to life. In order to have change, one must be the change itself; therefore, it was critical that I changed myself and learned about different ideas and knowledge on what education entails. After taking courses from the Department of Gender and Women Studies, I also found out that teaching does not

have to be limited to what we have but it is filled with infinite possibilities. By conducting the study at hand, I got the chance to perceive different perspectives of others in the phenomenon being studied. With my familiarity to the context, the shared commonalities with the participants, the will I have to find more about the phenomenon, and the data I gathered, I now have the opportunity to look at the phenomenon from different perspectives that allow me to make a more in-depth meaning.

3.12 The Trustworthiness of the Study

Qualitative research is required to be trustworthy, which is achieved by proving that the interpretation of the results obtained is auditable in order to ensure that meticulousness is achieved (Sandelowski, 1993). Rigor, being one of the most critical aspects of qualitative research, refers to the quality of thoroughness and accuracy in the information presented (Thomas & Magilvy, 2011). The way to address rigor in qualitative research is to ensure that the results of the research are trustworthy. This is done so that the methods of the research can, over time, be replicated with the help of the accuracy in the actual research (Thomas & Magilvy, 2011). Lincoln and Guba (1985) have developed a model of trustworthiness in qualitative research, claiming to address how an audience can be convinced that the results presented are credible. In order for this to be established, four components have been determined; (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Lincoln & Guba, 1985). These four components will be explained in detail with reference to the research at hand.

The first component, *credibility*, refers to the confidence of how true the results obtained are (Korstjens & Moser, 2017). It also clarifies whether or not the findings of the research reflect the true interpretation of the data gathered from the participants (Anney, 2014). One of the ways in which credibility can be achieved is through triangulation (Korstjens & Moser, 2017). Sargeant (2012) states that triangulation is the action of using a variety of data collection sources so as to get a more

comprehensive outlook on the phenomenon under study. Shenton (2004) claims that observations and individual interviews are among the different methods that can be used to achieve triangulation, and since there may be limitations for each of the methods, by using multiple methods or sources, it is possible to make up for the limitations of one with the other. By using these different sources, it is also possible to validate the data by comparing the interpretations of it (Allan & Oliver-Hoyo, 2006). In the study at hand, so as to achieve triangulation, three different data collection methods: a questionnaire, an in-class group discussion, and individual interviews are used. The participants were asked a set of questions to be answered in the questionnaire, and the same questions were further discussed and elaborated on during the group-discussion. Afterwards, the individual interviews allowed the participants to reflect more on their understanding of the phenomenon. When the data were gathered and analyzed, the participants' responses were cross-examined, which showed that there is an overlap in the responses provided by the participants across the different methods of data collection used.

Transferability is the second component which questions what the capacity of the study at hand is on being applied across other populations, settings, situations, contexts and so on (Shenton, 2004). It is argued that upon providing a thick description of the research setting, and by using purposeful sampling, the transferability of the inquiry can be facilitated (Anney, 2014). Furthermore, the usage of purposeful sampling allows the researcher to gather more in-depth findings compared to different sampling methods, because the researcher aims to get answers to the questions based on the presumptions made on the sample purposefully selected (Anney, 2014). By providing rich detail, i.e. the thick description and the sample purposefully selected, it is possible for other researchers to replicate the study which are in similar conditions, by applying them in different settings. Hence, it can be said that transferability is possible to be facilitated in this study because a thick description of the methodology and context is provided along with the justifications for the sampling which was determined purposefully. The reader can use this information in the generalization and application of the results in different settings. However, when deciding on the transferability of

the results, although a thick description is provided in this study, it must be noted that each institution, group of people, and location may have their differences, therefore, one needs to critically analyze the descriptions provided in this study so that it is acknowledged that different settings may yield different results (Thomas & Magilvy, 2011). In other words, these details are provided for the researcher to decide to what extent the findings may be transferred.

The third component, *dependability*, requires the research to have thorough description of the decision trail to make it possible for other researchers to follow it (Thomas & Magilvy, 2011). In other words, the researcher has to provide detailed data for the decisions taken in the study, and clearly state how the data were gathered, recorded, and analyzed to allow others to follow a trail to be able to replicate it if desired (Anney, 2014). According to Thomas and Magilvy, an audit trail (i.e. decision trail) can be achieved when the researcher; (a) clarifies the purpose of the study, (b) provides a rationale for the choices made on the selection of the participants, (c) states the duration of the data collection process and describes how the data were collected, (d) describes the data analysis procedures, (e) provides a discussion for the results that are reported and interpreted, and (f) justifies the steps followed in proving the credibility of the data (2011). All of these six components have been covered in detail in the relevant sections of the study. Therefore, if other researchers are to replicate the study, the details to the relevant sections will provide them with a clear idea of to what extent they will get similar results of their studies.

The final component to ensure the trustworthiness of a study, according to Lincoln and Guba (1985), is *confirmability*. This component requires the researcher not to be biased and not to get influenced by their own motivation or interests while shaping the findings of the study (Anney, 2014). Thus, objectivity is crucial so that the findings will not be shaped based on the perceptions of the researcher, but solely on the data obtained from the participants. As Shenton (2004) states, triangulation is a good way to ensure that the findings come merely from the results obtained from the participants. By triangulating the data, the researcher bias can be minimized, due to the aim of collecting similar data by using multiple sources of data collection. As previously

stated, the variety in the data collection tools used to allow the findings to be repeatedly obtained in this study. Additional to this, the researcher needs to clarify their stance in the study, since the confirmability of the study depends on the clarification of the extent the researcher admits their predispositions on the area of study (Shenton, 2004). In the section of the role of the researcher, the stance of the researcher has been given in detail to eliminate any possible subjectivity that may be assumed.

3.13 Ethical Considerations

An application had been submitted to the Human Subjects Ethics Committee of Middle East Technical University before conducting the research. The study was carried out upon receiving the approval of the committee. Prior to the beginning of participant involvement, all of the parties involved were given an informed consent form where their consent was taken to participate in the study. They were informed of the purpose of the study, and their rights for being a participant. After the data collection process, all of the participants were given a debriefing form to summarize what had been done so far, to inform them of their rights once again, and to provide them with contact details of the researcher and the research advisors in case of any questions they may want to ask. Participants were asked to participate in complete anonymity and on a complete voluntary basis.

CHAPTER 4

RESULTS

4.1 Presentation

In this chapter, the results of the data analysis process are presented. A thematic approach has been followed by combining all data from the questionnaire, the in-class group discussion, and the semi-structured interview. Based on the research questions of this study, the themes are interpreted and a short discussion is provided, along with the quotations taken from the data. The results will be presented under two categories: (1) Attitudes prospective English language teachers have towards gender sensitive learning materials, and (2) Attitudes prospective English language teachers have towards using gender sensitive learning materials in their own teaching.

4.2 Overview of the Results

As previously explained in detail in the methodology section, the data of the study were collected through three separate tools (questionnaire, group discussion, and interview), in order to answer the two research questions:

1. What are prospective English language teachers' attitudes towards learning materials focusing on gender sensitivity?

2. What are prospective English language teachers' attitudes towards using learning materials focusing on gender sensitivity in their own teaching?

The first part of the two-part questionnaire (Appendix C) contains four questions which required the participants to make a choice on the three-item Likert scale, and it also required them to provide a justification for their choices. Afterwards, they had to further provide their opinion on the questions given in the second part of the questionnaire. The results of the Likert scale provided an overview of the attitude the participants have towards gender sensitive learning materials and towards using them in their own teaching. This has also been supported by the extensive qualitative data gathered from the rest of the data collection tools. The bar chart in Figure 1 below demonstrates the results obtained from the Likert scale, and when compared to the frequencies of the themes presented in Table 6 below, it can be seen that the overall results obtained from the data collection tools coincide with the results of the Likert scale. As presented in Figure 1 below, the Likert scale consists of four statements in which the participants had to choose between the items 'agree', 'neutral', or 'disagree'. The responses show that a high majority of the participants found the demo lesson which included gender sensitive learning materials useful ($n= 57$), whereas a small amount of the participants were neutral ($n= 4$), or negative ($n= 3$) towards the lesson. Furthermore, a high amount of participants had a positive attitude towards the lesson being inspirational ($n= 42$), along with a lower amount of participants claiming to have a neutral ($n= 11$) and negative ($n= 11$) attitude towards it. On the other hand, when participants' attitude towards using those materials are evaluated, it can be seen that half of the participants have a positive attitude ($n= 32$), 25 of them have a neutral attitude, and a smaller amount of participants have a negative attitude ($n= 7$) on the topic being appropriate for in class use. Finally, the results to the fourth statement show that majority of the participants are positive ($n= 37$), about one third of them are neutral ($n= 21$), and a few of them are negative ($n= 6$) when it comes to stating their willingness towards using such materials when they teach.

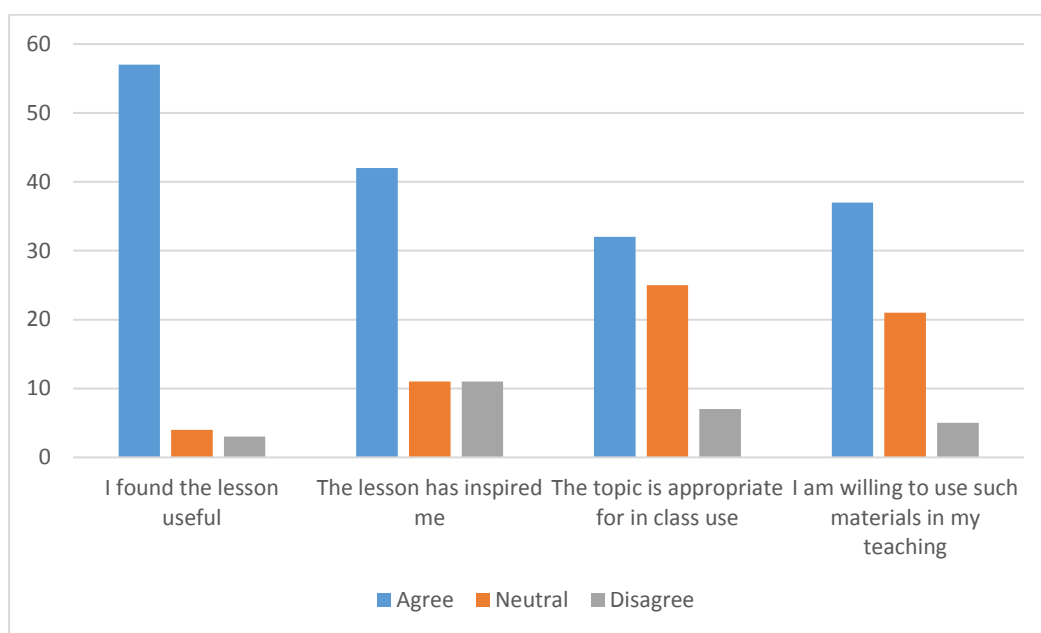


Figure 1. A bar chart of the questionnaire (Appendix C)

Overall, when the participants' attitudes towards the lesson involving gender sensitive materials, and towards using such materials/topics in their teaching are compared, it can be seen that a majority of the participants are positive towards the lesson or the topic, but when it comes to using those materials or topics in their teaching, their attitude changes. In this case, it can be seen that although people who have a positive attitude are still higher than the rest, there is a significant shift towards neutrality on using those materials in teaching. The qualitative data obtained from the participants provide justifications for these results, and they will be represented thematically and in detail under the upcoming titles.

One other point that needs to be mentioned is that the participants have been referred to in different ways in the reporting of the results. What is meant by this is that, for the answers that were derived from the questionnaire, the participants are given a number from one to sixty-four (given that there are 64 participants in total). The letter 'P' is used to state which participant's response is mentioned. When an excerpt is shared from the group discussion, since it is not possible to know which participant is talking in the audio, the number given to the group from one to 10 (given that there were 10 groups in total) is used to show which group's discussion the quote is taken from (for

example, Group 6). Finally, when a quote is taken from the interviews, then the number given to those interviewees is used, i.e. Interviewee 1, Interviewee 6 and so forth.

Table 6. *The emergent themes and their frequency of occurrence in the questionnaire, in-class group discussions, and semi-structures interviews.*

	ATTITUDES TOWARDS GENDER SENSITIVE MATERIALS (Research question 1)		ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING (Research question 2)	
	THEME	FREQUENCY	THEME	FREQUENCY
POSITIVE ATTITUDE	Raising awareness	52	Authenticity of the topic	48
	Acceptability of the topic	41		
	Approach to the topic	18	Demolishing bias	35
	Personal interest in the topic	13	Providing insight on the topic	22
	Participants' situated context	8	Teaching techniques	16
NEUTRAL ATTITUDE	Personal Concerns	9	Students' Profile as a determining factor	67
			Societal differences as a determining factor	28
	Need for caution on the topic	8	Teachers' knowledge in the field as a determining factor	19
			Institution as a determining factor	13
			Parents as a determining factor	9

Table 6. (Continued)

	ATTITUDES TOWARDS GENDER SENSITIVE MATERIALS (Research question 1)		ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING (Research question 2)	
NEGATIVE ATTITUDE	THEME	FREQUENCY	THEME	FREQUENCY
	Developments required in the demo lesson	14	Reluctance towards the topic	21
			Inappropriate for learners	9
	Controversy of the topic	9	The topic being problematic for parents	9
			Presence of more important topics to be addressed	5
SUGGESTIONS FOR USAGE OF THE MATERIALS IN TEACHING			Age	98
			Environment	36
			Institution	27
			Teaching Context	8

4.3 Attitudes Prospective English Language Teachers Have towards Gender Sensitive Learning Materials

The first category will provide the data to answer the first research question – what are prospective English language teachers have provided on their attitude towards gender sensitive learning materials? The responses given are presented under the relevant themes.

4.3.1 Positive Attitude towards Gender Sensitive Learning Materials

A positive attitude is defined as the favorable, preferred, hope and comfort-causing mental stance or feelings a person has towards something or someone (McIntosh, 2013). Collated within five themes, the data provides justifications for why the participants have a positive attitude towards gender sensitive learning materials. These themes, and their frequencies are provided in Table 7 below.

Table 7. *The themes of the participants' positive attitude towards gender sensitive learning materials*

	ATTITUDES TOWARDS GENDER SENSITIVE MATERIALS	
POSITIVE ATTITUDE	THEME	FREQUENCY
	Raising awareness	52
	Acceptability of the topic	41
	Approach to the topic	18
	Personal interest in the topic	13
	Participants' situated context	8

4.3.1.1 Raising Awareness

The most frequently occurring reason why prospective English language teachers have a positive attitude towards gender sensitive learning materials is that the topic of gender sensitivity in materials can be useful in raising awareness [Frequency (f)= 52]. According to P28, "There may be students who are not socially aware, this lesson may give them an opportunity", which was also agreed by P29 "Because making people think about these issues is very important since it may help them have a little empathy for others". P61 added "Because we talked about an unusual subject and discussing such topics in the classroom could widen our horizon". The response of P49 is in

support of the previous responses: “It is a crucial topic and we should talk about it, and it is necessary to have such kind of lessons in order to normalize the issue”. In addition to the responses given to the questionnaire, the focus groups also mentioned that aspect. In Group 10 one student stated that “I believe that we need to talk about these kinds of topics in our society. By speaking up we could change some norms in our life by discussing them” P13 also indicated that “It is important to develop awareness on the side of the students towards the people who are alienated from the society because of their gender, race, ethnicity etc.”. As can be seen in these responses, topics such as gender sensitivity being included in materials are considered to be beneficial for the students and the society as a whole. If a person does not have enough knowledge on the topic, then such materials “make the ones who have no information or less information about the topic aware of the truths about being men, women, lesbian etc.” and “the students can get to learn about different people, norms of the society, gender bias etc.” (P3).

When asked to comment on the demo lesson they had participated in P14 wrote “The lesson arises critical consciousness, raises awareness on controversial topics”, and P23 also stated “Because it brings some controversial issues that normally are not discussed in class, so it creates critical awareness”. In other words, with the help of such lessons involving controversial topics, it is possible to raise awareness in students and the society too.

P41 expressed referring to her/his future profession, “It has inspired me because the issue is a critical one and needs to be elaborated on. As teachers we need to be aware of this sensitive subject and help our learners become aware of it”. P8 would like to “make my (her/his) students aware that ‘normal’ is not what society wants, it occurs itself”, and P57 states that we need to learn about the ways to deal with bias and we need to teach them to our students as well:

We need to minimize the biases as much as possible, learn how to deal with them and teach our students to do the same as well. We should provide support for discriminated students if needed and enlighten their peers about their preferences so that no discrimination occurs.

These participants believe that they can help their students to be more aware of the differences around them with the help of such topics.

The same point also emerged in the interviews. Interviewee 4 touched on a different aspect and added to the previous claims that in such a lesson (taking the demo lesson as a reference) where controversial topics like gender sensitivity are included, then by focusing on the content of the lesson may raise awareness:

Instead of language itself (such as grammar) it seemed it was more about how I could raise awareness about the topic, it is more about content not language/grammar. We can take risks and mention topics that haven't been mentioned before. This could be about gender sensitivity or anything else related to the country such as politics.

Dilin kendisi yerine (örneğin dil bilgisi) benim daha çok konu ile alakalı nasıl farkındalık yaratabileceğim ile ilgiliymiş gibi geldi, daha çok içerik ile alakalı dil bilgisi ya da dil değil. Risk alıp daha önce bahsedilmemiş konulardan bahsedebiliriz. Bu cinsiyet duyarlılığı ile ilgili ya da ülkeyle ilgili politika gibi herhangi bir şey olabilir.

Interviewee 7 has a similar attitude on such materials' ability to raise awareness:

These materials with such topics would create awareness. For example, when I first saw it in class I wondered 'are these people going through these things, why are there so many issues?' and I started to question my own society. I think students will start to criticize the society, they will question it among themselves. When their perspective about those people around them change, they will create a minor change even if it is only on a small scale.

Bu tür konulardaki materyaller farkındalık yaratır. Örneğin ben sınıfta görünce önce bir düşündüm 'bu insanlar bunları yaşıyorlar mı, neden çok sorun var?' ve kendi toplumumu sorgulamaya başladım. Sanıyorum öğrenciler de toplumu eleştirmeye başlarlar, kendi aralarında bunu sorgularlar. Etraflarındaki insanlara karşı bakış açıları değişince, onlar da küçük çapta da olsa minik bir değişim yaratırlar.

These claims made by the participants clarify that it is the teacher's responsibility to make students become aware of what takes place around and in the world, to be able to eliminate bias that may or may not occur around us. Raising awareness in students is possible to be done through material selection, and gender sensitivity is a suitable topic for this to be done.

4.3.1.2 Acceptability of the Topic

The second most frequent reason for the participants having a positive attitude towards gender sensitive learning materials is that they believe it is acceptable to have such topics in learning materials ($f= 41$). P15 stated “I find it normal to discuss gender issues” and P21 said “I felt very comfortable because gender bias is a very normal topic for me”. These were further supported by the discussion of Group 5: “I’m quite comfortable because it’s the reality and if we are talking about reality there’s nothing to be stressed”, claiming that gender sensitivity is a reality of life. Responses such as “I was as comfortable as I was in linguistics classes. I felt nothing wrong with the topic” (P10), “It was like my standard lesson topic. No difference at all” (P5), and “I was as comfortable as I would be on another topic” (P43) show that the topic is nothing different than any other topics covered in other lessons for some of the participants. The following statement of Interviewee 8 provides further support on the acceptability of the topic:

This is something that has to happen, when we see a text on gender sensitivity we shouldn’t say ‘how is this related?’ because it is also a normal reading passage, it is one of the topics we will learn about in class, and this is how we should think.

Bu olması gereken bir şey, cinsiyete duyarlı bir metin gördüğümüzde ‘bu ne alaka’ dememeliyiz çünkü bu da normal bir okuma metnidir, bu, bizim sınıfta öğreneceğimiz konulardan, ve biz de bu şekilde düşünmeliyiz.

P57 shows that not only is the topic normal, it also allowed her/him to develop an interest in the topic because of the ideas the participants shared in the lesson “I was very comfortable as those are the normal topics, authentic topics. We come across them in our daily lives frequently. Learning about the ideas of my friends on this issue made me interested on the topic”.

4.3.1.3 Approach to the Topic

A group of the responses place a focus on the demo lesson, and how the researcher approached the topic during the demo lesson ($f=18$). They reflected a positive attitude with a variety of claims. By being a participant two stated that the lesson “gives me (P9) an idea on how to touch on this kind of a sensitive topic in a language course and on the material selection” and the lesson also helped “to tell that topic in a different way rather than telling it in an ordinary way” (P10). As pointed out in the discussion of Group 1 one participant said: “It might be hard to bring such topics into the class. However, since I have been to the lesson it can be achieved”. The response of P26 adds to this: “This topic is seen as controversial but I have seen that there is a way to not make it so”. It was seen that these participants were inspired by the demo lesson and explored new ways and ideas on how to approach such sensitive topics. Interviewee 6’s words are in collaboration with these participants:

I learned how to carry out a lesson smoothly on such topics rather than learning something about the topic because I always wonder how I would react or reply if a student opened up such topics. So the lesson acted like an example to me that’s why I feel very good. These are the things I learned after the demo. How should the teacher’s attitude be? You were very objective but also you gave clear answers. When a participant asked a question your attitude was not as if you were shocked, you clearly explained (yourself/the answer) and you were objective at the same time. I saw how to have such a stance myself.

Konu ile ilgili bir şey öğrenmek yerine bu tür konularda rahatça nasıl ders işlenebileceğini öğrendim çünkü bir öğrenci böyle konuları açtığında nasıl tepki vereceğimi ya da cevap vereceğimi düşünürüm hep. Bu yüzden bu ders bana bir örnek teşkil etti, bu sebeple çok iyi hissediyorum. Tanıtım dersinden sonra bunları öğrendim. Öğretmenin tavrı nasıl olmalı? Siz çok tarafsızdınız ama net cevaplar da verdiniz. Bir katılımcı soru sorduğunda tavrınız şok olmuşsunuz gibi değildi, açıkça anlattınız (kendinizi/cevabı) ve aynı zamanda tarafsızdınız. Kendim böyle bir duruşu nasıl edinebileceğimi gördüm.

4.3.1.4 Personal Interest in the Topic

Another reason why the participants’ responses exhibit a positive attitude towards materials focusing on gender sensitivity is due to their personal interest towards the

topic (f= 13). The following responses show that these participants were already interested in the topic before taking part in the demo lesson, and that is why they exhibited a positive attitude towards gender sensitive learning materials:

I am rather comfortable and as I am interested in such topics and willing to talk about them. (P45)

I think I have some ideas and beliefs about the topic on my own and talking about it doesn't affect me. (P20)

I am generally comfortable and open to these topics. I think I am aware of the problems they are feeling, and I talk to people around me about the topic. So I think it was a normal lesson but educational for unrelated people. (Group 9)

I was quite comfortable as a participant because I am also interested in these kind of issues. (P17)

The same idea appeared in one of the interviews:

I am very much interested in such topics and I am open to it. Previously I have been to their student club too, therefore to be honest I don't think I have learned something but it was a fun lesson. I was also speaking to my friends about it, I have wanted to use those topics in my lessons. In terms of knowledge, the part about Bulent Ersoy was surprising for me, which is the only thing I did not know. (Interviewee 3)

Bu konularla çok ilgiliyim ve buna açığım. Daha önce öğrenci kulüplerine de gittim, bu yüzden açık söylemek gerekirse bir şey öğrenmedim ama eğlenceli bir dersti. Arkadaşlarımla da konuşuyordum bununla alakalı, bu konuları derslerimde kullanmak istedim. Bilgi anlamında, Bülent Ersoy ile ilgili kısım benim için şaşırtıcıydı, bu bilmediğim tek şeydi.

The comfort these participants had during the demo lesson is reflected in their attitude towards gender sensitive materials which is supported with their interest in the specific topic even before their participation in the study.

4.3.1.5 Participants' Situated Context

Another theme that emerged from the responses showed that the context in which the participants were situated allowed them to have a positive attitude towards the topic of gender sensitivity (f= 8). The university they have been in provides them with an

atmosphere where they can feel comfortable to discuss or be involved with such topics as seen in the response of P11: “I was comfortable because I’m studying at METU and it is quite common here to see people from different genders”. This was also supported by P7: “It’s natural as we are familiar with such topics in our university as well”. Some others stated that not only do they have a positive attitude because of the university they are in but also because of the classroom atmosphere they were situated in. As P63 said “I felt comfortable and relaxed because I think that in this class no one would represent an offensive or disrespectful behavior because of the environment of this class and METU and my friends”. P30’s knowledge of the classroom participants allowed her/him to portray a positive attitude: (because) “of the age level and the profile of our group, because I know no one is biased towards the issue in this class, and even in this university”. The responses such as “I was rather comfortable because of the student profile of the class” (P38), “I don’t experience anything which makes me feel bad in the class” (P11), and “As I think that everyone in this class is respectful, I feel comfortable” (P15) are also in support of the impact of the context on the attitudes of the participants. Interviewees also claim that the university in which they were in allowed them to have a positive attitude towards the topic:

In METU in terms of our friends, or what we see or read I did not feel very foreign but if I came across this topic in high school I may have held back from voicing my opinion a little bit. (Interviewee 2)

ODTU’de (Orta Doğu Teknik Üniversitesi’nde) arkadaşlarımız ya da gördüklerimiz, okuduklarımız hakkında yabancılik hissetmedim ama lisede bu konuyla karşılaşmış olsaydım fikrimi belirtmekte biraz çekimser olabilirdim.

We are in METU we are in a very comfortable environment, all of us more or less have this awareness already. There is only a small percentage of people who do not have this awareness in METU. I think all of us would like it (gender sensitive materials) and appreciate it. (Group 3)

ODTÜ’deyiz çok rahat bir ortamdayız, hepimizin az ya da çok bu farkındalığı var bile. ODTÜ’de bu farkındalığı olmayan sadece küçük bir yüzde var. Hepimizin bunu (cinsiyete duyarlı materyalleri) seveceğini ve takdir edeceğimizi düşünüyorum.

4.3.2 Neutral Attitude towards Gender Sensitive Learning Materials

A neutral or neutral attitude a person may have towards something or someone can be defined as not being extremely or strongly in favor of one side of things over another (McIntosh, 2013). As can be seen in Table 8 below, the two subsequent themes reveal the reasons why some of the participants were neither positive nor negative towards gender sensitive learning materials, after having participated in the demo lesson.

Table 8. *The themes of the participants' neutral attitude towards gender sensitive learning materials*

NEUTRAL ATTITUDE	ATTITUDES TOWARDS GENDER SENSITIVE MATERIALS	
	THEME	FREQUENCY
	Personal Concerns	9
	Need for caution on the topic	8

4.3.2.1 Personal Concerns

The personal concerns or reasons the participants have lead them to feel undecided on whether they are positive towards gender sensitive materials or not ($f=9$). P2 claimed “I wasn’t totally comfortable but still I was to some extent because I didn’t want to be misunderstood”, stating that because s/he did not want any misunderstandings to be caused among others, which is why s/he was in between feeling comfortable or uncomfortable during the lesson. P56 was hesitant and struggled to choose the correct words while speaking: “Actually I was a little bit sensitive about it about using the words, it was a challenge to choose the best word, even sometimes when we say ‘bayan’ (lady) it causes, so in that sense I had some problems I guess” highlighting the difficulties faced even when trying to choose simple words such as ‘woman’, ‘lady’,

or 'girl'. The following four participants were affected by the discussion stage of the demo lesson, and this caused them to be confused:

I was both comfortable and uncomfortable because I know it is an issue to be talked about more so I felt comfortable. On the other hand, I felt uncomfortable because I had those biases in my mind while I had to choose a 'likely friend' who seems normal etc. (P32)

I feel comfortable most of the time but when I got asked about which family is normal I couldn't decide. (Group 1)

I was comfortable at the beginning but when I saw the pictures and the questions I felt a little bit guilty. (P4)

Although they were somewhat comfortable during the lesson, the participants' personal concerns on the content of the lesson made them unsure of their opinion.

4.3.2.2 Need for Caution on the Topic

A small amount of the participants displayed a neutral attitude because according to those participants, the topic requires one to be careful or it could have negative consequences ($f=8$). The following quotes display the participants' views on this:

This topic is a very sensitive issue, so in the activities we should be very careful. (Group 4)

These are the topics discussed in real life so it is nice to see them in the class. However, some students may not want to talk about these stuff. (P31)

I find the lesson useful. However, I think there are many things that the students do and plus they are not informed about different terms (eg. Transgender) beforehand, so, I think it's a little problematic (P20)

These quotes show that the participants believe that the teacher needs to be careful with such topics; otherwise, the students may react negatively and this may cause problems. Participants claimed that although these are topics witnessed in real life, the students may not be familiar with them. In such a case students may feel

uncomfortable, and these prospective teachers do not want to make their students feel discomfort.

4.3.3 Negative Attitude towards Gender Sensitive Learning Materials

Having a negative attitude, by definition, means having a stance towards something or someone by focusing on the bad sides of it (McIntosh, 2013). A majority of the responses show that the participants were mainly positive towards gender sensitive learning materials, and only two themes, which portray a negative attitude, have emerged from the responses gathered. These themes give information on the reasons behind those participants' negative attitude towards learning materials focusing on gender sensitivity, as can be seen in Table 9.

Table 9. *The themes of the participants' negative attitude towards gender sensitive learning materials*

	ATTITUDES TOWARDS GENDER SENSITIVE MATERIALS	
NEGATIVE ATTITUDE	THEME	FREQUENCY
	Developments required in the demo lesson	14
	Controversy of the topic	9

4.3.3.1 Developments Required in the Demo Lesson

The reasons why the participants reflected a negative attitude upon participating in the demo lesson mainly focused on the fact that the demo lesson required adaptation (f= 14). P4 did not want to vote in one of the questions in the lead-in stage of the lesson because s/he believes that a person's gender does not affect becoming friends with that person:

I felt kind of uncomfortable when I saw the first question in the voting part and I did not want to answer it because becoming friends with someone does not have any relation with their looks or gender.

A participant in Group 7 also has a similar view. S/he stated that in the discussion at the beginning of the demo lesson, choosing one option over the other would be offensive towards the one that was not chosen:

I was not comfortable because of the questions, in question 2 we were selecting the normal family, it was like I respect the family in option 1 but if I said option 1 is normal for me the question would mean that the family in option 2 was not normal which was also offensive.

Interviewee 3 complained about the photos at the vote in the discussion, and stated that the photographs in the discussion should have been chosen more carefully:

If it were me, I may have chosen different photos for the discussion activity (Mentimeter) at the beginning of the lesson. I remember that one of those people in the photos was posing rather differently whereas the others looked more positive which makes those people seem friendlier. So I would choose the photos with people who were all smiling and positive.

Ben olsaydım, dersin başındaki tartışma aktivitesi (Mentimeter) için farklı fotoğraflar seçerdim. Hatırlıyorum, fotoğraflardaki kişilerden biri diğerlerinden daha farklı poz veriyordu ama diğerleri daha pozitif görünüyordu, bu onları daha arkadaş canlısı gibi gösteriyor. Bu sebeple herkesin gülümsediği ve pozitif olduğu fotoğraflar seçerdim.

The stages of the demo lesson were planned thoroughly and carefully, and the reason why there is a controversial discussion at the beginning of the lesson is to actually trigger a debate or a discussion among the students, for reasons such as attracting their attention to the topic, activating their schemata, and allowing the students to be inspired by the discussion to be able to better reflect on the topic of inequality that they were required to address in the essay they were meant to write at the end of the lesson. In other words, the controversy which made the students feel uncomfortable during the lesson was done intentionally. Therefore, it is normal that students have a negative attitude by stating that they felt discomfort; however, this feeling is what was intended. So, it can be said that the negative attitude the participants exhibited under this particular theme does not necessarily mean that they have a negative attitude towards

gender sensitive learning materials, but given that their opinion must be represented in the results, these comments could not have been ignored. By paying attention to the participants' invaluable feedback, the issue has been addressed under the limitations of the study.

4.3.3.2 Controversy of the Topic

The second theme that emerged from the negative attitude participants have towards gender sensitive learning materials shows that the participants found the topic to be controversial ($f=9$). As P35 states, "The topic of the lesson is controversial. Students may find it difficult to express their opinions freely", and as P56 clarifies, "I think it's a challenging topic I don't think I can handle it". Given that the topic is controversial, it presents challenges that these prospective teachers may not be able to deal with. The quote taken from the discussion of Group 9 is also in support of this: "I wasn't feeling really comfortable because I know that some of my friends or classmates can hold a different view and that could kind of bring a heated debate". In Group 3, this is what was mentioned to add to the previous claims: "I was not as comfortable as I was during another lesson because I find such topics a bit controversial. That's why sometimes I couldn't express my feelings as freely as I do normally". As for P47, the delicacy of the topic cannot only cause issues among the class but also it could be problematic for the teacher, as it was problematic for her/him; "I was not so comfortable. In such a sensitive issue, even one word may cause problems. It was a challenge for me to choose the appropriate words".

4.4 Attitudes Prospective English Language Teachers Have Towards Using Gender Sensitive Learning Materials

Having presented and briefly analyzed the attitudes prospective English language teachers have towards gender sensitive learning materials, the second category will

provide the data that these teachers have given on using gender sensitive learning materials in their own teaching. In this section, the second research question – what are the attitudes of prospective English language teachers towards using gender sensitive learning materials in their own teaching? This will be further analyzed under relevant themes.

4.4.1 Positive Attitude towards Using Gender Sensitive Learning Materials

As can be seen in Table 10, the reasons for prospective English language teachers having a positive attitude towards using gender sensitive learning materials in their own teaching is organized in four different themes. These themes provide a rationale for why the participants are in favor of using gender sensitive learning materials.

Table 10. *The themes of the participants' positive attitude towards using gender sensitive learning materials*

	ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING	
	THEME	FREQUENCY
POSITIVE ATTITUDE	Authenticity of the topic	48
	Demolishing bias	35
	Providing insight on the topic	22
	Teaching techniques	16

4.4.1.1 Authenticity of the Topic

The most frequent reason for the participants' positive attitude towards using gender sensitive learning materials is that the topic of gender sensitivity is authentic enough to be used in lessons ($f=48$). Since it is a topic from real life, there is no reason not to include such materials in teaching. This belief is supported with the following claims:

“In my opinion everything happening in real life can be a topic of the lesson, it relates the students to real life” (P24), “It’s appropriate for me because it is a real life situation and students must face it anywhere and somehow, and in my opinion why can’t it be a school?” (P16), “They are appropriate to be used in schools because schools are the places to learn about life and this is a topic that is related to real life”. (P3). P38 also emphasizes the same point stating

Yes it’s appropriate because learning should be meaningful and relating to real life. Such kind of topics is what we have in our lives. Therefore, the students should be made aware of it, and should understand how normal it is to have differences.

P61 & P3 go a step further and claim that authentic topics are more valuable than inauthentic topics, which is why they should actually be used in class; “it is very authentic and reinforces the critical thinking. I think it is better to look at and study this topic rather than the topics that are not meaningful and real-life situations” (P61), and “I think it is too normal. Culture is the inevitable concept where we are living. In classroom environment instead of some artificial topic, we also have to try to deal with these real life issues” (P3). As mentioned in Group 10’s discussion:

I don’t find this topic as culturally or socially sensitive it’s a fact and they exist like everyone who has brown hair, blue hair, it’s not something that cannot be talked about or it can be ashamed. I think it’s normal like any subject that can be used in the lesson, this material could be used too.

During the discussion of Group 4, one participant mentioned:

I think it’s appropriate because it is a real life situation and students must face it somewhere or anywhere and this can be the school because the students will learn everything in the school and the school can be a perfect place to raise awareness about these situations.

In this statement it can be seen that this is an authentic topic and can be used in teaching because schools are the places which not only teach students but also make them aware of the realities of the world. As Interviewee 2 points out, authenticity makes the topics used in classrooms more realistic, which makes learning become more permanent,

Yes materials should be authentic, otherwise it will be too artificial. Language is the basis of our world; therefore, if we teach language through life itself I believe it will be more permanent and effective. Especially in social media today most probably our students see lots of things about this topic, and students can make a link between these (topics) through social media too so it (the topic) is authentic.

Evet materyaller özgün olmalıdır, aksi takdirde çok yapay olur. Dil dünyamızın temelidir, bu yüzden eğer dili hayatın kendisiyle öğretirsek bence daha kalıcı ve etkili olur. Özellikle günümüzde sosyal medyada öğrencilerimiz muhtemelen bu konuyla alakalı çok şey görüyorlar, ve öğrenciler sosyal medya ile bunların (konuların) arasında bağ kurabilirler, bu yüzden özgündür (konu).

Interviewee 6 stated that students participate more in class when they are presented with authentic topics. Since gender sensitivity is an authentic topic, it can also be included in lessons,

I think they (materials) should be authentic, especially since we are English teachers students should study the language, they can learn as long as they use and study it. This is not something you can just do on books. I also witnessed it in my internship; when you ask a student what they did the previous day they can start talking about it more willingly. When you ask them questions about that unit, such as ‘‘have you done XX sports before?’’ they can talk more. But when you ask them to just open the book, read and answer the questions then it becomes too basic. It does not benefit the child; therefore, using real life materials will be useful, and I think we can include gender sensitivity topic to real life topics because it doesn’t exist in books, there is nowhere else we can include it in.

Bence özgün olmalılar (materyaller). Özellikle, İngilizce öğretmeni olduğumuz için, öğrenciler dili çalışmalılar, dili kullandıkları ve çalıştıkları sürece öğrenebilirler. Bu sadece kitaplardan yapabileceğiniz bir şey değil. Ben bununla stajımda da karşılaştım; öğrenciye bir önceki gün ne yaptığını sorarsanız onun hakkında daha istekli konuşmaya başlarlar. O üniteyle ilgili onlara sorular sorduğunuzda, örneğin ‘siz XX sporunu daha önce yaptınız mı?’ öğrenciler daha çok konuşabilirler. Ama sadece kitabı açmalarını, okuyup, soruları cevaplamalarını isterseniz o zaman çok basit oluyor. Çocuğa bir faydası olmuyor, bu sebeple reel hayattan materyaller kullanmak yararlı olur, ve bence cinsiyete duyarlılık konusunu reel hayat konularına ekleyebiliriz çünkü bu kitaplarda yok, ve bu konuyu başka ekleyebileceğimiz yer yok.

These extracts from the interviews reinforce the belief that teaching materials should be authentic, and gender sensitivity is authentic enough to be included in lessons.

Because of this, prospective English language teachers can be seen to have a positive attitude towards using such materials in their own teaching in the future.

4.4.1.2 Demolishing Bias

The second most frequent reason for the participants to have a positive attitude towards using gender sensitive learning materials is that by using such materials they believe that bias towards differences can be demolished ($f= 35$). These participants believe that gender sensitive materials should be used, because by using them, biases, taboos, and discrimination can be eliminated. Some of the comments made by the participants are as follows:

Definitely yes (I am willing to use such materials) because we can change our traditional norms with education. (P15)

These topics can broaden students' horizon towards the world. They can break their biases. We have to destroy taboos and normalize this issue. (P41)

The following quotes show that something that exists in real life should not make the teacher afraid of including it in their lessons. With the help of such materials it is possible to adapt the expectations of the society, so that biases can be eliminated:

It is appropriate to use these materials because we shouldn't be afraid of telling these topics in our class. We should tell the things which such people (people of different gender orientation) have experienced in their lives and we should help students to give up their biases against these people. (Interviewee 9)

Bu materyalleri kullanmak uygundur çünkü bu konuları sınıfımızda anlatmaktan korkmamalıyız. O insanların (farklı cinsel eğilimleri olan) hayatlarında yaşadıklarını anlatmalıyız ve öğrencilerin o insanlara karşı önyargılarını terk etmelerine yardımcı olmalıyız.

Using such materials would help to adapt society's expectations. As the Turkish society we are much suppressed and people cannot reveal their identities. If we can start normalizing these things starting from students, then it can be very effective. (Interviewee 4)

Bu tür materyal kullanmak toplumun beklentilerinin adapte edilmesine yardımcı olur. Türk toplumu olarak çok baskılanmışız ve insanlar kimliklerini

açıklayamıyorlar. Eğer öğrencilerden başlayarak bu tür şeyleri normalleştirebilirsek, o zaman çok etkili olur.

The following conversation taken place during the group discussion of Group 2 also shows that realistic topics spoken in class will eventually help in normalizing taboo topics, the courage of the teachers to include such topics into teaching will lead to positive outcomes:

I think these topics should be used as teaching materials because these are the life of people all over the world and they are having problems about this bias problem and as a human we need to talk about this topic from the child so it gets normal and people can see it as a normal thing.

I also agree with you and in today's world I believe that people are more courageous to talk about these issues and by speaking up we can solve these discriminations against people.

All of these comments show that these participants believe that gender sensitivity is normal, it is normal to have differences in our society, and what we need to do as teachers is to try our best to eliminate bias and make taboos normalized.

4.4.1.3 Providing Insight on the Topic

A third theme that emerged from the data show that participants have a positive attitude towards using gender sensitive learning materials because by introducing or including such topics in their teaching, teachers can provide students with an opportunity to learn about the topic ($f=22$). The comment of P29 is in support of this: "We should use them because our students also need to be more knowledgeable in this topic".

Interviewee 8 states that using such topics in class may confuse some people and make them think that the teacher is trying to manipulate the students; however, this is not the case, by using such materials students can learn about the differences among people:

Using such materials is appropriate but some people may think while using this as a teaching material, the teacher tries to change the students. But on the

contrary, students can have a chance to find themselves or just learn something about this topic.

Bu tür materyalleri kullanmak uygundur ama bazı insanlar öğretmen bunları eğitim materyali olarak kullanırken öğrencileri değiştirmeye çalıştığını düşünebilir. Ama aslında öğrencilerin kendilerini bulmak için ya da sadece bu konu hakkında bir şey öğrenmek için bir fırsatları olabilir.

The discussion between the members of Group 1 also supports that using such materials allows one to provide insight on the topic for the students:

It has no harm to use such topics as teaching materials because we need to know and have an idea about them since the society makes it necessary.

I also want to make my students familiarize with such critical topics.

These comments once again show that teachers wish to educate their students not only on the language they teach but also on issues or topics that the world is concerned with. They want to integrate authentic topics to their classrooms so that students can become familiar with different aspects of life.

4.4.1.4 Teaching Techniques

Another theme that emerged from the responses focuses on the teaching techniques that were used in the demo lesson, and hence, because of these techniques they have witnessed, it can be seen that the participants' positive attitude towards using gender sensitive learning materials have been fostered (f= 16). A variety of the responses to show how this was done are as follows:

The lesson was successfully planned in terms of the integration of the skills, and it was successful in terms of its original and authentic content (Group 4)

Semi-jigsaw technique inspired me in the future I can use that technique as I saw that students learn better while communicating. (Group 2)

It's an authentic task and very creative. I could also use such a way of writing task. (P11)

As it can be seen from these responses, these participants were positively affected by the teaching techniques used in the demo lesson. Because of this, they not only found the lesson useful, but they were also inspired by it to the extent that they might use such techniques in their lessons in the future.

4.4.2 Neutral Attitude towards Using Gender Sensitive Learning Materials

As it can clearly be seen in Table 6, among the positive, neutral, and negative attitude that participants have towards using gender sensitive materials, the attitude that has the highest frequency of responses is the neutral one. What is meant by having a neutral attitude is that these participants are neither in favor of negativity nor positivity towards these materials. In other words, they are hesitant; either they are undecided whether they should or should not use such materials, or as it can be seen in most cases below, the participants do want to use the materials but there are factors that are stopping them from doing so. Table 11 lists the themes and the frequencies of the reasons for these participants' neutral attitude towards using gender sensitive learning materials.

Table 11. *The themes of the participants' neutral attitude towards using gender sensitive learning materials*

	ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING	
NEUTRAL ATTITUDE	THEME	FREQUENCY
	Students' Profile as a determining factor	67
	Societal differences as a determining factor	28
	Teachers' knowledge in the field as a determining factor	19
	Institution as a determining factor	13
	Parents as a determining factor	9

4.4.2.1 Students' Profile as a Determining Factor

Most of the reasons for being neutral towards using gender sensitive learning materials focused on the students ($f= 67$). That is, the participants believed that whether to use or not to use such materials depended on the students' profile. The following point made by P63 acts as an example for this; "I am in a dilemma on that as I suppose whether you can use such a topic actually depends on your learners, their background etc."

Interviewee 5 refers to an experience to support this and states that it might not be plausible for some students to encounter such topics:

I'm not so sure about them (gender sensitive learning materials) being appropriate for every kind learner, especially in high school I wouldn't choose this topic because they don't have that mindset to understand such things. I tried to talk about this topic at an institution I've been working in for some time and all students were university students one of them was coming from Hacettepe University, she was a girl and when we started to talk about the topic I felt that she wasn't feeling comfortable with the issue. At the end of the day she told me that 'my religion and my belief puts a strict rule on this issue that, they can't be like this, there is some kind of a problem with these people. They must be treated in some way, they need a cur. She was also quite strict on the topic even though she was a university student in Hacettepe and Hacettepe is not an ordinary university in Turkey. I wasn't shocked but I simply can't make sure of my learners characteristics to talk about such an issue with them.

Onların (cinsiyete duyarlı materyallerin) her çeşit öğrenciye uygun olduğundan emin değilim, özellikle lisede bu konuyu seçmezdim çünkü bu tür şeyleri anlamak için o düşünce yapıları yok. Bir süredir çalıştığım bir kurumda bu konu hakkında konuşmaya çalıştım ve bütün öğrenciler üniversite öğrencisiydiler, aralarından biri Hacettepe Üniversitesi'nden geliyordu, bir kızdı ve konuyu konuşmaya başladığımızda rahat hissetmediğini hissettim sorunla alakalı. Günün sonunda bana şunları söyledi 'benim dinim ve benim inancım bu problem katı bir kural koyuyor, onlar böyle olamazlar, o insanlarda bir tür sorun var. Bir şekilde tedavi edilmeleri lazım, bir tedaviye ihtiyaçları var.' O aynı zamanda konu hakkında baya katıydı Hacettepe'de öğrenci olmasına rağmen ve Hacettepe olağan bir üniversite değil Türkiye'de. Şok olmadım ama öğrencilerimle böyle bir konu hakkında konuşmak için onların karakterlerinden emin olamıyorum.

Some of the participants believed that whether to use such materials depends on the age or level of the students:

It depends on the age group you are teaching and their maturity levels. I can cause some in-class problems such as bullying or mocking. (P9)

They are more suitable for adult learners who are above high school level because it may be problematic on the part of the teacher if s/he decides to integrate this subject into a kindergarten or primary school lesson, learners parents may react violently against this idea. (Group 2)

Some others believed that along with age and level, students' interests and background is also an important factor:

The topic is appropriate but it changes according to students' age, level, and cultural backgrounds. (P63)

Depending on the age and educational context I can use them freely for example if we are in state organizations I cannot use them freely because of the system in our country. And also age level is rather important because teenagers are not so open to discussion of these issues. Adult groups can use them and in private organizations, it can be risky in state organizations to adapt such materials in state context. (Group 10)

Depending on the data obtained from the participants, it is clear that students play an important role in the decision making process of the teacher when it comes to using such materials in class. Depending on their claims it may be possible to say that the student profile determines whether or not such materials can be used. In the final section of the results, the suggestions of the participants whom these materials can be used with will be further elaborated on.

4.4.2.2 Societal Differences as a Determining Factor

Another determining factor on whether gender sensitive materials should be used or not depends on the societal differences ($f=28$). In other words, the neutral attitude participants have towards using gender sensitive materials is determined by the society in which they/their students are situated. The responses show that by 'societal differences' the participants refer to the differences such as the ones in religion or culture within a society or across multiple societies.

According to P22, choosing whether or not to use such materials depends on the area in which students are placed, because the cultural differences in different parts of the country can be a determiner on what kind of an effect the usage of such materials will bring: “This topic may create controversy in some rural parts of Turkey because they aren’t so accustomed to the idea of being homosexual. Thus, it could lead to some problems on the part of the teacher”. The discussion in Group 7 provides the following data: “I believe it changes from region to region. We can’t use such things in more close-minded and conservative areas. But other than that I think even if people disagree, it is okay to use. We need discussions and see each other’s perspectives”. P13 also adds: “I think it (using the materials) depends. A teacher cannot use such materials in every part of Turkey due to the sensitivity of the topic”.

The comment mentioned in Group 3 also supports the fact that societal differences may make it difficult to include such topics in lessons because problems can arise:

Actually in some cases in some places yes it is appropriate but today it is something new and totally extraordinary especially about the culture and society it is so hard so I may have some biased students strictly and it may not be appropriate in some cases but actually it should be.

These responses show that there could be differences among the different parts of a society. There may be a different reaction to the usage of such materials in a rural area when compared to a more modern one. Being conservative is another element that differs within societies, and once again, depending on whether the audience is conservative or not, the reactions to the usage of such materials can change. Hence, because of these determining factors on society, the prospective teachers are neutral towards using gender sensitive learning materials, and they claim that their approach may change depending on the part of the country they are in.

P39 states “I believe it is absolutely appropriate in most of the European countries but here in Turkey it is not suitable; however, I wish to cover this topic with my future students somehow”. This prospective teacher is comparing the society in which s/he is situated to another country, and s/he is saying that for another culture like the European one, this topic may easily be appropriate to be used, but in other societies it may not

be suitable. P5 is in support of this: “Unfortunately Turkish culture does not tolerate these topics. Thus, a teacher can face problems”. P20 adds “It depends on where we live”. The discussion in Group 3 provides further support:

I think these teaching materials are also appropriate for my courses because the topics are also appropriate but as I mentioned this is the Turkish society and the people may not appreciate that, so I don't know actually but personally I would think that it's appropriate.

It is seen that it is not just the societal differences within a single country, but it is also the differences among different countries that affect the opinion of the participants.

Interviewee 7 adds that there could be violent results for the choices teachers make on using such materials because of the development level of a society:

Using it or not depends on the teacher, most probably the teachers also question why they should use that topic when they can use more basic ones. They see it as a risk because of the environment we live in, because of our country. We can even get stabbed for making a wrong move let alone gender related topics... It is about how developed the country is and it affects everything somehow.

Kullanıp kullanmamak öğretmene bağlı, muhtemelen öğretmenler de daha basit konular kullanabilecekken neden bu konuyu kullanacaklarını sorguluyorlardır. Yaşadığımız çevre, ülkemiz sebebiyle bunu risk olarak görüyorlar. Yanlış bir adım attığımız için bıçaklanabiliriz bile, kaldı ki cinsiyetle alakalı konular kullanmak... bu ülkenin ne kadar gelişmiş olduğuyla alakalı ve bir şekilde her şeyi etkiliyor.

4.4.2.3 Teachers' Knowledge in the Field as a Determining Factor

The neutral attitude prospective English language teachers have towards using gender sensitive learning materials is claimed to also be dependent on the technical knowledge they have towards such controversial topics (f=19). These participants argued that in order to decide whether or not to use such materials, teachers need to have enough knowledge on the field to be able to deal with it. As P30 claims “You need to be knowledgeable about these topics, if you don't know anything about them you can also not talk about them”. According to P30, if a teacher does not have enough information on a topic, they should not include topics they have no information about. As P52

claims, some teachers may not have encountered such topics before; therefore, they may lack the skills or knowledge to deal with them. Thus, they may not be sure on how to carry out lessons with such a topic even though they may actually want to incorporate them into their teaching “This is the first time I have seen this topic in a class use therefore I am still not sure how I would conduct it but it is appropriate for in class use since it leads to discussion”. These are further supported by a response taken from the discussion in Group 5: “It is appropriate as long as you know about these topics well enough and trust yourself, a teacher needs to be prepared for possible reactions and think about dealing with the issue”.

The following responses given in the focus group, questionnaire, and the interview show that these teacher candidates are afraid of any trouble that may be caused due to the knowledge they may lack:

Using it is appropriate as long as the content doesn't get ahead of the aim of the lesson. If the teacher doesn't feel competent enough about such topics it might be better not to bring it up as it would be difficult to monitor and discussions in the class. (Group 9)

I should be more proficient about these topics so that I won't hurt any of my student's feelings. I do not want to seem ignorant by my students. (P43)

Actually I wouldn't be very comfortable because I don't have any information I must gather some information about all the gender topics so that I couldn't mislead my students and so that I couldn't go through any misunderstanding issues. As long as I have enough information it is okay for me. I will be very comfortable to use them. (Interviewee 3)

Aslında Çok da rahat hissetmezdim çünkü hiç bilgim yok, öğrencilerimi yanlış yönlendirmemek için ve yanlış anlaşılma problemleri yaşamamak için cinsiyet konuları hakkında biraz bilgi toplamam lazım. Yeteri kadar bilgim olduğu sürece benim için tamam. Onları kullanmakta rahat olurum.

These prospective teachers believe that it is crucial for the teacher to have knowledge in the field and to feel confident so that including such topics in lessons can be possible. If the teacher does not feel confident in addressing such topics, then it may not be a good idea to include them in lessons because they may not be able to handle problems that may arise.

4.4.2.4 Institution as a Determining Factor

Another reason for the participants' neutral attitude towards using gender sensitive learning materials is dependent on the institution in which they work ($f= 13$). Depending on where these participants will be teaching, their material choice will also change. The most common response is that if these participants work at a private institution, then they may prefer to use such materials; however, if they work at a public institution they most probably will not prefer to use them. According to some of the participants using such materials can even result in them being fired. The participants' statements are as follows:

It (appropriateness) depends. In a public institution this topic may get you fired since it is illegal. (P45)

I think I may not feel comfortable in a public school because government doesn't support the idea of gender sensitivity but in private schools I may feel comfortable. (Group 1)

I would feel comfortable to use them but it is also related to the environment that I will work. I could be under pressure even if I want to talk about it. (Group 6)

It would actually depend on where I work. If I were in METU I would choose the topic without hesitation but I wouldn't choose it in a public school. The reason is that first of all students would start talking among themselves and I would have to take risks, this would be heard by others and I guess in Turkey there are institutions that would perceive this as a very big crime. (Interviewee 5)

Nerede çalıştığımaya bağılı olurdu. ODTÜ'de olsam konuyu tereddütsüz seçerdim ama devlet okulunda seçmezdim. Sebebi, öncelikle öğrenciler kendi aralarında konuşmaya başladılar ve benim risk almam gerekirdi, bu başkaları tarafından duyulurdu ve sanıyorum Türkiye'de bunu büyük bir suç gibi görececek kurumlar var.

Inclusion of controversial topics like gender may even lead to the teacher being fired, and this is one of the reasons why they may not prefer to use such topics in class. It was stated that if the teacher is working at a private school, inclusion may be possible; however, in a public school this may not be the case.

4.4.2.5 Parents as a Determining Factor

The final theme that emerged from the participants' responses on portraying a neutral attitude towards the use of gender sensitive materials shows that along with determining factors such as the institution and students the participants would be affiliated with, parents are also crucial in this decision making process (f= 9). These participants state that even if they want to use such materials in their classes, the response that they may receive from the parents of the students would make them hesitate. As it can be seen in the statements made by the participants, the problems that may be raised on behalf of the parents would determine whether or not to use such materials. As P1 states, although s/he would not be against using such materials in class, s/he would hesitate because of the reaction s/he may get from the parents, "In my personal opinion it's okay to use them but I would think over it twice as the parents of my students might not be comfortable with this topic and this could be problematic for my students".

P58 also states that parents are a determining factor when it comes to making the decision of using such materials in class:

There may be some problems from the aspect of students, they may not participate in such a lesson due to peer judgements. There may be some problems from parents' side. They may not be willing that their children take such a course but I would do my best.

According to Interviewee 8, the context is very important too, in some parts of the country parents may not create problems when they find out the topics that are covered in their childrens' classes. However, especially in public schools the parents may react negatively:

This also depends on the context (why we don't see such materials). Here in METU I don't think it is not being chosen on purpose. We live in Turkey and this is not perceived to be normal in Turkey. In a public school if you want to include that topic as a teacher, a parent may ask you 'what are you teaching my child?'

Bu ortama da bağı (bu materyalleri neden görmediğimiz). ODTÜ'de özellikle seçilmediğini düşünmüyorum. Türkiye'de yasıyoruz ve bu Türkiye'de normal

olarak karşılanmıyor. Bir devlet okulunda bu konuyu bir öğretmen olarak seçmek isterseniz, veli size sorabilir ‘çocuğuma ne öğretiyorsun?’

The following comments made during the conversation between the members of Group 2 also restate the role of parents in the decision making process of the teacher:

I would be comfortable I guess actually I would like to be comfortable because of the parents I would be afraid of them but again I think these issues should be spoken anywhere so I wish I would be totally comfortable.

I want to add something, they can also talk this situation to their parents and their parents may tell it to the administration and it may be serious in further steps, it may cause bad things.

I would be comfortable using it but if the backwash to me would be very distractive for me and the education system it would be terrible because if the parents start acting against the school or said something ‘why are you spoiling-poisoning my kid’ (I have seen such things) then I wouldn’t use it.

Overall, due to determining factors such as parents, societal differences, or even the students themselves, prospective English language teachers display a neutral attitude towards the use of gender sensitive learning materials.

4.4.3 Negative Attitude towards Using Gender Sensitive Learning Materials

As it can be seen in Table 6, when compared to the participants who have a positive and neutral attitude towards using gender sensitive learning materials, only a minor group has displayed a negative attitude towards it. The reasons for these participants’ negative attitude is listed thematically in Table 12, which also provides the frequencies of these themes.

Table 12. *The themes of the participants' negative attitude towards using gender sensitive learning materials*

	ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING	
NEGATIVE ATTITUDE	THEME	FREQUENCY
	Reluctance towards the topic	21
	Inappropriate for learners	9
	The topic being problematic for parents	9
	Presence of more important topics to be addressed	5

4.4.3.1 Reluctance towards the Topic

The most frequent response given by the participants to why they have a negative attitude towards using gender sensitive learning materials is that they believe the topic is quite delicate; therefore, they display reluctance towards using the material in their own teaching ($f=21$). They claim that the delicacy or sensitivity of the topic may lead to controversy in the classroom that is why they would not feel comfortable in using them. In other words, not representing gender in a stereotypical way and including such a topic in lessons does not change the fact that the topic of gender is delicate. Given that it is a delicate topic, it must be handled with care and caution. Furthermore, this delicacy can also make students reluctant to talk about the topic, so it should not be used as learning materials, as the participants suggest. The following are quotations taken from the data gathered from these participants:

I may not feel so comfortable when I use these kind of materials as I believe that they are too sensitive to be discussed in class. (P35)

I think it is kind of a sensitive topic so I would feel a bit nervous because there can be some people who don't want to talk about these topics or who can feel uncomfortable about this topic so maybe it can make me feel nervous (Group 5)

Actually I may not feel so comfortable to use them because this issue is so sensitive because some of my students may feel bad because of their choices so I can't do that I can't use them. (Group 5)

4.4.3.2 Inappropriate for Learners

A second theme that emerged from the data focuses on the fact that participants would not prefer to use such materials because they believe that the integration of such materials are inappropriate for the learners ($f=9$). With the use of these materials, learners can be negatively affected. They believe that students come from different backgrounds and it may be very difficult for the teacher to address the needs of each student according to their cultural background. P8 states that students come from different backgrounds and what one student may perceive as normal may be perceived negatively by another student, "It is not appropriate. Every student comes from a different culture and social background. Some students may feel uncomfortable because either they live something like or some may feel disturbed because of that they don't approve this". This is also supported in the discussion which took place in Group 2, "I do not think that such topics are appropriate for teaching materials. Because I believe that there may be some students in the class and they may be offended unintentionally".

Interviewee 1 adds to this information, by saying that such topics are controversial, and because of this controversy the students can be negatively affected. This participants does not want that to happen, so s/he claims that s/he will not use such materials.

I have thought about the issue before, not just about gender but also about racism etc. and my thought hasn't changed, I believe we should not use such materials in class. In a class where our aim is to teach a language, I believe we should use materials that do not aim anything else other than teaching a language, materials should not disturb anyone. Even if the materials are quite normal and even if they aren't extreme materials, if there's a slight chance that those materials may bother anyone I think we should eliminate those materials and use the ones that everyone can accept, materials should only aim to teach something related to the context. Even if a material is perfect, the person who

may be offended will not learn anything from that material, if this happens it will mean that I am not achieving my aims.

Bu konuyu daha önce de düşündüm, sadece cinsiyet ile alakalı değil ama ırkçılık vs. ile de alakalı, ve düşüncem değişmedi, bu tür materyallerin sınıfta kullanılmaması gerektiğine inanıyorum. Amacımızın dil öğretmek olduğu bir sınıfta, bence dil öğretmek dışında bir amacı olmayan materyaller kullanmalıyız, materyaller kimseyi rahatsız etmemeli. Materyaller normal de olsa, uç noktada materyaller olmasalar da, eğer birini rahatsız etmesinin küçük bir ihtimali bile varsa bence o materyalleri elemeliyiz ve herkesin kabul edebileceklerini kullanmalıyız, materyaller sadece ortamla alakalı şeyler öğretmeyi amaçlamalı. Materyal mükemmel olsa bile, rencide olabilecek kişi o materyalden hiç bir şey öğrenmez, eğer bu olursa bu benim amaçlarıma erişemediğimi gösterir.

4.4.3.3 The Topic Being Problematic for Parents

Prospective English language teachers who claimed to be negative towards the use of gender sensitive learning materials in class noted that parents are one of the reasons why they would not use such materials (f= 9). Previously, it was stated that parents are a determining factor when it comes to making the decision of using such materials in class or not. There, the participants were hesitant, and although they claimed to personally be fine with using such materials, they stated that pressure that may come from the parents may affect their decision in the use of the materials. In this theme, the participants show no hesitation, but they rather claim that they will not use such materials because parents will be negative towards it.

The following quote shows that parents may question what the teacher is doing because using such materials may especially be problematic for young learners:

Teaching these kind of topics is actually problematic sometimes because for example for younger people they may not understand the topic and they may tell these topics to their parents and their parents may show up ‘what are you doing’. (Group 10)

Some students may not be old enough to know what gender differences even mean, which is why parents may react negatively, “Some of them may not even be aware of such issues and that’s why it can also cause some problems with their parents and I definitely don’t want that to happen” (P32). As P55 further states, “I think using such a topic may create chaos. Parents of the student may not want their children to study such a thing or different ideas of students may create argument”. Interviewee 2 also is in support of this:

After we teach our lesson the student may go to her/his parents to tell them that they experienced something in class, the parents may come to school and say ‘you have taught something in class, what are you implementing in my child’s mind?’. This will negatively reflect on the school, education, and the student.

Dersimizi öğrettikten sonra öğrenci velisine gidip derste bir şey yaşadıklarını söyleyebilir, veli de okula gelip ‘derste bir şey öğretmişsiniz, çocuğumun aklına ne sokuyorsunuz’ diyebilir. Bu okulu, eğitimi, ve öğrenciyi kötü etkileyebilir.

4.4.3.4 Presence of more Important Topics to Be Addressed

The final theme on the negative attitude the participants have towards using gender sensitive learning materials focuses on the importance of the topic (f= 5). These teacher candidates argued that there are more important topics to be discussed in class such as women’s rights; therefore, they would not prefer to use these materials in their teaching. As P60 states, “We have more important problems in our schools and classrooms”. P48 states the same opinion, “There are more interesting themes to be discussed in class”. P36 provides different areas that need to be focused on before moving on to addressing gender sensitive topics, “I think there are some problems that we should solve first (like rights of women and democracy, freedom of opinion)”.

4.4.4 Suggestions for the Use of Gender Sensitive Learning Materials

Prospective English language teachers were asked to give suggestions on which contexts or audience it would be possible to use gender sensitive learning materials. The data gathered from the questionnaires, in-class group discussions, and interviews have resulted in the formation of four themes. These themes can be found with their frequencies in Table 13 below. The themes emerging from the participants' suggestions focus on the age of the students, the environment, institution, and the teaching context in which they can be used.

Table 13. *Suggestions on the usage of the materials in teaching*

SUGGESTIONS FOR USAGE OF THE MATERIALS IN TEACHING	ATTITUDES TOWARDS USING GENDER SENSITIVE MATERIALS IN TEACHING	
	THEME	FREQUENCY
	Age	98
	Environment	36
	Institution	27
	Teaching Context	8

4.4.4.1 Age

A vast majority of the participants believe that there are certain age groups with which gender sensitive learning materials could be used ($f=98$). The data which focuses on age has been divided into three sections; (1) adults, (2) young learners, and (3) all ages. In other words, some of the participants suggested that these materials are more appropriate to be used with adults ($f=77$), whereas some suggested that they are also suitable to be used with students who are young ($f=12$), and others suggested that these materials can be used with students of all ages ($f=9$). It must be noted that what is meant by 'adult learners' are students who study at high school or any level above.

Firstly, the participants who suggested that these materials are appropriate to be used with adult learners have also provided justifications for why they think so. One of the reasons for this is that using such materials with young learners can be challenging. According to these participants, adult learners are more mature, they do have ideas about abstract topics and it is possible for them to think out of the box and to respect the differences among people. It may not even be possible for young learners to understand the concept; therefore, being involved in such topics may be challenging for them and confuse them. Some of the participants' responses towards this are:

I think it's appropriate for high school levels it can differ from age to age because it can be challenging for young learners to grasp this kind of idea so I think high school levels much more appropriate. (Group 8)

Some concepts are not yet discovered by young learners. The young ones wouldn't understand. The older age groups with the advanced levels would be appropriate because they would already have an idea in mind about these issues. (P50)

Students should be ready in terms of their cognitive levels. I think when choosing their identity, these materials can help learners to decide more easily. In secondary or high school it will be better. (Interviewee 7)

Öğrenciler bilişsel seviyeleri açısından hazır olmalılar. Öğrenciler kimliklerini seçerken bu materyaller daha kolay karar vermelerine yardımcı olur. Ortaokul ya da lisede daha iyi olur.

The following is taken from the discussion of Group 3 in support of the previous comments. These show that addressing such topics with young learners may be problematic; therefore, they should not be used with them:

I think it may be appropriate for all students apart from kindergarten or young students because they have difficulty in understanding such abstract topics so in high schools they can be appropriate. (P5)

I think this is an ideal topic for I think secondary or high schools because as my friend said when the person becomes older it's hard to change their ideas so I think secondary education would be appropriate but maybe little than that would be harder because they don't know about these things really yet so it would be hard to explain them these kind of issues. (P44)

Another reason why older learners are more suitable for these materials to be used with is that these students are cognitively developed, they can think critically, and they can express their opinion well:

We need to use these materials for certain groups. Because to be able to speak these topics we need to be mature people and be able to think critically. That's why it's appropriate to use this teaching for university students. I think the level is not very important. (P27)

These kind of gender sensitive topics could be discussed more freely in university level or more as at these ages people could express themselves more freely. (Group 5)

Furthermore, while some focused on the difficulties using such materials may create for young learners, some focused on the fact that older learners are more involved in the use of social media, and they do come across such topics there, which is why it is easier for such topics to be discussed with them given that they already have an idea about the topic:

I think it should be used with more advanced groups and sometimes it can be used starting with teenagers because they are more influenced by social media and they know everything so we can discuss these issues with them as well. (P33)

It is more suitable for high school students, 16-17-18 years old, I think they are in the ages where they can make a decision and be aware of themselves. Also I think that social media has an impact on such topics and in those ages teenagers are more eager to spend time in social media. (P8)

Secondly, the participants who suggested using gender sensitive learning materials with students of early ages, i.e. young learners, have focused on the idea that exposure to such topics should start from early ages. The results show that with the exposure to such topics from early ages, it is possible to raise people who have awareness on the topic and who are not raised with a bias against anyone. However, it may be plausible to be careful on the way these materials are integrated into the lessons:

These topics should be talked about from childhood in a normal way so that they don't feel as it is a taboo or something bad. But in young ages it should be talked about more carefully and superficially. (P41)

I think we should discuss those kind of topics in young learners' classes because in order to eliminate possible prejudice we should educate students as early as possible. (Group 4)

I think this topic can be used even in kindergarten, the children don't need to discuss it but maybe they can have reading materials where a life of a gay couple is presented. From a very early age they should get used to these differences in society but the difficulty level of the materials or the exercises should be in accordance with the age because of the cognitive development. (Group 4)

Finally, some of the participants stated that these materials are suitable for all ages. As long as adaptations are made in the way the lesson is carried out and in the way the materials are designed, then it is possible for gender sensitive learning materials to be used with students of all ages:

They can be suitable for all age groups if the content is contextualized according to the age groups. (P61)

This is an ideal topic for secondary education or high schools. But the younger children should be taught about these things. Yet I think the way I would represent that to them would be different in terms of questions. (P29)

Lower levels may need simplified versions of these materials because some terms may be difficult for them. I think different versions of these materials (such as simplified versions) are appropriate for every level and age. (P17)

4.4.4.2 Environment

When the participants were asked to make suggestions on the possible context or audience gender sensitive materials can be used with, they stated that the environment in which the materials will be used is important ($f=36$). The data show that there are a variety of different places or locations listed by the participants which are suitable for such materials to be used.

Some participants suggest that there are some countries that would be more suitable than others for the use of these materials. P33 stated that countries which are more open to differences can be better suitable for the inclusion of such topics in classrooms, "Some countries are very strict about it and it is not appropriate to discuss in these

countries. The developed countries where LGBT is seen as legal, it may be discussed (for example, Holland)”. Interviewee 4 also is in support of this,

I guess the most appropriate context would be the European context because when I was in Poland I was able to talk freely about these topics.

Sanırım en uygun ortam Avrupa ortamı olurdu çünkü ben Polonya’dayken bu konuları serbestçe konuşabiliyordum.

The following comment shows that in some countries speaking of such topics are not even mentioned so that such differences do not spread:

Middle Eastern culture is more closed to the issue due to the majority’s belief in religion. Although they tolerate it they wouldn’t want to talk about it to prevent it from spreading. So, Europe is more open to such topics. (Interviewee 3)

Orta Doğu kültürü bu konuya daha kapalı çoğunluğun dine inancından dolayı. Tolere etmelerine rağmen onun hakkında konuşmak istemezler yayılmasını engellemek için. Bu yüzden Avrupa bu konulara daha açık.

Some others suggest that these materials could be used in more open-minded parts of a country where people are less conservative:

In the parts of a country where people aren’t conservative and sensitive towards these issues, gender sensitive topics could be discussed freely (P34)

It might be difficult to discuss in rural areas and smaller environments in this country, it might be difficult to discuss because people may have strict ideas towards these issues. (Group 4))

Others suggest that the environment in which people are respectful, educated, and feel the freedom of speech is suitable for gender sensitive materials to be used:

In order to be able to discuss these kind of gender sensitive topics, there should be a safe environment in which everything can be discussed in a calm way even if all of the learners have different opinions. Respect is quite important. (P39)

In contexts where there is freedom of speech. If a student, for example, does not feel free in terms of expressing his/her thoughts on the topic, there wouldn’t be any point discussing gender sensitive topics. (Group 6)

The last suggestion was made on the use of these materials in contexts where people are less biased towards differences:

In a context where all the people are somewhat ridden of any cultural and religious bias. We can discuss these freely in that case. (Group 3)

Inequality, biases, prejudice against gender or overall, in all these contexts these kind of gender topics can be discussed. (P63)

4.4.4.3 Institution

Additional to the previous suggestions made, prospective English language teachers also suggested that there are certain institutions where gender sensitive learning materials are appropriate to be used (f= 27). The majority of the responses focused on the fact that universities are the ideal places for the use of these materials:

University environment would be very appropriate to talk about this issue. (P22)

I think they are more freely discussed in academic contexts like university or conferences, choosing academic contexts is more appropriate I guess. (Group 1)

Some responses were more specific:

They are more freely discussed in universities, academic conferences, lectures etc. (P7)

In a discussion class by showing films, and then discussing. In university atmosphere. (P24)

Private vs. public institution was also debated in the institutions which are better suitable for the use of gender sensitive materials:

Private organizations and districts with higher socio-economic levels are more open to such discussions. (P14)

I think that's an issue you probably couldn't discuss very comfortably in public schools you know, government would be probably biased about that kind of issues. (P57)

4.4.4.4 Teaching Context

According to the participants, the teaching context also matters when it comes to using such materials (f= 8). They have suggested that the context, or the lesson the materials are used in should be decided properly. Some also gave ideas on the part of the lesson that these materials can be integrated in. P44 stated that using such topics as reading of listening texts may be possible, “In reading or listening, I think we can adapt these topics in any contexts”. According to P10 such topics can be discussed in groups or as a whole class, “In group work activities or whole class discussions. It can be integrated into many activities like any other topic”. Interviewee 8 stated that these topics can be used to provide room for discussion before lessons start:

For example before assigning a writing text we can do brainstorming and we can discuss these topics there.

Örneğin bir ‘writing’ (yazma) metni vermeden önce beyin fırtınası yapabiliriz ve bu konuları orada tartışabiliriz.

A similar comment was made during the discussion that took place in Group 3 to show that such topics or materials can be used in the discussion stage of lessons:

Actually I want to add another context for example we want to assign a writing text in class the students have to write a text and we can do a brainstorming before the writing session and in this brainstorming session we can discuss these issues as a whole class and raise the issue.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter of the study firstly provides a discussion on the results with references from literature. Secondly, a short summary is given and the results are concluded. Thirdly, implications of the study for practice, and the implications of the study for further research are provided. Finally, the limitations of the study is elaborated on.

5.2 Discussion of the Results

This study, carried out with 64 participants studying at a university in central Turkey, addressed the following research questions:

1. What are prospective English language teachers' attitudes towards learning materials focusing on gender sensitivity?
2. What are prospective English language teachers' attitudes towards using learning materials focusing on gender sensitivity in their own teaching?

Categorized for being positive, neutral or negative, participants responses showed that there are a variety of reasons why they portray a certain attitude towards gender sensitive materials and towards using them. The first research question explored the reasons why the participants have these positive, neutral or negative attitudes towards gender sensitive learning materials. It was seen that their positive attitude was mainly due to the fact that such topics can be used to raise awareness, the acceptability of the

topic and the participants' situated context. Their neutral attitude depended was due to their personal concerns and the caution required on the topic. Moreover, their negative attitude was due to the fact that the demo lesson required development and the topic was controversial. These reasons provided justifications for the choices prospective English language teachers made on their attitude towards gender sensitive learning materials.

The second research question explored the participants' attitudes towards using gender sensitive learning materials in their own teaching. The positive attitude they had was due to the authenticity of the topic, and it was also due to the participants' desire to demolish bias and familiarize the students with the topic. Their neutral attitude was dependent on determining factors such as the students, parents, societal differences and teachers' technical knowledge. Furthermore, their negative attitude showed that the topic is too delicate so the participants are reluctant towards it and it requires caution, it is also inappropriate for learners and the parents may create problems upon finding out the topics their children are exposed to. These reasons justified the attitudes prospective English language teachers had towards using gender sensitive learning materials in their own teaching.

Finally, the participants made suggestions on the areas in which these materials can be used in, which also addresses the second research question. Participants have provided suggestions on different ages, environments, institutions and teaching contexts in which these topics or materials can be used.

In light of the research questions, a discussion is provided on the interpretation of the results.

5.2.1 Prospective English Language Teachers' Positive Attitude towards Gender Sensitive Learning Materials

After observing a sample demo lesson developed by the researcher on authentic gender sensitive materials, prospective English language teachers were involved in a two-part questionnaire and an in-class group discussion. The participants provided reasons for their positive attitude towards gender sensitive learning materials. It was found out that a high amount of the participants portrayed a positive attitude towards gender sensitive learning materials. In fact, a vast majority of the participants were positive towards these materials when compared to the participants who were neutral or negative towards them. The first reason why the participants were so positive towards these materials was that by using such materials they wanted to be able to raise awareness in students about such topics, as seen in the study of Dedeoğlu, Ulusoy, and Lamme (2012). The participants claimed that in the Turkish society because of the social norms and stereotypes, it may not be possible for students to have enough information on the topic. Therefore, by using such materials they believe that they will be able to introduce the topic to the learners and perhaps even make them become more aware of the lives and issues of people with differences in their gender. Raising awareness was also found to be necessary because the participants thought that by including controversial topics such as gender, it would be possible to break the bias and prejudice of the students against different groups of people. By using a book that had representations of LGBT people, Athanases (1996) found that it was possible to get rid of bias and stereotypes that are created by the societies in which we live. It was surprising to see that even the participants felt that the demo lesson was useful for raising awareness in them too.

Another reason why the participants felt positive towards gender sensitive materials was that they believed that this topic is nothing different than the ones we encounter in our daily lives. They claimed that differences in gender, or being LGBT is nothing different than being heterosexual, and it is a reality of the world; therefore, they felt comfortable during the demo lesson, and they did not feel alienated towards the topic. The topic is an ordinary one, it is normal and acceptable, so there is nothing to react

negatively towards such topics, as Lirola (2016) claims. Lirola (2016) states that controversial topics such as gender should not be ignored because the ignorance of them may make such a normal and acceptable topic to seem foreign. As long as one does not alienate and ignore a topic that is already considered a taboo by some people, then such a normal topic will continue and develop on being normal (Lumadi & Shongwe, 2010).

Some of the participants have stated that they have been influenced by the demo lesson, and perhaps even if they had no idea on how such topics could be incorporated into materials, by participating in the lesson they have found out that there are useful ways to do so. The demo lesson acted as a guide to them and showed them that even though a topic such as gender may be controversial, as long as the teacher finds the appropriate way to incorporate it, and as long as the teacher keeps the student needs and purpose of the lesson in mind, it is possible to be positive towards such topics in educational environments (Lirola, 2016; Tomlinson, 2011).

When a person is interested in a certain area of focus, then it is likely that that person will have a positive attitude towards the topic when they encounter it (Esen, 2010). This is what happened with the participants of the study. They claimed to have felt very comfortable during the demo lesson because LGBT is not an issue they were unfamiliar with, they were actually interested in the topic. This is why when they were asked questions to check whether they had a positive attitude towards the topic or not, it was seen that their awareness of the topic, and their personal interest in it made their experience very positive during the demo lesson. They claimed that they were able to freely have a discussion with their classmates because of the comfort they felt due to their interest in the topic.

One of the important factors of the positive attitude the participants had towards gender sensitive materials was the context in which they were situated. They stated that METU is a university where LGBT rights are freely discussed. They also stated that because of the common culture of the students in this university, which portrays a positive attitude towards LGBT individuals, it felt very natural to be part of the demo

lesson. They claimed that they may not have felt this comfortable if they were in less open minded environment, but being where they were allowed them to portray a positive attitude towards gender sensitive materials. The context in which a person observes controversial topics is a detrimental factor in making those people have a positive attitude towards the topic (McPhail and McNulty, 2015).

The positive attitude prospective English language teachers had towards gender sensitive learning materials, depended on a variety of reasons, but it was seen that a vast majority of these participants were positive instead of being neutral or negative towards it. The reasons of the participants are parallel to the studies which claim that as long as factors such as environment, interest, and needs are considered, any topic can be adapted to be presented to students (Pardo & Téllez, 2009). The conditions, as it seems, were well enough for the participants to feel at ease and to portray a positive attitude towards the materials.

5.2.2 Prospective English Language Teachers' Neutral Attitude towards Gender Sensitive Learning Materials

When compared to the participants who had a positive attitude, only a handful of people have portrayed a neutral attitude towards gender sensitive learning materials. The participants' responses showed that they were neither in favor of such topics nor were they against it. Even if they had a positive attitude towards the topic, it was seen that there were limitations stopping them from portraying such an attitude. This shows that one's willingness or interest in such topics may not be enough for them to have a positive attitude towards such learning materials. The first justification for the participants having a neutral attitude towards gender sensitive learning materials was that they had personal concerns which made them hesitate on whether they would appreciate such a topic in education or not. Controversial topics are already difficult to be discussed (Esen, 2010); however, having to consider them in an educational context may actually be worse because of the limitations a teacher has to face. As Taylor et al. (2016) claim, people may have concerns over controversial topics being

included in an educational atmosphere because of limiting entities such as the administration or the parents of the students. Henceforth, teachers may face a dilemma in such situations. However, the teacher candidates did not list these reasons for their hesitation, but they said that they were affected by their own bias towards the activities in the demo lesson, and they felt guilty on the choices they made during the lesson. It was also stated that some of them were afraid of being misunderstood by others; so if a person in such a context can feel hesitant because of such a reason, then what can others in more strict contexts do?

Another reason for the participants' neutral attitude towards gender sensitive learning materials was that they felt that a teacher needs to be careful when addressing such topics. Given the sensitivity of it, unless the teacher is careful, problems may arise and they may lead to a resentful attitude by the students too. It can be assumed that if necessary precautions are taken, then such topic will be appropriate within educational contexts; however, if the teachers do not take measures then the results can be disturbing for the teacher and the students. For this not to happen, it is important that the teacher is cautious enough on the topic with her/his students (Esen, 2010). This also shows that these participants are considerate enough of their students because they do not want to disturb them just because they would like to focus on such a topic. As Tomlinson (2011) suggests, before deciding on adapting or developing materials, the teacher needs to be careful on the target audience, and has to make sure that s/he knows the students well enough in terms of their age, context, culture, race, and so on.

5.2.3 Prospective English Language Teachers' Negative Attitude towards Gender Sensitive Learning Materials

Although most of the participants were positive towards gender sensitive learning materials, some of them had certain concerns which is why they portrayed a negative attitude towards such materials. However, it is important to note that the frequent reason why these participants had a negative attitude cannot directly be linked to their attitude towards gender sensitive materials. This particular reason is that the

participants believed there was a need for the demo lesson to be developed. They stated that the discussion questions at the pre-reading stage of the lesson were too controversial, these questions confused them. Because of this confusion they did not feel comfortable at the pre-reading discussion stage, which is why they stated they had a negative attitude. They, however, did not say that this negativity was towards gender sensitive materials. Therefore, it can be assumed that if the demo lesson is adapted, their view may change. When the materials are not suitable for the target audience they can be further adapted (Tomlinson, 2012). Nevertheless, it must also be added that creating a heated discussion through controversy was the aim of the pre-reading stage of the lesson. So perhaps the best solution could be slightly adapt the materials so that students do not feel confused but there will still be room for discussion.

If the first reason of participants' negative attitude is put aside, it can be said that the second reason for participants' negative attitude towards gender sensitive learning materials is supported by such a small amount of people. The frequency of this reason for negativity shows that the prospective English language teachers were mainly content with the materials they were presented with, which reflected on their attitude towards the topic of the materials too. Similar to the study of Dedeoğlu, Ulusoy, and Lamme (2012), these participants with a negative attitude claimed that the topic was too controversial. This controversy was said to be difficult for not only students but also for the participants themselves. Some of them were not even comfortable in the demo lesson because they thought that the controversy of the topic could lead to an argument in the classroom. The controversy of the topic also stopped them from voicing their opinion, and they thought that the same may happen for other students as well. As Arıkan (2008) states, controversial topics may lead students to react negatively, and teachers need to be aware of this. However, as Tomlinson (2012) asserts, even if a topic is controversial it does not mean they should not be mentioned or discussed. This will allow the learners to develop themselves, by being more aware of the issues around them and with this awareness there can be a possibility of standing against bias towards differences (Lirola, 2016).

5.2.4 Prospective English Language Teachers' Positive Attitude towards Using Gender Sensitive Learning Materials

In order to address the research question of what the prospective English language teachers attitudes towards using materials focusing on gender sensitivity are, data were thematically organized to provide reasons for why these prospective teachers may have positive, neutral, or negative attitudes. Although there is not a big difference in the frequency of the reasons for participants' positive and neutral attitudes, the reasons for their neutral attitude is more frequent than the positive one. Nonetheless, when all three attitudes are compared, it can be said that almost half of the responses were positive towards using gender sensitive learning materials in teaching.

Most of the responses showed that the positive attitude towards using gender sensitive materials in the future was due to the authenticity of the topic. Participants found the topic to be taken from real life, and they stated that there is no reason not to include things we encounter in our daily lives as a topic to be discussed in class. Since the students see such things on social media, in movies, and perhaps in their daily lives, it is not logical not to have such topics in class as well. Learning becomes more meaningful as when students can relate the topics to real life (Rahman, 2014). Furthermore, as the participants stated, when authentic topics are used in lessons then the students can get the opportunity to communicate about them, and this can enhance their critical thinking skills. This has also been claimed in the study of Pardo and Téllez (2009), who said that materials need to be adapted for controversial topics to be incorporated into teaching. When this is done, then teachers can provide room for the learners to think deeper on these issues and develop their critical thinking skills.

The second most frequent reason for the positive attitude the participants had was that with the use of such topics they believe they can demolish bias against people with differences, or the ones who do not fit the norms of the society. The participants were eager on using the topic for this purpose, and they claimed that the taboos existing in societies affect the way students think. In a country like Turkey, where norms and stereotypes are evidently existent, it cannot be assumed that students do not have a

bias against people with differences. As Dedeoğlu et al. (2012) state, Turkey is strongly bound to its traditions and norms, and in such a country one cannot expect gender differences not to be approached negatively. The report by UNESCO (2016) has made it clear that the level of discrimination and violence faced by LGBT individuals in Turkey is quite high. According to Esen (2010), education is the environment where students get shaped. If students grow up by being led to thinking that gender is a taboo, when the topics covered in classroom ignore gender, and when these students witness the violence that occur towards people with differences, then it cannot be assumed that they will not be biased against these people. Instead, as the participants claim, by using such materials in classroom or by incorporating such topics to their materials, it is possible to show students that such things are normal and that they should not be biased against them.

Prospective English language teachers also thought that by using gender sensitive topics in their lessons, they can help students to gain an insight into the topic. The norms and stereotypes in the society can make students view gender issues as a taboo, and therefore, they may not know much about the topic itself given that they do not get exposed to it (Rands, 2009). This is why the participants believe that incorporating gender sensitive topics into their materials will help students to learn more about the topic in an objective way, and as they become more familiar with the topic they can in fact start to see the topic to be normal (McDonough et al., 2013).

By using creative ways to address issues, it may be easier to raise interest and attract the attention of the students (Shih, 1992). The prospective English language teachers agree with this claim, and state that they would prefer to use gender sensitive materials in the future, and they were got inspired to do this with the help of the demo lesson. The demo lesson provided them with a creative way of addressing a taboo topic. When they observed the lesson, they found out that even taboos can be presented in classes as long as the teacher uses the right way to do so. The guiding questions to ask when evaluating materials as McDonough et al. (2013) list, focus on the factor of motivation. A teacher needs to ask ‘are the materials interesting enough to motivate students?’ It can be seen that the participants were motivated enough during the demo lesson to

show a positive attitude towards using gender sensitive materials in their own lessons in the future.

5.2.5 Prospective English Language Teachers' Neutral Attitude towards Using Gender Sensitive Learning Materials

The highest frequency of reasons were reported for the neutrality towards using gender sensitive learning materials. Prospective English language teachers were quite hesitant on deciding whether they would like to use such materials in their future teaching. They listed factors which overall showed that the prospective teachers will decide on using such materials depending on the fulfillment of these determining factors. The appropriateness of choosing topics for materials depends on factors such as the target students, the society and the culture in which these students live, the reactions that can be received from parents or administration, and so on (McDonough et al., 2013). Thus, it is very normal for teachers to be hesitant towards making a choice on using these topics in their teaching.

Students are the first determining factor on the choice of the prospective teachers using gender sensitive materials. The student profile is very important because a material that may work with one group may not work with the other (Littlejohn, 2011). That is why the teacher needs to make decisions carefully. The same has been stated by the participants, they said that differences such as age and level of the students, their background, the culture they are surrounded with, and their interests will be a determinant for the teachers to make preferences in the future. The maturity of the students is said to be important because when students are mature enough then such topics could be used with them. It was also stated that the age is important because similar to maturity, if students are young, then these topics may not be preferred. Similar results have emerged in the study conducted by Dedeoğlu, Ulusoy, and Lamme (2012), where the participants have stated that age is one of the most important determiners in using gender sensitive materials in teaching.

Societal differences are also crucial in making decisions on topic selection. One needs to consider the culture, religion, and beliefs of people within a society. A controversial topic such as gender may be more appropriate to be used in a European school, whereas in Turkey it may be very difficult to do such a thing (Dedeoğlu et al., 2012). There can even be differences among different parts within the same country because, as stated by the participants, the more conservative cities may not be suitable to address gender issues, but in the more modern part of the country it may actually be possible. As further stated, if a teacher does not take societal differences into account when choosing a topic to adapt or develop for classroom use, s/he may face serious problems.

Moreover, the prospective teachers were confused on how they could use gender sensitive materials in their own teaching because they lacked knowledge on the topic. They did not feel confident, and because of this lack of confidence on the topic and on how they can utilize it, they were hesitant towards deciding whether or not they would use it in their lessons. It was stated that teachers need to have some basic knowledge on the topic, so that they do not mislead their students or do not cause trouble in class. They also did not want to seem ignorant, and they thought that they have to be competent enough in knowledge and skills to address and deal with controversial topics (O'Mochain, 2009).

The institution that the teacher works in, and the parents s/he have to face are also important determiners in making the decision of incorporating gender sensitive materials to teaching. The material choice will change based on the feedback the teachers may get from the institution and the parents of the students. Just as the participants in the study of Dedeoğlu, Ulusoy, and Lamme (2012) claimed, public schools are not appropriate for such materials to be used. Prospective English language teachers participating in this study have also claimed that they would rather use them in private institutions. Just as O'Mochain (2009) was afraid of getting fired in Japan, participants in Turkey were also afraid that they might even get fired upon using such materials in class. If the school does not provide teachers with enough freedom to make varied choices on topics, then choosing gender may be problematic for them. Furthermore, teachers may also face negative reactions from the parents of their

students. As stated previously, the Turkish culture is bound by stereotypes as every culture and not all people can be expected to have been stripped from them (Göçmen & Yılmaz, 2017). In the study conducted by Taylor et al. (2016), even teachers in Canada, which is relatively less influenced by stereotypes, are afraid of the reaction they would get from the parents of the students if they included LGBT as a topic in their lessons. Therefore, it is very normal that the participants of this study are hesitant towards the reaction they may get from the parents of their own students.

5.2.6 Prospective English Language Teachers' Negative Attitude towards Using Gender Sensitive Learning Materials

Only a small amount of responses provided reasons for prospective English language teachers' negative attitude towards using gender sensitive learning materials. These teachers stated that they do not have the desire to use a controversial topic like gender in their lessons.

The first reason why they wish not to use those materials in the future is that the topic is sensitive, and use of sensitive materials in classrooms can lead to major problems. They wish not to deal with such problems because they can confuse their students' minds, they may feel uncomfortable during these lessons, and also the teachers would feel nervous while addressing such controversial topics. Due to the reluctance they developed because of the delicacy of the topic, they do not even suggest finding ways to adapt the materials according to the needs of their students, which is the opposite of what Richards and Renandya (2002) claim.

The second reason for prospective language teachers not wanting to use gender sensitive materials in their own teaching is that they believe the topic is inappropriate for learners. Just like they disregarded adapting materials due to their reluctance towards the topic, they also stated that no matter what the cultural background of the students are, they would not prefer to incorporate a topic like gender in their lessons. Even if some students would be comfortable towards it, some others may be disturbed.

They would not risk even one student feeling disturbed with the inclusion of such topics in their lessons. A strange factor is that, according to this information, they would not wish to disturb students who would be uncomfortable with the presence of such a topic, but they do not consider the students who are left out because of their differences. What Pardo and Téllez (2009) claim is that by incorporating controversial topics into teaching students will be familiarized with the topics and become aware of them, as they become familiar this will lead to minimizing differences among individuals. This can lead to negative reactions becoming less through time.

Some of the participants stated that they were hesitant towards using gender sensitive materials in their lessons because they were afraid of the reactions they would get. Some others stated that they would never use such materials because of the same reason. Parents, as seen in the study of Taylor et al. (2016), seem to be a strong influence for the decisions teachers make. Even if a teacher teaches in a country like Canada they would still be afraid of the reaction they may get from the parents of the students (Taylor et al, 2016). Henceforth, using such materials, in this case, is not an option for them.

The teachers in the study of Taylor et al. (2016) claimed that subjects such as science is more important than addressing gender in the lessons. They would not prefer to waste time on such topics when there are more important ones to address, just like the prospective teachers in this study stated. Before addressing issues that LGBT people may face, they suggest that they can first find ways to deal with women's rights or democracy.

5.2.7 Suggestions for the Use of Gender Sensitive Learning Materials

The suggestions made by prospective English language teachers on the students and contexts that gender sensitive learning materials can be used resulted in four different themes. These teachers made suggestions based on the age, environment, institution, and teaching context. A vast majority of the responses focused on age, which shows

that they believe age is an important determiner in whether such materials should be used or not. Environment and institution are also strong determiners but only a small amount of the responses focused on the teaching context.

There was a variety in the age groups that the participants found suitable to be exposed to controversial topics such as gender sensitivity. Two thirds of the responses showed that such materials should be used with adults. Perhaps even less than one thirds of the responses focused on young learners, and students of all ages. So when they make a comment in age, they make a distinction between adults and young learners. To make an approximate distinction, when they talked about adults, they referred to teenagers and above, and young learners were basically students younger than teenagers. Dedeoğlu et al. (2012) study has showed that teachers in similar contexts think alike, because even the students in their study stated that if they were to use such materials they would use it with adults, young learners are not mature enough to be exposed to such topics. However, in the study at hand there were participants who stated that young learners should be exposed to such topics because the earlier they start familiarizing with a topic, the earlier they will become familiar with it. Nevertheless, in both the current study and the study of Dedeoğlu et al. (2012), there were participants who suggested the materials to be used across all ages. There are ways to adapt materials to be suitable for all ages, the teacher just needs to know how to do it (McDonough et al., 2013).

Suggestions were made based on the environment in which the teaching will take place. Some suggested to use such materials in European countries, where LGBT would legally and openly be discussed. Some others suggested the materials to be used in countries which are not conservative, which is similar to the suggestion made on specific countries just like in the study of Dedeoğlu et al. (2012). The prospective teachers who have been to a European country, further stated that based on their experiences with Turkey and a European context, they thought materials should be used in less conservative countries. Others suggested that environments where people are educated and respectful or in environments where people are less biased towards controversial issues should be chosen. Depending on the teachers' knowledge on the

environment, and by adapting the materials fit for the specific environment in which they will be used, it is possible to use a variety of topics (Richards & Renandya, 2002).

Moreover, the suggestions made on the institutions in which such materials can be used were mostly focused on universities. This is also related to the age of the students which has been previously mentioned. Participants have added the fact that university level students are freer to discuss controversial issues and they are more mature, so such materials should be discussed in university environment. In the study of Athanases (1996) it was also found to be appropriate because the participants were mature enough to understand the concept being mentioned.

The last suggestion was made on the teaching context in which gender sensitive materials can be used. Although this was a minor suggestion compared to the others, participants provided a variety of different teaching contexts in which these materials can be used. Examples include; group work activities, speaking classes, writing lessons, or for brainstorming purposes. Hence, it can be concluded that as long as the teacher knows the age, context, social and cultural background of the learners, materials are adaptable in flexible ways which can be suitable for different groups of people, contexts, and lessons (McDonough et al., 2013).

5.3 Conclusion

The study at hand provided a variety of reasons for the positive, neutral, and negative attitude prospective English language teachers have towards gender sensitive learning materials and using them. One advantage of the data collection was that the responses were evident across all three data collection tools, and this made it possible to provide examples from each of them. The following research questions were addressed with the results obtained from the extensive data provided by the participants:

1. What are prospective English language teachers' attitudes towards learning materials focusing on gender sensitivity?

2. What are prospective English language teachers' attitudes towards using learning materials focusing on gender sensitivity in their own teaching?

An interesting factor was that when participants clarified their attitude towards the materials or the topic of gender sensitivity, most of them portrayed a positive attitude. However, when they were asked what their attitude was towards using those materials, their attitude shifted. Almost half of the participants portrayed a neutral attitude towards the use of those materials, and gave their reasons for this. They said that they would actually want to use the materials but the limiting factors such as parents, students, and societal differences made them go through a dilemma in deciding whether or not to use the materials. It can be assumed that after participating in the demo lesson which most found successful and creative, they developed a positive attitude towards the topic/material itself. There is no harm in finding a topic interesting or useful. However, when they had to portray their attitude towards using those materials, there was a shift in their attitude which can mean that using the materials is not based on theory but it is based on practice. Providing a positive attitude towards a topic is not the same as having to use that topic because the former affects the person; however, the latter can affect the students, parents, institution, and society that person is associated with. In the study of Dedeoğlu et al. (2012), when the views on the children's books and using those books in class are compared, half of the participants were positive towards the topic of the book, but when they were asked whether or not they would use it, most of the participants said that they would not use such books in their teaching. The results in two different studies, resemble each other. In the study at hand, the participants are mostly neutral towards the use of the materials, but in the study of Dedeoğlu et al. (2012) they were negative towards the use. It must be noted that this difference could be due to the fact that the 2012 study is based on a children's reading book, whereas the study at hand focuses on adults and on a course material.

Categorized thematically, the results revealed the reasons for these teachers' attitudes towards gender sensitive learning materials. The most repeated reasons for these teachers' positive attitudes was that topics such as gender sensitivity can allow the teacher to raise awareness in students on the topic. Also, these teachers believed that

the topic was acceptable given that the topic was based on the issues of real life, which is why they had a positive attitude. A small amount of the responses showed that the participants had a neutral attitude towards gender sensitive learning materials, which were due to participants' personal concerns and the caution that had to be given to the topic. Moreover, their negative attitude towards gender sensitive materials was mainly due to the controversy of the topic. They stated the topic was controversial, which is why they did not feel comfortable during the demo lesson.

The prospective English language teachers' attitudes towards using gender sensitive materials in their own teaching was also received positively, neutrally, and negatively. Their positive attitude was mainly due to the authenticity of the topic, and they claimed that they would not see any problem in incorporating such an authentic topic in their teaching. The second most frequent reason was due to their desire to demolish bias, they believed that by using such materials they can demolish the bias students have towards the differences in people. The participants' neutral attitude was dependent on factors such as the students, the societal differences, and the institution in which they work, they claimed that whether or not to use these materials depends on these factors. Moreover, their negative attitude was mainly because of the delicacy of the topic which developed reluctance in them towards the topic, and because the topic was found to be inappropriate for learners. They stated that they would not like to use such a topic in their teaching because the reluctance towards the topic could lead to problems on behalf of the students, their parents, or even the administration of the institution in which they work.

The prospective English language teachers also provided suggestions for the audience and area in which gender sensitive learning materials can be used. They provided a variety in the ages these materials can be used with. Also, European countries, or parts of a country with a more modern background were suggested to be suitable in the use of such materials. Activities such as speaking or writing, and whole-class discussions were said to be appropriate for the use of these materials, and universities were found to be better suited for this.

When all of the results are considered it can be said that there is a higher frequency of positivity and neutrality when compared to negativity portrayed by the participants no matter which research question is being addressed. The reasons for these attitudes have been interpreted, and these interpretations show that there is a variety in the participants' attitudes towards gender sensitive learning materials and towards using them. One of the most significant reasons why there is a higher frequency of positive and neutral attitudes when compared to the negative attitude is the location in which the study took place. As stated by the participants, the free environment of the university they are located in and the open-mindedness of their classmates made the participants more comfortable and positive. Nevertheless, had this study taken place at a different setting, the results may have been completely different, which can be seen in the responses of the participants as well. They have stated numerous times that one of the major reasons for their comfort towards the demo lesson and towards using such materials in their teaching was that they were located in a setting where such differences are acknowledged rather than being ignored or alienated. An important point to consider is that although the location or setting is an important positive factor in this case, it may actually not be as positive as it seems. There is no evidence to prove whether the same participants would portray the same attitude if they had been at a different location. It is not wrong to assume that they may have been negatively affected by the environment and the classmates they are surrounded with. What is meant by this is that, participants may have assumed that others in the class would be positive towards such a controversial topic, so they may have felt the need to portray a milder attitude than what they truly believe in. They may also have been afraid of being judged, which is why they may have acted differently as opposed to how they would normally react to such topics. A second point to consider is about the blame that the participants put on others when they portrayed a neutral or a negative attitude. Their answers showed that most of the participants had a positive or neutral attitude towards gender sensitive learning materials and towards using them. However, when they gave reasons for their attitude, they usually put the blame on others. For example, they said that they would want to use gender sensitive materials but parents would be against such a thing, so they would not use them. Or, they would want to use the materials but

the students or the administrators may create problems, so they would not be able to use them in class. It may be assumed that although these answers may be completely sincere and true, perhaps there is a hidden agenda behind them. They may have preferred to put the blame on others not to be blamed for their own stance. Instead of saying they would not use the materials because they simply do not want to, they may have displayed a defense mechanism by putting the blame on someone else. So it is not their fault, but it is the fault of others and they are to blame for why the participants cannot use such materials in class. Hence, the results may not be the participants' real stance.

Overall, considering all of these points, it can be said that there are a variety of reasons for the participants' positive, neutral, or negative attitudes towards gender sensitive materials and towards using them. Even though they were mainly positive towards these materials and using them, they still had concerns that made them hesitate or even made them not want to use those materials at all. However, as McDonough et al. (2013) state, there is always a way to adapt materials depending on the audience, culture, society, and institution in which a person teaches, as long as the teacher is motivated and has the skills to do so. As Pardo and Téllez (2009) claim, controversial topics should be incorporated into teaching because by doing so it is possible to overcome the problems of inequalities and bias. Therefore, by finding the appropriate way to adapt and develop materials fit for the purpose and the target audience, teachers should incorporate gender sensitive materials into their teaching.

5.4 Implications for Practice

In order to provide improvement for the teaching practices of English language teachers, the results of the study and literature have provided useful implications.

The main implication of this study is that by using controversial topics it is possible to provide benefits not only for teachers but also for students. Samples such as these can

help in making students and teachers become aware of the differences in society, and the problems people may be facing due to these differences.

By incorporating controversial topics such as gender sensitivity into teaching, learners can be aware of the differences among people which can result in the demolishing of bias and stereotypes against individuals. Moreover, inequalities can be diminished with the use of such materials. This is because ignoring the differences people have do not solve any problems but it actually fosters the continuation of stereotypes and taboos. By including such controversial topics into teaching, through time as students become more familiar with differences, these differences can become normalized. Hence, inequalities and bias can be diminished.

Another impact is that the inclusion of controversial topics in materials can be important in terms of human rights because ignoring people does not mean that they do not exist. Acknowledging the existence of these individuals should not even be a matter of discussion.

Additionally, through the study it has been found that not just gender, but any topic related to humanity can be used within classrooms. It is not just about how controversial topics could be incorporated into teaching, but it is also about the fact that one should be able to discuss any topic within spaces like the classroom. Therefore, merging them into a major theme would lead to both acknowledgement and respect with in depth understanding of the needs and expectations of these individuals.

Furthermore, the study has shown that even controversial topics could be made context and audience appropriate as long as the teacher adapts the materials according to their students and context.

Teacher education does not necessarily include courses that offer knowledge on how to approach students with differences, or how to deal with controversial issues in class. This study has shown that such an education is a necessity, so that teachers can be made aware of the differences that they may come across in their classes, and so that they can help other students to understand every individual in the world.

Teachers cannot be the only ones working for the diminishing of inequalities among people. School administrations should also touch up on the topic, and try to find solutions for the problems that students are facing because of the stereotypes or norms of societies. No matter what a teacher wants to do, it can happen to a certain extent. Unless teachers have the support of the administration, and unless the administration also works on the improvement in addressing controversies, then impact will be very slow.

It is important to note that in order to do all of this there are two measures that have to be taken. First of all, as mentioned previously teachers may not have enough knowledge to address such topics. This is why they need to be helped in order to learn how to adapt, use and incorporate such materials. Helping teachers on how to use and adapt these materials should be done with care, and this change needs to be done slowly but surely. Teachers need to feel secure so that they can be motivated to use such topics and materials in their lessons. Within the scope of materials adaptation and development, themes can be adapted on the use of gender sensitive materials. Upon the creation of an overarching theme for teachers to refer to within methodology courses, acknowledgements can be made through these themes and the needs and expectations from the teachers can be set to help them further. Second of all, the audience, i.e. the parents, students, administrators and colleagues need to be introduced, familiarized and prepared on the topic. Ground work needs to be laid so that this audience can acknowledge and understand how deep the issue is, and so that they can understand how other people feel. Parents, administrators, etc. can be strong actors in making change within societies and regulations. Therefore, it is important to make them acknowledge and understand what is going on, what the issue is, whether there actually is an 'issue' or not. In basic terms, in order to create change, one needs to recognize what needs to be changed. It is not easy to incorporate such topics to lessons especially in more traditional settings, this is why the main actors and the decision makers need to be prepared in advance so that when the teachers are confident and ready enough to address such topics they will not be faced with as harsh reactions as they would have if the audience was completely unprepared.

5.5 Implications for Further Research

The study at hand explored the attitudes of prospective English language teachers towards materials focusing on gender sensitivity and towards those teachers using these materials in their own teaching. In order to develop the study further, the first thing that can be done is to carry out a longitudinal study spread through a year, to observe teachers' practices in addressing controversial issues such as gender sensitivity. This will provide more in-depth information on the practices that teachers follow while they teach. Given that the study at hand was conducted with prospective English language teachers, working with teachers who have graduated and who have had practice in teaching can show what the actual actions of teachers are.

Furthermore, in order to develop the study into a more in-depth one, the participants of the study at hand can be asked for advice on creative materials to be prepared, and they can be asked advice on how to design lessons without raising problems or being offensive towards anyone. So far all of the solutions offered have been mostly on a theoretical basis. Discovering ways to put these theories into practice will be useful. Also, the advice will act as a sample to what materials focusing on controversial topics can be like.

It can be very useful to get the perspectives of students as well. There are some options for this. First of all, students who have experience with gender sensitive/controversial materials can be interviewed to add a different perspective to the study. Since teachers are not the only beings in the classroom, it is important to explore the side of the students to find what their attitude would be towards such materials and their feelings towards them. Second of all, it can be of the utmost use to get the perspectives of students who do not fit the norms of the society, so that we can explore their perspectives on being included in the topics of materials covered in class. Only then we can truly understand whether our assumptions are really successful in practice.

Conducting studies to make comparisons between two groups would provide valuable perspectives to literature. Comparisons can be made between different age group students. Having a study between two different countries, or between different regions

within a single country can also provide variety in perspectives. Comparisons can be made among different institutions, for example, teachers working at public schools could be compared to teachers working at private schools. This can shed light on the differences between the approaches these institutions have towards teaching practices.

Finally, it can be a good idea to explore the attitudes of parents and administration too. Parents can be very influential in the lives of their children, and their decisions can affect the lives of their children. School administration is also quite influential in this matter because it will be very difficult to incorporate such materials into teaching without the approval of them. By exploring parents' and administration's attitudes, assumptions can be made on the reactions that will be received on the use of gender sensitive materials.

5.6 Limitations of the Study

The first limitation of the study is in regards to the questions given in the online poll during the discussion stage of the demo lesson. As it was mentioned in the data collection tools section of the study, the demo lesson was used as a reference for the participants to observe and make meaning of, so that they could answer the questionnaire, have a discussion, and participate in an interview based not only on their experience of learning materials but also based on their interpretation of the demo lesson. That is why, although the questions in the poll should not have directly affected the data that was collected, participants were puzzled by it, and they gave some responses in the questionnaire and interview targeting the questions in the poll. In the poll, students were shown two types of families and were asked which of those families was normal. The reason for wording the question by using the adjective 'normal' was to provoke discussion in the lead-in stage of the lesson. The result of the poll was not what was important, what was important was the discussion it led on the topic of the lesson. Participants got a chance to evaluate the question, the word 'normal', and other factors such as stereotypes within societies. Since the aim of the lesson was to have such a discussion, the question was not worded differently. However, participants

claimed that they were not sure on how to respond to the question (i.e. which family to choose) because the word 'normal' was too vague, and it lead to a confusion. Hence, to have had a less confusing question, perhaps it would have been better if the question was worded as 'which of these families is normal according to the society' or 'which of these families fit the societal/cultural norms'. An even better way to do this can be to eliminate the word 'normal' from the questions.

The second limitation of the study is related to the demo lesson as well. The essay writing at the end of the lesson was only explained to the participants, but the participants were not asked to write an actual essay due to time constraints in the lesson. However, if there was more time available, it would have been a good idea to allow the participants to write the essay, so that they could get a holistic understanding of the lesson. If they would have written an essay, the reading activity they had done would have seemed more meaningful, and they would have got the chance to experience being a student in such a lesson as a whole.

The third limitation is the amount of participants who have taken part in the interview. It would have been better if there were more participants to be interviewed so that the thoughts of more individuals would have been added to the data. However, only nine participants were reached, and the others were either completely non-responsive to the countless messages sent to them, or they were not available to participate in the interviews.

The final limitation of the study is related to asking the participants for creative ways to incorporate gender sensitive learning materials into teaching. If the students were asked to provide ideas on creative ways for gender sensitive learning materials or topics to be used in class, it would have been possible to find out the ways in which the participants believe such materials can be used. However, it was not possible to contact the participants further because the term was over. If the term not had not been over, it would have been easier to get in touch with the participants so that there would be a pool of ideas on the incorporation of such materials into teaching.

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APPENDICES

APPENDIX A : APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

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APPLIED ETHICS RESEARCH CENTER

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08 OCAK 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAER)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ayşegül DALOĞLU

Danışmanlığını yaptığımız Melike Ayşe TURKUMENOĞLU' nun "İngilizce Öğretmeni Adaylarının Cinsiyete Duyarlı Öğretim Materyallerine Tutumları" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 015-ODTÜ-2019 protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.


Prof. Dr. Tahir GENÇOZ
Başkan


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan Gürbüz DEMİR (4.)
Üye


Prof. Dr. Zeynep KONDAKÇI
Üye


Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Pınar KAYGAN
Üye


Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

APPENDIX B : THE LESSON PLAN FOR THE DEMO LESSON

Level: Advanced

Length of lesson: 30 minutes

Type of the lesson: Reading into Writing

Main Aims:

By the end of the lesson students will;

- reflect on the survey questions and their answers after completing an online survey,
- comprehend the text by answering the comprehension questions and sharing their summary in a jigsaw activity,
- write an essay with the help of their notes on the summaries they listened to.

Materials/Aids (please check appendices):

- Articles/texts on different stories of people
- Chart to be filled in (prepared by the teacher)

Lesson Plan Chart

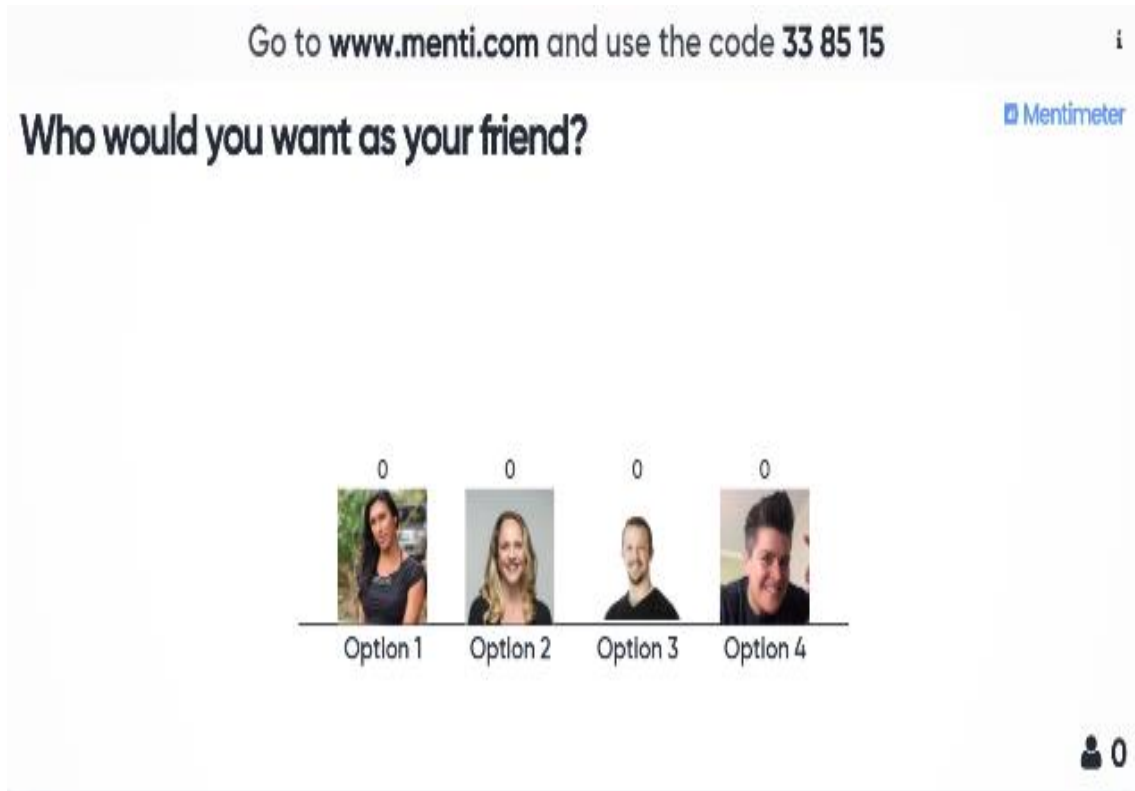
STAGE	TIME	INSTRUCTOR / STUDENT ACTIVITY	MATERIALS
Pre-Reading	5' 10'	T greets STS and tells them about a gender-biased incident that she went through during the day. T asks STS if they faced any biases, and asks the STS to share their story. T asks ‘what other types on biases can there be?’ T says ‘today we are going to look at a bias we may or may not be aware of’ T gives the instructions to Mentimeter After STS answer each question T asks further questions to have STS reflect on their answers (why have you voted for doing a reading text on straight couples? What can be the reasons? Etc) T asks ‘What kind of challenges do you think LGBT people may be facing today? (Sts will understand the context since the questions are solely on LGBT)	Mentimeter
While Reading	15'	T gives instructions on what STS need to do: Jigsaw Reading Sts will be put in groups, there are six articles and STS will be grouped depending on group size. Step A: STS individually read an article they are assigned to. They take bullet-point notes on	Reading Texts Summary Chart

	5'	<p>the chart while reading, with the help of the guiding questions.</p> <p>Step B: STS are grouped so that there is one person from each article within the group.</p> <p>Step C: Depending on the order of articles on the chart, STS summarize their notes. Other STS take notes while they listen.</p> <p>T goes around to monitor the Sts.</p> <p>Once the summary session is over, T asks Sts of their opinion on the information they have learned/read about.</p> <p>T then asks further questions to transition to essay writing;</p> <p>‘How did you feel/what do you think of the troubles these people in the articles face?’</p> <p>‘What other problems/biases do you think these people may be facing?’</p>	
Post-Reading		STS are given one hour to write a 350 word essay on the given topic.	Essay Question Sheet

Materials Used in the Lesson Plan

Pre-Task Mentimeter Survey Questions

Question 1:



Türkmenoğlu, M. A. (n.d.). *First question of the pre-reading stage of the demo lesson on screenshot taken from Mentimeter.* Retrieved from <https://www.menti.com/b54d3f6f>

Question 2:



Türkmenoğlu, M. A. (n.d.). *Second question of the pre-reading stage of the demo lesson on screenshot taken from Mentimeter.* Retrieved from <https://www.menti.com/b54d3f6f>



Question 3:

Go to www.menti.com and use the code **33 85 15**

Which of these families is normal?

Mentimeter

0% 0%

Option 1 Option 2

0

Türkmenoğlu, M. A. (n.d.). *Third question of the pre-reading stage of the demo lesson on screenshot taken from Mentimeter.* Retrieved from <https://www.menti.com/b54d3f6f>

Reading Texts

Text 1

White House Photo Caption Omits Husband of Luxembourg's Gay Prime Minister

The Trump White House on Saturday omitted Gauthier Destenay, the husband of Luxembourg Prime Minister Xavier Bettel, from the caption for an official photograph of the spouses of Nato leaders, which was taken at this week's summit in Brussels. Destenay, a Belgian architect, married Bettel in 2015, becoming the first same-sex spouse of a leader of a European Union member state. American first lady Melania Trump was identified twice in the original caption for the official White House photograph, which was taken by Andrea Hanks and posted to Facebook in a collection of pictures from Trump's nine-day international tour. Destenay's name later appeared in an edited version of the caption.



The official White House photograph and caption, as posted to Facebook.

The original caption read: "First Lady Melania Trump poses with Belgium's Queen Mathilde, center, and other spouses of Nato leaders: First Lady Emine Erdoğan of Turkey; Iceland's Thora Margret Baldvinsdottir; the First Lady of France Brigitte Trogneux; First Lady Melania Trump; Slovenia's Mojca Stropnik; Bulgaria's Desislava Radeva; Belgium's Amélie Derbaudrenghien, and Norway's Ingrid Schulerud, during their visit Thursday 25 May 2017, at the Royal Palace in Brussels." Destenay, smiling and wearing a dark suit, white shirt and light blue tie, is clearly visible in the picture, behind Melania Trump's right shoulder. His appearance in photographs of the group of leaders' spouses taken in Brussels this week caused widespread comment in the media and online. Prior to the edited caption appearing online, the White House did not return a request for comment. Unlike other parts of the legacy of Barack Obama, same-sex marriage rights have not come under scrutiny during Trump's presidency. Destenay and Bettel's marriage is not the first same-sex union at the highest levels of world politics. In 2010, Johanna Siguroardottir,

then prime minister of Iceland, became the first serving leader in the world to marry a same-sex partner.

Pengelly, M. (2017, May 27). White house photo caption omits husband of Luxembourg's gay prime minister. *The Guardian*, Retrieved from <https://www.theguardian.com/us-news/2017/may/27/white-house-photo-caption-same-sex-spouse-luxembourg-pm>

Text 2

Bülent Ersoy: The Remarkable Untold Story of a Turkish Icon, Transgender Diva and Unintentional Revolutionary

The unfathomable life story of living Turkish legend Bülent Ersoy is barely utterable without placing this incredible individual in the chaotic epoch in which she blossomed. While Turkey has a reputation for being more liberal in the '70s, attested by the amount of psychedelic music and film from the country in this decade, it was not an easier time to live there. During this period Bülent sang as both a respected singer of the Turkish classical canon, as well as the frowned upon popular style of arabesque, he also acted in many films as a young, naive, androgynous heterosexual man, and would be seen in social spheres on dates with women. A Turkish friend told me that during this period he was accepted as a gay star and led a private life that was quite unmolested. In the tail end of the '70s a large proportion of Turkey was already under martial law, and Bülent's body metamorphosed simultaneously to the regime; she started to wear women's clothes onstage and had breast enlargement surgery. She was imprisoned for 45 days for revealing her new (and spectacular!) chest at the Izmir International Fair. Her transition was later completed in Charring Cross Hospital in 1981, and returned to Turkey. After an imaginably painful series of physical examinations, and always stressing the motivation behind her sex change to be patriotic and not wanting to be an illegal sexuality. During that period transgender brothels were shut and Trans entertainers were forbidden to perform on stage. Bülent was also denied the right to perform in public, since women had to obtain police permission to perform, thus recognizing her new gender. She fought in court until 1983, and when her petition was rejected a final time, she unsuccessfully tried to commit suicide. Later that year she left Turkey to continue her career in Germany, where she continued to act in Turkish films, and also lived in Australia for a while. Her popularity flourished whilst in exile and in 1988 a series of events would allow her safe passage back to her beloved Turkey.

Societies tend to have pressure valves, where they let one token minority member get a foot up to forget about the injustice to the rest. However the audacious mettle that Bülent has demonstrated in her life is bewildering and inspiring and could not be taken so lightly.

A true, honest artist is always a revolutionary.

Trash, J. (2012, December 19). Bülent Ersoy: The remarkable untold story of a turkish icon, transgender diva and unintentional revolutionary. *Huffpost*, Retrieved from https://www.huffpost.com/entry/bulent-ersoy-remarkable-story_b_2330277

Text 3

Ayta Sözeri Tedx Talk – Istanbul

When they told me about the ‘road not taken’ for the first time, I actually understood that I had to talk about my journey at one point. However, when I gave it some thought I realized that my road was a bit more different, because the ‘road not to be taken’ to others, which is the first road I had taken was one that should not be taken. They warned me for years saying ‘‘you will starve’’, ‘‘you’ll become homeless’’, ‘‘you’ll have no one left around you’’, ‘‘are you going to become a woman with those legs?’’ ! Despite these warnings I took the road not to be taken. After some time, at a time when I thought I would not have to face a dilemma again, I was forced to choose the ‘road to never be taken’. Yes, I have many friends who are sex-workers, I do not judge what they do and I actually thank them for helping me through my journey. I had chosen to become a singer and an actress. And as you can see now, I am here and I am speaking in front of you now. When I chose that road we weren’t at a time of internet and you could not go to a public library and ask for a book on homosexuality or being a trans. You could not google anything and find out what you were, I thought of myself as something like X-MEN for years. I wondered when I would direct beam out of my eyes, but that never happened. After I had gone through that phase I thought I was gay for years. People said ‘‘you’re gay so that’s easy to disguise you’ll work but not tell anyone of being gay’’ and at that point I figured out I am trans and ever since then I have tried to develop my trans identity. The most interesting story was when I wanted to be exempt from military service. I went to the government’s FOREIGN AFFAIRS AUTHORITIES when I had already undergone half the change into becoming a woman and there they give you a report of qualification to prove once again that you are nothing different than X-MEN. In the report you are tagged as FXD17, and according to this code you no longer have to do military service, and thankfully they warn you enough to tell you that you no longer be able to work in any government related work etc. When I was first asked to act on TV I asked them to put me in the role of a civil servant, and quite surprisingly I became not only a civil servant but a very qualified one, a headmaster to a jail! There were many other LGBT members when I came out as an actor but most of them did not want to be called an LGBTI member but so long as my life continues, so long as I am visible I will keep on fighting for LGBTI. I will continue until everyone is able to have equal education, life, and breath. On our path we established 7 organizations on human rights and we are against any form of discrimination. There were times when I was not able to pay my rent for months, I starved so badly and I was in desperate need for money and during those times I answered a question that was asked to me frequently; no I did not work as a sex worker but my friends who do that job helped me financially for me to be successful in the path I chose...

Sözeri, A. (2018, May). *Ömrüm yettikçe*. Retrieved from <https://www.youtube.com/watch?v=mXdkOcwkDto>

Text 4

Royal Family to Have First-Ever Same-Sex Wedding as Queen's Cousin Prepares to Marry



Another historic royal wedding is set to take place this summer - the family's first same-sex nuptials. Lord Ivar Mountbatten, a cousin of Queen Elizabeth II, first made history when he announced he was gay in 2016 and became the first member of the royal family to do so. Following his announcement, Lord Mountbatten revealed he was in a relationship with James Coyle, who he will marry during the summer.

The wedding will be made even more special because Lord Mountbatten's ex-wife Penny, with whom Lord Mountbatten has three daughters, told the *Daily Mail* she will be the one walking her ex-husband down the aisle. "It was the girls' idea," she said of the new wedding details.

"It makes me feel quite emotional. I'm really very touched." Speaking to the *Mail*, Lord Mountbatten said his royal relatives know of the plans and are "really excited for us." "Sadly they can't come to the wedding. Their diaries are arranged months in advance and they're not around, but they adore James. Everyone adores him," he told the newspaper.

Although the Queen has not commented on her cousin's upcoming nuptials, she has previously made statements in support of LGBT rights. During her speech at the State Opening of Parliament in 2017, she said: "My government will make further progress to tackle the gender pay gap and discrimination against people on the basis of their race, faith, gender, disability, or sexual orientation." Mountbatten is also sufficiently distant from the throne that his marriage does not raise any issues involving the constitution, said Jonathan Thomas, the publisher of Anglotopia.net.

The royal family still abides by the rules of a law passed in 1772, titled the Royal Marriages Act, which requires the first six people in the line of succession to receive permission from the ruling monarch before they marry. (The queen gave her formal consent to Prince Harry and Markle in March.) Because Mountbatten is not in the line

of succession and because he already has children, his marriage to Coyle has little bearing on the leaders of the family.

Ritschel, C. (2018, May 18). Royal Family to Have First-Ever Same-Sex Wedding as Queen's Cousin Prepares to Marry. *Independent*, Retrieved from <https://www.independent.co.uk/life-style/royal-family-same-sex-wedding-gay-queen-cousin-lord-mountbatten-a8405086.html>

Text 5

Gay Marriage in the United States, One Year Later



It's been a year since the Supreme Court ruling that legalized same-sex marriage in the United States. But for Julie Goodridge, who sued Massachusetts in 2001 for that right, there's more work to be done in the LGBT-rights movement.

"One of the things that's been really interesting is realizing that so many people think that we're done, that we've got all the rights we need now that we can marry one another," Goodridge said in a recent interview. "And of course, that's not true. And it's actually sort of distorting to have marriage in states where you can be kicked out of your home, where you can be refused service, where you might be ejected from the bathroom of your choice, and where you could lose your state job. It's a tricky patchwork of protection depending on what state you live in." She pointed to Orlando, Florida, where this month dozens of people were shot and killed at a gay nightclub, a place of refuge for LGBT people. She was concerned that some political figures have described the massacre only as a terrorist act, and not as a hate crime.

She paused.

"You probably wanted me to say something like, 'Oh, it feels so great, I can't believe we've had marriage for a full year,'" she said. Hillary Goodridge, Julie's former partner, agreed. "I never saw same-sex marriage as the be-all and end-all of anything," Hillary said in a separate interview. The Goodridges, now divorced, were two of the seven same-sex couples in *Goodridge v. Dept. of Public Health*, the case that in 2003 allowed gay people to wed in the U.S. for the first time. When I called Julie last June, minutes after the decision in *Obergefell v. Hodges* was announced, she was in tears. Before the ruling, same-sex marriage was already legal in 37 states and the District of Columbia, and a majority of the U.S. population supported it. Federal recognition the recognition that prohibiting gay people from marrying violated their constitutional rights was enormous. The ruling led to a surge in same-sex marriages in the year since, especially in the 13 states where it was outlawed. But laws that provide other rights to LGBT people vary by state—the "patchwork of protection," as Goodridge calls it. Twenty-nine states do not have laws that prohibit housing discrimination based on sexual orientation and gender identity, according to the Human Rights Campaign, the nation's largest LGBT advocacy organization. Thirty states do not prohibit discrimination in public accommodations, which includes governmental spaces and

private businesses, like restaurants, movie theaters, and shops. Sixteen states do not have protections against discrimination in hiring; in these states, a gay person can get married one day and be fired the next solely because of their sexual orientation.

The Goodridges said they expected backlash to *Obergefell*—after all, they’d been through it in Massachusetts. In the year since the Supreme Court ruling, some state legislatures have considered so-called “religious freedom” legislation that would allow people to refuse certain services—wedding ceremonies, therapy, whatever their business offers—to gay people on the basis of their religious beliefs. Last September, Kim Davis, a county clerk in Kentucky, became national news when she was jailed for refusing to issue same-sex marriage licenses to couples. In recent months, “bathroom bills,” laws that require people to use public bathrooms that correspond with their gender at birth, have put the trans community squarely at the center of national debate over LGBT rights.

Hillary Goodridge sees hope in the generation of Americans growing up in a post-*Obergefell* era. She recently spoke to a group of students at Brookline High School in Massachusetts at the school’s “day of dialogue,” a day of assemblies on issues within the LGBTQ community—something she couldn’t imagine taking place in the early 2000s.

“For them, it was stunning that there was a time when it was such a big deal that a man couldn’t marry a man or a woman couldn’t marry a woman,” she said.

Koren, M. (2016, June 26). Gay Marriage in the United States, One Year Later. *The Atlantic*, Retrieved from <https://www.theatlantic.com/news/archive/2016/06/gay-marriage-scotus/488816/>

Text 6

One ruled a US Citizen, the Other Not: Gay Couple's Twins Face Unusual Battle

Aiden and Ethan Dvash-Banks were born four minutes apart. The twins, now 16 months old, love chasing each other around the house, wear the same clothes and share an obsession with Elmo. In the eyes of the US government, however, the boys are not equal. Aiden is a citizen – and Ethan is undocumented. The boys' parents are a married gay couple, and even though they legally share the same two fathers, the government has ruled only one is eligible to be a citizen.

In a new federal lawsuit, the Los Angeles family is challenging a policy that they say discriminates against LGBT people by denying birthright citizenship to the children of gay couples based on blood relationships. The fathers, a US citizen and an Israeli citizen, are both listed on the birth certificates of the twins and legally are the exclusive parents of the boys, who shared a surrogate. But because Ethan has the DNA of the Israeli father and Aiden has the DNA of the US father, the government has denied Ethan. Andrew and his husband Elad met at a party 10 years ago in Tel Aviv where they were both university students. They were engaged two years later and married in Canada. They planned to have children and build a life in California, where Andrew's family lives, and they eventually conceived the twins using their own sperm and eggs from the same anonymous donor. The twins were born in Canada in 2016 and, according to the lawsuit, both should have been eligible for citizenship since they each had a US citizen parent.

Straight couples in this scenario would have no problem getting applications approved, according to their lawyer, but the US consulate in Toronto asked them invasive questions about how their babies were conceived and eventually told them they needed DNA tests. In March, they received one large envelope for Aiden, congratulating him on his citizenship and granting him a passport – and a smaller envelope for Ethan, saying he was denied. "That moment was hard," said Elad, a 32-year-old nonprofit worker, who has a green card.

The family of four eventually moved to California anyway, securing a temporary tourist visa for Ethan, which recently expired. The couple has applied for a green card for Ethan, which means he is currently undocumented. The lawsuit, filed by not-for-profit Immigration Equality, alleges that it was unconstitutional to deny Ethan citizenship and that the policy is anti-LGBT. "The state department is treating same-sex couples as if they were not married, and they are disenfranchising their children," said Aaron C Morris, Immigration Equality executive director and the couple's attorney.

Levin, S. (2018, January 24). One ruled a US Citizen, the Other Not: Gay Couple's Twins Face Unusual Battle. *The Guardian*, Retrieved from <https://www.theguardian.com/world/2018/jan/23/gay-couple-twin-sons-citizenship-ruling-lgbt-discrimination>

Summary Chart to be Filled in

Step 1: Please skim & scan the text and underline the following information individually, and take bullet-point notes under the heading of your article (you will be asked to summarize your notes to others later on):

Who is the article focusing on?

Is there an issue/problem presented in the article? What is it/are they?

What is the overall gist of the article?

What message does the text try to give to the reader?

Step 2: Summarize your notes to your group members, you may use the guiding questions in step 1 to help you. Take notes as you listen to your group members. Follow the title order on the chart to take turns.

SUMMARY CHART					
TEXT 1	TEXT 2	TEXT 3	TEXT 4	TEXT 5	TEXT 6
Gauthier Destenay	Bülent Ersoy	Ayta Sözeri	Lord Mountbatten	Gay Marriage in the US	Children of Gay Couples

Essay Question

The world is surrounded with a variety of people whether it is a variety in religion, ethnicity, or gender. People who do not fit in the norms of societies, such as the people with gender preferences that do not fit in the norms, face biases in all areas of their lives. In your opinion, what are the reasons for the biases these people face and how mistreatment against them be minimized?

(Write a full essay on the question above in approximately 350 words – You may use your notes from the previous reading lesson)

APPENDIX C : QUESTIONNAIRE

Part 1

Please answer the following questions individually.

For each question, circle either agree/neutral/disagree, and afterwards write an answer below for each question.

1.	I found this lesson useful	Agree	Neutral	Disagree
Why?				
2.	This lesson has inspired me (as a teacher candidate)	Agree	Neutral	Disagree
Why?				
3.	I believe the topic is appropriate for in class use	Agree	Neutral	Disagree
Why?				
4.	I am willing to use such topics/materials in my teaching	Agree	Neutral	Disagree
Why?				

Part 2

Please write your answers to the following questions in detail.

1. How comfortable were you, as a participant/student, in the lesson on gender sensitivity?

2. How comfortable would you feel in using these kinds of gender sensitive materials in your lessons?

3. Is it appropriate for such culturally/socially sensitive topics to be used as teaching materials?

Why/Why not?

4. If these materials are appropriate to be used for teaching and learning purposes, are they more suitable to certain groups than others? If yes, which age or proficiency level are they most suitable for? How would they differ among different age groups?

5. In which contexts are these kind of gender sensitive topics are more freely discussed?

APPENDIX D : INTERVIEW QUESTIONS

1. What have you learned from the demo/discussion?
2. Did you know what ‘gender sensitive’ meant before the demo?
3. Now, after the demo lesson and discussion, how would you define the term gender sensitive?
4. Why is it important to know the meaning of the term ‘gender sensitive’?
-How can it help in education?
5. What did you learn or become aware of being involved in this demo lesson?
6. What were your initial/first thoughts on the demo/topic?
7. What were your thoughts on the demo/topic after the lesson was over?
8. Did anything in your view of materials for teaching language in class change after participating in the lesson?
9. Have you ever been taught with materials focusing on gender sensitivity?
10. If you were a student learning through such materials, how would you feel?
-Would you find these materials useful as a student?
- If it were you, would you choose such topics/materials to teach students? Why?
11. How may these kind of materials be useful?
-Can they raise awareness in students?
-Can it be helpful for the society/educational atmosphere?
-Can it help to adapt society’s expectations?
12. If you could adapt the demo lesson, what would you adapt and why?
13. Do you think teaching materials should be authentic?
-If yes, then is gender sensitivity not an authentic topic?
-Have you ever seen gender sensitive teaching materials?
-If the topic is authentic, then why have you not seen such topics in teaching materials?

APPENDIX E : INFORMED CONSENT FORM

The following research “ ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS TOWARDS LEARNING MATERIALS FOCUSING ON GENDER SENSITIVITY” is carried out by Melike Ayşe Türkmenoğlu as a Master’s thesis at the department of Foreign Language Education, Middle East Technical University, Ankara/Turkey. This form has been prepared to give possible participants detailed information on the study.

The main aim of this research is to explore the beliefs/attitudes of senior year/prospective English Language teachers on learning materials focusing on gender sensitivity. In order to gain an understanding of the aforementioned attitudes, the participants are asked to volunteer to take part in a lesson where a demo reading lesson will be done using gender sensitive learning materials. Here, the participants are expected to participate in the reading lesson as students. The participants will be asked to be audio recorded as the demo goes on. After the demo, they will be given two questionnaires and afterwards they will be asked to take part in a group discussion to discuss their ideas on the demo lesson they participated in, along with the materials used. During the discussion they will participate as the prospective teachers they are. In total, the demo and the discussion will take approximately 60 minutes. The participants will also be asked to volunteer to be interviewed at a later time, which will be decided to take place at a suitable time for both the researcher and the participant. This may take 20 to 40 minutes based on the flow of the interview. The interviewee must be aware that their consent needs to also be taken for the interview being audio recorded.

The participants’ consent should be given solely on voluntary basis. All data provided will be confidential and participants’ personal information will not be present in the study, there will be complete anonymity. The video/audio recordings, or any other raw data will only be accessed/interpreted by the researcher and the research advisors. All data obtained from the participants will be holistically analyzed and may be used for scientific/academic publication with complete anonymity of the participants. The estimated time for finalization of data collection is January 2019.

The participant should be aware that this study presents no harm to any of the parties involved. If for any reason the participant wishes to withdraw from the study, they are free to do so. In such a case, informing the researcher of the decision will be enough to leave the study. All of the participants’ questions will be answered at the end of the data collection. By participating in this study, the participant will provide ample information to the field given that there is much need for filling in the gap in literature in the given focus area. In the ever-developing world of ours, it is crucial to adapt to the changes one faces by even taking a step to be more aware of those changes. The information provided will open way for further research to be done in the field of gender sensitivity in education, which is very much needed.

Thank you for being a part of this study. If you wish to ask further questions or to find out about the results of the study please contact the Thesis advisors Prof. Dr. Ayşegül DALOĞLU, Dr. Deniz Şallı Çopur, or Melike Ayse Turkmenoglu, the researcher at;

Prof. Dr. Ayşegül DALOĞLU, daloglu@metu.edu.tr, +903122104085

Deniz Şallı Çopur, dsalli@metu.edu.tr, +903122106499

Melike Ayşe Türkmenoğlu, melike.gurgen@metu.edu.tr, +905350443443

Address: Kuscagiz mah. Gazeller cad. Ankarateras Evleri C8 No:43 Ankara/Turkiye

I have read the information above, and I volunteer to be a participant in the study.

Name-Surname:

Date:

Signature:

Please provide your details to volunteer to be interviewed at a time and location convenient for you:

Email:

Telephone:

APPENDIX F : DEBRIEFING FORM

As stated in the Informed Consent Form given prior to the research data collection, the study ‘‘ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS TOWARDS LEARNING MATERIALS FOCUSING ON GENDER SENSITIVITY’’ is conducted by Melike Ayse Türkmenoğlu at Middle East Technical University, Ankara/Turkey. The aim of this study is to gain an understanding of the attitudes and perspectives prospective English Language teachers have towards learning materials focusing on gender sensitivity.

In the ever-developing world we are in today, every aspect of life faces changes, and societies-along with their stereotypes and traditional beliefs-are also changing. In order to adapt to this, steps need to be taken, however, one cannot only focus on certain focus points and leave out others. Gender sensitivity is one of those areas that do not become the first choice of crowds wanting to adapt to change. What better environment can there be to start raising awareness than educational grounds, or at least be aware of the changes to be able to deal with any requirements that may arise. There needs to be a point to start from, and raising awareness in educators should be the first step. This study will allow for not only the wide gap in literature be somewhat filled-given that there are not a variety of studies done in the field-but it will also allow room to be created for further research to be done.

The study is comprised of two sections; the first is the participation in a demo lesson where participants become students actively participating in a reading lesson through gender sensitive materials. They also answer questions individually and in groups in the form of questionnaires. This is estimated to take around 60 minutes in total. Afterwards, they are asked to voluntarily participate in an interview to give their perspective on learning materials focusing on gender sensitive materials, which may take around 20 to 40 minutes depending on the flow of the interview. If need be, there may be further online/face-to-face interviews. These will be conducted through an eight week period where arrangements for suitable hours will be agreed to beforehand. The demo lesson (upon acceptance by the participants) will be video and voice recorded. The interview will also be recorded on a voice recorder. However, all data provided will be confidential and participants’ personal information will not be present in the study, there will be complete anonymity. The video/audio recordings, or any other raw data will only be accessed/interpreted by the researcher and the research advisors. All data obtained from the participants will be holistically analysed and may be used for scientific/academic publication. The estimated time for finalization of data collection is January 2019.

To ask further questions or to find out about the results of the study please contact Melike Ayse Turkmenoglu, the researcher at;

Email: melike.gurgen@metu.edu.tr

Phone number: (+90) 05350443443

Address: Kuscagiz mah. Gazeller cad. Ankarateras Evleri C8 No:43 Ankara/Turkiye

As a participant in the study if you wish to find more about your rights as a participant or the ethical policy, please contact the Middle East Technical University Human Subjects Ethics Committee at ueam@metu.edu.tr.

APPENDIX G : TURKISH SUMMARY / TRKE ZET

İNGİLİZCE RETMENİ ADAYLARININ CİNSİYETE DUYARLI RETİM MATERYALLERİNE TUTUMLARI

GİRİŞ

Kltr ve gelenekler gibi faktrler insanların hayatlarına Őekil vermekle kalmaz aynı zamanda onların deęerlerini de Őekillendirir. Dnya her anlamda eŐitlilik stne kurulmuŐtur ve bu eŐitlilikler bizi evreler. Her bireyin hayatı birbirinden farklıdır, ve herkesin dŐnce sistemi, inanları, ve duyguları da birbirinden farklıdır. Bu farklılıklar her zaman bizim etrafımızda vardır, ancak bu farklılıkları grmek ya da grmezden gelmek bizim elimizdedir. Bireyler arasındaki farklılıklar bazen insanlar arasında karmaŐaya sebep olabilir, hatta bazen daha kt sonular doęurabilir. Bu kt sonulardan sıyrılmak gerekmektedir, ancak bunu yapmak iin belirli adımlar atarak ilerlemek gerekir. rnek vermek gerekirse, insanlar arasında politik, etnik, kltrel, ya da cinsiyet anlamında farklılıklar olabilir. Ancak bu farklılıklar kt sonulara sebebiyet vermemelidir, ve toplumsal huzuru bozmamalıdır. Bunu saęlayabilmek iin insanların farklılıklara alıŐması gerekmektedir.

Farklılıklara alıŐmak iin eŐitli yntemler mevcuttur, ancak bu alıŐmanın odak noktası olan eęitim de bu amata kullanılabilir. Eęitim insanların hayata bakıŐ aılarını ve hayat grŐlerinin temellerinin atılmasında nemli bir rol oynar (Oulton et al., 2004). Eęitim ortamında karŐılaŐılan eŐitlilik, kiŐiler iin rnek teŐkil eder ve eęitim ortamları aynı zamanda saygı ve farkındalık yaratmak iin de etkili noktalardır. Eęitim geniŐ bir alandır ve materyal kullanımı ile farkındalık yaratmak bu geniŐ alanine bir parasıdır. Eęitimin amaları, yntemleri ve deęerlerinin takip edilmesinde materyal seimi ele alındıęında, materyal konularının seiminin de ok nemli olduęu grlr (Tomlinson, 2013). Bir dięer deyiŐle, eęitimde kullanılan materyallerin konularının

dikkatli seçilmesi hem dersi etkili biçimde işlemeye, hem de insanlarda bilişsel farkındalık yaratmaya yardımcı olur. Materyaller sadece dil öğretmek gibi amaçlara hizmet etmemelidir, materyaller aynı zamanda öğrencilerde eleştirel düşünme ve farkındalık yaratma gibi sebepler için de kullanılmalıdır (Lirola, 2016). Aynı zamanda bireylerin karakter gelişimleri de bunlardan etkilenir. Derslerin amaçlarına ulaşmak önemlidir, ancak aynı zamanda konu seçimi yaparken uluslararası bilgiler ve özgün içerik de göz önünde bulundurulmalıdır (Rahman, 2014).

Dil öğretiminde ders kitapları yoğun olarak kullanılmaktadır, ancak bu ders kitapları hazırlanırken belirli bir grup göz önüne alınarak konular seçilir. Konu seçiminde kişilerin bireysel farklılıkları düşünülmez, bunun yerine genele hitap eden konular seçilir. Günümüzdeki ders kitaplarında ırk, din, politika ve cinsiyet gibi konuların neredeyse hiç bahsi geçmemektedir (Arıkan, 2008). Ancak farklılıklar ortadan kaldırılmak isteniyorsa bu tür konuların ortaya çıkardığı farklılıklardan da bahsedilmelidir. Eğitimciler bu tür konuları genelde seçmezler çünkü bu tür konular hassaslırlar, problemlere yol açabilirler (Evans et al., 2000). Bu tür konuları ötekileştirmek yanlıştır, çünkü bunlar toplumun yabancı olduğu konular değildir. Aksine, günlük hayatta karşılaştığımız durumlardır. Günlük hayatta var olan gerçek konuların eğitime yansıtılmaması, aksine tamamen soyutlanması kabul edilemez. Farklılıklar saklandıkça daha çok vurgulanır. Ancak bu, tartışmalı konular eğitimin odağı olsun demek değildir. Çoğulcu bir toplum olmak için farklılıkları anlamak ve onlara karşı duyarlı olmak gerekir (Hahn, 1991). Eğitim bunların yapılabileceği yegane noktalardan biridir, ve ders kitabı kullanımının da önemi göz önüne alınırsa, ders kitaplarındaki konuların adapte edilmesi etkili bir çözüm teşkil edebilir.

Dil öğretimi materyallerinde tartışmalı konuların materyallere adapte edilmesinin önemi ışığından yola çıkarak, bu çalışma iki soruya yanıt bulmayı amaçlamaktadır:

1. İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumları nelerdir?
2. İngilizce öğretmeni adaylarının cinsiyete duyarlı materyalleri kendi derslerinde kullanmaya olan tutumları nelerdir?

Bu sorular ile, cinsiyet gibi tartışmalı konuların ders materyallerine adapte edilmesinin öğretmen adayları tarafından nasıl karşılanacağını keşfedilmesi amaçlanmıştır.

Kavramsal Çerçeve

Cinsiyete duyarlı materyallerin bahsinin geçmesi için öncelikle ‘cinsiyet’ ve ‘toplumsal cinsiyet’ kavramlarının farklılıklarının anlaşılması gerekmektedir. Bir bireyin cinsiyeti onun dişi ya da erkek olduğunu gösterir (Diamond, 2000). Ancak toplumsal cinsiyet sadece dişi ya da erkek olmakla alakalı değildir. Bireyin cinsiyetinin toplumun kültür, din, normlar ve inanışlar tarafından şekillenmesi ise toplumsal cinsiyettir. Cinsiyete duyarlılık ise, bireylerin toplumsal cinsiyetlerinin ya da farklılıklarının farkında olmak, bunu kabul etmek ve saygı duymak demektir (Nastran-Ule et al., 2015). Cinsiyete duyarlı materyaller ise toplumun normları tarafından şekillenmiş bir cinsiyet sunumu yerine, bu normların olmadığı bir cinsiyet temsilinin materyallerde yer alması demektir.

Ders kitabı konuları seçilirken yayınevleri belirli kuralları takip ederler (Tomlinson, 2012). Bu kurallar genelde tabu sayılabilecek politika, cinsiyet ve kürtaj gibi konulardır. Kitaplar için konu seçerken amaçları genel bir kitleyi etkilemeyecek, sorun yaratmayacak seçimler yapmaktır (Lirola, 2016). Cinsiyete dayalı konular da tabu olarak görülür, ve toplumların normlarına uyacak kadarıyla kitaplarda konu olarak yerini alır. Ancak yayınevleri bu konuda katı olsalar bile, belli kurallara uyarak, cinsiyet gibi tartışmalı konuların derslerde bahsi geçmelidir. Çünkü dünyada olan olayları ya da durumları gerçek hali ile yansıtmazsak, insanlara yanlış ve yapay bir izlenim veririz (Tomlinson, 2012). Bunun yanında, provokatif konuların sınıf içinde kullanılması öğrencileri eleştirel düşünmeye itmesinin yanısıra, öğrencileri sınıf içinde katılım sağlamaya teşvik eder (Tomlinson, 2012). Bu demektir ki dil eğitiminde öğrenciler sadece dil ile alakalı konuları öğrenmeyecek, bunun yanında eleştirel düşünerek farkındalık kazanabileceklerdir (Lirola, 2016).

Sınıflarda kullanılan materyallerde konuların sabit olduğu düşünülürse, kitaplara farklı konuların eklenmesi için ya materyaller adapte edilebilir ya da yeni materyaller

geliştirilebilir (McDonough et al., 2013). Bu sayede, bahsi geçen tartışmalı konular belli çerçeveler içinde sunulduğunda, öğrenciler hem konular hakkında farkındalık kazanmış olurlar, hem de zaman içinde tabu olarak görülen ancak aslında gerçek hayatta hali hazırda var olan konular normalleşmeye başlar (Lirola, 2016). Öğretmenler materyal adapte ederken ya da geliştirirken, belli soruları kendilerine sormalıdır. Örneğin; konu öğrencileri motive ediyor mu, konular özgün mü, öğrencilere otonomi sağlıyor mu, öğrencilerin yaşlarına uygun mu, her hangi bir bireyi kötü etkiler mi, farklı gruplara karşı önyargı ya da eşitsizlik var mı, ve en önemlisi içinde bulunulan ortama ve öğrenci kitlesine uygun mu? Bu gibi soruların materyal adapte etmeden ya da geliştirmeden önce göz önünde bulundurulması gerekmektedir (McDonough et al., 2013). Ancak bir diğer göz önünde bulundurulması gereken durum, derslerin içeriklerinin ne amaca hizmet ettiği. Standart bir kitle için tasarlanmış kitaplar ve konular, her kitleye uygun olmayabilir, ve yapay bir dünyanın sunumu öğrencileri robot gibi öğrenmeye teşvik eder (Yalçınkaya, 2018). Bu sebeplerle Türkiye’de dil öğretimi sınıflarında kullanılan kitapların çoğunun içerik, öğrencilerin arka plan bilgisi ve öğrenim biçimleri açısından öğrencilere uygun olmadığı söylenebilir (Yalçınkaya, 2018).

Öğrencilere uygunluk konu seçiminde önemli bir kriterdir, ancak sadece öğrenci odaklı olmak yerine, öğretmen açısından da konu ele alınmalıdır. Öğretmenler derslerde sunacakları konulara kendileri aşina değilse öğrencilere objektif bir sunum yapmaları beklenemez. Bu sebeple önce öğretmenler eğitilmelidir böylece öğrencilerin ihtiyaçlarını daha rahat karşılayabilirler (Rands, 2009).

Araştırmalar gösteriyor ki tartışmalı konuların derslere entegre edilmesinin belli sonuçları olabilir. Örneğin, öğrenciler rahatsız hissedebilir, çalışılan kurum tarafından problem çıkabilir, ebeveynler bu durumdan hoşnut olmayabilir ya da toplum bunu kabul etmeyebilir. Ancak daha önce de bahsedildiği gibi, yanlış bir dünya sunmak kişileri gerçeklikten uzaklaştırır. Bunun olmaması adına cinsiyet gibi tartışmalı konuların materyallere uyarlanması gerekir, ancak olası problemleri minimize etmek adına bir takım önlemler alınabilir. Bu sayede daha kolay bir şekilde cinsiyete duyarlı materyalle gibi materyallerin derslere entegrasyonu sağlanabilir. Benzer bir çalışmada

öğretmen adaylarına içeriğinde cinsiyet farklılıkları olan çocuk kitapları okutulmuş, ve sonucunda bu öğretmen adaylarının yorumları alınmıştır (Dedeoğlu et al., 2012). Bu çalışmanın sonucunda eldeki çalışma ile benzer sonuçlara varılmıştır. Öğretmenler bu tür tartışmalı içeriği olan materyallere karşı eşit şekilde pozitif ve negatif tutum sergilemişlerdir. Pozitif tutum sergileyenler konunun pozitif bir şekilde kitapta sunulduğunu, bu tür kitapları/konuları kullanarak çocukları hayatın farklı açıları ile ilgili eğitebileceğimizi, kitaptaki karakterler ile empati kurabileceklerini ve hayattaki gerçeklikler çocuklara gösterip, bunlara saygı duymayı öğretebileceğimizi savunmuşlardır. Ancak negatif tutum sergileyenler Türk toplumuna ve küçük yaştaki öğrencilere konunun uygun olmadığını, aynı zamanda bu tür konuların devlet okullarında kullanılamayacağını belirtmişlerdir. Yine eldeki çalışma ile benzer şekile bu çalışmada da öğretmen adaylarının materyallere karşı tutumları ile bu materyalleri kendi derslerinde kullanmaya karşı tutumları farklılık göstermiştir. Öğretmen adayları materyallere ve konuya karşı daha pozitifken, bu materyalleri kendiler derslerinde kullanmaya karşı daha negatif bir tutum sergilemişlerdir (Dedeoğlu et al., 2012). Bütün bu bulgular göz önüne alındığında, ne olursa olsun konuların çeşitlendirilmesi ve tartışmalı konuların da derslere entegre edilmesi gerektiği savunulabilir, çünkü bunun yapılmasının avantajları dezavantajlarından daha fazladır (Tomlinson, 2012). Her ne kadar bu tür materyallerin ya da konuların entegrasyonu zor olacak olsa da, öğrencilere, kuruma, ve toplum gibi faktörlere dikkat edilerek minimal de olsa bu yönde adım atılması uzun vadede öğrenciler için güzel sonuçlar doğuracaktır.

YÖNTEM

İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumlarının, ve bu materyalleri derslerinde kullanmaya olan tutumlarının incelendiği bu çalışma nitel bir durum çalışmasıdır. Bu çalışma Türkiye’de merkezi bir devlet üniversitesinde yapılmıştır. Üniversitenin Yabancı Diller Eğitimi bölümü derslerinden biri olan FLE 405 Materyal Adaptasyon ve Geliştirme, öğrencilere dil öğreniminde ders materyallerini adapte etmeyi ve geliştirmeyi öğretmeyi amaçlamaktadır. Çalışmada

altmış dört aday gönüllü olarak katılım sağlamıştır ve kişiler amaçlı örnekleme yöntemi ile seçilmişlerdir.

Altmış dört katılımcının hespsi çalışma sırasında bahsi geçen FLE 405 Materyal Adaptasyon ve Geliştirme dersini almaktaydılar. Dersin 6. haftasına tekabül eden haftada (03.11.2018 ve 04.11.2018) iki ayrı günde dersin verildiği iki sınıfla bu çalışma yapılmıştır. Öğrenciler üniversite eğitimlerinin dördüncü sınıfında oldukları için, sadece bahsi geçen derste değil daha önceki derslerinde de materyal adaptasyonu hakkında bilgi edinmişlerdir. Bunun yanı sıra, çalışmanın FLE 405 Materyal Adaptasyon ve Geliştirme dersinin 6. haftasında olması sebebiyle öğrenciler materyal adapte etme ve geliştirme üstüne eğitim görmüşlerdir.

Veri toplamak için önce öğrencilere bir demo ders yapılmıştır. Bu demo ders cinsiyete duyarlı materyaller üzerine tasarlanmış bir okuma-yazma dersidir. Katılımın gönüllülük esas alınarak yapılması sebebiyle, öncelikle öğrencilere araştırma anlatılmış, ardından gönüllü katılım formu imzalatılmıştır. Ardından yaklaşık olarak bir saat on beş dakika süren bir ders ve veri toplama süreci başlamıştır. Katılımcılara araştırmacı tarafından bir demo ders verilmiş, ve bu sırada katılımcılardan öğrenci olarak hareket etmeleri istenmiştir. Demo dersin sonrasında katılımcılardan veri toplanmıştır.

Araştırmacı tarafından hazırlanan soruları aracılığıyla, veri toplamak için üç farklı araç kullanılmıştır, (1) yazılı bir anket, (2) grup münazarası ve (3) bireysel görüşme. Demo dersin bitiminde öğrencilere iki aşamalı bir anket verilmiştir. Bu ankette öğrencilerden izledikleri derse de değinerek cinsiyete duyarlı materyaller ve bu materyallerin kullanımına ilişkin soruları cevaplamaları istenmiştir. Bu aşamanın bitiminde katılımcılar anketteki soruları takip ederek grup içinde görüşlerini paylaşmış ve tartışmışlardır. Grup münazarasında her grup için bir adet ses kayıt cihazı verilmesi sayesinde veri toplanmıştır. Bu aşamada ders bitmiştir ancak gönüllü olan öğrenciler ile kendi belirledikleri tarihlerde bireysel görüşme yapılmıştır. Bu görüşmeler toplamda dokuz kişi ile yapılmış, ve veri ses kayıt cihazlarında toplanmıştır. Toplamda yirmi dört katılımcı yarı yapılandırılmış görüşmeye katılmak için gönüllülük formunu imzalamasına rağmen, iletişim kurulamaması sebebiyle dokuz kişi ile görüşme

yapılmıştır. Toplamda yaklaşık üç buçuk saatlik veri bilgisayar ortamında hem yazılı hem sesli olarak kayıt altına alınmıştır.

Toplamda üç farklı veri toplama aracından elde edilen veri, bilgisayar sistemine aktarıldıktan sonra tematik olarak kategorize edilmiştir. Tematik organizasyon için Braun ve Clarke'ın altı aşamalı tematik analiz sistemi uygulanmıştır (2006). Bir kaç sefer üst üste okunan veri, önce kodlara, sonrasında uygun temalara bölünmüştür. Verilerde benzerlik esas alınarak oluşturulan kodlar, akabinde bir bütün halinde incelenmiş ve bu kodlardan yine benzerlik esas alınarak temalar oluşturulmuştur. Bu temalar çalışmanın iki ana araştırma sorusu öncülüğünde oluşturulmuştur. Bir diğer deyişle veri, iki araştırma sorusunun altında tematik olarak organize edilmiştir. Bu temalar İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumlarının, ve cinsiyete duyarlı materyalleri kendi derslerinde kullanmaya olan tutumlarının sebeplerini açıklamaktadır. Bahsi geçen sebepler araştırma sorularının öncülüğünde yorumlanarak rapor edilmiştir.

BULGULAR

Bu çalışma ile İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumlarını, ve bu materyalleri kendi derslerinde kullanmaya olan tutumlarını keşfetmek amaçlanmıştır. Bu sebeple toplanan veri incelenmiş ve İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere ve bu materyalleri kullanmaya olan tutumları tematik olarak sunulmuştur. Çıkan sonuçlar pozitif, nötr, ve negatif tutum olmak üzere üçe bölünmüştür.

Öncelikle, genel olarak bir analiz yapıldığında görülüyor ki İngilizce öğretmeni adayları cinsiyete duyarlı materyallere karşı daha çok pozitif bir tutum sergilemektedirler. Hatta bu materyallere karşı pozitif, nötr ve negatif tutumları karşılaştırıldığında büyük çoğunluğun pozitif bir tutum sergilediği ve sadece çok küçük bir kesimin nötr ya da negatif tutum sergilediği görülür. Ancak, İngilizce öğretmeni adaylarına cinsiyete duyarlı materyalleri kendi derslerinde kullanıp kullanmayacakları ile ilgili sorular yöneltildiğinde, nötr ve pozitif tutumların sıklığının

yüksek olduğu, ancak negatif tutumlarının sıklığının düşük olduğu görülüyor. Materyalleri kullanmaya olan negatif tutumları düşük seviyede olsa da, nötr tutumlarının artması, bu öğretmenlerin materyallere yaklaşımlarının pozitif olduğunu ancak derslere entegre edilmesi hususunda endişeleri olduğunu gösteriyor. Araştırmanın iki ana sorusu aşağıdaki gibidir:

1. İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumları nelerdir?
2. İngilizce öğretmeni adaylarının cinsiyete duyarlı materyalleri kendi derslerinde kullanmaya olan tutumları nelerdir?

Veri organize edilirken bu sorulara cevap bulma amaçlı tematikleştirilmiştir. Bu temalar katılımcıların pozitif, nötr ve negatif tutumlarının sebeplerini göstermektedir. Birinci araştırma sorusu için gösterilen pozitif tutumun çeşitli sebepleri vardır. İlk olarak katılımcılar demo derste kendilerini rahat hissettiklerini, çünkü cinsiyete duyarlı materyallerin hem kendilerinde farkındalık yarattığını, hem de gelecekteki öğrencilerinde aynı şekilde farkındalık yaratacağın belirtmişlerdir. Bu tür konuların Cinsiyete duyarlılık gibi tartışmalı konuların derslere entegre edilmesinin bu konularda farkındalığı olmayan öğrencilerin bilinçlenmesinde etkili olacağını da eklemişlerdir. Aynı zamanda tabu olarak kabul edilen konular hakkında da farkındalık kazanılacağını, dolayısıyla tabuların tabulaşmaktan zamanla uzaklaşacağını vurgulamışlardır. Bu sayede konunun normalleşeceğini ve aynı zamanda öğrencilerin ufuklarının genişleyeceği de söylenmiştir. Öğretmenlerin de bu konulara aşina olması gerekmekte, ve aynı zamanda öğrencilere bu konuları aktararak ortaya çıkacak farkındalık sayesinde eşitsizliklerin ve ön yargıların zamanla azalacağı belirtilmiştir.

İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan pozitif tutumları aynı zamanda gerçek hayatla örtüşen, normal ve her daim karşılaşılan bir konu olmasından kaynaklanıyor. Her hangi bir derste nasıl rahat hissediyorlarsa cinsiyete duyarlı konuların seçildiği bu derste de gayet rahat hissettiklerini belirtmişlerdir. Bunun olması gereken bir şey olduğu, cinsiyete duyarlı bir materyal görüldüğünde hemen yargılanmaması gerektiği ve konunun normal olması vurgulanmıştır.

Katılımcıların konu ile kişisel olarak ilgili olmaları da pozitif tutumları için bir sebep olarak gösterilmiştir. Demo dersten önce de cinsiyete duyarlılık konusuna ilgisi olan katılımcılar konunun onları kötü anlamda etkilemediğini, farkındalıkları sayesinde konuya çok daha pozitif yaklaştıklarını belirtmişlerdir.

Bulundukları ortamın da cinsiyete duyarlı materyallere pozitif tutumlarında büyük etkisi olduğunu belirten İngilizce öğretmeni adayları, bu durumu içinde bulundukları sınıf ve üniversiteye bağladılar. Sınıftaki arkadaşlarından ders sırasında negatif bir davranış gözlemlemeyeceklerini bildiklerinden, bu tür konulara karşı rahat olduklarını söylediler. Bulundukları eğitim kurumunda bu tür konularda daha açık fikirli insanların olduğunu da bildiklerinden, rahatsız edici bir duygu yaşamadıklarını da eklediler. Farklı bir ortamda olsalar aynı tutumu sergileyemeyebilirdiler, ancak ortam ve çevrelerindeki insanların pozitif tutumu onların da pozitif bir tutum sergilemesine yardımcı oldu.

İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere karşı nötr tutumlarının da çeşitli sebepleri vardı. Katılımcılar bu tür materyallere karşı ne negatif ne de pozitif bir tutumda olduklarını ve kararsız kaldıklarını belirttiler. Pozitif tutumlarıyla karşılaştırıldığında nötr tutumlarına çok daha az sıklıkla rastlanıldı, ve bu nötr tutum iki sebebe bağlandı. Birinci sebep katılımcıların kişisel endişelerinin olmasıydı. Yanlış anlaşılacak için söyleyecekleri sözleri çok dikkatli seçmek zorunda kaldıklarını, ve ders sırasında konuya karşı kendi fikirlerini keşfettikçe suçlu hissettiklerini belirttiler. Bu sebeple tartışmalı konulara karşı endişeleri sebebiyle nötr bir tutum sergiledikleri görüldü. Nötr olmalarının ikinci sebebi ise, hassasiyetinden ötürü bu tür konuların bahsi geçerken dikkat edilmesi gerektiğini ve öğrencilerin tepkilerini önceden tahmin edemeyecekleri için dikkatli davranmaları gerektiğini söylediler.

Birinci araştırma sorusu, İngilizce öğretmeni adaylarının cinsiyete duyarlı materyallere olan tutumlarını keşfetmeyi hedeflemiştir. Bu araştırma sorusu için ortaya çıkan son temalar katılımcıların cinsiyete duyarlı materyallere olan negatif tutumlarının sebeplerini açığa çıkarmıştır. Ancak belirtilmelidir ki, negatif tutum sergileyen adayların sayısı oldukça azdır ve bu araştırma sorusu için, daha önce de bahsedildiği gibi, yoğunlukla pozitif tutum sergilenmiştir. Bu negatif tutumun iki

sebebi vardır. Katılımcılardan toplanan veriye göre ilk sebep onların demo derste bir takım değişikliklerin yapılmasını istemelerinden kaynaklanmaktadır. Bilinçli bir şekilde tasarlanan demo dersin başında katılımcılara tartışma ortamı yaratacak sorular yöneltilmiştir. Bu soruların amacı zaten tartışma yaratmaktı, ancak katılımcılar bunu bilmediklerinden dolayı dersin başındaki tartışma sorularının onları rahatsız hissettirdiğini belirtip, bu sebeple bu sorularda değişikliğe gidilmesini önerdiler. Negatif tutumun ikinci sebebi ise konunun tartışma yaratacak olması, bu sebeple öğrenciler arasında problemler olabileceği ile alakalıydı. Koltrolden çıkabilecek bir münazara ortamı olursa bu durumda ne yapacaklarını bilemeyeceklerini söyleyen katılımcılar, bunun bir problem teşkil edeceğini, ve bu sebeple negatif bir tutumda olduklarını söylediler.

Bu çalışmanın ikinci araştırma sorusu, İngilizce öğretmeni adaylarının cinsiyete duyarlı materyalleri kendi derslerinde kullanmaya ilişkin tutumlarını keşfetmeyi amaçlamıştır. Materyallere olan tutumları ağırlıklı olarak pozitifken, materyalleri derslerinde kullanmaya olan tutumlarının neredeyse eşit seviyelerde pozitif ve nötr tutumlara dönüştüğü görüldü.

Katılımcıların bu materyalleri derslerinde kullanmaya olan pozitif tutumlarının ilk sebebi konunun özgün oluşudur. Bu tür materyalleri derslere entegre etmekte bir zarar yoktur, çünkü bu konular özgündür, derslere entegre etmiyor oluşumuz bu konuların gerçek hayatta var olmadığını göstermez. Öğrencilere yapay bir çerçeve çizmekten, özgün konular ile dersleri çeşitlendirmek gerekmektedir. Katılımcılar aynı zamanda bu materyalleri derslerinde kullanarak önyargıları yıkabileceklerine inandıklarını belirttiler. Böylece tabu olan konuların normalleşebileceği de eklenmiştir. Katılımcıların pozitif tutumlarının bir diğer sebebi de cinsiyete duyarlı materyalleri kullanarak konuyla ilgili yeterince bilgisi olmayan öğrencilere bu konunun öğretilebileceğidir.

İngilizce öğretmeni adaylarının cinsiyete duyarlı materyalleri derslerinde kullanmalarına sergiledikleri nötr tutum göstermiştir ki bu katılımcılar materyalleri kullanmak isteseler bile belli faktörler sebebiyle kullanamayabileceklerdir. Bu belirleyici faktörler öğrenciler, toplumsal farklılıklar, öğretmenin teknik bilgisi,

alıřılan kurum ve ebeveynler olarak listelenmiřtir. ğrencilerin profiline gre, ya da ebeveynlerden gelebilecek tepkilere baėlı olarak katılımcılar kararlarını vereceklerini belirttiler. rneėin alıřılan kurumu ele almak gerekirse, oėu katılımcı devlet okulunda alıřırlarsa muhtemelen cinsiyete duyarlılık gibi tartıřma yaratacak konuları kullanmayacaklarını, ancak niversite ortamı ya da zel okullarda bu materyalleri kullanabileceklerini belirttiler.

Son olarak, katılımcıların cinsiyete duyarlı materyalleri kullanmaya olan negatif tutumları sıklık aısından ok az olsa da, belirli sebeplere dayanmaktadır. Bu katılımcılar bahsi geen materyalleri derslerinde kullanmayacaklarını sylediler. Bunun iin belirttikleri sebeplerden biri konunun ğrenciler iin uygun olmayacaėıdır. Aynı zamanda ebeveynler iin de problem yaratabilecek olan bu konu, katılımcılar iin derse entegre etmemek adına yeterli bir sebep olduėu grlmřtr. Daha nemli konuların var olduėunu, cinsiyete duyarlılık konusuna gelmeden nce diėer konularla ilgilenilmesi gerektiėini de eklemiřlerdir.

İngilizce ğretmeni adaylarına cinsiyete duyarlı materyallerin hangi ortam, durum ve kiřilerle kullanmaya uygun olduėuyla ilgili neride bulunmaları istenmiřtir. Katılımcılar aėırlıklı olarak yař, evre, ve kurum alanlarında neride bulunmuřlardır. Bir kısım katılımcı, bu materyallere maruz kalmaları iin yařı byk ğrencilerin uygun olduėunu sylemiřlerdir. Yařı byk olan ğrenciler bu tr konulara kk ğrencilerden daha olgunca yaklařabilir. Bazı katılımcılar ise kk yařtaki ğrencilerin de bu tr materyallere alıřtırılması gerektiėini, nk ne kadar erken bařlanırsa o kadar iyi olacaėını belirttiler. Cinsiyete duyarlı materyallerin kullanılacaėı ortamların aık grřl insanlardan oluřması gerektiėini de ekleyen katılımcılar, rnek olarak Avrupa lkelerinin bu konulara daha aık olduėunu, materyallerin kullanılacaėı ortamların zenle seilmesi gerektiėini sylediler. Kiřinin alıřtıėı kurumun da etkili olduėu vurgulandı ve niversitelerin cinsiyete duyarlılık gibi tartıřmalı konuların entegre edilmesi iin ideal yer olduėu sylendi. niversite ğrencileri daha olgun ve yařa byk oldukları iin onları ile tartıřmalı konuları konuřmak daha kolay olabilir, aynı zamanda zel okulların devlet okullarına gre daha uygun olabilir.

Bu verilerin sonucunda, İngilizce  ğretmeni adaylarının cinsiyete duyarlı materyallere daha pozitif bir tutumla yaklařırken, bu materyalleri kendi derslerinde kullanmaya daha  ekimser bir tutum sergiledikleri g r lm řt r. İngilizce  ğretmeni adaylarının tutumlarındaki bu farklılık  eřitli sebeplere dayanmaktadır, ancak belirtilmelidir ki sebebi ne olursa olsun eřitsizlik ve  nyargıları azaltmak adına eğitimin g c  kullanılmalıdır. Bu baėlamda materyaller adapte edilerek ortama uygun hale getirilebilir, ve bu sayede korkulan negatif sonu ların ortaya  ıkma ihtimali d ř r lm ř olur. Cinsiyete duyarlılık gibi tartıřmalı konular zarardan  ok yarar saėlamaktadır, ve bu yarar sadece  ğrencilere deėil aynı zamanda eėitmenlere de etki etmektedir.  nemli olan  ğretmenlerin bu konuları derslerine entegre ederken gerekli  nlemleri almasıdır. Bu sayede farkındalık yaratılarak daha eřit ve daha saygı i eren zihinler ve ortamlar elde edilebilir.

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS TOWARDS LEARNING MATERIALS FOCUSING ON GENDER SENSITIVITY

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