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## Gender Stereotyping: Beliefs and Practices of Turkish EFL Instructors at a Non-profit University

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**Abstract:** The study investigates the beliefs of instructors working in a school of foreign languages of a non-profit university in Turkey towards gender stereotyping, how often they encounter gender-biased behaviours among students and their perception of gender stereotypical practices in the classroom. Data from a questionnaire of 54 teachers were analysed through SPSS. The results reveal that the majority of the participants disagree with stereotyped beliefs. Almost all of them encounter gender-biased behaviours in class and they put gender equitable language into practice.

**Keywords:** EFL instructors, gender stereotyping, instructor beliefs on gender stereotyping

### Cinsiyete Yüklenen Roller: Bir Vakıf Üniversitesinde İngilizce Dili Eğitimi veren Öğretim Görevlilerinin Fikirleri ve Uygulamaları

**Özet:** Çalışma Türkiye’de bir vakıf üniversitesinde İngilizce dili eğitimi veren öğretim görevlilerinin cinsiyete yüklenen roller hakkındaki fikirlerini, öğrenciler arasında ne kadar sıklıkla cinsiyetçi hareketlerle karşılaştıklarını ve bu hareketler hakkındaki düşüncelerini araştırmayı hedeflemektedir. 54 öğretim görevlisinin katıldığı anket sonuçları SPSS program aracılığıyla analiz edilmiştir. Sonuçlar katılımcıların çoğunun atanmış cinsiyet rollerine karşı olduklarını göstermiştir. Neredeyse bütün katılımcılar sınıf içi cinsiyetçi davranışlarla karşılaştıklarını ve cinsiyet eşitliğini savunan bir dili kullandıklarını belirtmişlerdir.

**Anahtar Sözcükler:** Atanmış cinsiyet rolleri, cinsiyetçi dil, İngilizce Öğretimi

## 1. Literature Review

Sex and gender are the two terms that are usually confused in that while sex refers to biologically defined characteristics of a person and it is assigned at birth, gender refers to the social construction based on norms and power, so it is the role that is shaped in society (Ifegbesan, 2010). According to West and Zimmerman (1987), gender is an achieved status and it can be “done” by women and men, which refers to the fact that it is the product of individuals. People who interact with each other reflect or assert gender by acting accordingly and they tend to perceive the behaviours of other individuals in a similar way (West & Zimmerman, 1987). In other words, gender identity is created in a particular time, by particular societies. Thus, assumptions about gender are not “natural” or “normal” (Garcia & Slesaransky-Poe, 2010). It is not universal, either as every society assigns distinctive roles on gender identity (Aslan, 2009).

Assigned roles categorize people in two groups as females and males (Schmenk, 2004). According to Dökmen, those assigned roles result in some behavioural traits of women and men, expected by society, and such traits are called gender stereotypes (as cited in Ergün, Karataş & Özer, 2018). Hall, Lindzey and Campbell (1997) define stereotypes as characteristics that are widely accepted and shared by a particular society and that pass on from generation to generation. They are comprised of notions about feminine and masculine personifications notwithstanding social, cultural and historical differences in the lives of women and men (Schmenk, 2004). Martin and Halverson (1981) express stereotype as “subjective perception of what a man or woman should be or how people should behave”. Similarly, Fung and Ma emphasize that stereotypes are subjective perceptions that may be imaginary, or prejudice (Fung & Ma, 2000, as cited in Ifegbesan, 2010). Cüceloğlu underlines that stereotypical perceptions may not reflect the reality, yet people tend to believe them (Cüceloğlu, 1993, as cited in Ergün et al., 2018).

From a different point, Diekman and Eagly state that stereotypic personifications are aligned with the activities that are required by typical social roles. Based on Social Role Theory by Eagly, each sex equips characteristics to perform its typical role related to the duties in the family and the job. Gender stereotyping emerges from these role-based activities and they represent the social roles of women and men. Social Role Theory also claims that these characteristics change when the roles change (Diekman & Eagly, 2000).

However, stereotyping limits opportunities and justifies the adjustments that are made by society and that disadvantage the groups of lower status (Diekman & Eagly, 2000). The study of Jost and Kay revealed that gender stereotyping provides justifications for gender inequalities (Jost & Kay, 2005, as cited in Lopez-Saez et al., 2008). In this respect, gender inequality can be observed in many forms from economy to culture in which women are the victims of gender inequality more than men. Therefore, women usually get paid less and get less recognition even when the workload is the same as the men’s. They assume more responsibility in housework and child care even when they spend the same amount of time at work with men. Girls comprising nearly two-thirds of the world’s illiterates tend to get less education. In many countries, men are privileged in getting health care. In wars, women of a particular racial ethnic group are often raped by the men of the opposite group for deliberate humiliation which causes them to be exposed to sexual harassment, and violence. On the other hand, gender inequality disadvantages men, as well. In many countries, only men are to serve in the armed forces or they are sent to combat. More dangerous work such as firefighting and policing are carried out by men more than women. In many societies, men are responsible for protecting and providing money while women are responsible for taking care of the family (Lorber, 1997).

The situation in Turkey is not very different from above-mentioned societies. Kağıtçıbaşı and Sunar (1992) indicated that gender roles take place even before the child is born. In a study, Kağıtçıbaşı (1982a) examined the preferred child of Turkish families and revealed that 84 % of parents preferred a son. In the rural parts of the country, the reason for the preference may be that the son carries the last name forward, contributes to family economically, carries out heavy works at home, etc. A daughter, however, is identified as “the property of strangers” as they are to get married and leave the family. In the division of labour, men are assigned to physically heavy jobs, external relations whereas women are responsible for domestic work. According to

another study, women and men are also considered as having different personality traits. Women are mostly depicted as more fragile, more dependent, more passive, less intelligent whereas men are tough, independent. (Sunar, 1982, as cited in Özkan & Lajunen, 2005).

As mentioned earlier, Social Role Theory advocates that the assigned roles result in gender stereotyping. Thus, if the roles are assigned more equitably, the characteristics of women and men may be similar, which removes the disadvantages of genders (as cited in Diekmann & Eagly, 2000). Lopez-Saez et al. (2008) support this view in their study. According to them, there have been major social changes in women's roles in the 20<sup>th</sup> century. The efforts made to equate genders and their roles will change the biased perceptions about both. The most organized way to change the biased perceptions is through education. UNESCO emphasizes the importance of gender-sensitive education as it promotes "the participation of women and girls in all political, economic and public spheres by making sure they are heard and have real opportunities to fully participate" and it contributes to "putting an end to practices and traditions that impair the physical, mental and sexual health of women and girls ("UNESCO", n.d.)."

The study aims to investigate stereotyping in terms of English language teaching. As changing perceptions of individuals will diminish stereotypes, an approach supporting the change should be at the heart of the education. In language teaching, Critical Pedagogy developed by Freire aims to overcome adverse circumstances in life. Being aware of the fact that society is biased, critical pedagogy focuses on language learning and social change by humanizing and empowering classrooms (Ooiwa-Yoshizawa, 2018; Aliakbari & Faraji, 2011). Also, individuals develop a second identity when learning an additional language (Brown, 2002). Considering the importance of language learning in developing identity and emancipating, it is a teacher's responsibility to encourage critical thinking, equality and create equal learning environments. Teachers are to represent equitable society in order to foster change. Although children start forming stereotypes at home, teachers may transform this by challenging such traditional restrictions. As change agents, the beliefs of teachers on stereotyping are one of the subject matters. Based on the results of a study, Younger and Warrington (1996) stated teachers claim that they treat the students equally, but it is rarely the case in reality. In another study conducted by Marshall and Smith (1987), it is revealed that girls are given feedback as correct or incorrect while boys are provided with detailed explanations. Commeyras, Young, Randall and Hinson concluded from a study that teachers have no problems with engaging participation of females and males equally, but they are less comfortable when talking about sexism. (as cited in Gray & Leith, 2004). A study on teachers' beliefs as predictors of children's mathematical ability in elementary school revealed that teachers expect higher ability from boys than from girls (Tiedemann, 2000). Jones and Dindia (2004) studied the patterns of sex differences in teacher-initiated teacher-student interactions and found out that teachers interact with male students more negatively and in a more overall way.

There are many studies conducted in Turkey on gender. However, the majority of these studies are based on gender in EFL course books or the relation between gender and academic achievement (e.g. Aslan, 2009; Aydınoğlu, 2014; Öztürk & Gürbüz, 2013; Özer & Karataş & Ergün, 2018; Söğüt, 2018; Şeker & Dinçer, 2014). A study investigating the perceptions of pre-service English language teachers towards gendered texts in textbooks revealed that many of the participants ignored the gender-biased content and stayed gender-blind (Kızılaslan, 2010). Öztürk and Gürbüz (2012) examined the impact of gender on foreign language speaking anxiety and motivation and demonstrated that female students are more motivated and they get more anxious while talking in English in the classroom.

Teachers as presenters of equitable society and change agents are neglected in terms of gender stereotyping studies in Turkey. By taking this into consideration, this study aims to find out beliefs of the instructors towards gender stereotyping, how often they observe gender biased behaviours among students, their perception of practices in class, and the differences in terms of their demographic characteristics.

Being aware of that gender identity is not limited to the labels assigned at birth, the study is limited to examine stereotyping of females and males, though.

## **2. Method**

### **2.1. Research Context**

The study was conducted at the school of foreign languages in a non-governmental university during the academic year 2019-2020. At the institution, the aim of the programme is to equip students with writing, reading, listening, speaking, and grammar knowledge and skills including comprehensive ones required for academic studies and meeting both national and international criteria. The institute offers five modules for formal education in one academic year. The content of the course is delivered during 8 weeks of face-to-face instruction and assessment (168 hours of classes, 24 hours per week) in each module. Thus, the participants spend quite a lot of time with the students.

### **2.2. Research Design**

In this study, quantitative method is used to collect data and analyse. A web-based survey adapted from “Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers” developed by Ayodeji Ifegbesan (2010) was conducted to examine the beliefs of the instructors towards gender stereotyping, how often they observe gender biased behaviours among students, their perception of practices in class, and the differences in terms of their demographic characteristics (Appendix A).

### **2.3. Participants**

54 English preparatory programme instructors working at the School of Foreign Languages in a non-governmental university during the academic year 2019-2020 participated in the questionnaire. The participants consist of 35 females, 19 males. All the participants have been working at the institute since at least the beginning of the academic year. The School of Foreign Languages expects from instructors to recognise that all students have the right to be provided with equal opportunities irrespective of their gender, ethnicity, race, age, sexual orientation, political beliefs, religion, language, or physical impairment; receive the same quality of education; fulfil a rewarding and enjoyable learning experience; use the facilities and resources of the university to foster their academic and non-academic skills; receive respect for their individuality; participate in all areas and activities of the University, free from any form of discrimination; have freedom of thought and expression subject to applicable policies, rules and regulations of YÖK.

### **2.4. Instruments**

A web-based survey adapted from “Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers” developed by Ayodeji Ifegbesan (2010) was conducted to obtain and analyse quantitative data. The survey consists of 4 parts, 21 multiple-choice statements to examine the beliefs of the participants towards gender stereotyping, how often they observe gender biased behaviours among students, their perception of practices in class, and the differences in terms of their demographic characteristics. The first part of the questionnaire is comprised of the participants’ age, sex, and teaching experience. The second part aims to reveal the beliefs of participants towards gender stereotyping. The third part examines the frequency of gender biased behaviours of the students. And, the last part consists of teacher perception of practices in gender stereotyping.

### **2.5. Data Collection and Analysis**

The questionnaire for the study was prepared in Google Forms. A brief explanation of the aim of the study and the link were sent to the participants through a WhatsApp group including all the instructors of the institute. They were given 3 days to complete the form.

The results were analysed through Statistical Package for the Social Sciences version 25 (SPSS). A five-point Likert scale was used to examine the beliefs of instructors towards stereotyping, the frequency of stereotyped behaviours of students in class, and the perception of practices on stereotyping. The beliefs and the perception of gender stereotyped practices were scored with the responses of strongly disagree, disagree, neutral, agree,

strongly agree. The frequency of gender biased behaviours of the students was scored with the responses never, hardly ever, sometimes, often, and always.

Independent Sample T-test was used to investigate the differences of the beliefs and the perception of practices between genders. One-way ANOVA was employed to examine the differences of beliefs, the frequency of gender-biased behaviours of the students from teachers' perspective, and the perception of practices in terms of age, and experience. Age part consists of 4 groups (22-25, 26-30, 31-40, and 41-41+); Teaching experience part consists of 4 groups (0-5, 6-10, 11-15, 16-16+).

### 3. Findings

#### Teachers' Gender-Stereotype Beliefs

The following table presents teachers' gender-stereotype beliefs.

Table 1

*Percentage, Mean and Standard Deviation of Teachers' Gender-Stereotype Beliefs (N = 54)*

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1. Males can handle pressure situations better than females.	18	33.3	8	14.8	15	27.8	9	16.7	4	7.4	2.50	1.31
2. Males are strong and females are weak.	41	75.9	4	7.4	7	13.0	1	1.9	1	1.9	1.46	0.93
3. Males are naturally better at most sports than females.	12	22.2	9	16.7	19	35.2	10	18.5	4	7.4	2.72	1.22
4. Females are better at reading than males.	16	29.6	7	13.0	16	29.6	11	20.4	4	7.4	2.63	1.31
5. Females are more concerned with their appearance than males.	6	11.1	11	20.4	4	7.4	19	35.2	14	25.9	3.44	1.37
6. Males are the head of the family.	28	51.9	8	14.8	9	16.7	4	7.4	5	9.3	2.07	1.36
7. Females' place is at home.	45	83.3	5	9.3	3	5.6	1	1.9	0	0	1.26	0.65
8. Female students generally do better in English than male students.	11	20.4	4	7.4	20	37.0	15	27.8	4	7.4	2.94	1.22
9. Females are better in receptive skills (reading and listening) than males.	13	24.1	9	16.7	23	42.6	9	16.7	0	0	2.52	1.04
10. Male students are more active and outspoken than female students.	14	25.9	16	29.6	12	22.2	12	22.2	0	0	2.41	1.11
Overall	204	37.8	81	15.0	128	23.7	91	16.9	36	6.7	23.96	7.47

The table reveals that almost 53 % of the participants don't agree with the stereotyped beliefs. Statement 7 has the highest disagreement with the mean score of 1.26. 83.3 % of the participants strongly disagree with the statement. Although there is no participant who strongly agrees with the statement, one agrees with it. While 83.3 % of the participants respond to Statement 2 with strongly disagree or agree, 13 % are neutral. However, Statement 5 has the highest mean score ( $M = 3.44$ ) with participants 25.9 % of who strongly agree and 35.2 % of who agree. The second most agreed belief is Statement 8 with the mean score 2.94. None of the participants strongly agree with Statement 7, Statement 9, Statement 10.

#### How often teachers encounter gender-biased behaviours / opinions among students

Table 2 presents the frequency of teachers' encounter with gender-biased behaviours in class. Apparently, most of the participants experiencing gender-biased behaviours. Only 3 stated that they never encounter that kind of

behaviours. Although there isn't a significant difference between female and male participants, almost 63 % of the females claim that they always detect such behaviours.

Table 2

Percentage, Mean and Standard Deviation of Teachers' encounter with gender-biased behaviours / opinions among students

		Never		Rarely		Sometimes		Often		Always		N
		f	%	f	%	f	%	f	%	f	%	
Gender	Female	1	2.9	0	0	6	17.1	6	17.1	22	62.9	35
	Male	2	10.5	2	10.5	2	10.5	4	21.1	9	47.4	19
Age	22-25	1	20.0	0	0	0	0	1	20.0	3	60.0	5
	26-30	0	0	0	0	3	16.7	4	22.2	11	61.1	18
	31-40	1	4.5	2	9.1	3	13.6	3	13.6	13	59.1	22
	41-41+	1	11.1	0	0	2	22.2	2	22.2	4	44.4	9
Teaching Experience	0-5	1	7.1	1	7.1	3	21.4	3	21.4	6	42.9	14
	6-10	0	0	0	0	2	8.3	5	20.8	17	70.8	24
	11-15	2	25.0	1	12.5	2	25.0	1	12.5	2	25.0	8
	16-16+	0	0	0	0	0	0	1	14.3	6	85.7	7

Table 3

One-way analysis of variance (ANOVA) Results

		N	M	SD	F	p
Part III						
Age						
	22-25	5	4.00	1.73	0.530	.664
	26-30	18	4.44	0.78		
	31-40	22	4.14	1.25		
	41-41+	9	3.89	1.36		
Year of Teaching						
	0-5	14	3.86	1.29	6.677	.001*
	6-10	24	4.63	0.65		
	11-15	8	3.00	1.60		
	16-16+	7	4.86	.38		

\*p<.05

Table 3 demonstrates no significant differences in terms of age ( $F[3,53] = 0.530, p= .664$ ). Yet, a significant difference was ascertained in terms of experience ( $F[3,52] = 6.677, p= .001$ ). The highest mean score belongs to the participants with 16-16+ years of experience ( $M=4.86, SD=.38$ ) and the lowest score belongs to the ones with 11-15 years of experience ( $M=3.00, SD=1.60$ ).

**Teachers' Perceptions of Gender-Stereotyped Practices in Classroom**

Below in the table, teachers' perceptions of gender-stereotyped practices are examined.

Table 4

Teachers' Perceptions of Gender-Stereotyped Practices in Classroom (N = 52)

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1. I use gender equitable language in my lessons.	0	0	0	0	1	1.9	10	18.5	43	79.6	4.78	0.46
2. My classroom practices encourage students to respect the other gender.	1	1.9	0	0	0	0	19	35.2	34	63.0	4.57	0.69
3. There should be	1	1.9	0	0	4	7.4	16	29.6	33	61.1	4.48	0.80

concerted efforts to raise students with a non-sexist orientation, at home and in schools.

4. I try to discourage gender stereotyped behaviour in my classes.	1	1.9	3	5.6	12	22.2	14	25.9	24	44.4	4.06	1.04
5. Teachers should be involved in shaping their students' perceptions about gender roles.	1	1.9	2	3.7	8	14.8	20	37.0	23	42.6	4.15	0.94
6. Teachers should discourage students from acting out gender-stereotyped roles.	3	5.6	6	11.1	10	18.5	20	37.0	15	27.8	3.70	1.16
7. I obtain and use instructional materials which are gender neutral in my lessons.	1	1.9	11	20.4	24	44.4	11	20.4	7	13.0	3.22	0.98

The results demonstrate that all the participants adopt gender neutral practices. All the responses are above the mean score of 3. Almost 85 % of the participants either strongly agree or agree with Statement 1. This statement is followed by Statement 2 with the mean score of 4.57. The lowest mean score, which is 3.22, belongs to Statement 7. One participant strongly disagrees for each statement: Statement 2, Statement 3, Statement 4, Statement 5, and Statement 7. Interestingly, almost 16 % of the participants either strongly disagree or disagree with Statement 6.

**Teachers' Perception of Gender-Stereotyped Beliefs and Practices in terms of Demographic Features**

The results of Independent Sample T-Test Analysis can be observed in Table 5.

Table 5

*Independent Sample T-test Results*

Gender		N	M	SD	t	p
Beliefs						
	Female	35	22.06	6.91	-2.689	.010*
	Male	19	27.47	7.37		
Perception						
	Female	35	29.57	3.48	1.525	.133
	Male	19	27.84	4.78		

\* $p < .05$

The results indicate that a significant difference occurs in teachers' gender-stereotyped beliefs in terms of gender,  $t(52) = -2.689$ ,  $p = .010$ . While the mean score of female participants on gender-stereotyped beliefs is 22.06 ( $SD = 6.91$ ), the mean score of male participants is 27.47 ( $SD = 7.37$ ). As it can be recognized in Table 3, there is not a significant difference in teachers' perception of gender-stereotyped practice in terms of gender,  $t(52) = 1.525$ ,  $p = .133$ .

Table 6 and Table 7 reveal the results in terms of differences in age and experience.

Table 6

*One-way analysis of variance (ANOVA) Results*

		Sum of Squares	df	Mean Square	F	p
Age						
Beliefs						
	Between Groups	282.13	3	94.04	1.756	.168
	Within Groups	2677.81	50	53.56		
	Total	2959.93	53			
Perception						
	Between Groups	33.13	3	11.04	.668	.576
	Within Groups	826.80	50	16.54		

	Total	859.93	53		
Beliefs	Year of Teaching				
	Between Groups	530.63	3	176.88	
	Within Groups	2281.67	49	46.57	3.799 .016*
	Total	2812.30	52		
Perception	Between Groups	151.55	3	50.52	
	Within Groups	699.43	49	14.27	3.539 .021*
	Total	850.98	52		

\* $p < .05$

Table 7  
*Descriptive Statistics of Beliefs, Perception in terms of Age and Years of Teaching*

		<i>N</i>	<i>M</i>	<i>SD</i>
	Age			
Beliefs	22-25	5	20.00	3.08
	26-30	18	23.17	7.02
	31-40	22	23.64	8.70
	41-41+	9	28.56	5.15
	Perception	22-25	5	29.40
26-30		18	29.89	3.22
31-40		22	28.09	4.83
41-41+		9	29.00	3.16
		Year of Teaching		
Beliefs	0-5	14	22.64	6.88
	6-10	24	21.29	7.22
	11-15	8	29.25	6.84
	16-16+	7	28.00	4.83
	Perception	0-5	14	28.86
6-10		24	30.25	3.47
11-15		8	25.25	6.07
16-16+		7	29.43	3.26

The difference of participants' stereotyped beliefs between age groups is not significant ( $F [3,53] = 1.756, p > .05$ ). Similarly, there isn't a significant difference of perception of participants' gender-stereotyped practices between age groups ( $F [3,53] = .668, p > .05$ ). Although a significant difference doesn't exist in terms of age, there are significant differences in the beliefs of the participants ( $F [3,52] = 3.799, p = .016$ ) in terms of teaching experience. The highest score belongs to the participants with the experience of 11-15 years ( $M = 28.00, SD = 6.84$ ). It is followed by the participants with the experience of 16-16+ years ( $M = 28.00, SD = 4.03$ ). The following scores belong to the ones with the experience of 0-5 years ( $M = 22.64, SD = 6.88$ ), and the ones with the experience of 6-10 years ( $M = 21.29, SD = 4.03$ ). A significant difference also exists regarding the perception of practices ( $F [3,52] = 3.539, p = .021$ ). Participants with the experience of 6-10 years have the highest score ( $M$



=30.25,  $SD=3.47$ ). The ones with 16-16+ years of teaching experience have the mean score of 29.43 ( $SD=3.26$ ), with 0-5 years of teaching experience have the mean score of 28.86 ( $SD=2.80$ ), and with 11-15 years of teaching experience have the mean score of 25.25 ( $SD=6.07$ ).

#### 4. Conclusion and Discussion

The results of the study indicate that the majority of the participants don't agree with the stereotyped beliefs and most of them are faced with gender-biased behaviours in class. It is also shown that participants' practices tend to be gender neutral. A similar study was conducted by Ifegbasan (2010) with 250 teachers. However, the study demonstrated different results such as, the majority of the participants held gender-stereotypes and gender-stereotyped behaviours. Another study conducted by Gray and Leith (2004) revealed that teachers faced stereotyping in the classroom and they try to challenge them.

According to Social Role Theory, gender stereotypes emerge from the assigned roles and the efforts to equate the roles will change the perceptions towards genders (Diekman & Eagly, 2000; Lopez-Saez et al., 2008). When the environment of the study is taken into consideration, both genders are assigned similar duties in the work place and also both genders have the same responsibilities as students at school. That the majority of the participants don't agree with the stereotyped beliefs can be inferred as providing equitable opportunities renounces stereotypical beliefs.

Despite the fact that there is not a significant difference in teachers' perception of gender-stereotyped practice in terms of gender, the mean score for female participants is slightly higher which means that female participants pay more attention to gender neutral practices in class and encourage equitable language. Similarly, the study conducted by Tatar and Emmanuel (2001) on teachers' perception of students' gender roles demonstrates that female teachers give more egalitarian responses to the questionnaire. It can be implied that the reason being: women are on the less balanced side of the inequality scale (Lorber, 1997). That's why females, being the ones who suffer the adverse consequences, pay more attention to gender neutral practices.

Practices to equalise genders in the class serve the aims of emancipation in critical pedagogy. The study reveals that teachers come across stereotypical behaviours in class. "Using gender equitable language in lessons" being the statement with the highest agreement of the study may suggest that teachers try to overcome the disadvantageous circumstances of a biased society.

Apparently, conducting this survey raised awareness on teachers' practices in the classroom. Discussing the survey with the participants revealed some interesting facts. One participant stated that he usually used male pronouns in most of his examples on the board. A participant emphasized that the survey made him question his attitudes towards female and male students in the class. And, another participant asked for the final version of the study by stating that she was curious about the results.

The study is limited to 54 participants working at a particular university. In order to make general conclusions, other studies must be conducted with a wider range of participants. Also, the study investigates how often the participants encounter gender-biased behaviours but neglects the most encountered stereotypes.

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## Appendix

### Gender-Stereotypes Beliefs and Practices in the Classroom

Dear participant,

In this study, I am to investigate:

- The beliefs of instructors working in a school of foreign languages of a non-profit university in Turkey towards gender stereotyping;
- Whether instructors observe any student reactions with regard to stereotyping. If yes, how the instructors react; and

- Whether there are any significant differences of beliefs and approaches in terms of gender, age, and teaching experience.

I would very much appreciate if you could complete this questionnaire.

Please note that all the information included in this survey is confidential and only used in the scientific purposes of the research.

Thank you.

**PART I**

Which option below fits you the best?

**1. Age:**

Mark only one oval.

- 22-25
- 26-30
- 31-40
- 41-41+

**2. Gender:**

Mark only one oval.

- Female
- Male
- Other

**3. Years of teaching experience:**

Mark only one oval.

- 0-5
- 6-10
- 11-15
- 16-16+

**Part II**

To what extend do the statements reflect your beliefs?

**4. Males can handle pressure situations better than females.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**5. Males are strong and females are weak.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**6. Males are naturally better at most sports than females.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**7. Females are better at reading than males.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**8. Females are more concerned with their appearance than males.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**9. Males are the head of the family.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**10. Females' place is at home**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**11. Female students generally do better in English than male students**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**12. Females are better in receptive skills (reading and listening) than males.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**13. Male students are more active and outspoken than female students.**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**PART III**

Gender based behaviours of students

**14. How often do you encounter gender based behaviours / opinions among students?**

Mark only one oval.

1    2    3    4    5

---

Never      Always

**PART IV**

To what extend do the below-mentioned statements reflect your practices?

**15. I use gender equitable language n my lessons**

Mark only one oval.

1    2    3    4    5

---

Strongly Disagree      Strongly Agree

**16. My classroom practices encourage students to respect the other gender**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree

**17. There should be concerted efforts to raise students with a non-sexist orientation, at home and in schools.**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree

**18. I try to discourage gender stereotyped behaviour in my classes**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree

**19. Teachers should be involved in shaping their students' perceptions about gender roles.**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree

**20. Teachers should discourage students from acting out gender-stereotyped roles**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree

**21. I obtain and use instructional materials which are gender neutral in my lessons**

Mark only one oval.

1      2      3      4      5

---

Strongly Disagree      Strongly Agree