



# **WEBINAR 2:** **GENDER EQUALITY IN EDUCATION**

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As the poet Rosenberg (2004) asks:

*why is it  
she, would hold both she and he  
but he, is only he?  
and why is it  
her, would claim both her and he  
yet him, is only him?*

**Why is it so?**

Rosenberg (2004)



While watching the video, keep the following questions in mind:

- What is the purpose of this video?
- What is the point made in the video?



# OBJECTIVES

- To understand **gender (in)equality** in the society and in English language classrooms
- To identify **gender bias** in classroom texts and materials
- To discuss classroom strategies to **promote gender equality** in classroom environment



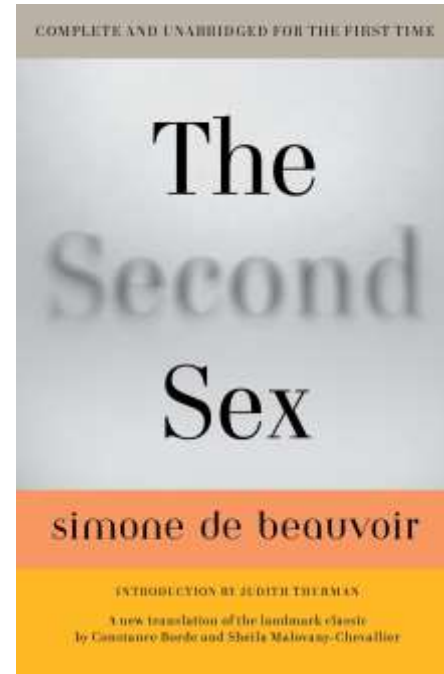
# WARM-UP QUESTIONS



*“One is not born, but rather becomes, a woman.”*

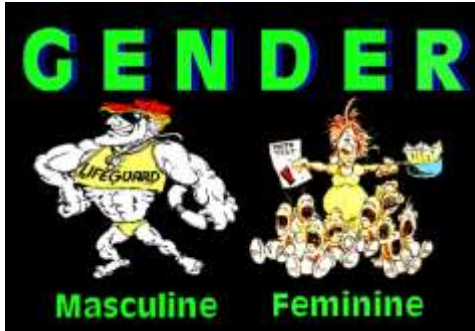
Simone de Beauvoir (1949)

- What is gender socialization?
- What is gender bias?
- Have you ever experienced/observed gender bias in your own learning contexts/materials/etc?
- How about in society in general?



# Gender socialization

- From one's first breath to death through home,
- The home, the neighborhoods, and the countries of residence
- Across the life span (Daniel & Koss, 2016, p. 190)



- Not born men and women, but learned to be one through culture

- Not stable but under continual construction



[https://www.youtube.com/watch?v=srnaXW9ZgZc&fbclid=IwAR3ch5D5zZNkJXQhMNeN0n7Y5BN\\_LSXRIs0s1WycvXylVBH2TXn0m-EuQ7M](https://www.youtube.com/watch?v=srnaXW9ZgZc&fbclid=IwAR3ch5D5zZNkJXQhMNeN0n7Y5BN_LSXRIs0s1WycvXylVBH2TXn0m-EuQ7M)

# THE CASE IN TURKEY

## The Principles of Turkish National Education

### I - Generality and Equality:

Article 4 - Educational institutions are open to all persons regardless of language, race, gender, disability and religion. No privileges can be granted to any person, family, group or class in education. (Basic Law of National Education, 1973)

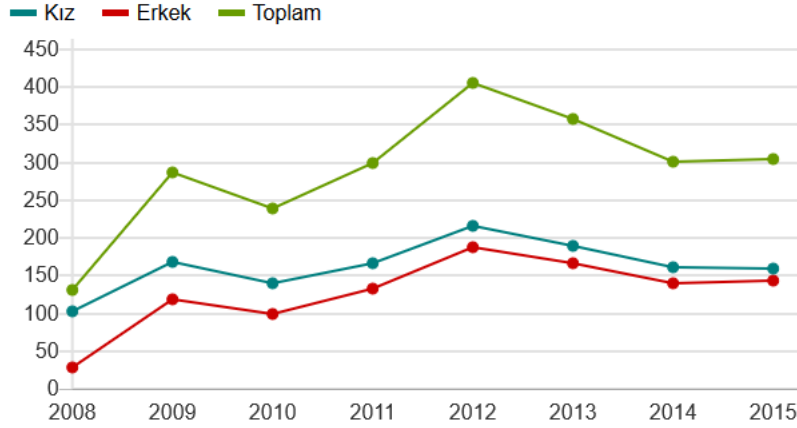


Is this really the case?





Cinsiyete göre okula gidemeyen çocuklar (Bin)



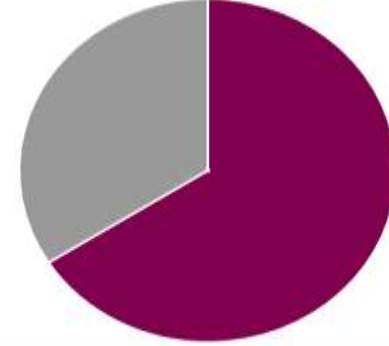
UNESCO

BBC

Çalışmayan ve eğitim-öğrenimine devam etmeyenlerin toplam nüfusa oranı

15-19 yaş

Kadın  
Erkek



OECD

BBC

## What are the statistics?

<https://www.bbc.com/turkce/haberler-turkiye-41581524>

Kadın Erkek



Kaynak: TÜİK (2015)

BBC

# What are the main barriers to girls' education?

- 1 SOCIAL AND CULTURAL FACTORS
- 2 EARLY MARRIAGE
- 3 OPPORTUNITY COST OF SCHOOLING
- 4 LACK OF SEPARATE TOILETS FOR GIRLS & BOYS
- 5 LACK OF FEMALE TEACHERS
- 6 VIOLENCE AT SCHOOL OR ON THE WAY TO SCHOOL
- 7 DIRECT COST OF SCHOOLING
- 8 DISTANCE TO SCHOOL
- 9 LOW VALUE PLACED ON GIRLS' EDUCATION
- 10 POVERTY



## Any campaigns launched in Turkey to promote girls' schooling?

Two well known campaigns to close the gender-gap in primary school enrolment:

### **Hey girls, let's go to school!**

**The Girls' Education Campaign 2001–2005**  
**Ministry of Education & UNICEF**

### **Dad, Send Me to School**

**Aydin Dogan Foundation 2005-ongoing**

<http://www.bbog.org/bbog.aspx>



# Gender equality in education: Issues in teaching and learning processes

## What effect does schooling have on gender bias?

- In many countries education systems provide:
  - ✓ reinforcement of stereotypes through **curricula** and **teaching materials**
  - ✓ biased **teacher** expectations
  - ✓ gender inequity promoted through **the teaching and the learning processes**.

Bursuc (2013)



# Breakout Session #1:

## Case Study #1: Sitting Plan and Question-Answer Protocols

Discuss the case on the google form link by answering the following questions:

- What problems are happening in this class?
- What could the teacher do to solve these problems?

\*Please use the google forms link to take notes during your discussion.

\*Please write the names of the group members.

What are some **classroom strategies** in terms of student-teacher interaction, body language and discipline to promote gender equality in the classroom?



# Gender equality in education: Issues in teaching and learning processes

- Female and male teachers tend to pay less attention to girls than to boys at all ages, in various socio-economic and ethnic groupings, and in all subjects.
- Girls receive less behavioral criticism, fewer instructional contacts, fewer high-level questions and academic criticism, and slightly less praise than boys.
- While girls volunteer to answer questions as often as boys, they are less likely to call answers out.
- Teachers are often unaware of their differential treatment of girls and boys **and even disbelieve the evidence when confronted with it.**
- **By placing a lower communicative and prestige value on girls' contributions, teachers are reinforcing the cycle of injustice.**



# Gender equality in education: Issues in textbooks and materials

- Do you feel that English language textbooks and teaching materials are equal in how they portray females and males?
- **What problems exist in textbooks?**
  - ✓ promoting **rigid roles** and creating **stereotypes**
  - ✓ presenting **women at a disadvantage** in the nature of roles
- **Women:** frequently undertaking domestic activities, raising children, doing housework, cooking, cleaning
- **Men:** rarely involved in domestic activities, which leads domestic work to be seen as women's work and inappropriate for men (Bursuc, 2013)



## Case Study 2: Textbook Analysis

**How are the men and women are being portrayed in this image?**





# Sexist Language in Textbooks

- What questions should we ask when analyzing visual and written language?
  - ✓ What is the gender composition of the dialogues?
  - ✓ Who speaks most in a mixed-sex dialogue?
  - ✓ Who speaks first? Who speaks more?
  - ✓ What language functions do the males/the females exemplify?



# Sexist Language in Textbooks

- Females tend to be:

quieter,

younger,

relatively inactive,

relatively rare and invisible,

speaking proportionately less,

of lower-status and stereotype occupations,

responders in rather than initiators of conversation

more often defined in relationship to the opposite sex.



# Gender equality in education: Suggestions

## What is gender equality in education?

- The same advantages or disadvantages for boys and girls
- Gender neutral curricula
  - ✓ Equal productivity and empowerment of boys and girls
  - ✓ Free of gender-based stereotypes, bias, and discrimination (Bursuc, 2013)



# What could the teacher do to have gender equality in their classrooms? (1)

- To cultivate **gender awareness**:
  - Compensate for gender bias in course materials
  - Create more interactive or collaborative classroom exercises,
  - Accommodate students (male or female) who have different learning styles
  - In **group-work activities**:
    - ✓ Assign rotating tasks/roles in each group
    - ✓ Change the group membership constantly



## What could the teacher do to have gender equality in their classrooms? (2)

- To use **teacher-student interaction** as the starting point of achieving gender equality
  - ✓ Moving around the classroom
  - ✓ Making eye contact
  - ✓ Waiting longer before calling on students to speak
  - ✓ Establishing norms such as raising the hand to answer question
  - ✓ Supporting and encouraging female students when it's their turn to answer
  - ✓ Disciplining students who interrupt other students or who laugh at them
  - ✓ Alternating more between calling on female and male students
  - ✓ Inviting students to participate and pay attention while they are talking (Bursuc, 2013)

# Non-sexist vs anti-sexist curriculum?

## Non-sexist curriculum:

is free of gender stereotypes and other forms of distortions



Current status	Suggestions for revision
An illustration of a girl in a yellow shirt cooking alone at a table with various food items like bananas, a bowl, and a fish.	An illustration of a girl in a yellow shirt and a boy in a blue shirt cooking together at a table with various food items.

## Antisexist curriculum:

seeks to destroy stereotypes and to build a new way of perceiving and establishing social relations between men and women

# Suggestions for classroom materials?

- Supplement texts by including writing or work (images and stories) by or about women,
- Cite/discuss/include women as well as men as authorities about various topics,

## 100 Women Who Changed the World:

<https://www.historyextra.com/100-women/100-women-results/>



Women's history month



# The use of picture books

- Sample picture books:
  - ✓ Bradley, K. B. (2006). *Ballerina Nate*. New York, NY: Dial.
  - ✓ Codell, E. R. (2011). *The Basket Ball*. New York, NY: Abrams.
  - ✓ Hoffman, M. (1991). *Amazing Grace*. New York, NY: Dial.
  - ✓ Richardson, J. & Parnell, P. (2005). *And Tango Makes Three*. New York, NY: Simon & Schuster.
  - ✓ Zolotow, C. (1985). *William's Doll*. New York, NY: Harper & Row.





# The use of children's and young adult literature

## Planning lessons:

1. Do the characters (in this book) represent masculinity or femininity in ways that may surprise my students?
2. How will the characters help students go beyond **arbitrarily** defined **binary constructions of gender**?
3. Will this book provide students a bridge to greater intercultural understandings of gender that cross from their world to those of English-dominant societies?
4. What community-based activities might be appropriate extension activities to support gender equality and add concreteness to the learning?



# The use of children's and young adult literature

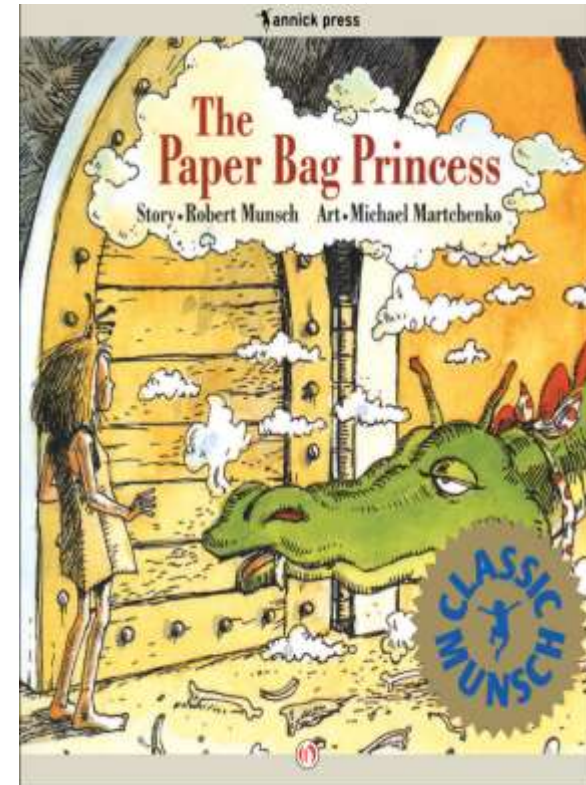
## Implementation:

- Ask critical questions to brainstorm about issues related to gender roles and gender bias
  - ✓ What concerns you?
  - ✓ Which of these issues concerns your family and your community?
- Discuss how different cultures accept different gender roles in society
- Discuss how those gender roles can affect the meaning (interpretations) of a text.
- Ask students if the behavior of the characters in books is the same as or different from the gender roles they are familiar with in their culture



## Breakout Sessions #2

- What is the plot of the story?
- What makes this story book different from other story books?
- What have you observed regarding gender roles in the story?
- Do the gender roles (you observed in the story) confirm or clash with the gender roles in your society? Why or why not?



Please use the google forms [link](#) to take notes during your discussion.

## Blog task # 2: Reflection on the webinar

1. If you had to tell someone what this webinar was about, what would you say?
2. What meanings or new discoveries were you able to make throughout this webinar?
3. How can we notice gender bias and gender stereotypes in our own teaching environments? Provide examples.
4. What type of difficulties do you think you will encounter as an English teacher if you are to have a gender-based pedagogy in your teaching practices or in your learning environments?
5. Do you feel that what you learned in this webinar is transferable to your teaching practice? If so, why?
6. How comfortable are you now in discussing these gender roles in a room full of students?



# In your Google drive...

- Additional Sources
- Interview form for social responsibility projects
- Sample lesson plan and links for more
- Links for news articles that can be used in your lesson plans
- Case Study 1 - Sitting Plan & Question-Answer Protocols
- Story book: The Paper Bag Princess



# Useful Links & Interesting reads

- <https://howtoadult.com/five-ways-parents-can-reduce-gender-stereotyping-children-3236.html>
- <https://www.usip.org/issue-areas/gender>
- [http://gem-report-2017.unesco.org/en/2018\\_gender\\_review/](http://gem-report-2017.unesco.org/en/2018_gender_review/)
- <https://worldpolicy.org/2014/05/29/girls-of-hope-fighting-for-education-in-turkey/>
- <https://borgenproject.org/girls-access-to-education-in-turkey/>



# Videos you can use in your classes/lesson plans

- Hip-Hop videos:  
<https://www.youtube.com/watch?v=r2q5zlgkKas>
- Reversed roles:  
[https://www.youtube.com/watch?v=2SrpARP\\_M0o](https://www.youtube.com/watch?v=2SrpARP_M0o)
- Reversed roles:  
<https://www.youtube.com/watch?v=xIW-aHC8KdI>
- Compare Women of Wall Street  
<https://www.youtube.com/watch?v=wST8FHUJVZA>
- With the Wolf of Wall Street  
<https://www.youtube.com/watch?v=idAVRvQeYAE>



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- <https://twitter.com/UNGEI>
- <http://www.ungei.org/>

