An Analysis of Social Class Representations in the 9th-Grade English Textbook Used in Türkiye

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Abstract

The objective of this study is to conduct an analysis of the social class representations in visual materials utilized in the English language textbook at the 9th-grade level during the 2022-2023 academic year in Turkiye. Employing a descriptive qualitative research design, data were obtained through the documentation method by scrutinizing visual content - encompassing images, drawings, and photographs - contained in the 9th-grade English language textbook published by the Ministry of National Education in 2022. The analytical framework to discern the social class representations in the visual content of the textbooks was drawn from Cunningsworth's (1995) approach. Social class depictions in the relevant textbook were analyzed searching for evidence of the presence of the following class related identities: governing/governed, worker/employer, oppressor/oppressed, impoverished/affluent, rural/urban, skilled/unskilled, unemployed/unemployed/jobless, homeowner/tenant/homeless, migrant/refugee, and the wealth levels of nations. The goal was to demonstrate social inequalities and class distinctions through these criteria. The findings of the research revealed qualitative examples of social inequality and imbalance within the visual materials of the textbook. The representation of social classes in the examined textbook predominantly reflects the images and values of the middle class. The

visual depictions of social class tend to feature professions representing the upper and middle social classes, with a notable absence of occupations associated with the lower social class. In light of these outcomes, it is suggested that in addition to presenting an ideal social life for students, textbooks should incorporate visuals that authentically portray social classes and relationships.

Keywords: *Social class, hidden curriculum, textbook, English*

Introduction

Discussions regarding the impact of social class in education trace back to Karl Marx, the seminal figure central to social theory, as noted by Johnston (2007). Rooted in the social class categorization systems proposed by Marx and Engels (2008), these discussions find expression in Marx's seminal work, the Communist Manifesto, co-authored with Engels in 1848. Marx delineates and defines the fundamental social classes in modern capitalist societies as follows: "The basic classes of modern society, based on income sources—namely, wage-laborers, capitalists, and landowners, i.e., those who own only their labor power, those who own capital, and those who own land, or in other words, the working class, the capitalist class, and the landowning class—depend on wage, profit, and ground rent, respectively." Marx emphasized the relationship between the oppressor and the oppressed to explain the concept of class, along with the class struggle between the bourgeoisie and the proletariat. The bourgeoisie was defined by their ownership of the means of production, while the proletariat was defined by their employment. Meanwhile, the petit bourgeoisie referred to a class defined by a mixture of ownership and employment (Marx & Engels, 2008). The Marxist approach considers the concept of class from two primary perspectives, as articulated by Hindess (1987). Firstly, class is viewed as social categories constituted by individuals with similar economic status. Secondly,

classes are defined as social actors possessing cultural and political characteristics. Thus, class is characterized as a social reality formed by individuals with common positions within production relations. However, subsequent theorists such as Dahrendorf (1957), Poulantzas (1973), Giddens (1980), and Hindess (1987) have provided more detailed perspectives. Fraser and Wilde (2012) argue that in contemporary terms, the bourgeoisie, petit bourgeoisie, and proletariat are labeled as the upper class, middle class, and lower class, respectively. Moreover, although these social classifications have undergone some alterations in modern times, they continue to be utilized in Neo-Marxist theory. Weber (1968), in defining class and status, emphasizes factors beyond economics, perceiving class as a phenomenon arising from society's commercial activities. Ebert and Zavarzadeh (2008) challenge Marx's class analysis, asserting that capitalism itself generates inequality. However, there are few studies that examine how social class is represented through education and how the class inequalities present in textbooks contribute to the processes of societal reproduction. Most studies in textbooks focus on the context of gender. In research conducted in Turkiye (Dökmen, 1995; Esen, 2007; Gümüşoğlu, 2008), it has been observed that researchers address the context of gender in textbooks across different disciplines, inspired by studies conducted abroad (Kalia, 1980; O'Reilly & Borman, 1984; Bazler & Simonis, 1991). Arıkan (2005), in his critical study, examined how conceptual and visual representations of concepts such as age, social class, and gender are depicted in English textbooks and their cultural and social significance from the perspectives of age, social class, and gender. İnal (2004) expressed that bureaucratic authority, through textbooks, acts as the symbolic center of power by directing teachers' daily tasks in school and classroom. Therefore, the state exercises official social control over teachers and students using the hidden curriculum and textbooks through bureaucratic authority.

Despite the vibrant rhetoric surrounding education for all (Kumar and Hill, 2008), capitalist social reproduction continues to perpetuate inequalities. Social reproduction, particularly intergenerationally, signifies processes of sustaining and reproducing individuals over time, encompassing the creation and transmission of knowledge, social values, cultural practices, and individual and collective identities (Bezanson and Luxton, 2006).

Concerning the relationship between social reproduction and education, Louis Althusser's (1971) essay on "Ideological State Apparatuses" provides an early and influential argument. It posits schools as instruments for securing class dominance, functioning through ideological practices to exert their influence. Schools shape the thought patterns and tendencies of class-differentiated individuals within society, aligning them with their economic and social positions. Anyon's (1981) research supports this view, illustrating how social class differences in education reinforce unequal class structures through diverse curricula and teaching practices among different schools.

According to Hill (1999), educational achievement is closely linked to various features within the education system, such as teaching methods or pedagogical patterns employed by teachers for different social classes, hidden curriculum, formal curricula, and job objectives. Reay (2017) articulates the linkage between education and social class as follows:

> Education cannot compensate for society because our educational system was never set up to do that, any more than it was established to realise working-class educational potential. Instead it operates as an enormous academic sieve, sorting out the educational winners from the losers in a crude and often brutal process that prioritises and rewards upper- and middle-class qualities and resources.

The importance of the relationship between education and social class can be understood through two distinct approaches. The first approach, associated with widespread educational reforms, posits that publicly accessible educational institutions can reduce wealth and power inequalities by equipping talented youth with skills that can afford them a valuable position in society (Giddens, 2012; Tezcan, 1996). The second approach contends that educational institutions, instead of altering inequalities, reinforce existing disparities and function as a tool in the reproduction of the prevailing social structure (Bourdieu, 1988; Bourdieu & Passeron, 1990; Bernstein, 1975). This perspective is most clearly exemplified in Bourdieu's work, which focuses on the interaction between the education system and social class. Particularly, his arguments regarding cultural capital challenge the prevalent notion of cultural capital as a mobility engine that facilitates upward mobility within class structures. Cultural capital plays a significant role in Bourdieu's sociology, suggesting that educational inequalities in society stem from differential distributions of cultural capital among different social classes. In Bourdieu's framework, cultural capital explains the variation in educational achievement demonstrated by children from families with similar social backgrounds but varying levels of education (Bourdieu, 1973).

According to the neoliberal paradigm, education is perceived as a natural and private commodity that should be marketed despite its public benefits at the national level. As a result, knowledge becomes a tool for individuals to compete with others and, in a sense, transforms into human capital (Jones, 2013). In this scenario, all individuals are required to act in a way that maximizes their personal benefits. This perspective is rooted in viewing students as human capital. Given the highly competitive economic environment globally, students are expected to be equipped with the necessary skills and attitudes for efficient and effective competition as future workers. The aim of political initiatives in

this context is to create tighter links between schools and the economy. Unfortunately, all funds allocated to schools that do not directly align with these economic objectives also come under scrutiny (Apple, 2004).

Textbooks, deemed culturally significant works and indispensable components of the curriculum, play a pivotal role in conveying specific groups' cultural content within the community (Apple, 2004). They have the capacity to transmit social ideologies and practices through education. Ideologies, comprising a collection of concepts, values, and symbols that critically address human interactions and define acceptable or rejectable values related to human needs and interests in social, political, and economic life (Vincent, 2006). Symbol and values can be transmitted in education through textbooks. The information and values in textbooks are products of complex cultural, economic, and political processes that shape the social structure of a particular period (Apple & Christian-Smith, 1991). In other words, the content in textbooks constitutes a whole that reflects the dynamics and structure of society at that time. McLaren (1989) stated that all educational policies are not politically and ideologically innocent; concepts such as school knowledge, curriculum, and textbooks are intricately linked to issues of social gender, class, culture, and power.

Apple (1986) suggests that there are studies that occasionally shed light on the relationship between curriculum and social inequalities and struggles, considering the complex links between them. Particularly, research related to publishing culture and commerce can help us understand the relationship between the publishing industry's social and economic relations and schools and knowledge distribution policies. Apple addresses the significance of textbooks in the presentation of "legitimate" knowledge in schools as follows:

> How is this 'legitimate' knowledge presented for use in schools? It is
> presented largely through something we pay little attention to - the textbook.

> Like it or not, the curriculum in most American schools is identified not by
> curriculum guides or recommended programs, but by particular works -
> standardized, grade-specific textbooks in such areas as mathematics,
> reading, social studies, science (if it is taught), and the like. Its impact on the
> social relations of the classroom is immense. For example, it is estimated
> that 75 percent of the time spent in class by elementary and junior high
> school students and 90 percent of the time spent in homework is spent with
> textbook materials. Yet, even given the ubiquitous nature of textbooks, it is
> one of the least studied aspects of schooling. (Apple, 1986:85)

Textbooks are the product of the curriculum. The curriculum determines what is accepted as current knowledge (Bates, 2005). Shared and powerful knowledge enables children to become active citizens (Duckett, 2021). As a social product, the curriculum and its creation and dissemination (such as textbook selection) are strongly influenced by social and cultural control systems. This is a significant tool for shaping attitudes toward individual groups and helps students shape their fundamental attitudes toward society (Greaney, 2006).

Diving into the concept of hidden curriculum becomes essential at this juncture. Coined by Philip Jackson (1968), the term "hidden curriculum" has since received similar definitions. Inal (2013) characterizes the hidden curriculum as an informal curriculum that complements what the explicit curriculum omits, delving into detailed examinations of knowledge and values, and "deepening" socialization into the dominant system. The hidden curriculum is often transmitted implicitly to students and can also be described as an implicit curriculum. It fulfills functions such as political socialization, obedience, and conformity, contributing to the maintenance of the traditional class structure (Wallace, 1983).

Anyon (1980) and Giroux (1983) argue that no curriculum is neutral; each reflects a specific perspective on the social order, either overtly or covertly. This "hidden curriculum" produces social meanings, constraints, and cultural values that shape students' roles beyond their classes. Therefore, English language teaching materials, particularly textbooks, can never be neutral, as they reflect a perspective of the social order and express a value system following the social and cultural ideologies behind the overt structure of the text. This is termed "hidden curriculum" and is not explicitly stated (Cunningworth, 1995).

The growing interest in investigating the representation of social class in contemporary textbooks is closely linked to the significant role and impact that textbooks possess in formal education (Canale, 2016). However, when specifically examining applied linguistics and English language teaching textbooks, Vandrick (2014) notes the limited academic studies on social class. Block (2014) addresses marginalization and representations of social class in applied linguistics. Auerbach and Burgess (1985) emphasize that ESL (English as a Second Language) classes and texts often prepare students for "servant social roles," particularly targeting poor immigrants. Cunningsworth (1995) emphasized that gender differences are not only a domain of discrimination or unpleasant representation but also facilitated the focus on different perspectives in textbooks. In his case study on topics in his six general textbooks at lower and pre-intermediate levels, he found the following findings regarding age, social class, and gender:

1. In terms of age, most characters are young teenagers. Adults, where they appear, are only vague presences in roles such as parents, youth group organizers, police officers, and teachers. Characters like elderly professors or retired landowners are rarely present. The adult textbook world is significantly focused on early to mid-twenties.

2. Regarding gender, although the representation of women and men is balanced, there are some imbalances in certain topics. For example, in history, there are more famous men represented than women. Regarding famous figures, eighteen out of twenty characters are male, indicating an uneven distribution.

3. Social class is almost indistinct, signaling a classless society, but upon closer examination, it indicates a middle-class world.

To emphasize the complex interaction between various forms of social stratification and to conduct multidimensional analyses of identity and power dynamics within educational materials, the following words of Hill (2023) are also significant:

> Various theorists and social and political activists deny the centrality (in capitalist society) of class exploitation. They write and speak and propagandize from, and advance, intersectional perspectives, or from perspectives that see `race' or gender as the fundamental cleavage in society, as the fundamental forms of oppression.

Objective

This study aims to analyze the visual representations of social class in the images - pictures, drawings, photographs - used in the English coursebook taught at the 9th-grade level in Türkiye during the academic years 2022-2023. Specifically, the study aims to identify and analyze narrative clues, symbols, and social class distinctions and dynamics conveyed through visual cues and scenes. The examination of visual materials grouped into lower-, middle-, and upper-class categories involves a critical evaluation of visual materials representing or depicting people.

Research Method

The analysis involved a thorough examination of visual elements in the specified English textbook. Images, drawings, and photographs were scrutinized to identify and interpret how social class is portrayed. Additionally, a social criticism framework was applied to assess the cultural and social messages conveyed through these representations.

Descriptive in nature, this research obtained data through the method of document analysis, specifically focusing on the visual depictions of social class in images, drawings, and photographs within the 9th-grade English textbook published by the Ministry of National Education in 2022. Document analysis is a qualitative research method employed to meticulously and systematically analyze the content of written documents (Wach, 2013). It encompasses processes such as finding, reading, note-taking, and evaluating written materials with a specific purpose (Karasar, 2005).

Descriptive research endeavors to comprehensively and attentively define a given situation. The description of the phenomenon serves as the starting point for all research efforts (Büyüköztürk, 2021). Therefore, this study is descriptive in nature and conducted through the document analysis method. The book under examination and subject of the study is the locally published 9th-grade English textbook, 'Teenwise,' used in state schools in Türkiye. The book was accepted as a textbook by the Ministry of National Education with the decision of the Board of Education on October 3, 2019, with the number 18952916, and it is authored by Ebru Bulut, Funda Baydar Ertopçu, Seda Umur Özadalı, and Sibel Şentürk. In this study, a checklist previously used by Cunningworth (1995) was employed, focusing on visual materials in the 9th-grade ELT textbook. Between 1986 and 1992, Cunningsworth sampled six general coursebooks at elementary and pre-intermediate levels to examine the representation of social and cultural

values using the following checklist: diversity of topics, inclusion of sensitive social/cultural issues, portrayal of characters (representation of women, depiction of gender roles, age, social class, ethnic background, occupation/profession, disability), social relationships (family structure, social networks, expression of personal emotions, interactions (functional and personal). The section examined in this study is the portrayal of characters.

 The primary area examined is the portrayal of social class. The visuals were described, and expressions such as lower/middle/upper class or no representation of class were noted alongside them. Like all research, visual research relies on social power and simultaneously reproduces this power (Arıkan, 2005). This critical research, which problematizes visual materials, utilized photographs and visual materials representing or depicting people.

Findings

Under this heading, in line with the purpose of the research, the visuals in the examined coursebook have been categorized as lower, middle, and upper class, and *Table 1* has been created. The analysis of the visuals pertaining to the designated categories is as follows:

When examining the visual representations in this table, it is observed that predominantly the representations of the middle class, as categorized, are dominant. Most of the visuals depict young men and women along with middle-class homes and lifestyles. For instance, images depicting a group of young people conversing, photographs representing their occupations, and various activities reflect the middle-class lifestyle. Furthermore, visuals related to both the interior and exterior of the house also focus on standard living spaces and activities associated with the middle class.

On the other hand, representations of the upper class are less commonly encountered. Some visuals reflect more luxurious lifestyles, such as images

portraying aristocrats or prominent figures. However, the number of such visuals is quite limited and they are generally placed towards the end of the book. This indicates that representations of the upper class are limited throughout the book.

Lastly, representations of the lower class are very scarce in the table. Some visuals include elements reflecting the lower class, such as tribal photographs and images depicting natural disasters. However, the number of these representations is quite low and they are less emphasized throughout the book. This suggests that the representation of the lower class is notably limited.

The findings related to concepts associated with social class, such as: ruler/ruled, worker/employer-boss, oppressor/oppressed, poor/affluent, rural/urban, skilled/unskilled, employed/unemployed/jobless, homeowner/tenant/homeless, migrant/refugee, and the prosperity levels of countries are presented.

Upon examination of Table 1, it is observed that out of the 72 visuals in the book, four of them do not include class representations. In two visuals, lower-class representation is present, two visuals depict upper-class representation, and the remaining visuals are represented by the middle class.

The findings related to the representation of social class concepts are as follows: *Ruler/ruled:* The visual representation corresponding to the concepts of ruler and ruled is depicted on page 115 of the book, featuring an image related to English and French aristocracy (Image 1). The associated text reads as follows:

Image 1

Teenwise Book-English and French Aristocrats

English and French aristocrats like kings, queens, dukes and duchesses used the invitations only for social events. They sent handwritten announcements of an event or party to invite other high society members. The beautiful handwriting was really important because you could understand that the sender family was educated. The words were similar to today's invitations but putting the letter into a handmade envelope was necessary. They sealed the envelope with the family's wax seal and put it into an outer envelope. They had to do this because they carried this valuable invitation on horseback in every weather condition. And this outer envelope protected the letter from dirt and water.

The text discusses the history of sending invitations, highlighting its origin as an action associated with the upper class. Although initially an action exclusive to the upper class, today it is also performed by the middle and lower-middle classes. However, upon visual inspection, a representation of the upper class is used instead of an image associated with the middle class.

Worker/employer: Upon scanning the entire book, no visual representation reflecting the worker-employer relationship is explicitly found. However, images of working individuals are present. The distribution of occupations related to working individuals is presented in terms of skilled/unskilled workers.

Oppressor/oppressed: The concepts referring to Freire (2021) are not explicitly mentioned.

Poor/affluent: Only one image depicting poverty is found in the scanned visuals, and it features a tribal photograph.

Rural/urban: No visual representation of rural life can be determined. While a tribal image might symbolize a portrayal of rural life as they live in a small community and meet their needs in their designated areas, the book, being prepared and printed in Türkiye, may not convey such meaning. Culturally, the concept of a tribe is not present, but it can be categorized as a socioeconomically similar class. The urban way of life is almost entirely covered.

Skilled/unskilled: According to Sönmez (1990), occupations are classified based on income as follows: Occupation 1: Large trade and industrialist, tradesman, self-employed professional, small tradesman, and artisan. This occupational group constitutes the wealthiest segment of society, with both high income and prestige. Occupation 2: Large and small clerks, office personnel. It encompasses the mid-level clerk segment. Occupation 3: Technician, qualified worker, unskilled worker. This group constitutes the technical workforce. The occupational prestige of individuals in this group is lower than the second occupational group, but their income is higher than peasants and agricultural workers. Occupation 4: Farmer, agricultural worker. It predominantly covers the peasant class. No one from Occupational Group 4 is featured in the occupational visuals in the book. A majority engaged in farming and agriculture in Türkiye is not represented in the book.

Employed/unemployed: The book does not emphasize unemployment, and non-working individuals are represented by students.

Homeowner/tenant/homeless: There is no description or text based on individuals' statuses as homeowners or tenants. It is assumed that everyone in the book is a homeowner, and the situation of being homeless is not addressed. It is conveyed as if there were no homeless people.

Immigrant/refugee: According to TÜİK (Turkish Statistical Institute) data, in 2022, the foreign national population coming to Türkiye was led by Russian Federation citizens with 25%. They were followed by 8.1% Ukrainian, 6.5% Iranian, 5.4% Afghan, and 4.8% Iraqi citizens. However, no images representing individuals or groups that could symbolize immigrants or refugees from these countries are found in the book.

The welfare level of countries: The concept of the countries' welfare level is depicted in the book through visual representations of countries and their corresponding images of people. Nationality and country names are taught using flags and images of people representing those countries in the book, specifically featuring Türkiye, Greece, Germany, the United Kingdom, Spain, France, and Italy (Image 2). The selected countries are high-welfare European nations. While Türkiye shares its western border with Greece, which is among these countries, the book does not include Türkiye's eastern neighboring countries.

Image 2

Teenwise English Book - Countries and Flags
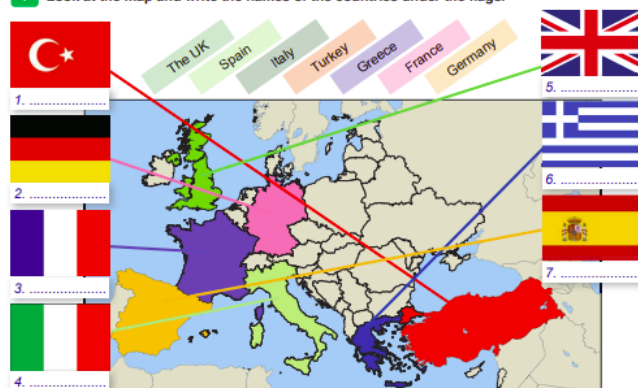
Upon further examination of additional visuals featured in the book, it is notable that countries such as Iraq, Syria, and Iran have been conspicuously omitted. The visual representations of nations portrayed by individuals in the book do not include any depictions corresponding to those countries identified in the United Nations report as least developed (Image 3).

Image 3

UN List of Least Developed Countries, 2022

Least Developed Countries (LDCs)
(46 countries)
Africa 33, Asia 9, Caribbean 1, Pacific 3
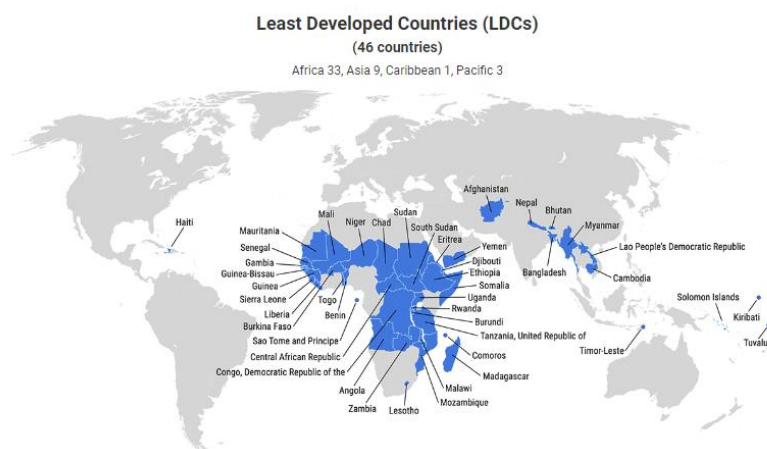
Note: The boundaries and names shown on the map and the terms used do not imply official approval or acceptance by the United Nations.

(https://unctad.org/topic/least-developed-countries/list)

Discussion, Conclusion, and Recommendations

The analysis of the examined textbook suggests an overall emphasis on the middle class in the portrayal of social class. The representation of social classes in the examined textbook predominantly reflects images and values associated with the middle class. Subaltern classes and marginalized individuals (except for one photograph representing a tribe) remain invisible, while celebrities and the wealthy are presented as success stories. The lower social class is often represented by individuals from third-world countries. Names of individuals from upper and middle-class professions such as teachers, engineers, doctors, journalists, athletes, and celebrities are frequently used. Even if a person's occupation is not specified, they are often associated with activities that lower-class individuals would generally not be able to afford financially or intellectually. People are often identified when shopping at supermarkets, buying expensive products, driving cars, conducting interviews, teaching, going to the doctor, going to the cinema, and engaging in other activities that lower-

class individuals might find financially challenging. There is a lack of representation of lower-class occupations such as laborers, caregivers, and cleaners in the distribution of professions.

In Türkiye, textbooks are printed by the Ministry of National Education and have been provided free of charge in all schools since 2003. The audience reached by these books is vast and diverse, encompassing all social classes. However, the limited representation of the lower class in the book may lead to a disconnect between the curriculum and the students. The absence of anything similar to the students' own lives in the book may lead to alienation. The predominant representation of the middle class in the examined visuals creates a perception that there are almost no differences between classes in the curriculum. In textbooks, in addition to presenting an ideal social life for students, visuals reflecting real social classes and relationships should also be included. Rikowski (2018) suggests that if we want to create the forms of education we desire, we need to develop alternatives to the 'state-provided education.' According to this view, instead of textbooks being selected by a single authority, they should be diversified according to student needs, and alternatives should be produced.

Table 1. Representation of social class in the visuals used in English 9th grade Teenwise textbook.

Sequence no	Visual identification	Page no	Social class representation
1.	2 young men and 3 women	13	Middle class
2.	Flags of some countries: Türkiye, Germany, France, England, Italy, Spain and Greece	14	No class representation
3.	An illustration of a group of adult men and women taking a painting course in Italy	14	Middle class
4.	2 young men talking with one's back	15	Middle class

5.	Photos representing some professions: Actor, waiter, engineer, fashion designer, chemist and ski instructor	16	Middle class
6.	An Egyptian adult	17	Middle class
7.	A Canadian adult	17	Middle class
8.	An English adult woman	17	Middle class
9.	Turkish female musician: Melda Umur Saguner	19	Middle class
10.	A family illustration of 6 people taking pictures in the living room of the house	20	Middle class
11.	Symbolic locations of some countries: Cappadocia (Türkiye), the Imperial Palace (Japan), Taj Mahal (India), Eiffel Tower (France), Big Ben Tower (UK), the Pyramits (Egypt), Collessium (Italy), Opera House (Australia)	22	No class representation
12.	Japanese family with 3 children	23	Middle class
13.	A traditional Japanese house	23	Middle class
14.	Japanese female teacher	23	Middle class
15.	An illustration showing the 8 parts of the house: Bedroom, dining room, kitchen, bathroom, garage, garden, living room and study room	26	Middle class
16.	2 illustrations of the teen room	27	Middle class
17.	Cat and cat house illustrations showing floor directional envelopes	28	Middle class
18.	Illustration of a living room	28	Middle class
19.	A photo of a teen bedroom	29	Middle class
20.	A photo showing the terrace of a detached house	30	Middle class
21.	Photo of young people and bedrooms of some nationalities: Japan, Morocco and Sweden	31	Middle class
22.	Photos of a group of places: Bank, pharmacy, library, theater, market, hospital, museum, shopping center, café and life club	32	Middle class
23.	A photo of Tokyo and Vienna	33	Middle class
24.	City photos of Honkong and Vaduz	34	Middle class
25.	A range of movie posters: Star Wars, Lego Movie, Batman vs. Superman, The Theory of Everything, The Others, Yes Man, Lincoln	38	Middle class
26.	A young woman and a young man holding a tablet	39	Middle class
27.	Two young men named Ryan and Ashua	40	Middle class

28.	An astronaut on Mars	42	Middle class
29.	A group of photos describing activities: Taking photos, making origami, cycling, dancing, skating, playing chess, snowboarding and diving	44	Middle class
30.	Some actors and actresses illustration: Meryl step, Tom Hanks, Johnny Depp, Cameron Diaz and Tom Cruise	45	Middle class
31.	A movie poster: Eddie the Eagle	46	Middle class
32.	Three people climbing the mountain with their equipment	49	Middle class
33.	A tribal photo	51	Sub-class
34.	Some photos of natural disasters: Avalanche, earthquake, tsunami, flood, volcano eruption, earthquake, landslide and hurricane	52	Sub-class
35.	Some news announcers from different nationalities (America, Britain, Cuba, Italy and Japan)	52-53	Middle class
36.	Two young students talking	54	Middle class
37.	Photos representing some professions: Wildlife photographer, park attendant, police, explorer, firefighter and zookeeeper	56	Middle class
38.	Turkish journalist and explorer: Hasan does not say	58	Middle class
39.	A photo of a concert	61	Middle class
40.	A group of people of different ages and physical characteristics	62	Middle class
41.	A group of people of different ages and physical characteristics	63	Middle class
42.	Photos of some actors and actresses: Nicole Kidman, Marion Cotillard, Jim Sturgess, Heath Ledger, Meryl step	67	Middle class
43.	A group of famous people from different professions: Stephan King, Michael King, Norah Jones, Canan Dagdeviren and Emma Watson	70	Middle class
44.	Illustrations of a woman describing the ordering process in the restaurant	74	Middle class
45.	Food photos from some cultures: Scotland, Japan, Brazil, India, England and Italy	76	Middle class
46.	A photo of a Brazilian student	76	Middle class
47.	Photo of a Chinese student	77	Middle class

48.	Birthday celebrations from different cultures: Australia, England, Mexico, China, Canada and Jamaica	79	Middle class
49.	Some illustrations of an international trip: Crossing gate, passport, boarding pass, suitcase, passenger, seat belt and check-in desk	80	Middle class
50.	The 7 Wonders of the World	86	No class representation
51.	Photos of sites considered as UNESCO cultural heritage in Türkiye Çatalhöyük, Selimiye Mosque, Çumakız and Ephesus	87	No class representation
52.	A wall of Mesopotamia	90	Middle class
53.	A group of illustrations depicting the journey of a character named Martin	94	Middle class
54.	An illustration of a group of men and women representing various ailments	98	Middle class
55.	Doctor and patient illustrations	99	Middle class
56.	A group of photos depicting certain diseases: A woman having a fever, a woman who cut off her finger, a man with low back pain, and a man who hurt his ankle	99	Middle class
57.	Some emergency illustrations: A man in a car accident, a house on fire, a woman under a snatcher attack, and a bank robbery	104	Middle class
58.	Illustrations of equipments belonging to some school social activity clubs include: Dance club (dance shoes), gastronomy club (apron and hat), science club (lab apron and goggles), outdoor sports club (backpack and climbing shoes), and ice hockey club (headgear and knee rest)	106	Middle class
59.	Photos showing some celebrations: Birthday cake, a surprise party at the office, a farewell party, a cap throwing ceremony (graduation celebration) and a barbecue party	110	Middle class
60.	A young man and woman talking on a cell phone	111	Middle class
61.	A group of illustrations showing the stages of preparation of a woman holding a birthday party	112	Middle class
62.	A picture of English and French aristocrats	115	Top class
63.	Photos of some foods: Cake, eggs, red meat, strawberries, rice, bread, salt, cube sugar, fish, biscuits, orange, coconut,	116	Middle class

	chicken, banana, tomato, red pepper, apple and basket cheese		
64.	Photos of some shops: A grocery store on the street, a man in two wheelchairs waiting at a butcher's house, a woman and a customer working in a bookstore, a woman and a customer working in a bakery, an adult man and child buying a newspaper from a toy shop and a buffet	116	Middle class
65.	A full market car	117	Middle class
66.	Three Indian girls in traditional clothes	118	Middle class
67.	Photos of people using mobile phones	123	Middle class
68.	Mark Zuckerberg	127	Top class
69.	Photos showing some television content: Documentary, news, tv series, knowledge contest, reality show, talent contest, sports program, cartoon, cooking program and excursion program	128	Middle class
70.	Some movie posters: Star Wars 2, Cars ve Toy Story 3	129	Middle class
71.	A young woman watching TV	130	Middle class
72.	A young man watching television	131	Middle class

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