

# A Critical Discourse Analysis of Gender Representation in a Cameroonian ESL Textbook

## ABSTRACT

This paper examines a Cameroonian ESL textbook – *Mastering English: Student's Book for Form 1*, with the aim of investigating gender representation in this textbook. The study employed a stand-alone document analysis design because data for the study was collected exclusively from the textbook. Data was collected by observing the images and by reading through the passages, dialogues and sentences in the textbook, and noting the various occurrences of the male and female genders. The study adopted the Critical Discourse Analysis approach to analyse data related to visibility, occupational roles and firstness in presentation in order to unveil the inequalities and power imbalance between the representation of the male and female genders in the textbook. The findings revealed that the male gender is given more visibility above the female in terms of pictorial and lexical representations. Besides, more occupational roles are assigned to males than to females in the textbook. Males equally dominate the first position in dialogues, common noun, proper noun and pronoun pairs. The study concludes that the dominance of the male over the female gender observed in the textbook is a replication of the gender imbalance that exists in the Cameroonian society.

**Key words:** Gender representation, visibility, occupational roles, firstness, imbalance.

## 1. INTRODUCTION

According to UNWOMEN Africa [1], Cameroon's political, economic and social environments are conducive to gender equality and women's empowerment since the country has signed most international and regional conventions and treaties on the promotion and protection of women's rights. This conduciveness is not however replicated in the day-to-day life of the country as gender inequality can still be noticed in so many domains of national life. According to Atanga [2], "traditional gender ideologies condition and limit women's empowerment in Cameroon. These gender ideologies ascribe dominance and powerful positions to men and subservient social positions to women." (para.1). A number of studies and projects have been carried out to identify the main areas where gender imbalance can be perceived in Cameroon (Arrey, Njieassam, UN Office for the Coordination of Humanitarian Affairs, Fouthe) [3, 4, 5, and 6]. The main objective of this study is therefore to examine the English Language textbook *Mastering English: Student's Book for Form 1*, which is used in the first year of secondary school education in Cameroon, in order to determine how the male and female genders are represented in the textbook.

The theoretical framework adopted for this study is the Critical Discourse Analysis (CDA) approach. According to Van Dijk [7] "Critical Discourse Analysis is discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced, legitimated and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose and ultimately challenge social inequality." (p.466)

**Comment [YF1]:** The phrase "stand-alone document analysis design" could be simplified to "document analysis" to avoid confusion. It is sufficient to state that the study employed document analysis.

**Comment [YF2]:** The term "the various occurrences of the male and female genders" could be more precise. Consider rephrasing it to "the representation of male and female genders"

**Comment [YF3]:** While the use of Critical Discourse Analysis (CDA) is mentioned, there could be a brief explanation of why this approach is suitable for the study. A sentence that clarifies the connection between CDA and the study's focus on gender representation would strengthen the abstract.

**Comment [YF4]:** The conclusion could be strengthened by discussing the implications of the findings. For instance, mentioning how this representation might affect learners' perceptions of gender roles could provide more depth. It would be useful to state what can be done moving forward (e.g., recommendations for future textbook authors or educational policymakers).

Critical discourse analysts therefore have a role of investigating peculiar social ideologies that manifest inequality and abuse of social power to the detriment of the minorities or the underprivileged in society. Their focus is to present the various ways in which these inequalities are enacted by the privileged and resisted by the underprivileged.

Consequently, studies in CDA are not only limited to the description of text and talk but involve relating them to the societies in which they are produced because the main concern is to understand how the discourse is constructed and the reasons for incorporating certain linguistic structures, rather than others, in realizing particular texts or talks [8]

Studies in CDA can therefore take many dimensions, one of which is focusing on ideologies framed and propagated in various discourse in social contexts. "Ideology, for CDA, is seen as an important means of establishing and maintaining unequal power relations. CDA takes a particular interest in the ways in which language mediates ideology in a variety of social institutions." (Wodak 2002, p. 9). [9]. Social institutions are noted for using particular patterns of language in their discourse to mediate various ideologies. CDA aims at deciphering these ideologies because "ideologies are typically, though not exclusively, expressed and reproduced in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs and movies" (Van Dijk, 1995b, p.17). [10].

Ideologies framed and sustained in various discourse equally establish and maintain power relations because the linguistic forms that mediate them also express and manipulate power. "Power is signalled not only by grammatical forms within a text, but also by a person's control of a social occasion by means of the genre of a text" (Wodak ibid, p.11). [9]

According to Fairclough (1989), CDA should be done at three levels: description, interpretation and explanation [11]. Based on this model, CDA should first of all offer a linguistic/semiotic description of the structures that have been used to construct the discourse (grammar, lexis, strategies, etc.). These structures are then interpreted and explained in relation to the social contexts of their use in order to decipher the various ideologies that they communicate.

Previous studies have examined gender representation in various textbooks in different contexts across the world. In a review of studies on gender representation in primary school textbooks in India, Kadri (2022) observed that most of these studies have revealed the underrepresentation and marginalization of women and girls relating to visibility, portrayal, gender qualities and gender roles in these textbooks. [12].

In a study on gender representation in the Grade Ten English Language textbook in Ethiopia, Bachore (2022) revealed that while females are underrepresented in language use (particularly in proper nouns and common nouns used), visibility/illustrations (images and pictures) and occupational roles mentioned in the text, males dominate the first position (firstness) in dialogues, points of view opinion, common noun pairs, pronoun pairs and proper name pair, but are underrepresented in the adjectives and pronouns used in the text book. [13].

Akay Şahin and Açıkalın (2021) carried out a visual content analysis of gender representation in elementary and middle school social studies textbooks in Turkey and came out with findings revealing that women are underrepresented compared to men as the appearance of male figures in visuals is approximately twice as high as the appearance of female figures in visuals in the textbooks. Besides, the roles attributed to women in the visuals are related more to house chores, caregiving and subordinate positions under men in the professional work arena. [14]

In another study on gender representation in EFL textbooks in Basic Education in Mexico, Aguilar (2021) examined the distribution of males and females in terms of visibility in illustration and photos, and display of male and female occupational roles in the visuals. Her findings revealed that there is an imbalance in the representation of male and female characters in the textbooks examined. Males are significantly more frequent than female characters in the illustrations. Besides, occupational gender stereotypes are also identified in the textbooks examined. [15]

These studies and many others have revealed imbalances in gender representation, gender equality and stereotyping in a variety of school textbooks used in different countries, especially in Africa, Asia, The Middle East and Latin America. For the case of Cameroon, very limited literature is available on gender representation in school textbooks.

Chuh and Nkwetisama (2022) carried out an analysis of gender representation in Mathematics textbooks for Cameroonian primary and secondary schools and discovered that there is gender imbalance as males are over represented in most cases while females are stereotypically depicted and marginalized. In these textbooks, males occupy more paying jobs while females occupy menial jobs. Males are presented as the strong and domineering group whereas females are downgraded and illustrated as weak.

Given the paucity of research on gender representation and equality in Cameroonian textbooks, this study seeks to examine one of these textbooks in order to throw more light to the question of gender imbalances in Cameroon, as represented in the textbook.

## 2. METHODOLOGY

The design adopted for this study was a stand-alone document analysis because data for the study was collected exclusively from a document, specifically *Mastering English: Student's Book for Form 1*. This textbook was selected because English Language textbooks usually contain texts and illustrations that reflect the daily realities and practices of societal life; especially given the Competency Based Approach to teaching, which is currently applied in Cameroonian secondary schools. Data was collected by observing the images and by reading through the passages, dialogues and sentences in the textbook, and noting the various occurrences of the male and female genders. The data collected was analysed based on three different variables relating to gender representation: gender visibility, occupational roles and firstness. The data was first analysed quantitatively by establishing frequency tables to show statistical representation of the two genders in the textbook, and then qualitatively by offering interpretations and explanations on the representation of both genders.

## 3. FINDINGS AND DISCUSSIONS

The findings are presented and discussed under three sections: the visibility of the male and female gender, the occupational roles assigned to the genders, and the firstness of the genders in the textbook.

### 3.1. Gender Visibility

The main preoccupation here is to determine which gender is given more visibility in the textbook. This is done by examining the pictures, images and the words used in the book.

#### 3.1.1. Pictorial representation

The table below presents statistics on the representation of the male and female genders on the pictures and images identified in the textbook.

**Table 1: The representation of males and females in pictures and images**

Gender in pictures and images	Number	Percentage
Males only	46	47.42
Females only	16	16.49
More males	13	13.4
More females	3	3.09
Equal males and females	19	19.6
Total	97	100

**Comment [YF5]:** 1.The introduction would benefit from a clearer structure. Consider reorganizing it into distinct sections: context, theoretical framework, previous studies, and the purpose of the study. This will help the reader follow the argument more easily.  
 2.Use transitional phrases to guide the reader through the introduction. For example, explicitly state the transition from discussing the broader context of gender equality in Cameroon to introducing the theoretical framework.  
 3.While the introduction begins with a discussion on international commitments to gender equality, it could better establish the significance of examining the ESL textbook within this context. You might briefly explain how educational materials impact societal norms and gender roles.  
 4.explain why focusing on gender representation in educational resources is particularly important for Cameroon, considering its unique cultural and societal dynamics.  
 5.While the theoretical framework is well-articulated, it could be more concise. Avoid excessive detail in defining CDA; instead, summarize its relevance to the study. For example, you can state, "CDA serves as the lens through which this study examines gender representation, focusing on how language and discourse shape societal power dynamics"  
 6.Rather than presenting CDA as a separate section, integrate it with the context to show how it directly relates to the examination of the textbook.  
 7.Instead of listing studies, consider synthesizing them. Discuss common themes, methodologies, or findings and how they contrast with the Cameroonian context.  
 8.Some sentences are lengthy and could be broken down for better readability. For in... [1]

**Comment [YF6]:** 1.Consider breaking the methodology into subheadings for clarity. Suggested headings could include "Research Design," "Data Collection," "Data Analysis," and "Variables of Interest."  
 2.Expand on the rationale for choosing a document analysis design. Discuss how this approach aligns with the study's objectives and the significance of analyzing a specific textbook.  
 3.Elaborate on why *Mastering English: Student's Book for Form 1* was specifically chosen. Mention any criteria for selection, such as its prevalence in schools, its alignment with the curriculum, or previous studies that highlighted its relevance.  
 4.Describe the data collection process in greater detail. For example, clarify how you identified and recorded occurrences of male and female genders in images and text. Were there specific criteria for counting or categorizing representations?  
 5.If applicable, mention any ethical considerations related to the analysis of educational materials, such as intellectual property rights or permissions for using the textbook content.

The statistics on the table above show that out of the 97 pictures and images identified in the textbook, 47.42% of them had only males while on 16.49% had females only. Furthermore, on the pictures and images that had both males and females, 19.6% had equal males and females while 13.4 had more males, and just 3.09 had more females. All these show a gross underrepresentation of the female gender in the pictures and images used in the textbook.

Besides, we counted the total number of males and females appearing on the 97 pictures and images and still realised that the female gender is underrepresented as can be seen on the table below.

**Table 2: Total number of males and females on the pictures and images**

Gender	Number	Percentage
Males	175	62.72
Females	104	37.28
Total	279	100

It can therefore be concluded here that the pictures and images used in the textbook examined project the male gender above the female gender thereby presenting an imbalance in the representation of the two genders.

### 3.1.2. Lexical representation

We equally examined the words used in the textbook in order to determine the representation of the male and female genders. The analysis focused on gender sensitive words such as nouns and pronouns. The table below presents the statistics of the results obtained.

**Table 3: Lexical representation of the male and female genders**

Lexical category	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Proper names	150	54.95	123	45.05	273	100
Common names	180	50.42	177	49.58	357	100
Pronouns	161	57.71	118	42.29	279	100
Total	491	54.02	418	45.98	909	100

As can be seen on the table above, out of the 273 proper names identified in the textbook, 54.95% of them are male names while 45.05% are female names; showing a slightly higher representation of the male gender over the female. As concerns the use of common names such as *brother*, *sister*, *father* and *mother*, the representation of both genders is almost the same in the textbook as 50.42% of the 357 of such names are male while 49.58% are female names. In the case of pronouns, 57.71% of the 279 pronouns identified in the textbook are male, while 42.29% are female pronouns; still indicating a higher

representation of the male gender. In total, out of the 909 gender sensitive words identified in the textbook analysed, 54.02% are male, while 45.98% are female words. It can therefore be concluded here that at the lexical level, more visibility is given to the male gender than the female gender in the textbook analysed; although the difference is not very significant.

### 3.2. Occupational Roles

In the course of the analysis, we equally examined the occupational roles assigned to the male and female genders in the textbook. The table below presents statistics of the analysis.

**Table 4: Occupational roles of males and females**

S/N	Occupation	Males		Females		Total	
		Number	%	Number	%	Number	%
1	Teacher	2	66.67	1	33.3	3	100
2	President	3	75	1	25	4	100
3	School Principal	1	100	0	0	1	100
4	Engineer	1	50	1	50	2	100
5	Chemist	2	100	0	0	2	100
6	Lab Technician	1	100	0	0	1	100
7	Doctor	1	100	0	0	1	100
8	Journalist	1	100	0	0	1	100
9	Translator	1	100	0	0	1	100
10	Actor/Actress	6	85.71	1	14.29	7	100
11	Administrator	0	0	1	100	1	100
12	Writer	1	100	0	0	1	100
13	Publisher	1	100	0	0	1	100
14	Film Maker	2	100	0	0	2	100
15	Footballer	2	100	0	0	2	100
16	Librarian	1	100	0	0	1	100
17	Sales Clerk	0	0	1	100	1	100
18	Minister	0	0	1	100	1	100
19	Gynaecologist	0	0	1	100	1	100
<b>Total</b>		<b>26</b>	<b>76.47</b>	<b>8</b>	<b>23.53</b>	<b>34</b>	<b>100</b>

As can be seen on the table above, out of the 19 occupational roles identified in the textbook, 14 were assigned to more males than females, only 4 assigned to more females, and just 1 assigned to an equal number of males and females. This shows a gross under-representation of the female gender in the professional milieu. The ideology communicated here is that the world of work is male dominated. Unfortunately, the young learners who are the primary consumers of this textbook will obviously end up assimilating this ideology because that is what is presented to them every day in their English language lessons.

### 3.3. Firstness

Firstness here relates to the positioning of the male and female genders in dialogues, points of views, texts, common noun pairs, proper noun pairs and pronoun pairs. The table below presents the statistics from the analysis.

**Table 5: Firstness in presentation**

S/N	Firstness	Frequency	Percentage
1	Male first	48	85.71
2	Female first	8	14.29
Total		56	100

As can be seen on the table above, out of the 56 instances in which both the male and female genders are presented together in the textbook, the male gender is positioned before the female in 48 of the instances, representing 85.71%, while the female gender is positioned first in only 8 of the instances, representing just 14.29%. This continues to show the projection of the male gender above the female gender as has been observed in the other areas of the analysis. Examples of such bias in positioning drawn from the textbook include:

1. *John and Mary are having lunch in the restaurant.*
2. *Look at the picture of John getting up from bed after a peaceful night. What would he say to the following people?*
  - *His father*
  - *His mother*
  - *His brother, Charles*
  - *His sister, Irene*

The high frequency of such patterns in the textbook reflects the ideological mind-set of its authors – the projection of the male gender above the female. These authors therefore use the power and control they have over the genre to disseminate this ideology to their audience.

#### 4. Conclusion

This study concludes that there is an imbalance in the representation of the male and female genders in English Language textbooks in Cameroon. Findings from the textbook under study show that the male gender is given more visibility above the female with regards to pictorial and lexical representations. This bias is equally noticed at the levels of the occupational roles assigned to both genders, and firstness in presentation. Given that these English Language textbooks are designed to reflect real-life communicative situations, we can conclude that the gender inequality perceived in the textbooks is just a replication of the ideological mind-set of the Cameroonian society – the dominance of the male gender over the female gender.

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**Comment [YF7]:** 1. Emphasize how these findings interrelate and cumulatively contribute to a more expanded understanding of gender representation in educational materials.  
2. Briefly contextualize the significance of these findings within the wider discourse on gender representation in educational resources, potentially referencing existing literature on the topic.  
3. Expand on the implications of these findings for educators, policymakers, and curriculum developers, suggesting how they might address and rectify these gender biases.  
4. If possible, compare findings with those from other textbooks or educational materials to enrich the discussion on gender representation.

**Comment [YF8]:** The suggestion for re-evaluating educational materials is commendable. It would be even more impactful if you could recommend specific actions or stakeholders (e.g., curriculum developers, educators, policymakers) who should take responsibility for implementing changes.

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8. Some sentences are lengthy and could be broken down for better readability. For instance, "Critical discourse analysts therefore have a role of investigating peculiar social ideologies that manifest inequality and abuse of social power to the detriment of the minorities or the underprivileged in society" could be simplified.
9. Ensure that citations are consistently formatted and appropriately placed. Consider using a citation management tool for ease.