

A Critical Discourse Approach to Transitivity Processes That Convey Gendered Perspectives in English Language Course Books of Kenyan Secondary Schools

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Abstract

Transitivity is a linguistic process that conveys stereotypical perspectives about gendered language. This study examined the presence of transitivity processes in English course books of Kenyan secondary schools that communicate gendered notions. The study employed a descriptive design to analyse selected texts for gendered language. Secondary school English course books including Secondary English Students' Books for form One, Two, Three and Explore English; A course for Secondary Schools Student's book for Form Four were selected for study. The course books are reviewed for suitability and approved by Kenya Institute of Curriculum Development (KICD). From each coursebook, passages were sampled constituting 7 from the form one book, 4 from form 2, 4 from form 3 and 4 from form 4. Structured observation schedule was used to collect gender-sensitive transitivity clauses from passages. Content analysis was used to identify gendered notions expressed by transitivity processes. The data was then analyzed qualitatively and quantitatively. The results indicate the existence of four main types of transitivity processes evident in clauses with material process ranking highest followed by mental, relational and verbal transitivity process at the lowest. These transitivity processes show existence of unequal representation of males and females since the allocation of participants to various processes results from gender stereotypes. Male dominance is evident in the public, high energy and intellectual activities whereas females are portrayed participating in roles around the home, less energy activities and careers of less physical attributes.

Key Words: *critical discourse analysis, dominance, gendered language, transitivity.*

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I. Introduction

Gender studies in learning materials have attracted the attention of researchers from the field of linguistics since the early 1980s. Majority of the scholars such as Mwebi (2021), Gharbavi & Mousavi (2012), Mose (2013), Porreca (1984) among others, condemn the usage of gendered language in these texts claiming that it may hinder the process of learning if one gender is discriminated, down-trodden and trivialized. There are various opinions as to what gendered language is. Mills (1995) explains that a statement is sexist if it contributes to, promotes or exploits an unfair or irrelevant or impertinent distinction between sexes. This definition recognizes that both males and females may be discriminated against by use of biased language. Largely, many researchers contend that gender insensitive language is always directed to the feminine gender. Linguistic sexism concerns language use that in different ways diminishes women and makes them invisible. The feminine gender is made inferior and sometimes absent from discourses. Additionally, Beebe (1996) asserts that sexist language usually discriminates against women rather than men, because it stems from an underlying male-centered attitude that assumes that the male is the norm. This definition is based on the view that language may be used to portray men as superior while women are inferior. In this paper, gendered language is viewed as a phenomenon that affects both the male and female gender but wherever it is used it favors one at the expense of the other.

Gender insensitive use of language is considered here as a product of socialization to various cultural stereotypes as to what males and females should do, how they should behave and the unique attributes they should possess. Arguing on the same note, Mukherjee (2015) explains that the gender differences are established through the process of socialization. Gender stereotyping and sexism are closely interlinked, implying that linguistic sexism cannot exist in a vacuum but in a cultural society rich in stereotypes. The United Nations Human Rights Council (UNHRC) (2014) shows that gender stereotyping is a generalized view or preconception about attributes or characteristics possessed by women and men. Gender stereotypes can be both positive and negative. It emerges that negative gender stereotypes have limiting and harmful effects on both women and men. They exert a negative force on one's capacity to develop their careers and make choices about their lives since they condition one's behavior. Gender stereotypes are even more dangerous to growing children who are exposed to them as they are socialized to negative values which tend to hinder both their social and academic progress. Associated with gender stereotypes are aspects such as hegemony (control by consent) and ideology which require individuals to respond to roles expected of them reproducing naturalized gender differences, Talbot (2003).

Learning resources are the main source of information for school going children. Specifically, the young people in formal education receive information of all kinds from the textbooks. Textbooks are some of resources teachers and students use to drive teaching and learning in the classroom environment since they contain passages, stories, exercises and learning content helpful to the learner. Apart from learning, the textbooks may socialize the learner to a number of values and activities. They are considered authoritative in both discipline specific content and transmission of dominant values, norms and social behavior (Rotich & Musakali 2005). According to Mwebi (2021) the textbook orients the learner into societal gender expressions and depiction of gender roles for males and females. The role the textbooks play in the lives of learners cannot be gainsaid. Messages delivered by textbooks have a powerful impact on learners and on society since they are more believed and tend to influence behavior (UNESCO, 2010). Thus, the use of gender insensitive language overemphasize the existing rift between males and females and this might provide a dangerous environment for widening the gap and this may consequently render the learners vulnerable to prejudices as well as the stereotypes which may hinder their success.

Transitivity has been described as a system that provides the lexico-grammatical resources for constructing a quantum of change in the flow of events as a configuration of elements centred on a process (Halliday and Matthiessen, 2014). This implies that transitivity is a resource of language that expresses the actions, events and states as expressed in Systemic Functional Linguistics (Halliday and Matthiessen, *Ibid.*). The system of transitivity constitutes participants, the processes and circumstances in a text (Neddar, 2017). The participants play roles such as actor, goal, client, sensor, sayer, carrier among others, involved in various types of processes and their events are surrounded by circumstances. The process is the nucleus of the clause and it is connected to the level of meaning always expressed in the main verb of the clause whereas the participant is expressed in the subject and the complement (Neddar, 2017). The types of process construed by the transitivity system in the grammar according to Halliday and Matthiessen (2014) include the material, behavioural, mental, verbal, relational and existential. The material, mental and relational processes are the main types that are frequently used in English transitivity (Halliday and Matthiessen 2014). This study analyzed the transitivity processes conveying gender asymmetry that are used in secondary English course books for Kenyan schools.

Each of the six transitivity processes has distinct participants, events and messages. Halliday and Matthiessen (2014) as cited in Neddar (2017) show that the processes are different in nature. Their types differ as they express events, relations, physical, mental and emotional states. The material process describes actions that are tangible, concrete and connected to the experiences of the material world. These actions require participants such as an actor, recipient, goal that are affected by the action. Other participants unaffected by the action are referred to as scope, attribute and client. The mental processes describe actions related to cognition, affection and perception. According to Halliday and Matthiessen (2004), the mental clauses are concerned with experiencing the world in our consciousness. There are two participants that is, the human sensor who feels, likes, knows, sees etc; the other participant is the phenomenon that is not active and is the one seen, felt or known by the conscious sensor. The verbal process involves the symbolic relationship constructed in human consciousness and enacted in the form of language such as saying and meaning. It consists of three participants that is the sayer (addresser), receiver (addressee) and verbiage (the propositional content of what is said or targeted). Halliday and Matthiessen (2014) describe the behavioural process as the manifestations of inner workings, acting out of processes of consciousness such as laughing, crying, listening and physiological states such as sleeping. In addition to the aforementioned is the existential processes which are concerned with existence of all kinds of phenomenon known to exist or happen. The final process tackled by Halliday and Matthiessen (2014) is the relational process that deals with being or existing expressed by the verbs be (and its various forms), feel, look and seem. The participants in the relational process are the identifier preceding the verb and identified which follows the verb.

Transitivity processes are crucial in the analysis of the role of language in creating gender imbalances by assessing the representation of male and female participants in clauses. Transitivity system provides a means by which to account for the experiential function of language through the processes, participants and circumstances. These processes may give clues about the authors' or speakers' cultural as well stereotypical inclinations about gender roles and position in society. According to Chen (2016) transitivity gives us a good idea about the cultural, ideological and political factors influence the selection of a particular type or verb in a given context. Issues of gender are culturally instigated and are reflected through language. Therefore the study of transitivity opens a window to the understanding of the beliefs about nature of femininity and masculinity and this was the focus of this study.

II. Statement of the Problem

Language is a means of expressing events and actions in texts. Transitivity is one of the lexico-grammatical means of language expressions that convey language users' general beliefs about the participants that are involved in the various processes. In the secondary school English course books in Kenya, transitivity clauses exist that employ both male and female participants in different capacities portraying them as originating from different realms of society. The male and female characters are portrayed from a gendered perspective as verbs reflect them in stereotypical activities. This is a linguistic area that remains unexplored. This study therefore sought to examine transitivity choices used to depict male and female characters as unequal in secondary English course books of Kenyan secondary schools.

III. Research Objective

To examine the transitivity processes conveying gendered perspectives in English Language course books of Kenyan secondary schools.

IV. Literature Review

Salsabila, Maolida and Nuraini's (2023) study on gender representation in two English textbooks assessed by the National Education Standards Agency and Cambridge University Press shows that gendered language exists in transitive clauses. The study was grounded on Systemic Functional Linguistics by Halliday & Matthiessen (2014). Qualitative descriptive analysis was used focusing on the textual data obtained from the 10 selected texts related with the gender roles of the characters. The findings indicate unequal representation of males and females with females being less represented than males. Males are more represented in roles of participants, process and circumstantial while females are almost invisible and marginalized. Male characters are represented in transitivity clauses in activities related to industry, business, rational, strength, attentive, talking much whereas females are represented in activities related to education, household, nurturing, beautiful and cheerful. Marginalization of females was evident and when depicted they are represented in stereotyped nurturing roles such as teacher, mother and wife. The current study is similar to Salsabila et al. (2023) as both studies sought to find out how males and females are represented in textbooks used for teaching through transitivity processes.

The study by Aini (2021) explores the way male and female students use process types in recount texts to represent their experiences. The qualitative design was employed and the main data were the students' recount texts. The data for the text analysis were collected from one state vocational school in Bandung. The texts were analyzed using the transitivity framework as proposed by Halliday (2014), to unveil the representation of experiences by male and female students. The results indicate that the students from both genders have a quite identical way of representing their experience. It is found that Material, Mental, and Relational-attributive process occur more frequently in both male and students' texts. This frequent occurrence of the processes is highly likely to be influenced by the social function of recount texts, that is, retelling experiences in chronological ways. In addition to social function, the distribution of processes is also affected by the generic structures. The study observes that from the lexico-grammatical level, influence of gender aspect is vague. In contrast, the influence of genre aspect is visible in the texts. Aini's (2021) study and this study are similar since both studied transitivity related to genders but different in the sense that the current study examined at how genders are represented whereas Aini's (Ibid.) study focused on how males and females used transitivity processes.

Hassan, Rizk and Nasser (2021) conducted a corpus based critical discourse analysis of selected political speeches by Hillary Clinton, Michelle Obama, Halimah Yaccoub, Donald Trump and others. The research sought to analyse the difference between male and females' political discourses to prove the language variation existence between genders in standard public political speech. The grammatical features found in the analysis are analyzed through Halliday's transitivity system that focuses on transitivity focuses on examining

the processes, types and their circumstances and participants. In the study, special attention is paid to the way those verb processes are used by the speakers that portray the distinction between male and female speeches. The results indicate that male and female politicians share some speech features and differ on others. Moreover, the theme of the speech has a clear role affecting the verbal choices of the two genders. The overall transitivity analysis showed that both genders used the six types of processes in both of the two themes provided. In the two themes, males and females used the four types of the mental processes. In theme one, males and females used the mental process with nearly equal percentages which in turn does not give much evidence about the gender variation aspect. The existential process was used in the last rank of all the other six processes by both genders in the two themes. The differences were noted among the genders when given different themes. In the relational process, male speakers were more into reality in theme one and female speakers appeared more rational in theme two. The female used higher percentage of material processes than males. The findings also indicate that males used the highest mental verbs related to cognition, perception and affection as compared to females. It was also found that males focus on their oral production through using the verbal process more than their counter gender. The study by Hassan et al. (2021) conducted a critical discourse analysis on political speeches with gender bias through transitivity processes but this study did a critical discourse analysis on a wide range of texts available in course books based on topical issues such as marriage, HIV and AIDS, science, technology, oral narrations among others.

According to Tehseem, Iqbal and Zulfikar (2021) social stereotypes or norms are reinforced through the depiction of female characters by both the male and female writer, so the linguistic features and ideologies of both the writers are socially influenced. Tehseem et al. (2021) in their study aimed at finding out how male and female authors portray female characters and how their core ideologies and social influences affect these depictions. The study was based on Mills' (1995) Feminist Stylistics approach embedded with literary theory of feminism. The study also employs Halliday's transitivity framework (2004) in Systemic Functional Linguistics (SFL) as an analytic tool for the utterances of the female protagonists from two novels: *The Blithedale Romance* by Nathaniel Hawthorne and *Jane Eyre* by Charlotte Bronte into the process, participants and circumstances. Social influence, mostly in the form of male domination, on ideologies and linguistic choices in the depiction of women in both the writers' work is found on almost equal grounds. Both the the current study and the study by Tehseem et al. (2021) focused on explaining the role of ideology and male domination in transitivity choices.

The study by Emilia (2017) on transitivity processes in English language textbooks for Indonesian students focused on gender bias using Halliday and Mathiessen's (2004, 2014) Functional Grammar. 22 passages were selected for studying how transitivity enhances gender imbalance. The results showed that both male and female characters are involved as participants in six types of processes including mental, material, relational, behavioural, verbal and existential. The results indicate unequal number of occurrences between male and female participants in texts. In all cases, male participants outnumbered females especially in the material processes. Material process portray male as the most prominent and portray the distinction between male's and female's involvement. Men appear more visible in mental, behavioral and existential processes. However, in relational and verbal processes females outnumber males in terms of their involvement as participants. From the results, males are more powerful agents than females and they dominate in the total occurrences. Males hold important roles in the stories. This study analyzed the transitivity processes evident in gendered language used in English course books to establish whether power relations manifest between males and females.

V. Theoretical Framework

This study adopted the Critical Discourse Analytical approach by Fairclough (2001). In this approach, language is seen as a powerful tool in production, maintenance and change of social relations of power. There are conventions in society on how to distribute power unequally and these conventions are products of relations of power and struggle for power. Therefore, ideologies, social relations of power and how language is used to represent them are the aspects that are central in Fairclough's (2001) Critical Discourse Approach.

Ideologies are common sense assumptions which are implicit in the conventions according to which people interact linguistically and which people are not aware of. Ideologies are closely linked to language since language is the commonest form of social behavior and we rely on the common sense assumptions in discourse. The term implicit here means that the ideologies are not visible. Interpretation of texts relies on cues of ideology by coherently relating the text to the commonsense ideologies. The process of interpretation involves linking parts of a text to each other and to the previous experiences the interpreter brings to the text. The diversity of ideologies comes from differences of position, experience, interests between social grouping e.g women and men, high class and low class, literate and illiterate.

Ideologies are closely linked to power since the nature of conventions depends on the power relations underlying those conventions and because they are the means of legitimizing existing social relations and differences of power. It is explained that legitimization occurs through recurrence of ordinary, familiar ways of

behaving which take these relations and power differences for granted. The exercise of power is achieved through ideology and through the workings of language. Power is exercised in two ways, that is, through coercion and consent. Coercion is achieved through physical violence while consent is manufactured through ideology.

In his approach, Fairclough (2001) has two objectives. One of the objectives is to increase awareness of language and power and how language contributes to the domination of some people by others. The other objective is to raise consciousness of the exploitative social relations through focusing on language. In his view, the relationship between language and power is classified into power in discourse and power behind discourse. Power in discourse relates to the hidden power in spoken discourse, cross-cultural discourse and mass media e.g the relations between teacher and student, employer employee doctor patient etc. powerful participants control and constrain the contributions of the no-powerful. The constraints are of three types. They include: contents (knowledge and beliefs), relations (social relationships) and subjects (social identity of participants e.g police officer- witness).

Fairclough analyzed the hidden power of media discourse and the capacity of the capitalist class and other power holders and stated that power is exercised in three different ways. These ways are: stereotyping e.g by use of attribution, manipulative strategies in favour of the dominant and employing indirect strategies for example indirect request by the powerful. Power behind discourse refers to the whole social order of discourse and relates to the standard language.

VI. Research Methodology

This study employed the descriptive research design in which data extracts from written texts were subjected to critical discourse analysis. The researcher examined transitive clauses present in passages to establish the transitivity processes used in English Language course books of Kenyan schools that convey gendered notions. The course books were drawn from the library and studied with a view of establishing the extent to which gendered language is prevalent.

The research was conducted on all secondary school English Language course books including *Secondary English Students' Books* for form One, Two, Three and *Explore English; A course for Secondary Schools Student's book* for Form Four. The course books are approved by Kenya Institute of Curriculum Development (KICD) and every Kenyan secondary school student accesses them since they are the ones used for teaching, reading and answering exercises. The passages that learners are exposed to during classroom reading were targeted for this study. Only one course book is recommended for each level and in this study the *Secondary English* course books for form 1-3 and *Explore English* course for form 4 approved by KICD formed the sample for investigation. Sample texts from the course books for form 1-4 for the study were purposively selected. This technique was preferred since English Language textbooks constitute a collection of articles by various authors. Some authors in these passages may have gendered remarks and attitudes. The researcher deliberately selected a total of 19 passages with gendered transitivity clauses from each of the 4 course books. From each book passages were sampled constituting 7 from the form one book, 4 from form 2, 4 from form 3 and 4 from form 4 so as to ensure representation of each level.

Structured observation was used to collect gender insensitive transitivity clauses from passages. According to Satapathy (2019) observation is a data collection tool which is used for collecting first hand data with the help of the researcher's senses of observation in controlled and naturalistic situations of occurrence of events. In this study, the researcher was the key investigator who read through the sampled transitive clauses. Structured observation is systematic and can eliminate bias by predetermining the levels of linguistic data to be collected beforehand. The list of the transitive clauses was prepared for identification of transitivity processes present and interpretation of the implications on gender awareness. Additionally, the frequencies of their occurrence in each course book were recorded in a notebook.

Content analysis was used to identify gendered notions expressed by transitivity processes. According to Leedy and Ormrod (2001) content analysis is a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes or biases. Content analysis procedure is divided into choosing a book or text and ensuring it has gendered language. The selected passages were read by annotating transitive clauses with gendered notions for later analysis. Data were analyzed using content analysis. The clauses were divided into the six transitivity processes namely: material, mental, relational, behavioural, verbal and existential. Fairclough (2001) theory of critical discourse analysis was adopted in interpretation of the results and to explain forms of power relations produced by use of gendered language

The data was presented both qualitatively and quantitatively. Frequencies of occurrences of gendered transitivity processes were presented in tables. This was explained in terms of percentages to determine conclusions. The findings were further described and explained using words and strings of connected sentences. The transitivity processes, ideologies that shape gendered transitivity and forms of power relations in transitivity processes explained.

VII. Discussions

The results of this study indicate that gendered perspectives are expressed by the transitivity processes that authors choose when representing male and female participants in the English Language course books of Kenyan secondary schools. Chen (2016) elaborates that transitivity is concerned with propositional meaning and functions of syntactic elements and it indicates if a verb takes a direct or indirect object. On the same point, Emilia (2017) indicates that transitivity is the resource for interpreting and expressing events, happenings, mental states, sayings, behaviours and relations of different kinds. Therefore, transitivity is measured in six process types which include material, mental, behavioural, verbal, existential and relational. In this study, clauses were analyzed to check transitive sentences that enhance non-parallel representation of males and females based on the 6 types of transitivity processes grounded in the Systemic Functional Linguistics (Halliday & Matthiessen 2014) including the material, mental, relational, verbal, behavioural and existential. The results of the distribution of processes in analyzed texts are presented in Table 1 below:

Table 1: Transitivity processes conveying gender bias

| Male/ Female | Types of processes | | | | | | Total |
|-----------------|--------------------|--------|------------|--------|-------------|-------------|--------|
| | Material | Mental | Relational | Verbal | Existential | Behavioural | |
| Male | 72% | 20% | 80% | 0% | 0% | 0% | 63.89% |
| Female | 28% | 80% | 20% | 100% | 00% | 0% | 36.11% |
| Total | 100% | 100% | 100% | 100% | 0% | 0% | 100% |

Table 1 above indicates uneven distribution of transitivity processes corresponding to the male and female actors or participants in various actions communicated in the clauses that were analyzed. Generally, the numbers of male participants (63.89%) override those of females (36.11%). Male characters participated in three processes: material, mental and relational processes while female characters participated in four processes, that is, material mental, relational and verbal ones. Males were represented more engaging in material (72%) and relational processes (80%) as compared to females' material (28%) and relational (20%). On the other hand, females are more in mental (80%) while males are at 20% and verbal transitivity processes (100%) while men recorded (0%).

Four main types of transitivity processes were evident in clauses with material process ranking highest followed by mental, relational and verbal lowest. This finding is in line with Aini (2021) who indicates that these processes were more common in the study than the other transitivity processes. The number of male characters was higher compared to females in material and relational processes while the number of females was slightly more in mental and verbal processes than men. Actual data of each of the transitivity processes is presented as follows:

a) Material Process

In some transitivity clauses with the material process, domination of males over female characters is evident as the men are actors of roles in which females are the beneficiaries or receivers.

1. *In her new employment, she (Saito) met a man and when he (actor) offered her (beneficiary) a place to stay in, she readily moved in with him, (Form 1 Book Pg 101).*
2. *Now when I (Kasuku-actor) take Nyakio (beneficiary) to my house as my bride, none of you will say I have been unfair, (Form 3 Book Pg 39).*
3. *Nyamgondho later married two young women, (Form 4 Book Pg 6).*
4. *Rich men, wise men, famous men and even some princes sought her hand in marriage but Nyakio remained unmoved, (Form 3 Book Pg 38).*

As indicated in the above excerpts, females are portrayed as the goals or beneficiaries that are affected by the actions of men as agents such as being offering a place to stay, proposing and marrying.

Males also participate in masculine roles which indicate they are powerful. Men are actors or doers of high energy masculine activities in the public sphere, as can be seen below:

1. *He (Alfred Nobel-actor) invented the dynamite to be used as an explosive in mining industries and road-building but it was used in war to kill and maim his fellow human beings, (Form 1 Book Pg 49).*
2. *Gitonga (actor) cut the throat of the sleeping ogre, (Form 1 Book Pg 131).*
3. *When the ogre fell asleep, he (actor) seized the opportunity and pierced the ogre's big stomach, killing him instantly, (Form 1 Book Pg 18).*

The high energy activities include inventing, cutting and piercing.

Male violence and aggression towards females was indicated in the material transitivity clauses such as swallowing and raping as shown below:

1. *It turned into an ogre (male-actor) and swallowed her (goal). "That was quite a meal," the ogre said to himself as he softly patted his distended belly, (Form 1 Book Pg 18).*
2. *He (actor) overpowered me (goal), took me to bed and raped me, (Form 1 Book Pg 66).*

Both examples show men using physical violence against women. The first example illustrates males' aggression towards women and the second example illustrates sexual violence against women instigated by a male character.

In the material process, females are agents of roles that are different from those that males are involved in as shown in the examples that follow.

1. *Married under the customary law, she had served her **lord** and **master** with zeal and zest, (Form 4 Book Pg 89).*
2. *She (Ndanu-actor) had also tidied the house and cleaned the compound, (Form 1 Book Pg 119).*
3. *And somehow, with no education, my grandmother (actor) instilled in me a belief that I could aspire to do aren't things in my life (Form 2 Book Pg 176).*
4. *She was impressed when she came back and found that Ndanu had taken good care of the children, (Form 1 Book Pg 119).*
5. *Mother fails to save daughter from rape, (Form 4 Book Pg 65).*
6. *She would give them food and tell them stories, (Form 4 Book Pg 69).*

The females are participants in roles such as meeting a man, moving in with a man, taking good care of children, tidying, cleaning, instilling values, shaving young ones, give and serve the master as in the above examples.

Males dominate the role of participants who hold important and determining dominant roles in texts. The above clauses indicate females performing feminine and less energy activities in the private sphere like cleaning the house, nurturance and serving their husbands. The data indicates that male characters are actors of the material transitivity processes of using force and the goals of their violence constituted both male and females. The findings of this study are similar to of Emilia et al. (2017) and Salsabila et al. (2023) findings in the sense that males are actors of dominant roles and engage in high energy exercises and participate in activities in the public sphere whereas women engage in activities revolving around the home and those that require less energy. The males are portrayed as being physically strong since they use physical violence by engaging in acts such as killing, swallowing a living creature and raping. The acts of abusing, raping and swallowing are directed at women indicating the men's power over women and women's powerlessness and vulnerability (Piengpen, 2008). Fairclough (2001) considers this kind of domination as exercise of power by use of physical violence. Pratto et al. (2008) describes physical force as being victimized by force which reduces power and constrains the victims. The males are actors of material violent actions where they exercise power over women whose power is limited and constrained. The portrayal of males and females in transitivity processes that presents male domination over females is advanced by social ideologies that classify males and females into such positions (Tehseem 2021).

b) Relational Processes

In attribution, there are different lexical choices describing physical appearances and personal traits of males and females in the relational clauses. Males are described as imaginative, inventive, dutiful, sensible and quicker. Women on the other hand are described as good and young. Their attributes are assigned according to the stereotypical views in society. Men's descriptions are based on their abilities and interests but women on their physical appearance as shown in the examples below:

1. *Like his father, Alfred (carrier) was imaginative and inventive but he had better tusk in business, (Form 1 Book Pg 49).*
2. *Ekwueme (carrier) was dutiful and sensible. (Form 2 Book Pg 205).*
3. *She (carrier) is a good young woman, (Form 2 Book Pg 207).*

The above examples illustrate the point that males are intellectual beings whereas females are physical. Males are carriers in the relational transitivity process and given qualities like imaginative and inventive that engage the mind. Lakoff (1975) explains that language is used to show that sharp intellect is generally considered a quality in men while women's smart intellect is seen to drift away from their domestic and fashionable sense. Data justifies the ideology that men are rational whereas women can only use their body.

c) Mental Processes

Transitivity clauses carrying the mental process show men as sensors exercising their power over women for example a man shown loving his wife. Women on the other hand are sensors in actions such as taking offence, suppressing emotions, failing and breaking down as shown in example 5 above. In this example Jennifer, the sensor, broke down as she was in intense emotion since her husband was hospitalized the laboratory man had failed to help them. The following example illustrates a mental transitivity process involving a male sensor.

1. *She (Jane) **broke down**, her tears rolling down her cheeks freely as she chewed the knuckles of her fingers, (Form 1 Book Pg 13).*

2. *He (sensor) loved the fourth wife the most and adorned her with rich robes and treated her to the finest of delicacies, (Form 3 Book Pg 84).*

Women are therefore emotional and powerless while men are powerful as in the above examples.

In 5 above, Jennifer a female character is engaged in the mental transitivity process of breaking down indicating that women are emotional. In mental transitivity process, a female is a sensor of a mental transitivity process of breaking down implying women use their body and are emotional beings. On the contrary male participant in the mental transitivity loves his wife implying that males dominate and control relationships by loving a wife. Similar to the findings of this study are the results of Hassan et al. (2021) who indicate that males used the highest mental verbs related to affection as compared to females. Gendered language is used to objectify women as sex objects dominated by men emphasizing women's controlled state. In sexuality power is exercised through consent (Fairclough, 2001). Pratto and Pitpitan (2008) argues that the dominants use legal or pseudo-legal force to constrain others' sexual practices or not to sexually recognize them.

d) Verbal Processes

The clauses with the verbal process portray women saying things as illustrated below.

1. *These women (Sayer), who were fond of talking excitedly for days about the recent happenings in the village, were still yapping and yapping, (Form 1 Book Pg 21).*

Women are therefore talkative and more so engage in trivial or empty talks that involve gossiping. The findings of this study agree with Lakoff's (1975) assumptions which suggest that women are deficient in their use of language and language use portrays them as being deficient as compared to men. The results of this study are similar to the findings of Talbot (2003) who indicates that female's talkativeness is viewed as nagging and bitching.

Additionally, men trounce women in material processes. However, the results differ since their study reveals that both male and females characters are depicted to be involved as participants in all the six types of processes, material, relations, behavioral, verbal and existential but in the current study men and women participated in only four types of processes that is material, mental, relational and verbal. This study's findings also agree with Chen's (2016) findings in terms of use of different transitivity processes to portray actions of male and female participants but differ in the sense that males in this study were actors of crime such as rape in the material process and agency was not concealed.

VIII. Conclusions

In this study, four main types of transitivity processes were evident in clauses with material process ranking highest followed by mental, relational and verbal at the lowest. In material transitivity processes, males are actors of dominant roles and engage in high energy exercises and participate in activities in the public sphere whereas women engage in activities revolving around the home and those that require less energy. In relational processes, males are carriers of sharp intellect whereas females are physical that is described in terms of their appearance and beauty. In mental transitivity processes, a female is a sensor of a mental transitivity process of breaking down implying women use their body and are emotional beings. On the contrary male participants in the mental transitivity show affection to their wives implying that males dominate and control relationships by loving. In verbal transitivity process females are talkative and more so engage in trivial or empty talks that involve gossips.

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