Images of Gender in Malaysian School English Textbooks: The Corpus Way

Abstract

Images are in fact representations of reality and are also instrumental in creating imaginary relations between the participants in the image and the viewers. School textbooks are abound with visual images that sometimes can articulate more forcefully social and cultural meanings more so than written texts. This article focuses on a preliminary investigation on patterns of representational meanings associated with gender and to critique the patterns of images in relation to gender stereotyping in a selected Malaysian English Primary school textbook with a data of 78 images analysed. Using Kress & Leeuwen's Grammar of Visual Design (2006), our analysis identifies and describes gender representations through features of narrative, cultural and biological categorization and circumstance of setting. Its preliminary findings reveal a predisposition towards gender stereotyping between male and female representation.