

## Evaluating gender equity and equality in the English language teacher curriculum, ICT policies and learning materials in Botswana, Ghana, Nigeria and South Africa

Michael Thomas, Ayca Gunaydin Kaymakcioglu, Samuel Amponsah, Maureen Sindisiwe Kalane, Oris Tom-Lawyer and Micheal van Wyk



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Widening Participation

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# **Evaluating gender equity and equality in the English language teacher curriculum, ICT policies and learning materials in Botswana, Ghana, Nigeria and South Africa**

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# Executive summary

## Introduction

This report presents a summary of the findings arising from the THEMIS project (*Evaluating gender equity and equality in the English language teacher curriculum, ICT policies and learning materials in Botswana, Ghana, Nigeria and South Africa*). The project explored six main research questions in relation to four ODA countries:

1. What are teachers' perspectives about gender and English language learning?
2. What discriminatory practices are experienced by female English teacher trainees in their training institutions?
3. What motivating factors will enhance the career of female English teacher trainees?
4. What existing preparation and training do English teacher trainers have to enable them to promote gender equality among their trainees?
5. What best practices in teacher professional development have led to positive gender equality in the English classroom and transformative gender practices in English language teacher education?
6. How do the following areas impact on the promotion of gender equality in English language teacher training: classroom interactions, language teaching behaviours and strategies, and the content of English language teacher trainee materials?

Two colleges of higher education and one university in Botswana, three colleges of higher education in Ghana, three colleges in Nigeria and one university in South Africa which offer English language teacher training courses took part in the study between 2021 and 2023. Data was collected from deans, heads of department, teacher trainers and trainee teachers using semi-structured interviews, focus groups and questionnaires, as well as classroom observation and document research. This summary of the findings has been organised into five main themes.

## Findings

### Teacher perceptions of gender and English language learning

- Against a background of traditional patriarchal beliefs that understood gender to be fixed, stereotypical gender roles were increasingly being challenged through pedagogical practices and greater awareness of gender-sensitivity training for teacher trainers and trainees.

### Discriminatory practices experienced by female English teacher trainees

- While quantitative data did not highlight the existence of significant discriminatory practices during their teacher training, qualitative data suggested that discrimination was still subtly present in classroom interactions.
- Female trainee teachers outnumbered males across all four ODA contexts, often by a ratio of more than two to one, and were perceived as being more motivated to become teachers than their male counterparts.
- Male teacher trainers outnumbered females by a significant margin, and while English teaching was viewed as a natural subject of study and occupation for female trainees, educational leadership positions were still predominantly occupied by men.
- The educational institutions had all developed policies and procedures for dealing with gender discrimination, which were becoming increasingly recognised and normalised.

### Motivating factors that will enhance the career of female English teacher trainees

- Female trainee teachers were motivated by opportunities to improve their employability skills and career prospects through the development of their English language abilities.

- The acquisition of ICT literacies motivated female trainees and these were viewed as positive skillsets necessary for their career development.
- Female trainees were increasingly taught in student-centred teaching and learning environments and this approach was developing their discussion skills, providing them with confidence to address issues of female gender inequality.

### **Existing preparation, training and best practices to promote professional development for transformative gender practices**

- Most professional development for trainers was done via compulsory weekly workshops and additional training was undertaken through annual curriculum review processes.
- There was a growing recognition of the value of autonomous professional development, and teacher trainers were encouraged to participate in national academic organisations and conferences.
- Best practice included the promotion of research-informed teaching and embedding gender-sensitivity content in student-centred teaching approaches in the curriculum.

### **Classroom practices to promote gender equality**

- Classroom interactions and language teaching strategies took place mostly within student-centred classrooms emphasising discussion-based activities between trainers and trainees. Much less interaction occurred between trainees themselves as this was perceived as potentially disruptive.
- Due to the significant gender imbalance in language teaching in favour of female trainees, some colleges reported marginalising male students who were not always perceived as academically strong or confident.
- Textbooks used by the trainee teachers reflected the continuation of stereotypical images of men and women in terms of roles and occupations regardless of the evidence of more gender sensitivity in curriculum activities.
- Heads of department, teacher trainers and trainee teachers had positive perceptions of ICT to develop digital literacy skills that were important for their future employability. However, improving ICT facilities and professional

development for technology integration in language education was raised as a policy priority in Botswana and Nigeria, whereas access to online resources, internet connectivity and the integration of online learning were important for Ghana and South Africa.

## **Implications**

This study emphasises the need for:

- system-wide commitment to gender equity in teacher education, through inclusive policies, leadership accountability, and partnerships with gender-focused organisations.
- ongoing, context-sensitive professional development that addresses unconscious bias, supports reflective practice, and equips teacher trainers to identify and tackle gender-based discrimination.
- transformation of English language teaching materials, ensuring they reflect diverse gender identities and roles, avoid stereotypes, and provide positive role models, especially for women and girls.
- critical and equitable use of ICT, with training that goes beyond basic digital skills to include awareness of how technology impacts different learners, and the development of inclusive, gender-aware digital teaching practices.
- greater representation of women in leadership positions within teacher training institutions, supported by mentoring and career development opportunities that challenge existing gender imbalances.

## **Conclusion**

Global setbacks since 2021, exacerbated by the Covid-19 pandemic, have stalled progress towards achieving the Sustainable Development Goals, particularly in relation to gender equality. This report provides 12 recommendations for practice and policy in relation to English language teacher training. The study underscores the transformative potential of teacher training and English language education in challenging gender stereotypes and promoting long-term equity. By implementing the recommended actions, education systems can create more equitable and empowering learning and teaching environments that support the 2030 agenda and foster sustainable, systemic change.

## Research project team

This collaborative project involved practitioners and researchers in Botswana, Ghana, South Africa, the UK and the USA.

**Prof Michael Thomas:** Liverpool John Moores University, UK

**Dr Samuel Amponsah:** University of Ghana

**Maureen Sindisiwe Kalane:** University of Botswana, Botswana

**Dr Oris Tom-Lawyer:** Igbinedion University, Nigeria

**Prof Micheal van Wyk:** University of South Africa

Project team members in each partner country also made valuable contributions to the research through organising workshops and dissemination activities:

### Botswana

**Yvonne Mading:** Workshop Coordinator and Research Assistant, University of Botswana

**Monkgogi Mudongo:** Research Assistant, University of Botswana

**Laurence Mwale:** Research Assistant, University of Botswana

**Dr Florence Nwaefuna:** Research Assistant, University of Botswana

### Ghana

**Rose Nana Akyere Bentil:** Research Assistant, University of Ghana

**Faustina Ganaa:** Workshop Coordinator, University of Ghana

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### Nigeria

**Dr James Eshiet:** Research Assistant, Igbinedion University

**Dr Funmilola E Ojo:** Workshop Coordinator, University of Ibadan

**Dr Christopher Omoregie:** Workshop Coordinator, University of Ibadan

**Dr Josephine Omoruyi:** Research Assistant and Workshop Co-ordinator, Igbinedion University

**Dr Roseline Omoruyi:** Research Assistant, Igbinedion University

### South Africa

**Florenza Lewis:** Workshop Coordinator, University of South Africa

**Justinus Setshedi:** Research Assistant, University of South Africa

**Marilise Esther van Wyk:** Workshop Coordinator, University of South Africa

### United Kingdom

**Dr Ayca Gunaydin Kaymakcioglu:** Research Assistant, Liverpool John Moores University

### United States of America

**Prof Bellarmine Ezumah:** Workshop Consultant, Murray State University



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**Oris Tom-Lawyer** is a Senior Lecturer in the Department of English at Igbinedion University in Nigeria. Her research interests are in bilingualism, multilingualism, second language acquisition and digital education. She has published widely on English language teaching (ELT) and curriculum evaluation. She completed her PhD in 2015 in the UK on the subject of curriculum evaluation in a study of three colleges of education in Nigeria.

**Micheal van Wyk** is a Professor in the Department of Curriculum and Instruction in the School of Teacher Education at the College of Education, University of South Africa. He has more than 28 years of teaching experience. He is a National Research Foundation rated researcher in economics education and he has published extensively in these fields over the last decade.

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## Abbreviations

<b>BAAL</b>	British Association of Applied Linguistics	<b>JSC</b>	Junior School Certificate
<b>BERA</b>	British Educational Research Association	<b>KPI</b>	Key Performance Indicators
<b>CIPP</b>	Context, Input, Process, Product	<b>LMIC</b>	Lower-Middle Income Countries
<b>CPD</b>	Continuing Professional Development	<b>LMS</b>	Learning Management System
<b>EFL</b>	English as a Foreign Language	<b>ODA</b>	Official Development Assistance
<b>ELT</b>	English Language Teaching	<b>SDG</b>	Sustainable Development Goal
<b>EM2030</b>	Equal Measures 2030	<b>SSA</b>	Sub-Saharan Africa
<b>ESL</b>	English as a Second Language	<b>UMIC</b>	Upper-Middle Income Countries
<b>HIC</b>	High-Income Countries	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>ICT</b>	Information and Communications Technology	<b>UREC</b>	University Research Ethics Committee

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## Part 1

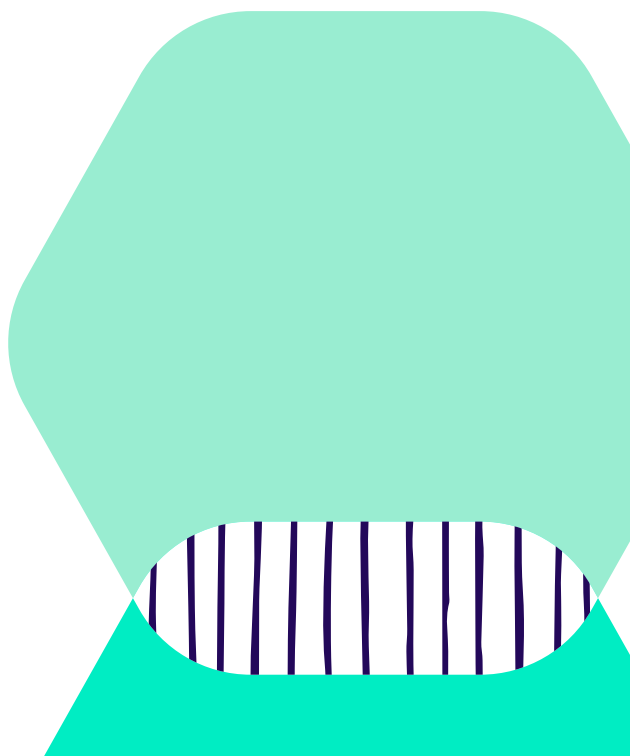
# Introduction

## 1.1 Background to the project

The THEMIS project (*Evaluating gender equity and equality in the English language teacher curriculum, ICT policies and learning materials in Botswana, Ghana, Nigeria and South Africa*) was funded by the British Council's Widening Participation programme, which aims to facilitate academic research in the context of Official Development Assistance (ODA). All research projects undertaken as part of the scheme had to be ODA compliant, with the promotion of the economic development and welfare of developing countries as their main objective. The THEMIS project focused on four ODA countries between 2021 and 2023: Botswana, Ghana, Nigeria and South Africa. The countries were chosen because of their ranking in the Equal Measures 2030 SDG Gender Index (EM2030, 2021), which ranked Botswana 86th, Ghana 77th, Nigeria 116th and South Africa 77th out of 129 countries.

Although sometimes used interchangeably in research and policy literature, equity and equality are distinct but interconnected concepts. According to International Women's Day (2023) equality 'means each individual or group of people is given the same resources or opportunities,' whereas equity 'recognizes that each person has different circumstances, and allocates the exact resources or opportunities needed to reach an equal outcome.' In the context of gender, equality does not imply that women and men become the same, but rather that their rights, responsibilities, and opportunities should not depend on whether they are born female or male. As the European Institute for Gender Equality (2024) puts it:

*Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, thereby recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.*





As equity's focus on providing resources can sometimes be viewed as a solution, it may also risk solidifying rather than questioning stereotypical female roles. It is therefore important to define these terms separately to address issues of discrimination and inequality faced by women and girls in society.

Education is a key lens for gender equity and equality, whether in terms of access to programmes, resources and digital technologies or attendance, drop-out rates and attainment. Despite global improvements in school attainment, the *UNESCO Gender Report* (2022) found that Sub-Saharan Africa (SSA) is the region furthest from parity in terms of school educational objectives linked to the education of girls. Challenges include the higher drop-out rate for female in contrast to male students, as well as a range of other factors such as poverty, early marriage and pregnancy (King & Winthrop, 2015). Moreover, studies such as those by Ntumva & Rwambali (2013), Wasike (2016) and Hultgren et al. (2024) have shown that insufficient English knowledge and skills, particularly in contexts in which English is the medium of instruction, are further causes of inequalities for women and girls. According to the *UNESCO Gender Report* (2022), while women continue to outnumber men in the teaching force globally, this is not the case in Sub-Saharan Africa, with women making up only 32 per cent of secondary school teachers in the region. On average, even fewer women have been appointed in school leadership roles. As Ananga (2021) points out, gender norms and stereotypes still hinder the perceived capacities of women and girls in SSA, who tend to spend more time engaged with household chores and have less time for education.

Similar sociocultural assumptions can also be traced to the context of teacher education and the specific focus of this project, English language teacher education (Kreitz-Sandberg, 2016). According to UNESCO (2015), teacher education is one of the key areas where these sociocultural assumptions can be challenged, particularly through the design of gender-sensitive policies, pedagogies and instructional materials.

While ICT (information and communication technologies) are often promoted by Western educators and vendors as offering a positive

enhancement of teaching and learning, based on the acquisition of key employability skills necessary to participate fully in society, access to and use of digital technologies differs significantly in ODA contexts. Barriers and digital divides exist between and within high-income (HIC) and low- and middle-income countries (LMIC). More research on how these inequalities affect English language teacher training is important in ODA contexts to explore access, pedagogical approaches, skills and teacher confidence.

As no comparative studies of the four ODA countries chosen for this project have yet been undertaken, an evaluation of the English language teacher training curricula was essential to gain a better understanding of practices with respect to gender equity and equality. This research therefore aimed to contribute to the achievement of several Sustainable Development Goals (SDGs). SDGs were established by the United Nations in 2015 and call for countries to collaborate to transform the world by ending poverty and improving access to education, health care and justice. Specifically, the project addressed SDG 4, which aims to improve the quality of education, particularly target 4.7.c on the supply of qualified teachers, and SDG 5 on achieving gender equality and empowering women and girls.

## 1.2 Purpose and objectives of the study

The project began with a literature review (see Appendix A for inclusion and exclusion criteria) to map the research landscape on gender and English language teaching, learning and training in the four ODA countries. Using Stufflebeam's (2003) CIPP (Context, Input, Process, Product) approach to aid evaluation of the English language teacher training programmes, a mixed methods approach was used to provide evidence of in-country practices involving participants from Departments of English Language. Participants were drawn from two colleges and one university in Botswana, three colleges in Ghana, three colleges in Nigeria and one university provider in South Africa. Data was collected from deans, heads of department, teacher trainers and trainee teachers in each institution.



## Part 2

# Literature review

### 2.1 Overview of existing research

A lot of research has been undertaken on gender inequality in education, particularly in North America and Europe. Earlier research by Sunderland (2000a, 2000b) found that subtle forms of gender bias were prevalent in classroom contexts, but typically in ways that most teachers ignored or were not trained to identify. This was a product of programmes that focused primarily on training teachers to deal with classroom management and pedagogy but rarely if ever to reflect on gender-based interactions (Abraha et al., 2019). With only a few exceptions (Hurst Tatsuki et al., 2023; Rowlands, 2023), most of the literature has focused on curriculum content, particularly from the perspective of students, and few studies have considered English language teachers' perspectives or teacher training (Kahamba et al., 2017). While there has been a spike in the number of studies in Asia and the Middle East over the last decade, there have been far fewer studies in SSA.

## 2.2 Studies in Botswana, Ghana, South Africa and Nigeria

### 2.2.1 Gender equality and equity in English language teacher education

While the Botswanan government has significantly improved the country's educational infrastructure, Magogwe and Bogwasi's (2004) study of in-service junior secondary school teachers found evidence of subtle gender bias in English language classrooms. Although the majority of teachers did not identify gender bias, in-depth interviews revealed several examples of gender insensitivity, such as the way male and female students were separated in seating arrangements and in assumptions underpinning which subjects each should study. Due to a lack of gender-sensitivity training, the teachers were not aware of the more subtle dynamics underpinning gender bias in teacher-to-student interactions.

Addressing the theme of academic achievement, Radimo et al. (2008) explored the extent to which students' English language proficiency was a strong predictor of overall academic performance in the Botswanan educational system against the background of deteriorating overall performance in junior school certificate (JSC) examinations (Nenty, 1999). The study found that English language proficiency had a more significant influence on the academic outcomes of female students than their male counterparts. Indeed, English fluency was the strongest indicator of overall academic attainment for females.

Magogwe (2008) explored the role of gender in the use of language learning strategies and found that female students adopted a greater number of language learning strategies. Using Oxford's (1990) six strategy types (memory, cognitive, compensation, metacognitive, affective and social strategies), the results indicated that females used metacognitive, cognitive and social strategies most, and compensation and affective strategies least. Language learning could be enhanced if a wider range of strategies were harnessed together and teachers selected learning materials such as textbooks based on the language learning strategies they favoured.

In Ghana, only Ananga's (2021) mixed methods study has to date focused on the inclusion of gender-responsive pedagogy in initial teacher training programmes. Mapped against the Ministry of Education's reforms, which aim to secure improved learning attainment for all children, especially girls, Continuing Professional Development (CPD) has also been at the heart of a strategy to develop gender-responsive pedagogy through the role of trainers and mentors. These include an emphasis on providing guidance to trainees to use during their teaching practice, such as giving equal chances to females and males to ask questions; using participatory group work to ensure equal contributions; making sure resources are provided equally; and addressing feedback equally. The study concluded that gender-responsive pedagogy was increasingly being used by instructors in English. However, several barriers remained, including sociocultural norms that prioritised male leadership. Trainers also faced challenges of internalised bias among girls who believed their place was 'in the home', and that teaching gender-sensitive issues could cause classroom disruption. Other difficulties included raising awareness of how seating arrangements can influence female participation, helping girls build confidence to speak in English, promoting gender-sensitive language and pronouns, and facilitating effective collaboration in mixed-gender groups.

In Nigeria, Olanipekun's (2015) quantitative study examined the academic performance of college students with regard to gender and English proficiency. Findings revealed that students' academic performance was extremely poor and there was no significant difference in the students' performance based on gender. The failure experienced in the learning of English was a finding of Sinmi and Olasunmbo's (2016) research which identified the low quality of English language teachers as a concern for policymakers. Confirming Olanipekun's (2015) research, gender had no significant influence on the trainees' English language abilities.

In South Africa, Pillay's (2015) two-year participatory action research project on gender inequality and violence in a university English classroom highlighted the importance of using literary texts to create awareness and transform students' thinking of gender equality, and counter gender-based violence. Arising from the South African Schools Act (1996), Pillay explored how gender inequality and violence influenced the success and failure of

female students. Other research from Leach and Mitchell (2006) also explored how male teachers use their authority alongside sexist values to confirm their power and that teacher education programmes rarely deal with these issues, or if they do, then from a theoretical rather than practical perspective (Francis & le Roux, 2011). In response, Pillay found that literary texts could be used creatively to challenge hegemonic ideas of bias and discrimination through self-identification in mixed-gendered classrooms (Allen, 1997).

de Lange et al. (2012) explored the perspectives of female teachers in rural South Africa and findings highlighted the existence of widespread gender-based violence. These attitudes stemmed from entrenched patriarchal values, which reinforced traditional gender roles and negative attitudes to girls and women, and which in turn led to higher drop-out rates, often due to pregnancy and sexual violence. While the teachers recognised their potential as agents of change, they did not receive the institutional support required to introduce gender transformative practices. In contrast, Zuze and Beku's (2019) study of gender inequalities in rural schools found that the drop-out rate for boys was higher than for girls, that bullying was more prevalent among boys, but girls' self-perception of their confidence aligned them more with arts and humanities rather than technical subjects. Finally, Msiza's (2020) study of male teacher identities in primary education highlighted how they often faced suspicions about paedophilic stereotypes, homophobia and societal prejudice, particularly from parents and governing bodies, who believed primary education should be taught by females.

### 2.2.2 ICT policies and gender equality in English language teaching curricula

While several studies have examined ICT and gender in low- and middle-income countries (Ardıç & Çiftçi, 2019) and highlighted the importance of technology-enhanced learning and the need for further

professional development opportunities, no studies were found exploring ICT use and gender in Ghana and South Africa. Only one study took place in Botswana (Umunnakwe & Sello, 2016) and three in Nigeria.

In terms of classroom practice, Umunnakwe and Sello (2016) specifically focused on the use of ICT by first year undergraduate students at the University of Botswana who were studying English reading and writing. Coming into higher education from traditional school contexts in which ICT was not extensively used, the majority of female students in the study faced challenges in adapting to online systems, pedagogies that required online research skills to complete assignments, and to interact with computers rather than teachers. Findings suggest that the students did not effectively utilise ICT in reading and writing, they were not using the LMS platform in discussion forums, they preferred reading in print, and face-to-face interactions with teachers and fellow students. The implications identified a need for training tutorials on ICT and English skills but there were no gender implications.

In Nigeria, studies conducted with students (Olusegun & Adesoji, 2017) and teachers (Opeifa et al., 2022; Yarkofaji, 2021) highlighted the constraints of ICT utilisation and recommended the improvement of school infrastructure as well as providing professional development opportunities for teachers. Olusegun and Adesoji (2017) found that there was no significant relationship between ICT competence and gender in Nigeria. Infrastructural improvements had made internet centres mostly accessible for teaching and learning purposes. The Nigerian undergraduates were nevertheless mostly hindered by intermittent energy supplies that led to power cuts, as well as the cost of data. Research by Opeifa et al. (2022) explored teachers' perceptions of ICT use to support teaching English. Perceptions were positive and reinforced teachers' views that oral English was best taught in ICT-mediated classrooms, and there were no significant differences between male and female teachers. CPD was recommended to enable teachers to work in step with international developments in the field







and challenge national restrictions. Although Yarkofoji (2021) found that ICT can be valuable for supporting English language teaching and learning in terms of greater access and motivation, there was no significant difference between male and female lecturers in their use of ICT. On the other hand, Shehu's (2021) study of English lecturers in North Western Nigeria identified how male academic staff had more positive approaches towards the use of ICT compared with females and this was attributed to higher levels of confidence with digital tools.

### 2.2.3 Gender representations in language teaching materials

In Botswana, while Magogwe and Bogwasi (2004) found that due to a lack of gender-sensitivity training, the English teachers in their study were not aware of the more subtle dynamics underpinning gender bias in classroom contexts, they identified a positive outcome in relation to English language teaching materials. The textbooks were gender-sensitive except for a few examples, such as the dominance of male pronouns and the identification of 'her' with non-human objects.

In Ghana, Ananga's (2021) study revealed gender bias in the selected textbooks and emphasised the importance of adopting a critical approach to government-approved textbooks used in primary schools. Textbooks (including trainers' handbooks and guides) were highlighted as an area that required serious revision as they often contradicted the message of gender-responsive pedagogies increasingly found in programmes. Based on a quantitative content analysis approach, Nunoo et al. (2017) analysed gender stereotyping in three English textbooks used in primary schools in Ghana, and found that significant gender bias and stereotypes were also prevalent in the books in terms of the higher occurrences of male characters, occupational roles, the first gender to appear in dialogues and the use of gender-specific nouns.

In Nigeria, Ogbonnaya-Iduma (2014) studied how 24 language textbooks used in secondary schools addressed characterisation, leisure activities, professional/occupational stereotypes, domestic activities and the qualities ascribed to males and females. Findings indicated significant gender disparities and discrimination across these

categories, which had consequences for students' literacy development and contributed to the low self-esteem and academic attainment of female students. Teacher education was foregrounded as one of the most important places for greater gender-sensitivity training to address these issues.

Kabir et al.'s (2022) study of teaching and learning materials from ten Nigerian schools identified only an 'emergent' gender balance, meaning that the materials displayed elements of gender bias that could further marginalise and underrepresent female students. It was recommended that gender advisors play a significant role in examining all learning materials prior to use in order to increase inclusivity practices.

Mustapha's (2012) position paper argued for the need for more studies of gender representations in textbooks in LMICs to complement existing classroom research. Likewise, his subsequent research on textbooks used by junior secondary school learners in Nigeria found an over-representation of male characters and called for more research on the role of discourse elements in learning materials (Mustapha, 2021). This supported Umar and Iya's (2016) study, which explored gender representations in two English textbooks used in Nigerian primary education, and found a dominance of male stereotypical roles, a clear division in occupational roles and low frequency in the visual appearance of women and girls.

In South Africa, Buthelezi's (2003) research explored six primary grade textbooks by focusing on character roles, activities and non-verbal communication. It found that the equality goals evident in the wider curriculum were still not being used in textbooks, which presented traditional occupational roles and a lack of inspiring role models for women and girls. Sibanda and Sibanda (2016) examined 12 English workbooks from primary education in South African public schools. Shifting the focus to explore gender representation by focusing on the linguistic strategies used to further the goal of gender sensitivity, they found that most strategies focused on the awareness of gender and pronouns. While feminisation and degenderisation strategies were used, and this technique held some promise for developing teachers' and students' gender sensitivity, more radical curriculum reform was required to fully realise its potential.

## 2.3 Gaps in existing knowledge

There have been few previous studies of gender equality and English language teacher training in SSA and a lack of research on the four ODA contexts included in this study. The representation of gender in language textbooks was the most prevalent area of study but the studies rarely considered teacher training contexts. Textbooks were found to be excessively gender-biased; females continued to be underrepresented, had lower status than males, and were generally portrayed in passive and domestic roles. Overall, the research suggests that gender-sensitivity training should be a key component of teacher education programmes (Ananga, 2021; Magogwe & Bogwasi, 2004; Pillay, 2015). Finally, the theme of ICT and gender equality in English language teaching curricula also identified very few studies. While these studies highlighted infrastructural challenges, they mostly considered access issues, often in a neutral rather than critically informed way, and no consistent picture of significant differences between male and female students or teachers was identified in the African studies.

## 2.4 Research questions

Arising from the literature review, this study aimed to answer the following research questions:

**RQ1:** What are teachers' perspectives about gender and English language learning?

**RQ2:** What discriminatory practices are experienced by female English teacher trainees in their training institutions?

**RQ3:** What motivating factors will enhance the career of female English teacher trainees?

**RQ4:** What existing preparation and training do English teacher trainers have to enable them to promote gender equality among their trainees?

**RQ5:** What best practices in teacher professional development have led to positive gender equality in the English classroom and transformative gender practices in English language teacher education?

**RQ6:** How do the following areas impact on the promotion of gender equality in English language teacher training in the four ODA eligible countries?

- classroom interactions and language teaching behaviours and strategies
- content of English language teacher trainee materials (e.g., gender representation in textbooks).

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## Part 3

# Research methodology

## 3.1 Theoretical framework and research ethics

The CIPP model (Context, Input, Process and Product) was chosen as the main theoretical framework as it enabled an evaluation of the English language teacher training programmes in the four ODA countries in line with the focus on gender equity and equality (Table 3.1). The model provided an interconnected evaluation of planning, internal structures, implementation and decision-making (Stufflebeam, 2003). Research ethics applications for the project followed the British Association for Applied Linguistics (BAAL) and British Educational Research Association (BERA) good practice guidelines. Full ethical approval was granted by the University and Research Ethics Committee (UREC) at Liverpool John Moores University in the UK and in the four partner countries to meet national guidelines for the conduct of research as required.

Item	Context	Input	Process	Product
<b>Objective</b>	To describe the contextual factors shaping the English language teacher training programmes with respect to gender	To explore the suitability of the English language teacher training programme content with particular reference to gender	To explore the implementation of the English language teacher training programme with respect to gender	To examine the perceptions of key personnel on the achievement of the English language teacher training programmes' objectives with respect to gender
<b>Data collection instruments</b>	Document review; semi-structured interviews; classroom observation	Semi-structured interviews	Focus groups; semi-structured interviews; facilities and classroom observation	Semi-structured interviews
<b>Participants</b>	Heads of department; classroom observation of trainee teachers and teacher trainers	Trainee teachers; teacher trainers	Trainee teachers; teacher trainers	Deans
<b>Appendices</b>	C, J	D, E, M	F, H, I, K, L	G

**Table 3.1** Objectives of the CIPP evaluation framework

## 3.2 Research context

The British Council Widening Participation grant required the participation of ODA (Official Development Assistance) designated countries. Two lower-middle income countries (LMIC) (Ghana and Nigeria) and two upper-middle income countries (UMIC) (Botswana and South Africa) were chosen to explore different English language teacher training contexts which had not previously been compared.

### 3.2.1 Botswana

The Republic of Botswana is situated in Southern Africa. At the start of the study, it had a population of 2.37 million people of which 48.5 per cent were male and 51.5 per cent were female. Botswana is a former British protectorate and attained independence in 1966. English remains the official language. Botswana ranked 86th on the Gender Index (2021) and the internet penetration rate was 47 per cent.

Trainee English language teachers who aim to teach in primary and secondary schools undertake a diploma and Bachelor of Education degree (BEd) or a Bachelor of Arts degree (BA), followed by a Postgraduate Diploma in Education (PGDE), and specialise in English while also completing teaching practice. Approximately 80 per cent of primary school teachers and 54 per cent of secondary school teachers in Botswana are female. Three educational institutions offering English language teacher training – the University of South Botswana (USB), the Northern College of Education Botswana (NCEB) and the Western College of Education Botswana (WCEB) – participated in this study.

### 3.2.2 Ghana

The Republic of Ghana is located in the West African region. At the start of the study, it had a population of 31.4 million people of which 50.7 per cent were male and 49.3 per cent female. Eleven government sponsored languages are spoken in Ghana. English is an official language and medium of instruction at all levels of education. Ghana gained independence from the British in 1957. The country ranked 77th on the Gender Index (2021) and the internet penetration rate was 50 per cent. Teacher training is undertaken by Colleges of Education (CoE) and universities. Approximately 70 per cent of teachers working in primary and 26 per cent in secondary education are female. Data was collected from three colleges of education: Central College of Education (CCEG), Religious College of Education (RCEG) and Eastern College of Education (ECEG).

### 3.2.3 Nigeria

The Federal Republic of Nigeria is located in West Africa. At the start of the study, it had a population of approximately 208.8 million with 49.3 per cent female and 50.7 per cent male. With over 250 ethnic groups, over 500 languages are spoken. The three major languages are Yoruba, Igbo and Hausa, while English is the official language. Nigeria gained its independence from the British in 1960. Nigeria ranked 116th on the Gender Index (2021) and the internet penetration rate was 50 per cent. Nigeria has several teacher education institutions, including colleges of education, universities, and specialised teacher training institutes, and approximately 56 per cent of teachers in the school sector are female. Three institutions engaged in training English teachers were included in this study: the Federal College of Education South West (FCESW), State College of Education South West (SCESW) and the State College of Education South (SCOESS).

### 3.2.4 South Africa

The population of South Africa at the start of the study was 59.67 million people. Approximately 50.7 per cent of the population were female, and the remaining 49.3 per cent male. South Africa ranked 77th on the Gender Index (2021) and the internet penetration rate was 64 per cent. Aspiring teachers have to complete either a four-year Bachelor of Education program (BEd) or a bachelor's programme followed by a one-year certification of Postgraduate Education (PGCE). Approximately 79 per cent of primary and 61 per cent of secondary school teachers are female.

The University College of Education South Africa (UCESA), which is the largest online college at the University of the South, was chosen for this study. The university was founded in the early part of the 20th century and transformed into a distance-learning institution during the 1940s. It now has over 378,000 students and the study specifically focused on three undergraduate programmes for teacher training: the BEd Intermediate Phase (BEd IP), BEd Senior and Further Education and Training Phase (BEd Sn & FET), and the Postgraduate Certificate in Education (PGCE).

### 3.3 Data collection

Following the key components of the CIPP model, there were four main phases in the data collection process:

#### Phase 1: Context

- a. The **Context evaluation interview** collected data from heads of department and consisted of 21 open-ended questions divided into six sections related to the English language teaching training programmes: demographic information; vision and objectives; gender equity and equality; continuing professional development; quality assurance; and ICT (Appendix C).
- b. The **Observation checklist** recorded the availability of ICT equipment in the English language teaching training institution (Appendix J).
- b. The **Teacher trainers' interview** collected data on textbooks used in the English language teacher training courses and consisted of 14 questions divided into two sections: gender equity and equality; and demographic information (Appendix E).
- c. Data from **English language textbooks used in teacher training** was also collected during the Input phase (Table 3.2). These textbooks were used by the English language trainees during their teaching practice in primary and secondary schools.
- d. The **Teacher trainers' interview** collected data on the English language teacher training programmes and consisted of 30 questions divided into two parts: demographic information; and self-assessment of English skills (Appendix M).

#### Phase 2: Input

- a. The **Teacher trainers' interview** collected data on the English language teacher training courses and consisted of 27 questions divided into six sections: demographic information; vision and objectives; teaching methods; gender equity and equality; continuing professional development; and ICT (Appendix D).

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Country	Title of the book	Publication year
Botswana	<i>Exploring English Form 1: Students' Book</i>	2016
	<i>English in Action Form 2: Students' Book</i>	2014
	<i>Exploring English Form 3: Students' Book</i>	2009
	<i>Certificate English Language</i>	2006
Ghana	<i>Excellence English Language Learners: Book 4</i>	2019
	<i>Excellence English Language Learners: Book 5</i>	2019
	<i>Excellence English Language Learners: Book 6</i>	2019
	<i>New Gateway to English for Junior High School: 1</i>	2008
	<i>New Gateway to English for Junior High School: 2</i>	2008
	<i>New Gateway to English for Junior High School: 3</i>	2008
Nigeria	<i>New Concept of English for Junior Secondary: 1, 2, 3</i>	2018
	<i>New Oxford Secondary English Course: 1, 2, 3</i>	2020
	<i>Intensive English for Junior Secondary Schools: 1, 2, 3</i>	2015
South Africa	<i>Sophiatown</i>	2014
	<i>Changes: An Anthology of Short Stories</i>	2015
	<i>My Children! My Africa!</i>	2020

**Table 3.2** Textbooks used by trainee teachers

## Phase 3: Process

- A **Trainee teachers' focus group** collected data on the English language teacher training programmes and consisted of 14 questions, enabling respondents to reflect on their expectations about their training programme; gender equity and equality; and the use of ICT in their training (Appendix F).
- A **Trainee teachers' questionnaire** collected data on the English language teacher training programmes and consisted of 45 questions divided into two parts: demographic information; and curriculum implementation (Appendix H).
- A **Teacher trainers' questionnaire** collected data on the English language teacher training programmes and consisted of 50 questions divided into three parts: demographic information; implementation of the curriculum; and ICT and gender equity and equality (Appendix I).
- An **Observation checklist on the state of the facilities** consisted of questions enabling researchers to rank the facilities in the English language teacher training departments (e.g., language laboratory) (Appendix K).
- A **Classroom observation checklist** consisted of questions on the state of facilities, enabling researchers to rank the facilities in the English language teacher training departments in terms of a classroom's physical arrangement (e.g., seating, layout) and classroom interactions (teacher-student, student-teacher, student-student, etc.) (Appendix L).

## Phase 4: Product

- The **Interview for deans** collected data on the English language teacher training programmes and consisted of 14 questions divided into four parts: competence of the graduates; English language teacher training programmes; ICT in the training programmes; gender equity and equality; and recommendations for changes (Appendix G).

### 3.4 Participants

All of the participants came from English language departments engaged in teacher training and included deans, heads of department, teacher trainers and trainee teachers. Tables 3.3 to 3.6 present a summary of the data collection pertaining to each country.

Appendix/Instrument	No. of participants	Male %	Female %
C: Interview with heads of department	3	1 (33.3%)	2 (66.66%)
D: Interview with trainers	17	8 (47.06%)	9 (52.94%)
E: Interview with trainers	6	2 (33.33%)	4 (66.66%)
F: Focus group with trainees	50	13 (26%)	37 (74%)
G: Interview with deans	3	1 (33.33%)	2 (66.66%)
H: Questionnaire for trainees	27	14 (51.85%)	13 (48.15%)
I: Questionnaire for trainers	147	39 (26.53%)	108 (73.47%)
M: Questionnaire for trainees	112	30 (26.78%)	82 (73.21%)
<b>Total</b>	<b>380</b>	<b>120 (31.57%)</b>	<b>260 (68.42%)</b>

**Table 3.3** Participants from Botswana

Appendix/Instrument	No. of participants	Male %	Female %
C: Interview with heads of department	3	1 (33.33%)	2 (66.66%)
D: Interview with trainers	4	3 (75%)	1 (25%)
E: Interview with trainers	5	3 (60%)	2 (40%)
F: Focus group with trainees	73	37 (50.68%)	36 (49.31%)
G: Interview with deans	1	1 (100%)	0 (0%)
H: Questionnaire for trainees	159	91 (57.23%)	68 (42.76%)
I: Questionnaire for trainers	18	10 (55.55%)	8 (44.44%)
M: Questionnaire for trainees	138	74 (53.62%)	64 (46.37%)
<b>Total</b>	<b>401</b>	<b>220 (54.85%)</b>	<b>181 (45.13%)</b>

**Table 3.4** Participants from Ghana



Appendix/Instrument	No. of participants	Male %	Female %
C: Interview with heads of department	3	1 (33.33%)	2 (66.66%)
D: Interview with trainers	17	8 (47.06%)	9 (52.94%)
E: Interview with trainers	6	2 (33.33%)	4 (66.66%)
F: Focus group with trainees	50	13 (26%)	37 (74%)
G: Interview with deans	3	1 (%)	2 (%)
H: Questionnaire for trainees	147	39 (%)	108 (%)
I: Questionnaire for trainers	26	13 (%)	13 (%)
M: Questionnaire for trainees	149	29 (%)	120 (%)
<b>Total</b>	<b>416</b>	<b>118 (28.36%)</b>	<b>298 (71.63%)</b>

**Table 3.5** Participants from Nigeria

Appendix/Instrument	No. of participants	Male %	Female %
C: Interview with heads of department	1	0 (0%)	1 (100%)
D: Interview with trainers	5	1 (20%)	4 (80%)
E: Interview with trainers	5	1 (20%)	4 (80%)
F: Focus group with trainees	5	1 (20%)	4 (80%)
G: Interview with deans	1	0 (0%)	1 (100%)
H: Questionnaire for trainees	156	63 (40%)	92 (60%)
I: Questionnaire for trainers	189	76 (40.2%)	113 (59.8%)
M: Questionnaire for trainees	6	2 (33.3%)	4 (66.66%)
<b>Total</b>	<b>367</b>	<b>144 (39.23%)</b>	<b>223 (60.76%)</b>

**Table 3.6** Participants from South Africa

### 3.5 Data analysis

The quantitative data (questionnaires) were analysed using SPSS and descriptive statistics. Thematic analysis involving NVivo 11 and manual coding methods were used in the analysis of the qualitative data (e.g., interviews, observation data, focus groups). The qualitative data was transcribed and coded using an iterative process from Braun and Clarke (2006) and organised into main and sub-themes. Transcripts were checked by participants and external coders, and intercoder reliability was used to minimise bias and increase trustworthiness.

To analyse the English language textbooks used in the teacher training programmes, researchers selected chapters from each book, including all written texts and pictures, for detailed content analysis. A coding framework adapted from Lee (2014) and Lee and Collins (2010) was used for the systematic recoding (Appendix B). The criteria were used to count female and male characters; masculine and feminine pronouns; adjectives used to reference males and females; familial roles; social adaptability and occupational roles; and order of mention in a single phrase.







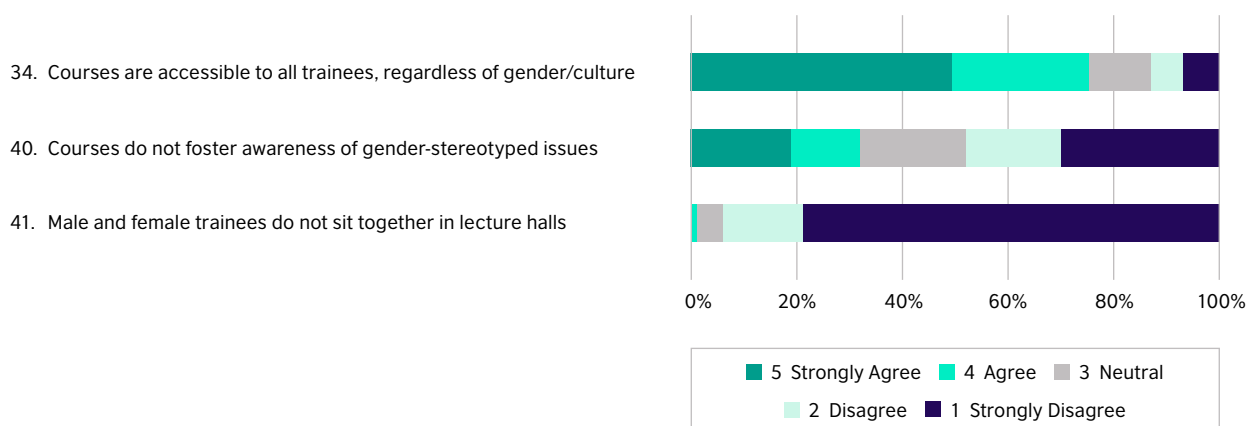
## Part 4

# Findings

### 4.1 Perspectives on gender and English language learning

A mixed picture of gender emerged in Botswana that recognised both the continued influence of traditional stereotypical and patriarchal views of male and female roles in the wider society, as well as the efforts made in the colleges to challenge and transform them. The majority of trainees (75.2 per cent) were in agreement that the colleges' educational programmes were accessible to both male and female trainees irrespective of gender. Likewise, male and female trainees appeared to mix well during their lectures (94.1 per cent). Just under half of the respondents (48 per cent) disagreed with the assertion that English language teacher training courses did not foster awareness of gender-stereotyped issues, but 32 per cent were in agreement.

**Figure 4.1.** Botswanan trainee teachers' views on gender



In contrast, qualitative data from the teacher trainers indicated that female trainees were listened to as much as males in the teacher training courses:

*We are all equal and no gender is above another gender, so I treat them as equal ... and both genders should be afforded the same opportunities (teacher trainer).*

While the ratio of female to male trainees was typically 80:20, there was recognition that it was important to develop courses to specifically address gender equity in the curriculum:

*With the English language ... we pick materials that reflect our awareness that should be gender-sensitive ... we make [our materials] gender-sensitive and not offensive (teacher trainer).*

The changing nature of Botswanan society was also recognised:

*We are moving away from patriarchal society. Gender equity is a good thing where we don't say boys do that and girls do this. That is why I'm saying I really want equality in my class ... we have to see that it's balanced (teacher trainer).*

This also extended to teaching the appropriate use of pronouns:

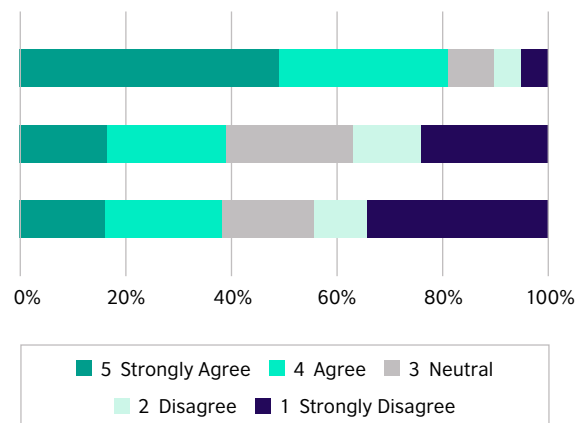
*We start by observing the pronouns that they use and we encourage them to avoid being sexist (teacher trainer).*

Both male and female trainee teachers were encouraged to discuss gender-sensitive issues:

*The students ... have moved from the cultural belief that the males have to take [the] lead. So, both genders are taking the lead in class ... so there is a balance (teacher trainer).*

**Figure 4.2.** Ghanaian trainee teachers' views on gender

- 34. Courses are accessible to all trainees, regardless of gender/culture
- 40. Courses do not foster awareness of gender-stereotyped issues
- 41. Male and female trainees do not sit together in lecture halls



The qualitative data identified progressive views of gender equality:

*Gender issues in the class are important. We do not enforce the traditional notion of gender ... Anything that used to be traditionally done by females can have males participate in it ... I think the new curriculum is based on the new approach that is equitable.*

*My philosophy is to create an enabling environment in the classroom for my students to be able to participate in other ways (teacher trainer).*

From the trainees there was recognition of the fairness of the current system towards both males and females:

*And when it comes to the male and female, there has to be fairness. You have to treat us equally. You have to attain a certain position or power ... They shouldn't be biased or discriminate here (trainee teacher).*

*For me ...we are all being given equal opportunity to express ourselves (trainee teacher).*

On the other hand, several male participants identified that male rather than female inequality was a concern due to the small number of male trainees:

*People think gender can only be associated with ladies or women, but it is a false notion and especially when it comes to gender inequity (trainee teacher).*

*They see [females] to be more fluent with the English language, so they normally pinpoint the [females]. Maybe for instance a lecturer or a teacher will ask a question. Then both the male[s] and female[s] will raise their hands, but the teacher will still point [to] the [females] because they see [them] to be more gifted with the English language (trainee teacher).*

Moreover, the male trainee teachers also experienced inequalities due to their perceived use of pidgin English:

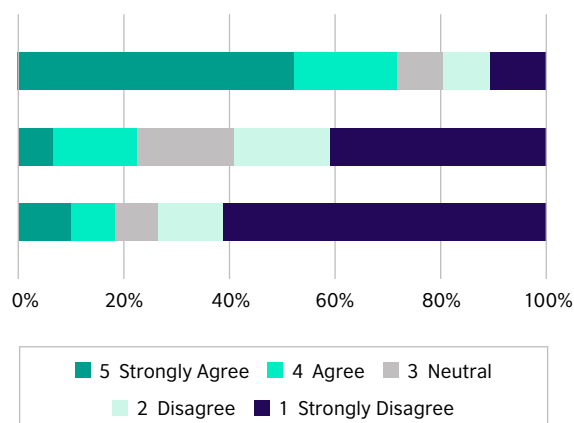
*And so when it comes to the class ... [males] won't speak because if they use ... pidgin, the lecturer won't allow them (trainee teacher).*

While trainers were reluctant to allow male trainees to participate in class when using pidgin, it was perceived by the trainees as a way of creating bonds between male students.

The Nigerian trainee teachers showed strong support for the notion that educational programmes were accessible to everyone regardless of gender (71.8 per cent). Moreover, the trainees' courses led to appropriate recognition of gender-stereotyped issues (59.1 per cent) and both males and females mixed together satisfactorily during their studies (63.5 per cent).

**Figure 4.3.** Nigerian trainee teachers' views on gender

- 34. Courses are accessible to all trainees, regardless of gender/culture
- 40. Courses do not foster awareness of gender-stereotyped issues
- 41. Male and female trainees do not sit together in lecture halls



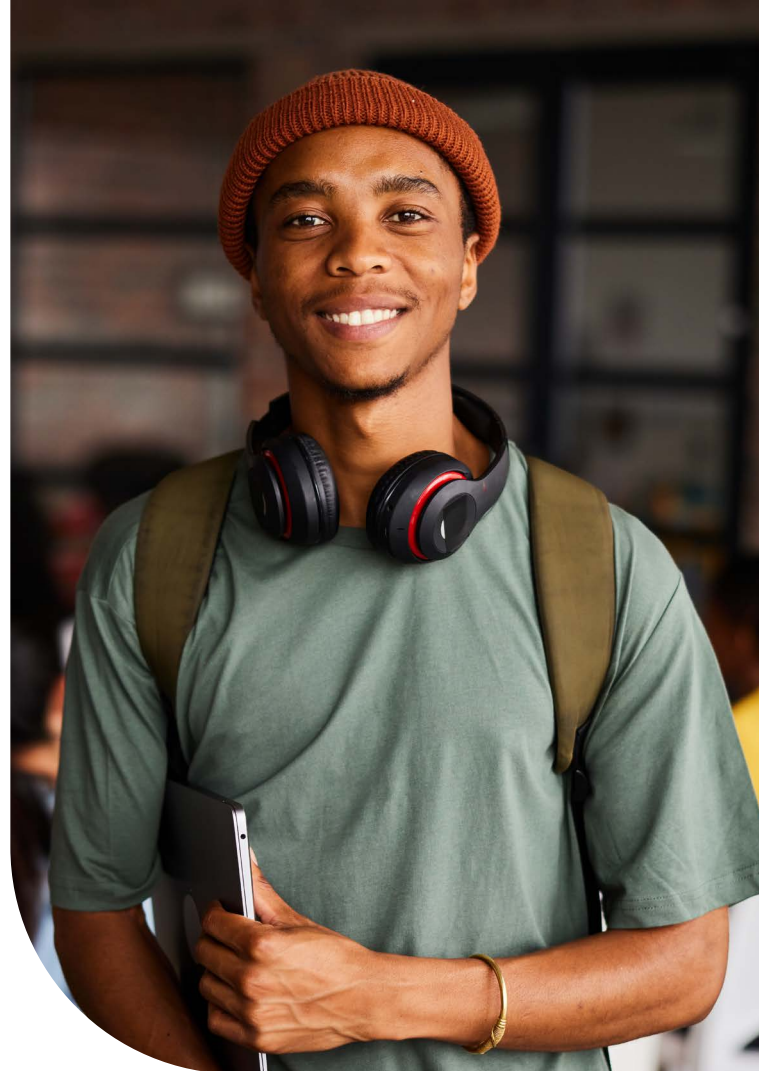
As with Botswana, some of the trainees highlighted the dominance of female students in the teacher training environment:

*In my department, both genders are not balanced ... the females are more than the males. We have just about six males and then over fifty females (trainee teacher).*

*There is not much balance in the sense that the females really like education [and are] ... more interested in learning than the males (trainee teacher).*

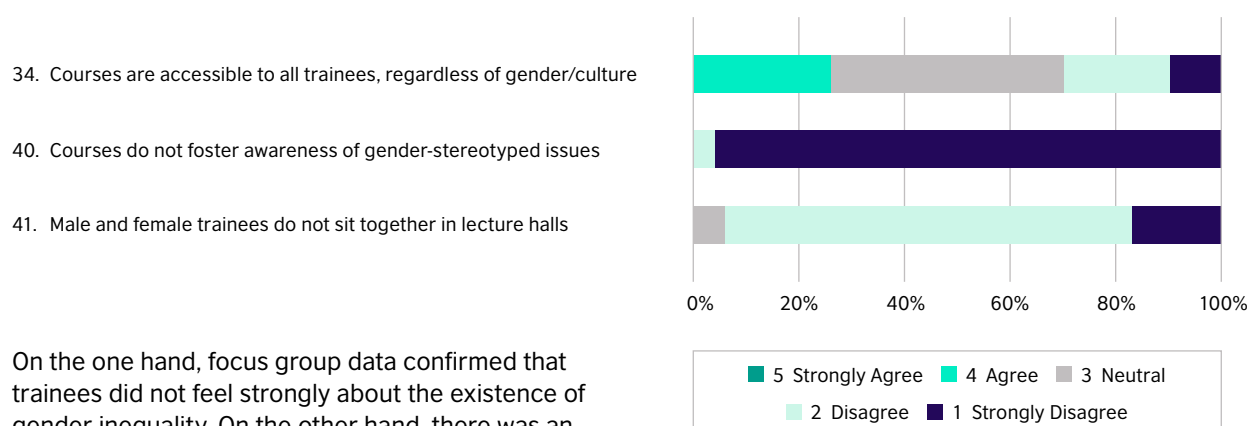
Consequently, female trainees were freely allowed to contest positions in the Student's Union and they were not restricted in terms of choosing their major subject. Nevertheless, reinforcing stereotypical roles, male academics still dominated leadership and trainer positions.

Data from South African trainees was mixed on whether educational programmes were accessible to all students irrespective of gender, with 26 per cent in agreement that they did and 30 per cent in disagreement. All trainees agreed with the statement that the courses fostered awareness of gender-stereotyped issues, and there was very strong agreement (94 per cent) that male and female trainees mixed well together during their studies.



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Goodboy Picture Company

**Figure 4.4.** South African trainee teachers' views on gender



On the one hand, focus group data confirmed that trainees did not feel strongly about the existence of gender inequality. On the other hand, there was an acknowledgement that gender stereotypes remained influential and required critique, and that teacher training colleges could play a significant role in being an engine for social and political change with respect to the role of women and girls in leadership and employment roles.

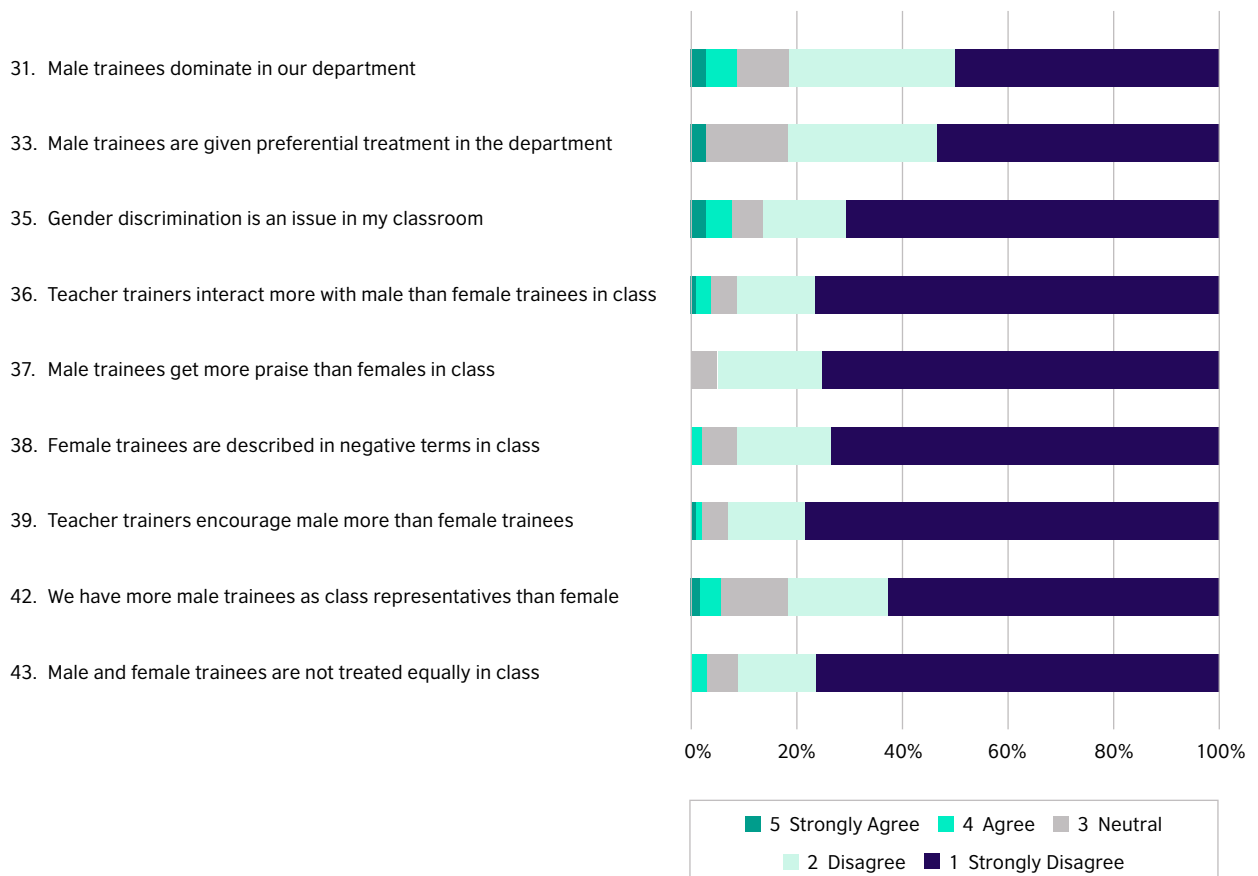
## 4.2 Discriminatory practices

In Botswana, gender discrimination in the classroom was not highlighted as a major challenge by 86.2 per cent of trainee teachers. Only a small minority agreed that male trainees dominated in the English department (8.1 per cent), were perceived to be given preferential treatment (2.9 per cent), or that teacher trainers interacted more with male trainees (3.9 per cent). Similarly, very few trainees (1.9 per cent) agreed that females were described in negative terms in the classrooms, that teacher trainers encouraged males more than females, that more male trainees were class representatives (5.8 per cent) or that male and female trainees were not treated equally in classrooms (3.0 per cent).

While focus group data recognised that the teacher trainers were not knowledgeable of the latest policy level reports on gender equality, the training courses encouraged female trainees to read widely:

*What we do know is we are lucky because we studied literature ... we know of sexism and inequality because of that. But the sensitisation and the knowledge of the policies, not really (trainee teacher).*

**Figure 4.5.** Botswanan trainee teachers' views on discrimination





Interview data from senior leaders also indicated more nuanced perspectives:

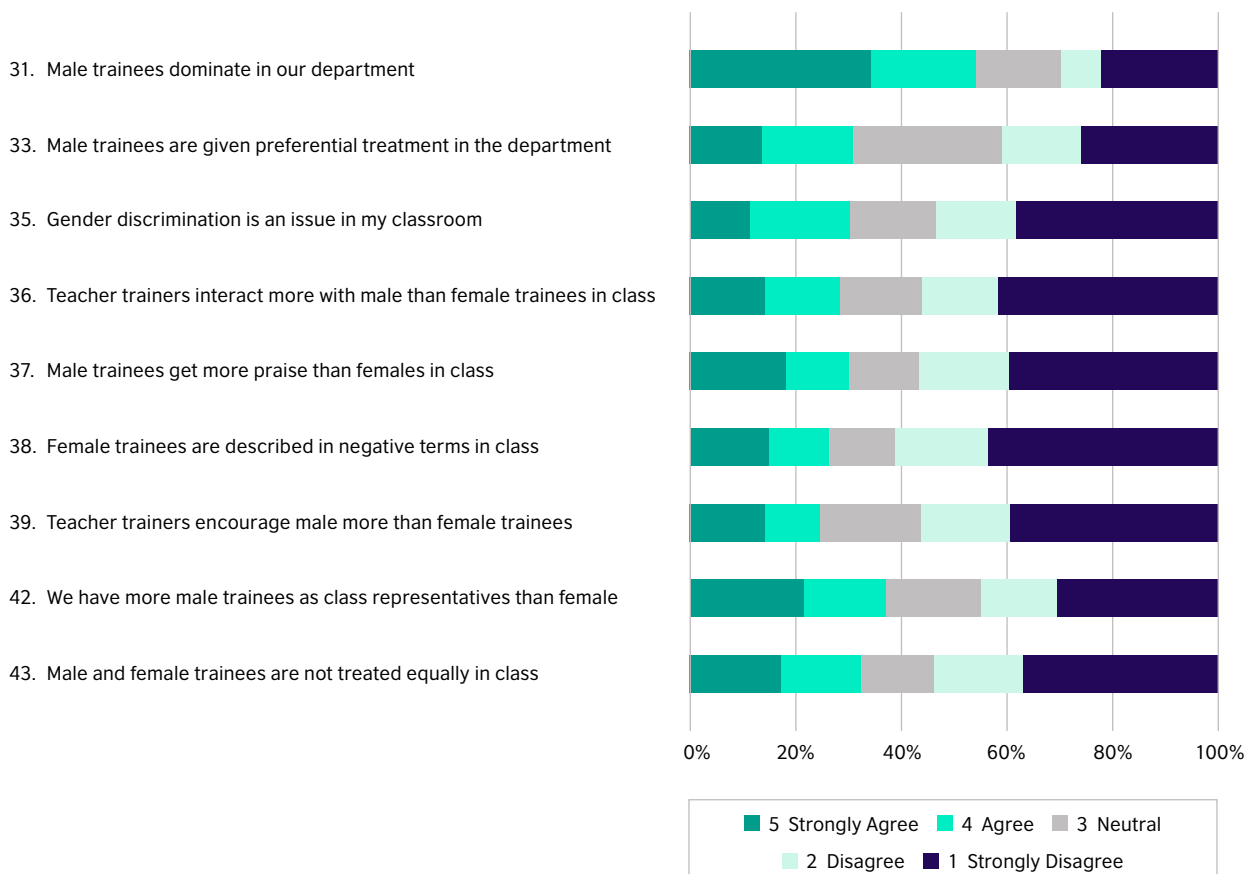
*I think generally there is no difference in treatment [between male and female trainees] ... but I think when certain tasks are given ... I have observed that sometimes we seem to be very biased and not ... very careful ... when we are dealing with certain topics, certain issues which separate female students from male students (head of department).*

Heads recognised that patriarchal assumptions were still deeply rooted in traditional systems of inheritance:

*Recently my students ... completed their study of Julius Cesar and they were ... saying why [are there only] two women ... and their roles are also very limited and this actually helps them to realise that the world was really patriarchal ... Okay they are able to say, even though ... our world has lessened patriarchy, we still have the discrepancy where women are not favourably treated ... when the parents pass on the estate ... it is ... normally the daughters [who] are excluded (head of department).*

In Ghana, gender discrimination in the classroom was highlighted as a concern by 30.2 per cent of trainee teachers with the majority of 53.3 per cent disagreeing. The majority of 54.1 per cent indicated that male trainee students tended to dominate in the English department and male trainees were perceived to be given preferential treatment by 31 per cent. There was a more balanced view about classroom interaction, with 56 per cent disagreeing that there was bias towards male trainees. This was also evident in disagreement about male trainees receiving more praise (56.5 per cent); female trainee students being described in negative terms in classrooms (60.7 per cent); and teacher trainers encouraging males more than females (56 per cent). Likewise, 44.7 per cent disagreed that there was bias in the selection of male or female trainee representatives. Overall, while a majority disagreed with the idea that male and female trainees were not treated equally in classrooms (54.7 per cent), a significant minority (32.4 per cent) agreed that this was a cause for concern.

**Figure 4.6.** Ghanaian trainee teachers' views on discrimination



While one head of department indicated:

*There is not that much discrimination here.*

Another recognised its continued presence:

*It varies from tutor to tutor even though the curriculum has given attention to conscious gender pedagogy. In observing lessons, it is noticed that different genders are differently treated sometimes, while in others it is absent (head of department).*

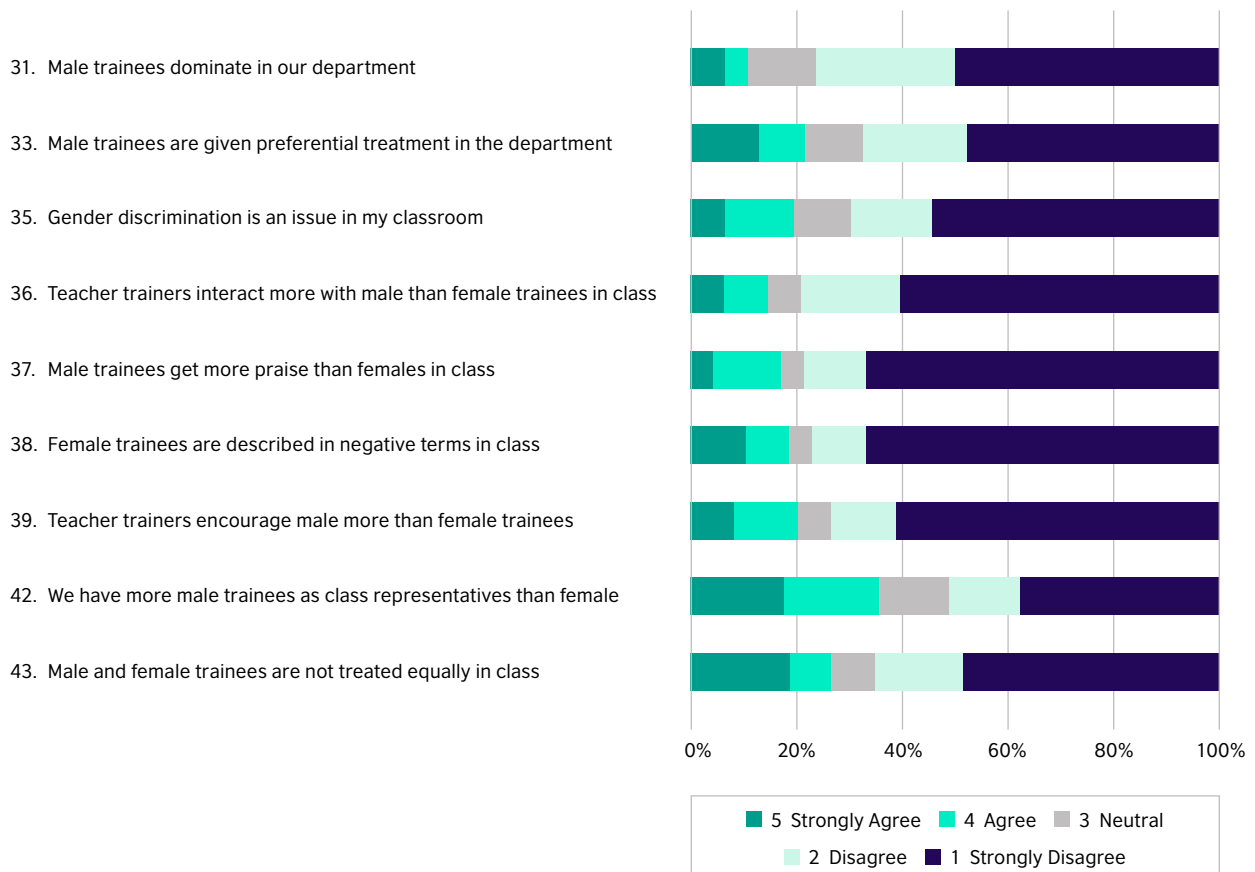
Focus groups with trainee teachers, on the other hand, pointed to several issues associated with the dominance of male speakers in class:

*And for me, one thing I've observed is that our ladies are not given the chance to [be] involved in public activities like males (trainee teacher).*

*The males are always dominating at the expense of the females (trainee teacher).*

The majority of Nigerian teacher trainers agreed that gender discrimination was not a significant challenge in their classroom (69.5 per cent). This was evident in a range of further responses: male trainees did not dominate in classrooms (76.1 per cent); male students were not given preferential treatment (67.4 per cent); trainers did not interact more with males than females (79.2 per cent); male trainees did not receive more praise than females (77.8 per cent); female trainees were not described in negative terms in classrooms (77.1 per cent); and teacher trainers did not encourage male trainees more than females (73.4 per cent). Overall, 27.1 per cent of respondents thought that male and female trainee teachers were not treated equally in classrooms, while 64.6 per cent felt that they were. Likewise, while 51.1 per cent agreed that there were more male than female trainee teacher class representatives, a significant minority (35.6 per cent) disagreed.

**Figure 4.7.** Nigerian trainee teachers' views on discrimination



The deans of the colleges indicated that the teacher training courses were defined by a gender imbalance. For trainees, this was a ratio of 95 per cent female to 5 per cent male, while for teacher trainers, it was inversely 70 per cent male to 30 per cent female. In their view, teacher trainers did not treat male and female students differently. There was no perception that male students dominated their female counterparts:

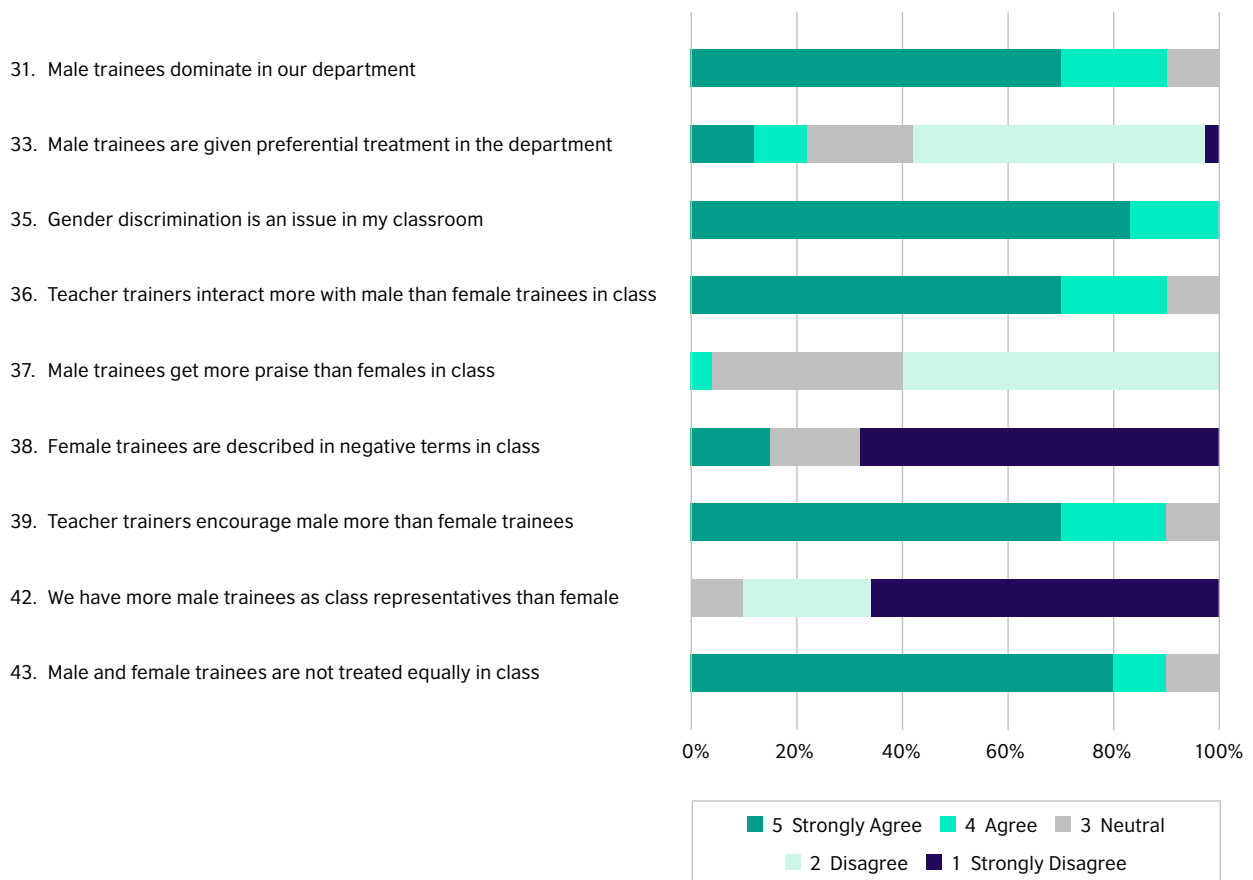
*The female students tend[ed] to dominate interactions; the male students were reserved and shy (teacher trainer).*

*There was nothing like discrimination ... when a female is being harassed, the school administration comes (teacher trainer).*

The SERVICOM unit was responsible for tackling cases of gender equality raised by staff and students and the Department of Gender Studies was a visible symbol of research on gender that aimed to influence teaching practice across campuses.

In South Africa all (100 per cent) of the trainees reported that gender discrimination was an issue in their classroom. 90 per cent agreed with the statement that male trainee students tended to dominate in the English department. However, 22 per cent thought that male trainees were given preferential treatment. 90 per cent of trainees agreed that trainers interacted more with male than female trainees. Only 4 per cent agreed that male trainees were given more praise. 68 per cent disagreed that female trainee students were described in negative terms in the classrooms.

**Figure 4.8.** South African trainee teachers' views on discrimination







Above © Mat Wright

A majority of 90 per cent thought that teacher trainers encouraged male more than female trainees and all trainees (100 per cent) disagreed that there were more male class representatives than female. 90 per cent agreed that male and female trainees were not treated equally in classrooms.

The qualitative data showed a positive view of gender equality from the trainers' perspectives. A female trainer mentioned the importance of case studies to address gender debates in online teaching:

*I promote dialogue around discrimination, diversity and inclusivity for increased awareness (teacher trainer).*

Furthermore, trainers applied strategies to promote gender debates:

*My online module content focus on critical issues, discrimination, diversity and inclusivity to raise awareness (teacher trainer).*

A female trainee also recognised that while there were challenges in classroom interaction, discussion was being used to challenge discrimination:

*In my module, case studies are used by the lecturer to promote critical conversations about gender-based violence (trainee teacher).*

## 4.3 Motivating factors to enhance career development

To enhance the careers of female trainees in Botswana, one senior leader highlighted the importance of refreshing the English language teaching training curriculum, so that it dealt with topical content to motivate trainees:

*We ... attempt to incorporate current emerging issues, global issues such as gender issues, issues having to deal with race, identity ... we incorporate that in our curriculum to make it relevant (head of department).*

Likewise, another senior leader argued for the need for a progressive gender equality policy to help female trainee teachers feel a sense of belonging in the system:

*I feel that because the curriculum keeps on changing, we need ... some seminars where we can share views, ideas on issues pertaining to gender and I think from there as practitioners we will be able to easily disseminate such issues (head of department).*

Finally, giving female trainees access to the latest ICT equipment was also important to make them feel that they had the necessary skills and competencies for today's digital society.

In Ghana, senior leaders focused on the importance of adopting student-centred teaching and learning as a motivational factor for new trainees. As part of this, heads wanted trainees to recognise the centrality of social justice to inclusive student-centred teaching and learning approaches:

*The BEd curriculum and for that matter English curriculum has stressed ... cross-cutting issues of which gender is standing out: inclusivity irrespective of gender [and] gender-sensitivity teacher training (head of department).*

The heads of department also underlined that the availability of gender-sensitivity training within the English language teacher training courses was a motivational factor for trainee teachers:

*To constantly remind tutors and orient new tutors about the use of gender pedagogy, even in the use of language related processes. Tutors ... play a role in the classroom that create[s] the awareness or models [of] gender sensitivity [and] pedagogy. Tutors ... consciously modify discourses or text content to reflect gender sensitivity (head of department).*

Moreover, access to ICT equipment and digital pedagogies was a key motivating factor for the trainees as they were being exposed to the latest ICT and pedagogical approaches.



Senior leaders in the Nigerian colleges emphasised the strong reputation of their previous graduates as a key motivational factor for English trainee teachers. This was evidenced by the partner schools where trainees undertook their placement training, which underlined that the current training was:

*Meeting the needs of the schools and fitting into the vision of the state too* (head of department).

The high rate of post-qualification employability motivated the students:

*The percentage is about 70 per cent for employability. They are really sought after. They are scarce* (head of department).

The trainees were also motivated by the vision of the colleges and the micro-training on gender equality they received prior to qualifying, which discouraged the use of sexist language and stereotypes:

*In the English department here, we have a course on gender studies, so we encourage the teacher to expose the students to gender equity and equality* (head of department).

Trainees were motivated by the use of student-centred learning:

*We encourage student-centred learning ... where the teacher would always guide [students] to learn. We don't ditch out authority, we don't see ourselves as knowing it all. We see students learning from us, students learning from one another as well* (head of department).

And through mentoring:

*We attach junior lecturers to senior lecturers, so that they can be mentored* (head of department).

One of the most significant motivations was how the colleges emphasised the importance of studying English as a global language to empower female trainees throughout their careers:

*English ...is the language of instruction ... it is the language of social media. It is the official language. Teaching the students how to use the English language and how to teach it goes a long way to actually [being] able to relate with their counterparts out there and ... express themselves* (head of department).

Female trainees in South Africa were motivated by the changing policy context which increasingly recognised the importance of promoting gender equality in the country. These included affirmative action policies, which has led to more females progressing to leadership positions in universities. The university in this study had recently appointed more women to occupy key leadership roles, from vice-chancellor to faculty dean and head of department, and these were visible symbols of progress and role models to emulate. This was evident in the courses:

*In most of our modules, we are decolonising and changing gender stereotyping and issues related to power* (trainee teacher).

The trainees were also motivated by opportunities to participate in continual professional development, mentoring programmes and support networks to build their confidence, aspire to leadership roles and:

*break through the glass ceiling* (teacher trainer).

*Contemporary topics such as writing assignments on gender-based violence also gives them an awareness of how to deal with important issues* (teacher trainer).





## 4.4 Training and best practice in trainer professional development

In Botswana, several strategies were used to prepare and encourage teacher trainers to promote gender equality. First, there was an effort to discuss gender-related issues in class:

*We encourage them as teachers to use authentic materials, so that ... if for example you were talking about reading comprehension and maybe debates ... we encourage them to use emerging issues when they teach. ... or talk about ... gender-based things (teacher trainer).*

Best practice in teacher trainer professional development included the role of research-informed teaching:

*One way in professional development ... is research ... [this means] to be up to date on other developments especially in scholarly developments in the area of your specialisation (teacher trainer).*

No training was provided on how to use textbooks to make trainees aware of gender-related challenges, but trainers drew on their own experience to raise awareness of pronouns:

*It starts with the writing skills ... Instead of saying they will be saying he or she ... you have to observe that and make them use plurals so that they are not gender-biased or they are not sexist (teacher trainer).*

*In my course ... we touch [on] gender where we talk about [the language used] for males and females ... I think it should be included in the curriculum (teacher trainer).*

In Nigeria, a similar picture emerged of professional development being provided through an annual schedule of events. Conference attendance tended to be for national events due to the perception that previous staff had 'abused' the privilege of international travel in the past by inflating the costs involved. Likewise, training on student-centred approaches to teaching and learning were essential to this endeavour:

*Because they are trainee teachers ... they all have to be brought to the level where they could do teaching effectively. ... I blend it ... so discussion might be involved, assignments, fieldwork, if necessary, or practicals or group work (teacher trainer).*

There was a significant commitment to professional development and the English departments offered conferences and workshops on areas relevant to raising awareness of gender equality.

In Ghana, trainers developed skills to promote gender equality through weekly CPD sessions and discussion-based workshops. The colleges also produced manuals on how to teach each module. Workshops were then held in which the trainers were guided on how to use them, and discussion took place on integrating greater gender sensitivity. In the implementation phase, trainers could decide how to proceed:

*[In addition to] the material that the universities have given to us, we also ... prepare our own teaching and learning resources which we use to teach ... Normally they prepare them without us, but when it is time for implementation, they invite us for workshops [as] trainers as well (teacher trainer).*



These professional development sessions were pivotal to the trainers putting their own stamp on the materials:

*Within our department we have what we call ... professional development session[s] where we meet ... and then discuss the content of the manuals. We meet once every week. We discuss the content of their manuals, and then every teacher who teaches any course is around to ... preview the content (teacher trainer).*

The student-centred approach was central to the Ghanaian context to encourage participation from trainees and recognise different challenges related to gender-related issues. This meant that trainers were skilled in student-centred learning approaches and the regular professional development sessions provided opportunities for sharing individual and group trainers' practice:

*[The] gender issue is a critical component of [the CPD] and to that extent it has even been simulated in our course[s] ... that we need to adopt every approach that is going to include. ... males and females in the teaching/learning process without any room for bias (teacher trainer).*

Professional development training in South Africa aimed to develop teacher trainers' abilities to empower female students and reinforce the importance of equal treatment for all trainees. The trainers engaged in professional development activities to encourage students to reflect on gender sensitivity and gender-based violence. There were regular meetings, twice yearly reviews of performance and clear key performance indicators (KPIs) related to teaching and learning needs. Some professional development sessions used literary texts to enable trainers to reflect on the role of women in the past as well as in current society to highlight the importance of female role models, particularly in relation to leadership:

*It's in the gender roles that the teacher emphasises ... in the classroom as they teach. I think we also need to be careful or as we teach or as we train ... We need to train them that they are aware of [the] issues around [them] (teacher trainer).*



## 4.5 Promoting gender equality in English language teacher training

### 4.5.1 Classroom interactions, language teaching behaviours and strategies

While data from heads of department and teacher trainers in Botswana indicated a strong commitment to learner-centred approaches supported by ICT when asked to define their teaching philosophy, qualitative data from teacher trainers revealed that gender stereotyping and gender biases were still concerns for teacher trainers:

*I am always asking male students to assist with the smartboard [and] that is encouraging gender bias. I guess it is socialisation (teacher trainer).*

*You find that student A is a girl, student B is a boy. They do the same mistake. And then I tend to reprimand the girl. Or maybe be scared to reprimand the boy (teacher trainer).*

In all classes observed, all trainers except one used traditional methods for conducting lectures, and poor internet connectivity and the lack of laptop ownership across all students regardless of gender hindered the actual use of ICT to support more student-to-student or teacher-to-student interaction. Trainee teachers identified a strong focus on traditional teaching approaches structuring their interactions and the language teaching behaviours and strategies used for promoting gender equality. Classroom teaching materials were identified as the main source of how trainees were socialised with respect to debates on gender equality. Interviews with teacher trainers identified the need to correct biases and stereotypes and reinforce gender equality during their English language classes. Trainers' responses reinforced how they could play a significant role in confronting gender stereotypes in the classroom and highlighted the role of parents to aid this process in the home context.

The majority of seating arrangements in the Ghanaian classrooms adopted a grid format with only one adopting a horseshoe layout. Moreover, they were crowded and hosted up to 50 per cent more students than they had been originally designed for. Female trainees preferred to sit in the

front and middle parts of the classroom, while male students occupied the rear and wing areas. Teacher-to-student interaction was visible in all classes and teachers engaged students through a question-based approach:

*There is a cordial relationship between the male and female students and the teachers as well ... we don't do gender bias when it comes to group work (trainee teacher).*

Student-to-student interactions were not encouraged as they were perceived as informal interactions that were potentially disruptive. The trainers were observed adopting well-balanced approaches to dealing equally with male and female students, calling on them by name, and prompting answers from male and female trainees. The majority of the teachers rarely integrated technology into their teaching except for a few who made use of mobile phones, smart boards and a projector.

Observation in all three Nigerian colleges indicated that groups were mixed and trainees were organised in random seating arrangements according to their matriculation numbers. In terms of teacher-to-learner interaction, the trainers did not use gender-biased language during classes. The population of the students made it easy for lecturers to concentrate on females as they were a larger group and tended to provide answers to questions more easily. Trainers were observed moving around different parts of the classrooms as they spoke. Trainees participated freely in class and interacted cordially with their lecturers. The trainees were also observed having an effective rapport amongst themselves as they confirmed and compared notes with one another. In all three colleges, trainees were addressed equally and the tendency was for females to be prominent in classes due to the size of the female grouping as a whole, and their tendency to be more active participants. Learner-to-learner interaction occurred much less frequently due to rigid seating arrangements but trainees collaborated on note checking and there were no obvious signs of gender bias.

In South Africa, the interactions between trainer and trainee, and trainee to trainee, were cordial and had no discrimination in relation to race, sex or age.

Trainers responded positively to online classroom interactions and language teaching behaviours. The trainers echoed sentiments that they fostered gender justice practices and fairness in teaching and learning:

*I tried to bring into my modules articles and other resources issues such as social justice, promoting more sensitive topics, females in leadership positions, and gender stereotyping into textbooks (teacher trainer).*

To support this sentiment, another teacher trainer said online classroom interactions were positive and collaborative in nature:

*I teach through local case studies such as inclusivity, caring and fairness in the teaching profession as well as to apply social justice in your classroom (teacher trainer).*

## 4.5.2 English language teacher trainee materials

The analysis of the English language textbooks used by the trainee teachers in Botswana revealed that males were represented twice as often as females (65 per cent male to 35 per cent female) and this was reflected visually in illustrations, where male characters were also in the majority (53 per cent male to 47 per cent female). Male characters occupied socially significant positions such as lawyers, doctors, directors, bankers and chiefs/kings, while women were identified as housewives, carers, sewing mistresses, cleaners, cooks, housemaids, gossips and receptionists. A closer analysis of the visual representation of female characters showed that they were mostly presented within familial roles as wives and mothers and engaged with domestic duties, while men were managers.

Further analysis of the textbooks showed that 54 per cent of adjectives were used to describe males, while 46 per cent were used for females. Typically, male adjectives were classified in terms of physical appearance, mental state and leadership skills. Adjectives used to describe females included those that belittled them and linked physical appearance with emotions, e.g., 'thin as a broom stick', 'a large woman', and 'a stupid village girl'. This use of language reinforced recurring gender stereotypes that depicted the natural place of female characters as indoors, cleaning, cooking and looking after small

children. Male characters, on the other hand, were involved in outdoor (73 per cent) and indoor activities (27 per cent).

The analysis of the Ghanaian textbooks found that from a total of 893 representations, there were 51 per cent male, 38 per cent female and 9.9 per cent including both. Additionally, 51.9 per cent of all pronouns used were male compared to 29.9 per cent female. While the use of adjectives was minimal, the majority described men as physically stronger than women. In terms of social and occupational roles, males were assigned roles such as lawyers, judges and police officers, while females were nurses, teachers and bakers. This bias was reflected in the number of roles assigned to males (77.6 per cent) compared to females (22.4 per cent). Males also dominated in terms of visual representations with 40.9 per cent male-only, while 12.5 per cent were male-dominated. 12.5 per cent were female-only and 13.5 per cent were female-dominated, while 16.3 per cent of the pictures recorded an equal share of males and females. Most of the activity-related pictures were outdoors, of which 59 per cent were male-related, while 41 per cent were female-related. The male activities included fighting, deer catching and drumming, while baking, reading, washing and caring for children were roles identified with females.

In the Nigerian context, derogatory and emotional adjectives were used to describe females, e.g., 'frightened', 'bastard', 'wicked' and 'evil'. Adjectives that symbolised courage, bravery, straightforwardness, honesty, respect/honour and humility were used with reference to males. In addition, females were underrepresented and had domestic roles, while males were given more prominent roles when viewed in terms of the whole population.

Of the three English literature textbooks for grades 10–12 in South Africa, four categories were selected to analyse the three selected English textbooks. Based on gender presentation in the literature books, females were dominant in *Sophiatown* (n=283) and *My Children! My Africa!* (n=613), but the *Anthology of Short Stories* revealed that male characters (n=233) assumed a more dominant position. Female pronouns were used across the three textbooks, typically related to family roles. Categories such as adjectives and social adaptability/occupational roles were mainly dominated by female gender representations such as teachers or wives.

## Part 5

# Discussion

### 5.1 What are teachers' perspectives about gender and English language learning?

Data from Botswana were consistent with Magogwe and Bogwasi's (2004) research: that Botswanan society has been challenging patriarchal assumptions and traditional cultural beliefs about male and female gender roles and that education has a key role to play in this process. Female trainee teachers represented a significant majority in each class but there was a strong perception of males and females being treated equally in English language teacher training contexts, and that programmes were accessible to both. Evidence of this inclusivity was seen in recognition of the role teacher training could play in challenging traditional gender roles and the avoidance of sexist language use in classroom settings to promote gender fair treatment. Perceptions indicated that trainees mixed well in their lecture groups and there was some strong agreement that the courses were fostering gender-sensitive training. As Magogwe and Bogwasi (2004) also indicated, however, this view of gender equality may underpin how trainers were not aware of the subtle dynamics that mediate gender bias.

Data from the Ghanaian colleges of education identified a positive view of female gender equality from the perspective of the trainers, and in particular female trainees. In contrast to Ananga's (2021) research, the pedagogical strategies employed by the teacher trainers had a positive impact in terms of the inclusive philosophy underpinning the educational programmes for females. Qualitative data from male trainees, on the other hand, highlighted assumptions of bias towards the female majority, who trainers tended to perceive as more gifted in the use of English and who were less prone to use pidgin language which was disparaged. This challenged the assumption that gender equality was only an issue affecting females.

The Nigerian teacher training colleges also had more female than male trainee teachers. The quantitative data indicated that the programmes were highly accessible to all and were perceived as successfully raising gender issues about stereotypes by the majority of trainees. As with Ghana and Nigeria, however, the imbalance of female to male trainees was noticeable, and females felt empowered while some male trainees felt marginalised by the assumption that they were less proficient in English. This finding confirms research by Zuze and Beku (2019), Msiza (2020), and Olanipekun (2015), as well as Sinmi and Olanunbo's (2016) study, which argued that in order to improve the English proficiency of English language trainees, 'both male and female teachers should be given equal opportunities and treated equally' (p. 1044).

Data from South Africa was mixed, with near equal numbers of trainees considering that educational programmes were and were not accessible to all regardless of gender. Gender equality was promoted at annual teacher conferences to foreground transformative gender practices and culturally responsive pedagogies. This was evident in agreement that groups of male and female trainees were used effectively, and that the courses strongly fostered awareness in trainees of gender-stereotypical issues. All registered South African educators must comply with and be regulated by a Code of Professional Ethics from the South African Council of Educators. In line with Pillay's (2015) research, data from this study indicated an awareness that gender-based violence, gender equality and gender stereotyping issues were still powerfully present, and that teacher training courses in particular could be used to address these challenges.

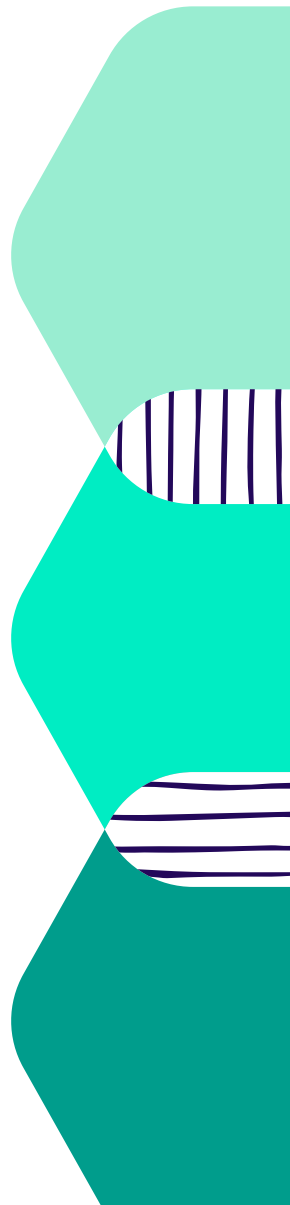
## 5.2 What discriminatory practices are experienced by female English teacher trainees in their training institutions?

The overwhelming majority of Botswanan trainees indicated that there was no strong evidence of discrimination taking place in their training institutions. The other indicators were all positive and no preferential treatment, higher levels of interaction, or encouragement for males rather than females was found. Indeed, 91.09 per cent agreed that male and female trainees were treated equally in the classroom. Balancing this, some heads of department observed subtle forms of gender insensitivity in relation to some classroom tasks and topics, and that patriarchal assumptions still reinforced male dominance in the wider society, for example, through systems governing property inheritance, in line with Magogwe and Bogwasi's (2004) previous research.

In Ghana, while the heads of department and trainers tended to downplay its significance, about one third of trainees identified discrimination as a concern across most of the quantitative indicators. Supporting Ananga's (2021) research, there was also evidence of the dominance of male trainees and that they received some preferential treatment as well as more encouragement. Likewise, just over one third of respondents identified a tendency to not treat male and female trainees equally.

The Nigerian context was similar to Botswana, with nearly two thirds of trainees agreeing that gender discrimination was not a major concern in their classroom environments, where in fact females outnumbered males by four to one. While Nigeria was similar in having a large percentage of female to male trainees, there was no perception that male students dominated interaction or gender had a significant role in terms of attainment, which supported previous research by Olanipekun (2015) and Sinmi and Olasunmbo (2016). The visible system of SERVICOM for tackling issues of gender equality may have been central to this culture.

The quantitative data from South Africa provided a rather inconsistent series of perspectives since all of the trainees agreed that gender discrimination was prevalent in their classrooms, as suggested by research from Pillay (2015) and Leach and Mitchell (2006), while also recognising that female trainees were not described negatively in classrooms and that they occupied the majority of representative roles. Qualitative perspectives were more nuanced, with both trainers and trainees indicating that greater awareness of gender sensitivity was a direct consequence of increased awareness of gender equality issues in the wider society, and because they had been integrated into module level materials. These perspectives were reinforced by the availability of a discussion-based approach that integrated opportunities for trainees to challenge male dominance and gender-based violence.





### 5.3 What motivating factors will enhance the careers of female English teacher trainees?

Botswanan, Ghanaian and South African trainees highlighted the importance of learning from a curriculum that addressed contemporary discussions on topics of interest as this helped them to develop evidence-based approaches (Pillay, 2015). The development of progressive gender equality policies was evident in Botswana, Ghana and Nigeria. In Nigeria, the strong reputation of current alumni in the employment market was highlighted as an asset. Related to this, female trainees were acquiring valuable ICT skills and digital literacies which would help them in the job market and to develop student-centred approaches to teaching (Opeifa et al., 2022; Yarkofoji, 2021). Nigeria students also identified studying English as a global language as a key motivating factor for career development.

### 5.4 What existing preparation and training do English teacher trainers have to enable them to promote gender equality among their trainees?

In all four countries, trainers had access to conference, workshop and seminar attendance, either weekly or monthly. In Botswana, South Africa and Ghana, these training sessions also focused on gender-related discussion and gender-sensitivity training. In Botswana, heads of department highlighted the importance of authentic teaching materials, and in Ghana trainers indicated that curriculum review enabled them to tailor their materials to address gender sensitivity.

### 5.5 What best practices in teacher professional development have led to positive gender equality in the English classroom and transformative gender practices in English language teacher education?

The adoption of research-informed professional development was signalled as best practice in Botswana, as it enabled trainers to provide evidence for their practitioner-focused work on gender equity and equality. This influenced their work on the bias inherent in language within the classroom. In Nigeria, best practices focused on student-centred training approaches to teaching and learning, as they promoted opportunities for trainers and trainees to discuss gender-related issues in class. In Ghana, professional development sessions on the implementation of teaching materials enabled trainers to interpret them in line with their own priorities, which meant considering the role of gender in more detail. In South Africa, best practice was shown through training on the use of literary texts, which enabled trainers to use a wider range of materials to discuss female role models and discuss gender-based practices through a historical-literary lens.

## 5.6 How do the following areas impact the promotion of gender equality in English language teacher training in the four ODA eligible countries?

### 5.6.1 Classroom interactions, language teaching behaviours and strategies

In Botswana, the female student majority said they felt there was trainer preference towards male students, particularly in terms of their expertise with ICT in classroom settings. Traditional teaching methods were used due to lack of ICT ownership of laptops. Discussion promoted trainer-to-student interaction but there were fewer opportunities for student-to-student interaction.

Ghana's grid structure led to overcrowded classrooms. Student-to-teacher interactions through discussion were evident but, like Botswana, there were fewer opportunities for student-to-student interaction due to the fixed grid seating structure, as was the case in Ananga's (2021) research. Classrooms were nevertheless balanced, which made female trainees feel empowered to contribute as a consequence of trainers' use of participatory language learning strategies (Oxford, 1990).

From a South African and Nigerian perspective, the trainers and trainees positively created an active and participatory learning environment for the discussion of identity (Pillay, 2015). Trainer-to-student interaction led to discussions on gender-based issues such as social justice, race discrimination, gender-based violence against women and children, and fairness in the workplace to create an awareness of and promote gender-based equality in teaching and learning.

### 5.6.2 Content of English language teacher trainee materials

In all four ODA contexts, there was a familiar pattern in relation to the English language textbooks used by the trainers and trainees, which was out of step with Magogwe and Bogwasi's (2004) positive findings. The quantitative data indicated a clear domination of male characters who were identified in typical male professions and females in domestic roles, supporting studies such as those by Ananga (2021), Nunoo et al. (2017) and Ogbonnaya-Iduma (2014). The use of adjectives reinforced male physical characteristics and leadership skills whereas females were described in more passive roles, which is consistent with research from over two decades previously (Buthelezi, 2003). This was further confirmed through the dominant representation of male characters in outdoor and active roles in contrast to female passive roles indoors. While the tendency in the classroom data was mostly positive on the establishment of gender-sensitive policies, the English language textbooks were in conflict with this progressive position and in all cases required review and updating.

## Part 6

# Implications and recommendations

The study has identified key implications across four main areas relating to: a) perceptions of gender and gender discrimination; b) continuing professional development and best practices to aid gender transformation; c) English language textbooks and materials; and d) information and communication technologies (ICT). For each of these areas, we have included several recommendations for practice and/or policy in relation to English language teacher training.

### **Perceptions of gender and gender**

**discrimination:** While gender discrimination was not always recognised by heads of department, trainers or trainees across the four ODA contexts, its presence was more subtly present in classroom practices, materials and interactions affecting male and female trainees.

**Recommendation 1:** Teacher training institutions should develop equitable and inclusive whole school cultures to develop and implement equality policies that incorporate guidelines that deal openly with discrimination, gender-based violence and harassment for males and females.

**Recommendation 2:** Senior management teams and teacher trainers should embed the requirement for gender equity and equality initiatives in everyday practices throughout the teacher training institutions to reinforce inclusive working environments based on dignity and respect in the workplace.

**Recommendation 3:** Teacher training institutions should partner with and be informed by the work of external agencies that are skilled in gender transformation and offer expertise on the latest national and international policy initiatives to support educational institutions.

**Continuing professional development and best practice to aid gender transformation:** Findings indicated the use of similar professional development practices across the four ODA context, which included attending workshops, conferences and dedicated training sessions on gender sensitivity. Best practice was evident in the development of research-informed approaches to gender equality that enabled teacher trainers to discuss the context-based implementation of language learning materials.

**Recommendation 4:** Designers of continuing professional development for teacher trainers should explore unconscious gender biases and assumptions relating to classroom interactions, learning behaviours and attainment, alongside core competencies such as classroom management and pedagogy to address discrimination.

**Recommendation 5:** Teacher trainers should receive training and skills to understand the diverse range of challenges and needs that trainees of different genders may face.

**Recommendation 6:** Designers of teacher training programmes should integrate best practice initiatives into their programmes such as peer observation, mentoring and coaching, action research and journal writing to enable trainers to continuously adapt to a changing environment.

**Recommendation 7:** Senior management teams, human resources and gender equality units should address the preponderance of men in senior leadership and teacher trainer positions by developing mentoring and other initiatives to encourage female teacher trainees to aspire to leadership positions and to transform gender imbalances.

**English language textbooks and materials:**

Across the four ODA contexts the unequal and stereotypical representation of women and girls in English language textbooks used in the teacher training programme were out of step with the progress that was being made on gender sensitivity in the curriculum.

**Recommendation 8:** Authors and publishers of the next generation of English language textbooks should include equal representation of male and female characters and promote a variety of roles, occupations and family models, as well as non-binary characters. The textbooks should use gender-neutral pronouns and exercises and avoid gender-specific job titles. They should use balanced illustrations and provide examples of positive female role models. Textbook content should aim to foreground the achievements of female characters and include stories that incorporate a diverse range of gender identities.

**Recommendation 9:** Designers of teacher training courses should include opportunities for trainee teachers to explore gender sensitivity and language teaching textbooks. This could include guidance to develop additional materials specifically on gender equality to supplement the textbooks.

**Information and communication technologies:**

ICT was often cited by heads of department and trainers as supporting the use of student-centred pedagogical approaches and offering female teacher trainees access to valuable digital literacies which were important for enhancing their future career development. On the other hand, few critical perspectives were evident and trainees' perspectives provided more nuance on some of the challenges they faced.

**Recommendation 10:** Governments across the four ODA contexts should develop national and regional educational ICT policy frameworks that ensure gender equality, by championing female role models in teaching.

**Recommendation 11:** Educational technologists should use ICT to provide flexible and engaging e-learning resources (e.g., online case studies, video content) to enable trainers and trainees to use gender-sensitive approaches to teaching and learning.

**Recommendation 12:** Educational technologists should design digital education CPD to develop trainees' critical-historical awareness of learning technologies, rather than simply how to use them. This would aim to promote a more balanced view of the use and potential use of technology in education, and an understanding of the challenges and needs of their diverse male and female learners, as well as the implications of digital technologies for climate change and human rights.

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## Part 7

# Conclusion

When this project was awarded in 2021, the Equal Measures 2030 SDG Gender Index (EM2030, 2021) ranked Botswana 86th, Ghana 77th, Nigeria 116th and South Africa 77th. In the latest 2024 rankings, there was a slight improvement for South Africa (now ranked 71st), while Botswana (now 96th), Ghana (now 117th), and Nigeria (now 122nd) have slipped a few places. All of these countries continue to face significant gender equality challenges relating to women's educational attainment, participation in politics and leadership positions, wage inequality and employment opportunities. EM2030 (2024) indicates that over '850 million women and girls are living in countries rated as 'very poor' for gender equality ... subjecting them to a litany of potential restrictions and abuses, including forced pregnancies, childhood marriage and bans from secondary education'. No country has as yet achieved, or is on track to achieve, the UN SDG's objective of gender equality by 2030. Indeed, for the period between 2021 and 2023, often marred by the Covid-19 pandemic and its aftermath, approximately 40 per cent of countries who have committed to the 2030 agenda have failed to improve or have deteriorated in terms of measures of gender equality.

The THEMIS project researched the perspectives of deans, heads of department, teacher trainers and trainee teachers to explore their perspectives on equity and equality in English language teacher training across four ODA countries. It is the main conclusion of this report that in each of the four ODA countries significant steps have been taken in recent years but much remains still to be done if the 2030 agenda is to move closer to realisation. As Ifegesan and Azeez (2022) have argued, teacher training can play a transformative role in challenging gender inequalities in educational institutions: 'Gender-sensitive and transformative content should be created, and gender stereotype practices be systematically jettisoned from the educational system by questioning existing social and cultural norms and attitudes about gender perceptions in both curricular content and ... practice' (p. 265). While the latest EM2030 (2024) report offers some sobering conclusions, the growing turn towards social justice in EFL and ESL research and practice recognises that English language classrooms can nevertheless be transformational spaces that engage future generations of teachers in valuable dialogues about gender discrimination and inequalities (Poteau & Winkle, 2022; Thomas & Yamazaki, 2021).

## Part 8

# Limitations and future research

The findings from the THEMIS project need to be considered in light of several limitations. The CIPP model is complex, multifaceted and time-consuming for researchers, entailing a significant amount of data collection. It tends to depend to a great extent on self-reported perceptions and while this subjective approach offers significant insights, it is also highly nuanced, and researchers may interpret the data in a variety of different ways. This can lead to challenges to integrate effectively the significant amounts of quantitative and qualitative data. Few studies using CIPP have been undertaken in Africa and fewer still have focused on gender inequality, and more replication studies are required to map the pros and cons of this approach in the context of low- and middle-income countries' educational systems and develop a consistent approach. Consequently, the data was specific to the four ODA countries in the study and revealed a wide range of perspectives that are not generalisable to other contexts in Africa.

While the reliance of self-reported perceptions from different stakeholders generated a rich variety of perspectives, future research should explore the implications of gender in the context of intersectionality, as discussions about the subject are made more complex by an examination of geography, class, ethnicity, disability and sexuality.

ICT policy in the context of the research focused on institutional approaches, and norms relating to the access to and use of digital technologies for teaching and learning. Future studies should explore this self-reported data against the institutional, regional and national policy objectives and specific strategies used to achieve SDG 4.7c and 5.

While it was a strength of the project that it was co-designed with researchers who resided in each of the four ODA countries, who also collected the data, future studies could aim to understand research of this type in relation to the context of African cultural norms and approaches to gender equality. This extends to an acknowledgement of the difficulties and stigma that may be associated with discussing politically sensitive topics like gender openly. Finally, as the project was managed by western researchers, future research could encourage all of the research teams involved to reflect on their own assumptions about gender equality in Sub-Saharan Africa through the lens of decolonisation theory.

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## Appendix A: Input evaluation

### Inclusion and exclusion criteria for the literature review

Type of criterion	Review scope
<b>Exposure of interest</b>	Any studies in teaching and learning English in relation to gender equity and equality, ICT policies, and gender representations in materials
<b>Type of publication</b>	Include: Peer reviewed journal articles, book chapters, reports Exclude: Conference proceedings, dissertations, blog posts, briefing reports
<b>Language</b>	Include: English only
<b>Dates of publications</b>	Include: Between January 2000 and December 2022 Exclude: Older than 2000
<b>Access</b>	Include: Online Exclude: Printed
<b>Geographic location</b>	Include: ODA countries, high- and medium-income countries
<b>Research methods</b>	Include: All methods: qualitative, quantitative, mixed
<b>Type of study</b>	Include: Empirical investigation, discussion paper, self-reflection

## Appendix B: Input evaluation

### Coding frame for textbook analysis from a gender equality perspective

Categories	Criteria	Codes
<b>Female and male characters</b>	Counting the number of female and male characters present within the written text  <i>It is to see the (in)equality in the appearance of women and men.</i>	Female characters Male characters  Unspecified characters ( <i>who could be a female or male: a pupil, a student, a teacher and/or when it is impossible to determine someone's sex/gender by name</i> )

Categories	Criteria	Codes
<b>Masculine and feminine pronouns</b>	Frequency of occurrence of masculine pronouns ( <i>he, him, his, himself</i> ) and feminine pronouns ( <i>she, her, hers, herself</i> ); Occurrence of paired pronouns <i>he/she, we, they</i> when referring to people in general	Masculine pronouns Feminine pronouns Use of paired pronouns
<b>Adjectives</b>	Note adjectives used in references to women and men <i>To reveal whether or not there are gender stereotypes represented with adjectives.</i>	Adjectives for males Adjectives for females
<b>Familial roles</b>	Identify the familial role of each character in the written text (e.g., <i>brother, sister, mother, father, grandfather</i> ).	
<b>Social adaptability/occupational roles</b>	The social adaptability/occupational role of each character in the written text (e.g., <i>doctor, designer, boxer; nurse, teacher, assistant</i> )	Roles for females Roles for males
<b>Order of mention</b>	The order of mention of female and male characters in a phrase (e.g., <i>son and daughter vs daughter and son; men and women; mother and father</i> )	Female first Male first
<b>Visual representation (1) (Female and male characters in pictures)</b>	The appearance of men and women in each picture	<ul style="list-style-type: none"> <li>• Male only</li> <li>• Male-dominated</li> <li>• Female only</li> <li>• Female-dominated</li> <li>• Equal share</li> <li>• Not identifiable (<i>when there is doubt in attributing a sex to the characters in visuals</i>)</li> </ul>
<b>Visual representation (2) (Types of activities and places in pictures)</b>	Common types of activities and places the characters engage in	Activity type for males Activity type for females Presented indoor or outdoor
<b>Visual representation (3) (Social adaptability/occupational roles in pictures)</b>	Distribution of social/occupational roles for female and male characters in the visuals	Roles for females Roles for males

Adapted from J. F. K. Lee (2014) and J. F. K. Lee & Collins (2010)

## Appendix C: Context evaluation

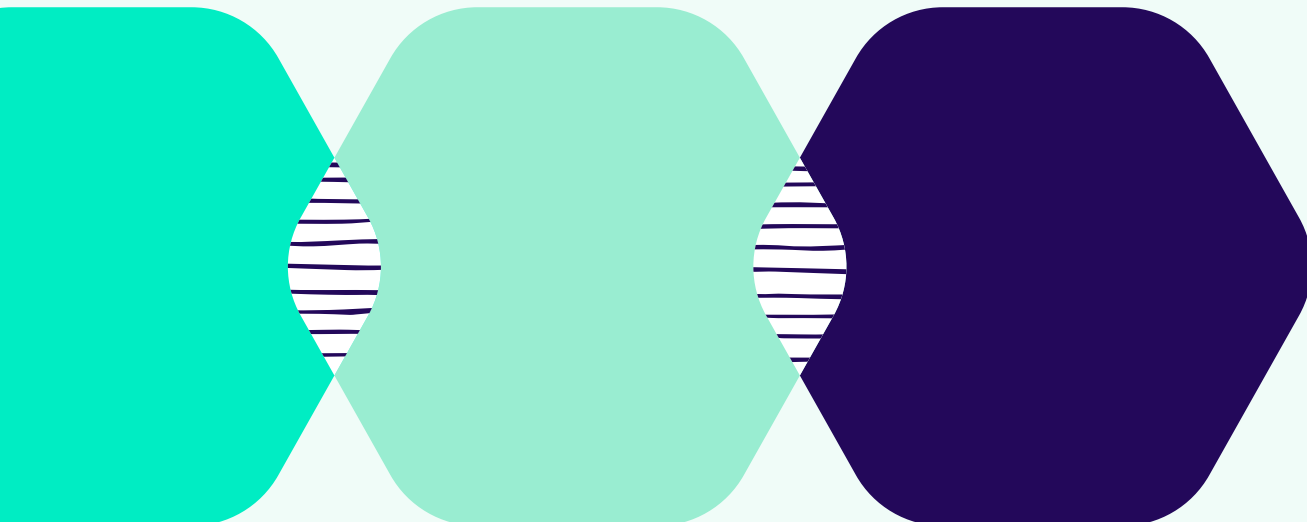
### Interview with heads of department of the English language teaching training programmes

#### Part A: Demographic information

1. How long have you been the head of department?
2. What is your role as head of department?
3. What is your teaching identity/philosophy?
4. Could you outline some of your successes and challenges since your appointment in this office? Presently, what is your biggest challenge?

#### Part B: Vision and objectives of the English language teacher training programmes

5. How does the NCE/DSE/BED/BA/PGDE English curriculum impact on the vision of your institution?
6. Could you shed more light on the relevance of the English language curriculum to the world of work particularly for your female trainee teachers?
7. Explain any factors related to socio-economic and political environment that inhibit the achievement of the objectives of the English language curriculum?
8. Does your school meet with other stakeholders aligned to this institution, e.g., (school management team), employers and community leaders? If it does, what have been the benefits of such forums? If it does not, why?



### **Part C: Gender equity and equality and the English language teacher training programmes**

9. What is your view of gender and gender equity?
10. Do English language teacher trainers treat male and female students differently? Please justify your answer.
11. How can your institution foster gender justice and fairness in teaching English language?
12. The school is considered one of the social places for the gendered cultural reproduction. What are your suggestions for the incorporation of gendered perspectives into the curricular contents of English language and other school subjects?
13. How can English language teacher trainers/trainee teachers be more aware of aspects such as gendered discourses of texts/contents, gender stereotyping and issues related to power during class interactions?
14. What could teacher trainers/trainee teachers do about the knowledge they learn through language socialisation processes in classrooms settings?

### **Part D: Continuing professional development for English language teacher trainers**

15. How do your staff members engage in professional development?
16. How often does your school organise programmes that enhance staff development?

### **Part E: Quality assurance for the English language teacher training programmes**

17. How does the department of English language assess the performance of teacher trainers?
  - a. How do you get feedback?
  - b. What is the nature of this feedback?
  - c. How do you remedy or deal with what may be assessed as poor performance in your department?

### **Part F: ICT in the English language teacher training programmes**

18. Do you integrate ICT in the teaching and learning of English language in your department?
  - a. Which specific ICT tools do your department use?
  - b. Why does your department use those ICT tools?
  - c. How do teacher trainers in your department incorporate ICT in the subject?
19. How do you support your teacher trainers to integrate the ICT tools in their teaching?
20. What factors hinder the effective teaching and learning of English language through ICT in your lesson/department/college?
21. How can these challenges be ameliorated?



## Appendix D: Input evaluation

### Interview with teacher trainers on the evaluation of the English language teacher training courses

#### Part A: Demographic information

1. How long have you been teaching in this college?
2. What is the highest level of qualification you have attained?
3. What is your area of specialisation?
4. What is your teaching identity/philosophy?

#### Part B: Vision and objectives of the English language teacher training programmes

5. What knowledge of the specific needs of the trainee teachers do you have? From what sources do you obtain your information?
6. What are the NCE/DSE/BED/BA/PGDE (English language curriculum) objectives of the courses you teach?
7. How suitable and appropriate are the synopses of the courses that cover the four language skills to the needs of the students?
  - a. How do you decide on the appropriateness of the textbooks and other materials for the courses you teach in terms of inclusion of gender education and inclusion of ICT?
  - b. Is there a committee or unit that evaluates and approves the appropriateness of these materials? Please explain if you answered yes.

#### Part C: Teaching methods and the English language teacher training programmes

8. Which of the following, teacher-centred or student-centred approach, do you normally use in your teaching? Why?
9. What teaching method(s) do you adopt in class? Why?
10. What teaching resources do you use in classrooms?
11. Which teaching methods and classroom activities are most effective? Why?

### **Part D: Gender equity and equality and the English language teacher training programmes**

12. What is your view of gender and gender equity?
13. Why do English language teacher trainers treat male and female trainees differently? Please justify your answer.
14. How can your institution foster gender justice and fairness in teaching English language?
15. The school is considered one of the social places for the gendered cultural reproduction. What are your suggestions for the incorporation of gendered perspectives into the curricular contents of English language and other school subjects?
16. How can English language teacher trainers/trainee teachers be more aware of aspects such as gendered discourses of texts/ contents, gender stereotyping and issues related to power during class interaction?
17. What could teacher trainers/trainee teachers do about the knowledge they learn through language socialisation processes in classrooms settings?

### **Part E: Continuing professional development for English language teacher trainers**

18. How do you engage in professional development?
19. How often does your school organise programmes that enhance staff development?
20. How do the professional development programmes raise your awareness or help you to promote gender equality in your class?

### **Part F: ICT and the English language teacher programmes**

21. Do you integrate ICT in the teaching and learning of English language in your subject?
22. Which specific ICT tools do you use?
23. Why do you use those ICT tools?
24. How do you incorporate ICT in the subject?
25. How does your department support you to integrate ICT tools in your teaching?
26. What factors hinder the effective teaching and learning of English language through ICT in your subject?
27. How can these challenges be ameliorated?

## Appendix E: Input evaluation

### Interview with teacher trainers on textbooks and gender

#### Gender equity and equality in English language teacher training programmes

1. Which textbooks do you use in your teaching?
  - a. How long have you been using them?
  - b. Who decides which textbooks you use?
2. In what ways, if any, do the textbooks you mentioned present stereotypical representations of gender?
3. What level of learners have you taught with your textbooks?
4. Have you ever adjusted your teaching of textbook content in light of the representation? Please comment on your answer.
5. Have you ever discussed gender roles in your country with your language learners as a result of using textbooks? Please explain why or why not.
6. How common are gender stereotypes in your society? Please comment on your answer and provide some examples.
7. How does the representation of men in the textbooks you use compare with the stereotypes of men in your society?
8. What are the most common gender stereotypes of women in your country?
9. How does the representation of women in the textbooks you use compare with the stereotypes of women in your country?
10. What kind of training have you had, if any, on how to use textbooks in your teaching?
11. In what ways has your training dealt with gender stereotypes?

#### Demographic information

12. What is your gender?
  - ☐ Female
  - ☐ Male
  - ☐ Other
  - ☐ Prefer not to say
13. What is your nationality? \_\_\_\_\_
14. How long have you been teaching English? \_\_\_\_\_

## Appendix F: Process evaluation

### Focus group questions for trainee teachers

1. Please, introduce yourselves – tell us your name, department, level and why you like English language.
2. Think back to when you were admitted, what were your expectations with regard to the curriculum for English language? Are they being met?
3. What changes would you want to see in your English language course contents?
4. What is your view of gender and gender equity?
5. What discriminatory practices do female trainees experience in your school?
6. Have you noticed gender inequality in classrooms interactions of teacher trainers and female trainees and male trainees? Please provide an example.
7. Why do English language teacher trainers treat male and female trainees differently?
8. There is a perception that male trainees dominate interactions in the English language class. Give reasons why you agree or disagree with this statement.
9. How do you think the English language curriculum is suitable for your learning needs? Does it incorporate content that sensitises you on gender equality?
10. What ICT tools for teaching and learning are available in your school?
11. Which specific ICT tools do you use in your learning? Why?
12. How do your lecturers support you to integrate ICT tools in your learning?
13. What factors hinder the effective implementation of ICT in your subject?
14. How can these challenges be ameliorated?

## Appendix G: Product

### Interview for deans of universities/colleges

#### Part A: Competence of the graduates in the English language teacher training programmes

1. From your experience, do the graduates become confident in the use of:
  - a. spoken English?
  - b. written English?
2. How well are the graduates of your school equipped to teach English language at the junior secondary level?

#### Part B: Four language skills in the English language teacher training programmes

3. Which language skill do your trainees find easiest? Why? How do you know?
4. What language skill do they find hardest? Why? How do you know?
5. What is the qualification achievement rate as a percentage of starters? How have these rates changed in the last five/ten years?
6. How do you gain feedback on the English language programme of your school?
7. How do you access the opinion of employers on the graduates of the programme? What do employers feel about the English language programme?
8. What is the annual graduation rate in your department and how can this be improved?
9. What existing preparation and training do English language lecturers have to enable them to promote gender equality among their trainees?

#### Part C: ICT in the English language teacher training programmes

10. What ICT tools are available in your college?
11. What ICT tools are employed in your college?
12. In what ways do you support teacher trainers' integration of technology into teaching?
13. What are the major challenges associated with the use of ICT in the college?
14. What have been the outstanding benefits of integrating ICT in the teaching of English language?

#### Part D: Gender equity and equality in the English language teaching training programmes

15. What is the ratio of male to female in this college?
  - a. For teacher trainers?
  - b. For trainee teachers?
16. How does your college promote gender equity in teaching English language?
17. Does your institution have gender-based policies that prohibit discriminatory practices?
18. If your answer to the above is yes, how are these policies implemented?

#### Part E: Recommendations for change

19. What are the barriers to change in the implementation of the NCE/DSE/BED/BA/PGDE English curriculum?
20. What changes that improve the implementation curriculum would you like to see in the NCE Minimum Standards for English language?
21. What powers do you have as the dean to influence change?



# Appendix H: Process

## Questionnaire for trainee teachers

### Part A: Demographic information

1. Your gender:  
☐ Female ☐ Male
2. Type of school you attend:  
☐ Federal ☐ State ☐ Private
3. Your age:  
☐ 17–19 ☐ 20–22 ☐ 23–25 ☐ Other
4. Your year of study:  
☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4
5. Latest certificate currently possessed:  
☐ West African School Certificate  
☐ General Certificate of Education  
☐ General Certificate of Secondary Education  
☐ Bachelor of Humanities  
☐ Teachers’ Certificate  
☐ Other (please specify) \_\_\_\_\_
6. Parents’ socio-economic status:  
Please, tick the relevant boxes and use the occupational codes to indicate the occupations of your parents.  
☐ Professional  
☐ Civil servant  
☐ Pensioner  
☐ Self-employed (trading/farming, etc.)  
☐ Full-time housewife

Parents	Year level: Elementary/Primary	Year level: Secondary	Year level: College/University	Highest academic achievement	Occupation
Father					
Mother					

7. How many hours per week do you study? \_\_\_\_\_

## Part B: Curriculum implementation

**Instructions:** For questions 8–11, first, decide which items you would like to choose (e.g., lecture, tutorial). Next, tick the relevant number using this scale:

5=Always; 4=Frequently; 3=Sometimes; 2=Rarely; 1=Never

8. Teaching modes employed by lecturers:

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project-based learning					
d. Discussion					
e. Hybrid/Blended learning					
f. Flipped classroom					
g. Eclectic (a combination of different modes)					
h. Other (please specify)					

9. Which of the teaching modes is most effective for your learning?

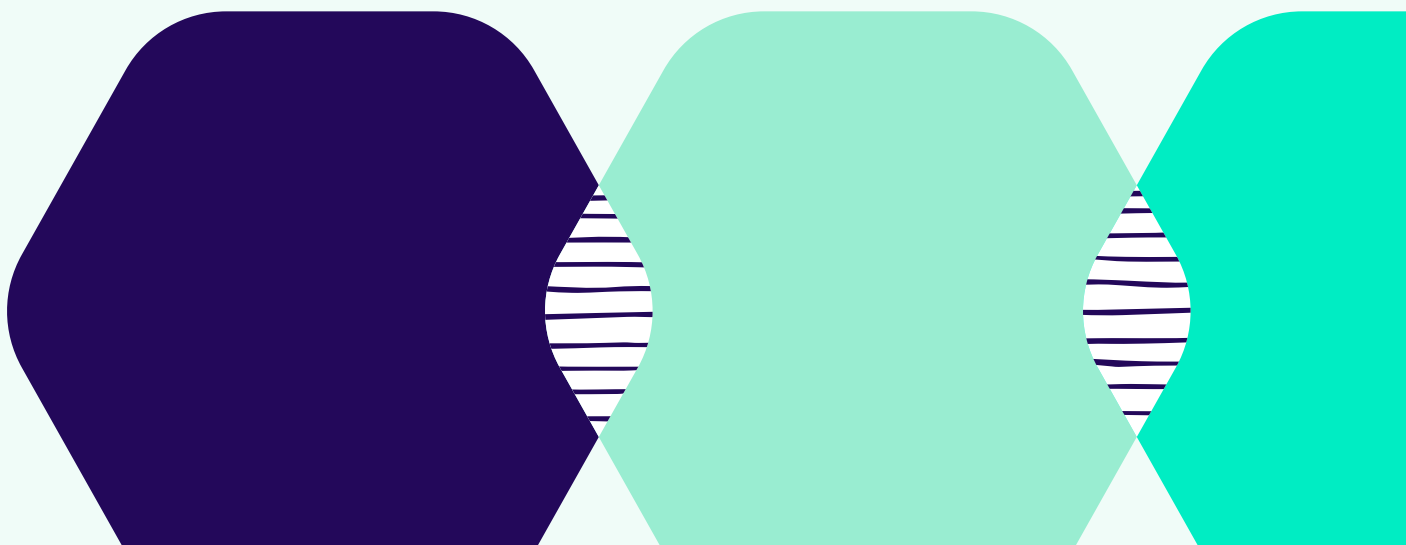
Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project-based learning					
d. Discussion					
e. Hybrid/Blended learning					
f. Flipped classroom					
g. Eclectic (a combination of different modes)					
h. Other (please specify)					

10. Which technological teaching aids are available in your school?

Item	5	4	3	2	1
a. Television					
b. Computers and LED projectors					
c. Social media tools (Zoom, WhatsApp, Facebook, Telegram, etc.)					
d. LMS (Microsoft Teams, Moodle, Google Classroom, Google Meet, Sakai, Blackboard, etc.)					
e. Other (please specify)					

11. Which teaching materials are provided by lecturers? (Tick any box that applies to you.)

Item	5	4	3	2	1
a. Lecture notes					
b. Textbooks					
c. PowerPoint slide shows					
d. Study guides/Tutorial letters					
e. Open educational resources (OER)					
f. MOOCs					
g. Open Resources					
h. Self-made videos/YouTube videos					
i. Other (please specify)					



**Instructions:** For items 12–30, please, use the scale below:

1=Strongly disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly agree

Items 12–30	5	4	3	2	1
12. My college/university library has current books, e.g., books published within the last five years.					
13. Lecturers are available to teach all courses.					
14. Lecturers explain the objectives of courses at the beginning of each semester.					
15. Lecturers specify the outcomes of lessons at the beginning of each lecture.					
16. Teaching sessions are presented in a positive manner.					
17. The textbooks given usually motivated my interest in the course.					
18. Teaching aids used by lecturers are available.					
19. Lecturers involve students actively and effectively in the learning process.					
20. Lecturers encourage student participation in class.					
21. The criteria used for marking assessment are made clear in advance.					
22. The lectures added value to my learning by providing lesson objectives.					
23. Feedback provided is usually helpful in understanding the course.					
24. Feedback is provided within four weeks.					
25. Results from final examinations are given within eight weeks.					
26. Language laboratories are well equipped for my course.					
27. Online materials are well integrated into our courses.					
28. Subject matter/content is usually well explained by lecturers.					
29. My workload is manageable.					
30. I have practical teaching on English pronunciation in the laboratory.					

**Gender imbalance****5****4****3****2****1**


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31. Male trainees dominate in our department.

---

32. More females than males drop out of school before graduation.

---

33. Male trainees are given preferential treatment in the department.

---

34. Lecturers make educational programmes accessible to all students irrespective of gender and other cultural afactors.

---

35. Gender discrimination is an issue in my classroom.

---

36. Trainers interact more with males than females in the classrooms.

---

37. Males get more praise than females in the classrooms.

---

38. Females are described in negative terms in the classrooms.

---

39. Trainers encourage males more than females during interactions.

---

40. Our courses do not foster awareness of gender-stereotyped issues.

---

41. Male and female trainees do not sit together in lecture halls.

---

42. We have more male trainees as class representatives than females as representatives.

---

43. Male and female trainees are not treated equally in classrooms.

---

44. In what way can the teaching learning process be improved in your department?

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45. What changes would you like to see in your department?

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## Appendix I: Process evaluation

### Teacher trainer process questionnaire on the evaluation of the programme

#### Part A: Demographic information

1. Your gender:

☐ Female

☐ Male

2. Type of college/university you work at:

☐ Federal

☐ State/Government

☐ Private

3. Your age:

☐ 25–30

☐ 31–35

☐ 36–40

☐ 41+

4. Your qualification:

☐ Diploma

☐ Undergraduate degree

☐ Master's degree

☐ PhD

☐ Other (please specify) \_\_\_\_\_

5. What is your area of specialisation? \_\_\_\_\_

6. How many years have you been teaching English language? \_\_\_\_\_

7. What is your academic rank?

☐ Assistant lecturer/Staff development fellow

☐ Lecturer III

☐ Lecturer II

☐ Lecturer I

☐ Senior lecturer

☐ Reader

☐ Assistant Professor

☐ Professor

## Part B: Implementation of the curriculum

8. How many trainees on average are usually in your class? \_\_\_\_\_

9. How many hours do you teach per week in your English classroom? \_\_\_\_\_

**Instructions:** For questions 10–12, first, decide which items you would like to choose (e.g., lecture, tutorial). Next, tick the relevant number using this scale:

5=Always; 4=Frequently; 3=Sometimes; 2=Rarely; 1=Never

10. Which teaching mode do you mostly adopt in your classroom?

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project-based learning					
d. Discussion					
e. Hybrid/Blended learning					
f. Flipped classroom					
g. Eclectic (a combination of different modes)					
h. Other (please specify)					

11. Which teaching mode do you perceive as being more effective?

Item	5	4	3	2	1
a. Lecturing					
b. Tutorial					
c. Project-based learning					
d. Discussion					
e. Hybrid/Blended learning					
f. Flipped classroom					
g. Eclectic (a combination of different modes)					
h. Other (please specify)					

12. Which teaching materials do you provide for students? (Tick any box that applies to you)

Item	5	4	3	2	1
a. Lecture notes					
b. Textbooks					
c. PowerPoint slide shows					
d. Study guides/Tutorial letters					
e. Open educational resources (OER)					
f. MOOCs					
g. Open Resources					
h. Self-made videos/YouTube videos					
i. Other (please specify)					

**Instructions:** For items 13–30, please, use the scale below:

1=Strongly disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly agree

Questions 13–30	5	4	3	2	1
<b>The revised NCE Minimum Standards/ DSE/BED/BA/ PGDE English language curriculum</b>					
13. We had training sessions for orientation on the latest revised NCE Minimum Standards (English language curriculum)/NCE/DSE/BED/BA/PGDE English language curriculum.					
14. I am familiar with all standards or attributes that teacher educators in colleges of education should possess.					
15. I feel the NCE Minimum Standards/DSE/BED/ BA/ PGDE English language curriculum is a clearly written document.					
<b>Teaching resources and methods</b>					
16. I have audio-visual and e-learning resources (Moodle, Teams, Blackboard, etc.) to use in my language classes.					
17. I have access to relevant content from virtual libraries.					
18. I create a democratic and interactive learning environment.					
19. I find it hard to get students involved in group work or pair work activities in the classroom.					
20. I employ teaching aids and learning resources for teaching language.					
<b>Professional development</b>					
21. In-service teacher training is not available for me in my university/college.					
22. I would like to learn more about computer-assisted teaching.					
23. I attend workshops/conferences for my professional development.					
24. I benefit/have benefitted from a staff development scheme.					

<b>Implementation of the NCE/DSE/BED/BA/PGDE English language curriculum</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
25. I feel that the NCE Minimum Standards/ DSE/ BED/ BA/PGDE English language curriculum is a clearly written document.					
26. I understand what I am expected to teach under the guidance of NCE Minimum Standards/DSE/ BED/BA/ PGDE English language curriculum.					
27. I am able to deliver the curriculum without many challenges.					
<b>Evaluation and quality assurance</b>					
28. My students evaluate me anonymously.					
29. An external examiner moderates the examination questions.					
30. An external examiner examines the examination papers to determine the depth and scope of the exam questions.					
<b>Assessment</b>					
31. Students are given feedback after every assessment.					
32. I provide timely feedback to students about their achievement on assessment tasks.					
33. I use assessment to provide feedback in the instructional process.					
<b>Support personnel/staff</b>					
34. There are academic support personnel in my department who make my work/teaching easier.					
35. There are stage technician personnel in the department.					
36. There are technical support personnel who man the laboratory.					



## Part C: ICT implementation and gender equity and equality

**Instructions:** For items 37–48, please, use the scale below:

1=Strongly disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly agree

ICT implementation	5	4	3	2	1
37. I am computer literate.					
38. I access relevant content from virtual libraries.					
39. Online materials are well integrated into my teaching.					
40. I perform internet searches to develop materials for classroom instruction.					
41. The erratic power supply is a major challenge with regard to ICT integration in my teaching.					
42. Class size hinders the effective utilisation of ICT tools in class.					
43. I demonstrate skills of a facilitator rather than an instructor using ICT.					
<b>Gender imbalance</b>					
44. In the last three sessions, we have had more male graduates than females in the department.					
45. There have been more male than female lecturers/ tutors in head of department or management positions in my department in the last 5 years.					
46. Currently, there are more male trainers in the department than female trainers.					
47. Women experience limited career advancement in our department.					
48. I am satisfied with the work conditions in my department.					
49. What challenges have you encountered during the implementation of the revised NCE/ NCE/DSE/BED/ BA/PGDE English curriculum?					
50. Which (if any) improvements would you like to have on the curriculum?					

## Appendix J: Input evaluation

### Observation checklist

#### Availability of equipment

**Instructions:** Please tick the appropriate box.

Item	Available	Quantity available	Available and used	Non-available
Computers/laptops/tablets/mobile phones				
LED projectors				
Language teaching audio and video recordings				
Audio recorders				
Chalkboard/Whiteboard				
White (electronic) board				
Tape recorders				
Radio/Television				
Public address systems				
Others (specify)				

## Appendix K: Process evaluation

### Observation checklist on the state of the facilities

**Instructions:** Please tick the appropriate box.

**Ranking order**

4=Excellent; 3=Good; 2=Fair; 1=Poor

Excellent: Facility is available with necessary equipment in good condition

Good: Facility is available with equipment not in good condition

Fair: Facility is available without the necessary equipment

Poor: Facility is not available

Item	1	2	3	4
Computer laboratories				
Language laboratory				
Lecture theatre with magnetic board				
Classroom with magnetic board				
EGRA resource centre/library				



## Appendix L: Process evaluation

### Classroom observation sheet

Name of observer:	_____	Institution:	_____
Name of teacher:	_____	Level:	_____
Date:	_____	Topic:	_____
Time:	_____	Duration:	_____

### Physical arrangement

Item	Description/comments
Seating arrangement	
Classroom layout	
Display of materials	

### Classroom interactions

Item	Description/comments
Teacher-student	
Student-teacher	
Student-student	
Student-content	
Content of teaching materials	
General teaching strategies	
Trainers' behaviours and strategies	
Availability of technology in classroom	
Integration of technology into teaching	
Trainers' ability to raise awareness of and promote gender equality	

## Appendix M: Input evaluation

### Trainee teachers' questionnaire on the English language teacher training programmes

#### Part A: Demographic information

1. Your gender:  
☐ Female ☐ Male
2. Type of school you attend:  
☐ Federal ☐ State ☐ Private
3. Your age:  
☐ 17–19 ☐ 20–22 ☐ 23–25 ☐ Other
4. Your current year of study:  
☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4
5. Latest certificate currently possessed:  
☐ West African School Certificate  
☐ General Certificate of Education  
☐ National Examination Council Certificate  
☐ Botswana General Certificate of Education  
☐ National Senior Certificate  
☐ Other (please specify) \_\_\_\_\_
6. Parents' socio-economic status:  
 Please, tick the relevant boxes and use the occupational codes to indicate the occupations of your parents.  
☐ Professional ☐ Civil servant ☐ Pensioner ☐ Self-employed ☐ Trading/Farming  
☐ Full-time housewife ☐ Other

Parents	Year level: Elementary/ Primary	Year level: Secondary	Year level: College/ University	Highest academic achievement	Occupation
<b>Father</b>					
<b>Mother</b>					



7. What is the standard of your English according to West African School Certificate, General Certificate of Education, National Examination Council Certificate, Botswana General Certificate of Education, National Senior Certificate? (Please, use the grading system in your country.)

Please tick the relevant box in the 'Your Standard and Date of Exam' columns.

Bands	Percentage	Number	Rating	Date of exam	Your standard
A1	75%–100%	5	Excellent	2020	
B2	70%–74%	4	Very good	2019	
B3	65%–69%	3	Good	2018	
C4	60%–64%	2.75	Credit	2017	
C5	55%–59%	2.50	Credit	2016	
C6	50%–54%	2.00	Credit	2015	
D7	45%–49%	1.50	Pass	2014	
E8	40%–44%	1.00	Pass	2013	
F9	0%–39%	<1.00	Fail	2012	

**Instructions:** For items 8–30, please, use the scale below:

1=Strongly disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly agree

**Note:** Please, do note that the courses that are being evaluated are:

- ENG XXX Practical Listening Skills and Speech work
- ENG XXX Basic Reading Skills and Comprehension
- ENG XXX Composition
- ENG XXX Summary Writing Skills
- ENG XXX Introduction to Phonetics and Phonology
- ENG XXX Long Essay

## Part B: Self-assessment of English skills

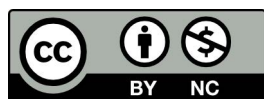
Writing skills	5	4	3	2	1
8. I can make complete notes during the course of a lesson.					
9. I can write an essay that shows my ability to communicate, giving few difficulties to the reader.					
10. I can write down information given at a lecture, if this is dictated.					
Reading skills					
11. I can read quickly enough in order to cope with the demands of an academic course.					
12. I can scan texts for important information and grasp the main idea of text.					
13. I can access all sources of information promptly.					

<b>Speaking skills</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
14. I can discuss different topics with a good degree of fluency.					
15. I can contribute effectively to meetings and seminars within my own area of study.					
16. I can argue for or against a case within my area of study.					
<b>Listening skills</b>					
17. I use different media to practise my listening skills.					
18. I can understand simple predictable questions.					
19. I can follow much of what is said in a lecture presentation or demonstration.					
<b>Course content and organisation</b>					
20. The course objectives are clear.					
21. The course load is manageable.					
22. The courses are well organised (e.g., timely access to materials, notification of changes, etc.).					
<b>Learning environment and teaching methods</b>					
23. The learning and teaching methods encourage participation.					
24. Classrooms are satisfactory.					
25. The overall environment is conducive to learning.					
<b>Learning resources</b>					
26. Recommended reading books are relevant.					
27. The provision of learning resources in the library are adequate.					
28. Learning resources are available in the laboratory.					
<b>Assessment</b>					
29. Feedback on assessment is timely.					
30. The methods of assessment are appropriate.					

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