CHAPTER ONE
INTRODUCTION

In the present world, research has become the part of life. Nothing is possible in the absence of it. According to Grinnell (1993, p.4) "research is a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish fact of principles ." In other words, research is a systematic search for particular information on specific topic.

Language is human's most remarkable achievement and its systematic study provides insights into human's psychological and social nature. In other words, research in the language helps to develop the understanding or gain the knowledge of various things such as history, society, ideology, human psychology, culture and so on. The present study **Gender Issues in Raisin in the Sun: A Critical Discourse Analysis** aims to analyze the use of language of the Drama to discuss the gender issues especially focusing on the inequality.

1.1 Background

Literature is a successful medium to express human feelings, thoughts, emotions etc. through the use of language. It is a vehicle of language which characterizes the society as a whole. It is also considered as the mirror of the society. It reflects the social, economical, political, cultural and many other aspects of the contemporary society. Whatever changes the society undergoes, it was found to be reflected in the contemporary literature. Defining literature is not an easy task although some scholars have tried their best.

According to Lazar (1993, p. 1) "Literature is a world of fantasy, horror feeling, visions . . . put into the words." Similarly, Murdoch (1970, as cited in Lazar, 1993, p.2) writes "Literature could be said to be a sort of disciplined technique for arousing certain emotions."

From the above definitions we can say that literature is a medium of expressing feeling, thoughts, ideas, views, emotions in word. It enriches our life by increasing our capacities for understanding and communicating. It helps to develop visions about different social issues and thus, fruitful to tackle and solve the different problems of human life.

Literature is a form of discourse which provides various matter related to fundamental human issues such as poverty, discrimination, inequality. Here, this study also attempts to find out the fundamental human issue that is gender issue in the drama *Raisin in the Sun* written by Lorraine Hansberry.

1.2 Statement of the Problems

Where there is any problem, there is the necessity of research and when we are talking about the research it must be based on some problems. A problem is a must to carry out research. The problem works as the foundation on which we build the whole study. Therefore, identification or selection of a problem is the first and important step to conduct any research.

Being a student of language I am always aware of the importance and function of language especially the English language. It is said that human behaviour is controlled by mind and we also know that our mind is influenced by the ideology, knowledge and information and these all things come to us through the medium of language. In this sense, our

behaviour is directly or indirectly controlled by the discourses we are exposed to.

Gender discrimination is prevailing in the society from the beginning. The discriminatory behaviour must have the association with the discourses that disseminate knowledge. Therefore, I became interested to find out how discourses are responsible to create discrimination and inequality between genders. Moreover, the subjects like sociolinguistics, pragmatics and discourse analysis, critical theory address my area of interest.

1.3 Rationale of the Study

In the present day world, gender issue has become one of the international issues. Gender discrimination prevails in all the countries though the degree is high and low. To address this issue in the field of language the research was conducted on the selected discourses of the drama *Raisin in the Sun* from the course of M.Ed. 2nd year. Discourse reflects and shapes the ideology. Patriarchy is the ideology that is exiting from the beginning of the society. Though the societies are being more advanced and educated still, the patriarchy ideology where woman are treated as sub-ordinate members of the society has hold the ground. Why discriminatory practice is not eradicated even in educated society? Do really the discourses shape and reflect the ideology? Is it possible that discourses can be responsible for creating gender discrimination? If so how they work?

Therefore, the need to analyze the discourse was felt to provide some insight in discriminative practice in language also. The critical analysis of discourse will be relevant to document and expose the discrimination at

the grassroot level. Therefore, I became interested to conduct research under this topic.

1.4 Objectives of the Study

The objectives of the present study were as follows:

    i.   To critically analyze the discourse.

    ii.   To find out the gender inequality in the discourse.

    iii.   To suggest some pedagogical implications.

1.5 Research Questions

The research questions for this study were:

i)   Can discourse create gender inequality?

ii)   How discourses are responsible to create inequality?

iii)   How the discourses are shaped by its representation of patriarchal norms and values?

iv)   What can be the implications of the study?

1.6 Significance of the Study

This research aims to document the gender issues in the discourse to find out the gender inequality. The study is significant because it provides some insights on sociolinguistic aspect of gender related issues. Though it is a small scale research, it will be beneficial for curriculum designers, text-book writers, language teachers and the students of language and linguistics. Furthermore, it will be significant for those who want to carry out a research in discourse analysis.

1.7 Delimitations of the Study

⌡ The study was limited to the drama *'Raisin in the Sun*.

⌡ It was limited only in English language.

⌡ The research was limited to gender issue only.

⌡ It was totally based on the subjective judgments of researcher.

⌡ There may be other possible explanation of the same text.

1.8 Operational Definitions of the Key Terms

Gender: The state of being male or female typically used with reference to social and cultural differences rather than biological ones.

Sex: The state of being male of female based on biological characteristics.

Discourse: The use of language in social context.

Discourse Analysis: The study of the ways in which language is used in texts and contexts.

CDA: An interdisciplinary approach to the study of discourse that views language as a form of social practice and focuses on the ways social and political domination are reproduced in text and talk.

Feminism: The doctrine advocating social, political and all other rights of women equal to those of men.

Inequality: An unfair situation in which some people have more rights or better opportunities than other people.

Discrimination: The unjust or prejudicial treatment of different categories of people especially on the grounds of race, age or sex.

Generic: Inclusiveness, relating to or description of an entire group or class.

Sexism: Discrimination based on gender.

Marked: Terms loaded with negative meaning

Unmarked: Terms loaded with positive meaning or normal

Asymmetry: Lack of equality

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Critical Discourse Analysis is an interdisciplinary approach to analyze the discourse. CDA has its roots in a number of theories that have been developed from different perspective. It does not have a specific direction of research and unitary theoretical framework. CDA has developed its theory from diverse area of study. So the review of the related theoretical literature review is also diverse.

2.1.1 Genre of Literature

Genre refers to the type or style of literature. There are four major genres of literature viz; poetry, drama, essay and novel. These four genres are different in their nature of expression. Poem in its purest form uses words to express by the speaker talking or thinking to himself / herself rather than to the reader along with the quality of meditation. Essays are written in the narrative style which uses persuasive state of writer. On the other hand, novel is regarded as a form of fiction which is based on imagination or facts and drama is a play for the theater. My study was based on the drama so here I would like to elaborate the concept of drama.

2.1.2 Drama

Drama is one of the genres of literature which is performed on the stage by actors. According to Jacobus (as cited in Awasthi et al. 2010, p.67) "Drama is the art of representing the pleasure of others, events that

happened or that we imagine happening." A drama is also known as a play. It creates action through the dialogues and uses day to day vocabulary of communication. Plot, character, dialogue, theme, conflict setting are the basic elements of drama.

In Drama, there are various characters which play the important role. There is conversation, story, act, sequence, scene, meaning which is expressed through the medium of language. The use of language differs according to character and for whom it is addressed. Hence, I am interested to study the use of language critically, for which I have selected the Drama *Raisin in the Sun*.

Raisin in the Sun is about the struggle of a black family to achieve economic prosperity, freedom and happiness which was mainly controlled by the white people. Though this drama mainly focuses on racial discrimination, it addresses the gender issues also. Here, I would like to analyze the discourse of this drama to show how differently the language is used while addressing different characters, how the discourse is responsible for creating the gender inequality.

2.1.3 Gender

The word 'gender' is derived from the Latin word 'genus' which means 'kind', 'type' or 'sort'. In a narrow sense, the category of people into masculine, feminine and neuter is known as gender. But this category is heavily depended on the biological characteristics which are usually fixed before the birth. This sense of gender is used as a synonym of sex. But there are certain differences between these two terms.

According to Thomas and Wareing (2001, p. 66), "Gender refers to social category which is associated with certain behaviour." Similarly, Holmes

(2008, p.157) says "Gender is more appropriate for distinguishing people on the basis of their socio-cultural behaviour including speech." To quote Wardhaugh (2002, p.309) "Gender is social construction (but heavily grounded on the sex) involving whole gamut of psychological social and cultural differences between males and females." These all definitions by different linguist share the same theme that gender refers to our culture programming as feminine and masculine and these gender categories are constructed by the society.

On the other hand, sex refers to "a biological category, which is usually fixed before birth."(Thomas and Wareing 2001, p. 66). According to Holmes (2008, p.157), "sex refers to categories distinguished by biological characteristics." Similarly, Wardhaugh (2002, p.309) says "sex is biologically determined." All these definitions say that sex is biologically determined and fixed before birth which does not have any influence of culture and society.

Linguistically, gender means a grammatical category used for the analysis of word classes displaying such as masculine, feminine and neuter. Here, in this study, I have taken the term gender broadly which takes gender as a social and cultural construction of masculine and feminine not as the state of being male and female.

2.1.4 Feminism and Gender Issues

Feminism is the belief and aim that women should have the same rights and opportunities as men. It raises voices for the equal rights of women. Feminism is a social theory and political movement, which is primarily informed and motivated by the experience of women. According to Poynton (1990, p. 1)

Contemporary feminism has focused much attention on the issues of socialization into gender roles and sexist discourse. These issues are profoundly interrelated, since the everyday discourse with which children are surrounded from the day of their birth, in which they themselves become eventual participants, is a primary means by which socialization is effected.

Feminists have questioned social attitudes and social practice concerning gender and, by doing so, have rendered problematic what was previously, for many - a non-issue. Feminists do not deny the biological differences between male and female; but in fact, they celebrate those differences. But they do not agree that such differences as physical size, shape, and body chemistry make men naturally superior to women: for example, more intelligent, more logical, more courageous, or better leaders. Gender issues are not limited in one country, in one field instead they can be found in every country, every field even in the field of language. According to Tyson (2006, p. 82) "Gender issues play a part in every aspect of human production and experience, including the production and experience of literature, whether we are consciously aware of these issues or not." Among various issues in feminism, gender inequality or discrimination is the most basic issue and my study also focuses on the very same issue.

Gender inequality refers to the unequal treatment or perception of individual based on their gender. Gender refers to the cultural programming as feminine and masculine and these categories are constructed by the society. Gender inequality arises from socially constructed gender roles as well as biologically through chromosomes,

brain structure and hormonal differences. Gender systems are often dichotomous and hierarchical which reflect the inequalities that stay in numerous dimensions of daily life. Language is also one of the dimensions of daily life in which we can observe the inequalities. In any society, there is difference between the male and female in terms of the language use. In other words, gender differs in terms of language use. In this regard, Wardhaugh (2002, p.311) says, "Sex difference in language is a reality: in some languages difference is greater and overtly noticeable whereas in some other, very small and covert. The difference may lie in different levels like phonological, morphological and syntactic level."

There are some reasons behind the sex difference in language which in turn create the gender inequality. For example, women speak more politely and carefully because in most of the societies women's are regarded as the guardian of social values and this is in some way is the reason to create discrimination between the male and female.

Gender discrimination exists today in a myriad of form and language is one among them. According to Pauwels(1998, p.34):

> The investigations of the linguistic portrayal of woman and man in texts and discourses across languages have revealed common sexist practices. This is not to deny the fact that there certainly are differences (sometimes substantial) between languages in terms of the mechanisms that are used to express sexism in linguistic practices. This commonality is not surprising if one accepts the belief that there is close relationship between language and social reality. It is argued that, since the social reality in most of the

societies is one of the gender inequalities, the language and

linguistic practices will in part reflect this inequality.

Language carries ideology and ideology is reflected in language. Discourse patterns are influenced by the contemporary ideologies such as feminism, racism, Marxism. Fairclough (2010, p.57) argues that "ideologies reside in texts (i.e in discourse)", and alternatively, " ideology influences in some forms of language practice." The ideology about gender and gender inequality can also be traced down in discourse. So, I am trying to critically analyze the discourse of *Raisin in the Sun* to find out the gender inequality.

2.1.5 Gender and Language Use

Gender is a social construct involving the whole gamut of psychological, social and cultural differences between male and female. This type of gender identity and differences is also seen in the language use too. This phenomenon is also known as sexism in language. Holmes (2008, p.318) says:

> At first sight it may seem odd to suggest that a language rather than its speakers are sexist. Sexism involves behaviour which maintains social inequalities between women and men…there are number of ways in which it has been suggested that the English language discriminates against women most obviously perhaps semantic areas.

There are gender differences in language use. Differences have been found in various linguistic level such as phonological level, morphological level, paralinguistic level. The critical analysis of different

aspects of language provides evidence of gender difference in language use. Those differences also throw some light on the inequalities between gender.

2.1.6 Discourse

The term discourse has become common currency in a variety of disciplines like critical theory, sociology, linguistics, philosophy and many other fields. Defining discourse, Nunan (1993, p. 5) says, " it is a stretch of language consisting of several sentences which are perceived as being related to some way." Similarly, Cook (1996, p. 156) defines discourse as "stretch of language perceived to be meaningful, unified and purposive."

The renowned linguist Zellig Harris coined the term 'Discourse Analysis' and initiated a search for language rules which would explain how sentences were connected within a text by a kind of extended grammar. He analyzed the advertisement of hair tonic and searched for the grammatical rules to explain why one sentence followed another. His study gave new direction to the study of language. Discourse is neither a word, sentence nor an utterance. Instead it is a continuous flow or stretch of words or sentences which give clear meaning in particular context. Discourse is often described as a stretch of language which is larger than a sentence. To quote Crystal (2005):

> Discourse is a continuous stretch of language which is larger than a sentence but, within this broad notion, several applications may be found. At its most general sense, a discourse is a behavioural unit which has a pre-theoretical status in linguistics; it is a set of

utterances which constitutes any recognizable speech event e.g. a conversation, a joke, a sermon, an interview etc.

Discourse is an inescapably important concept for understanding society and human responses to it as well as for understanding language itself. From the above discussion, it can be inferred that discourse is a supra-sentential unit of language that is meaningful. But it is not true in all the cases. For example, a piece of discourse in context can consist of as little as one or two words as in 'stop', 'well', and 'No smoking' can convey complete and contextual meaning. Foucault (1992,as cited in Locke,2005,p.5) defines discourse as "a practice not just of representing the world but signifying the world, consisting and constructing the world in meaning." This definition makes us clear that discourse is not just a sentence, a paragraph, a dialogue but representation of language in context. In this regard, Fairclough (1989, p. 42) says, "Discourse is just a particular form of social practice."

Discourse is any piece of text either it is written or spoken can be analyzed and interpreted according to the culture, context and the social setting in which the text is used which helps to create meaning that has cultural as well as ideological underpinning. Thus, discourse is not merely linguistic and structural phenomenon, but social and cultural practices of language that can influence and shape the world issues.

2.1.6.1 Discourse and Ideology

Discourse and ideology are two different notions; one is linguistic and another is philosophical and social. These two notions are intricately interwoven. For example people's understandings of the world are expressed on one hand, by the discourses (or, language stretches), and on

the other, the understandings are shaped by the discourse available to the people. According to Mills (2007, p. 2) "discourse is not a set of utterances that is stable. But changeable through progresses and ideologies of the societies". Similarly, Fairclough (2010, p. 57) argues that "ideologies reside in texts (i.e. in discourse)", and alternatively, "ideology influences in some forms of language practice." Discourse patterns are influenced by the contemporary ideologies such as feminism, racism, Marxism and ideology is the lens through which we perceive, realize, interpret and understand it. Here my study sees through the lense of feminism to find out the gender inequality in the discourses of the drama.

2.1.6.2 Types of Discourse

Discourse can be classified into various types on the basis of medium, formality, reciprocity and so on. There are mainly four types of discourse which are mentioned below:

i) Spoken and Written Discourse

Spoken discourse is contrasted with written discourse in terms of their form and medium of expression. A spoken discourse is less formal and less orderly. There are frequent interpretations and checks from the side of the receiver as well as gaps, repetition and classification from the side of the speaker. According to Crystal(1995, as cited in Mishra 2011, p.159) "among other significant features of speech there are rhythm, intonation, speed of uttering and, what is more important, inability to conceal mistakes made while speaking."Some examples of spoken discourse are friendly talks, dialogues and conversations.

Nunan (1993, p,5) defines written discourse as, "stretch of language consisting of several sentences which are perceived as being related to some way." Written discourse is formal and therefore, more orderly in its expression. There is more lexical density in written discourse and has much more time for correction. The writer can manage his message as per his wish and has a lot of time for correction which the spoken discourse lacks. Some examples of written discourse are notices, letters etc.

ii) Formal and Informal Discourse

This classification is based on the basis of structure, topic, situation and person involved in the discourse. Formal discourse is either spoken or written but by its nature, it is well planned and orderly. On the other hand, informal discourse is generally loosely structured and is generally in spoken form which is colloquial in nature.

iii) Reciprocal and Non-reciprocal Discourse

This classification is based on the reciprocity or the degree of interruption from the side of the receiver. A discourse is said to be reciprocal when there is possibility of interaction by the other participant. The face to face interaction is an example of reciprocal discourse. On the other hand, a discourse is said to be non-reciprocal when the sender and receiver may have no opportunity for interaction. A book by a dead author is an example of non-reciprocal discourse. However, reciprocity is not an absolute matter.

iv) Transactional and Interactional Discourse

This classification is based on the goals or functions of discourse in a given context of communication. A discourse is said to be transactional when the goal of discourse is concerned with accomplishing particular

task, business or content. On the other hand, when the goal of discourse is concerned with exchanging the emotions, feelings and personal needs, then the discourse is said to be interactional discourse. However, some discourses serve both of these functions.

2.1.6.3 Discourse Analysis (DA)

Discourse analysis is often characterized as a hybrid field of inquiry. The field is directly associated with sociology, culture, literature, linguistics and so on. In simple words, the analysis of discourse from different perspective and for different purposes can be regarded as discourse analysis.

Discourse analysis in its narrow sense is the study of language in use that is above the sentence level. It is the narrow definition of DA because social and contextual factors are not included under it. The broad view of DA is presented by Yule (1196) as below:

> It studies meaning of words in context, analyzing the parts of
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> meaning that can be explained by knowledge of the physical and
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> social world, and the socio-psychological factors influencing
>
> communication, as well as the knowledge of the time and place in
>
> which the words are uttered or written. (p. 2)

In other words, the sociolinguistic, psycholinguistic, semantic and pragmatic contexts must be recognized for the complete understanding of the discourse.

According to Cook (1996, p. 6), "Discourse analysis examines in their full textual social and psychological context become meaningful and unified for their users."

DA is a study of how sentences are organized into larger units taking into account the contextual and discursive features. In Richard's (1999, p.84) word, DA deals with:

i)   How the choice of articles, pronouns and tenses affect the structures of the discourse

ii)   The relationship between utterances and sentences in a discourse

iii)   The moves made by speaker to introduce a new topic, change the topic or a higher role relationship to other participants.

To sum up, DA is the description of language above the sentence and studies the relationship between language and context in which it is used. It tries to analyze and interpret the meaning and various issues that can be found in the discourse. DA provides the insights into the problems and process of language use.

2.1.6.4 Critical Theory

In the most general sense, critical theory refers to the theory in which we examine the criteria on the basis of interpretation. Critical theory is also known as literary theory which tries to explain the assumptions and values upon which various forms of literary criticism rest. According to Tyson (2006, p. 6) "literary criticism is the application of critical theory to a literary text." Here my research is also based on the literary text and for which I have applied the critical theory of discourse analysis.

The critical theory of discourse analysis views a discourse quite differently from perspective of the cultural and literary theories. Cultural theory of DA is basically concerned with social and institutional practices of language use and linguistic theory of DA sees discourse as supra-sentential unit that is unified and meaningful to its users whereas critical theory of DA examines discourse from a political and ideological perspectives. Among the various theories and approaches my study is concentrated on the theory of critical discourse analysis. So, following is the elaborate concept of critical discourse analysis.

2.1.6.5 Critical Discourse Analysis (CDA)

The term 'Critical Discourse Analysis' is the combined form of three different words that is 'critical', 'discourse' and 'analysis'. Critical refers to the quality of making judgments about the good and bad qualities of something. Discourse is a use of language in action and analysis refers to the detailed and systematic examination of particular object with a view to arriving at one or more underlying principles. Thus, the componential meaning of CDA is detailed and systematic examination of language use in action to arrive the underlying principles.

CDA is an approach which offers the socio-political interpretation of a discourse and shows clearly the relationship between language and power. Crystal (2005, p. 123) defines CDA as "Critical Discourse Analysis is a perspective which studies the relationship between discourse events and sociopolitical and cultural factors especially, the way discourse is ideologically influenced by and can itself influence power relations in society."

The CDA approach tries to link the linguistic and social variables within the wider range of social contexts. It is largely influential to global social

issues such as power, culture, gender, education, economics, etc. So the implication of the properties of language can be easily seen in the social contexts of the world issues and ideologies. In this regard, Van Dijk (2000, as cited in Sharma, 2011, p. 211) writes: "Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced, and resisted by text and talk in the social and political context."

Similarly, in Fairclough's word (1995, p.132-3) :

> By critical discourse analysis, I mean discourse analysis which aims to systematically explore opaque relationships of causality and determination between (a) discursive practices, events and texts and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the capacity of these relationships between discourse and society is itself a factor securing power and hegemony.

CDA is a type of analytical research on discourse which call for the deconstructive reading and interpretation. It aims to reveal the underlying and hidden power relations and ideological processes at work in spoken or written discourse. According to Fairclough and Wodak (1997, p. 271-280) basic tenets of CDA relating to society are:

a) CDA addresses social problems.

b) Power relations are discursive.

c) Discourse constitutes society and culture.

d) Discourse does ideological work.

e) Discourse is historical.

f) The link between text and society is mediated.

g) DA is interpretative and explanatory.

h) Discourse is a form of social action.

Fairclough (2010, p.10-11) lists the following characteristics of CDA

i)   It is not just analysis of discourse (or more concretely a text), it is a part of some form of systematic transdisciplinary analysis of relationship between discourse and the other elements of the social process.

ii)   It is not just general commentary in discourse; it includes some form of systematic analysis of texts.

iii) It is not just descriptive; it is also normative. It addresses social wrongs in their discursive aspects of possible ways of righting or mitigating them.

To sum up, CDA is an approach to DA which analyzes and interprets the discourse that influence the global social issues like power, culture, gender discrimination, inequality and so on. It states that discourse is socially constitutive as well as socially conditioned.

2.2   Review of Related Empirical Literature

Several research studies have been carried out in the broad field of Discourse Analysis in the Department of English Education. I have decided to carry out research study in **Gender issues in Raisin in the Sun: A Critical Discourse Analysis** because till now no study has been carried out on this topic. For this research I have consulted different materials that are related to my research which can be observed as follows:

Edmundson (1981) carried out a study on spoken discourse. His dissertation focused in the use of language in the classroom. He also investigated the conversational behaviour in relation to its use and effects in terms of linguistic orientation. He came to a conclusion that teachers' and students' social roles and relationships in the classroom play crucial role in the classroom interaction. His study also revealed that teacher very often asked question as a teaching strategy and the turn taking in the classroom was controlled by the teacher.

Aman and Mustaffa (2006) carried out research entitled 'Classroom Discourse of Malay Language Lesson: A Critical Analysis.' For their study they used Fairchlough's (1992) CDA framework. They aimed to find out the unseen social processes i.e. teacher dominance in discourse, for which they based their study on several hours of teaching-learning case study in a secondary school classroom. They found out that teacher not only controlled the discourse but also the students. Their findings showed that teacher dominance was concealed in turn taking systems, types of questions posed by the teacher, discourse control and the overall structure of the discourse. In this research study, as they have found out,

teacher played the central role while the role of students seemed to be regulated.

Lamichhane (2010) conducted a research entitled 'Gender Variation on Language Learning Strategies'. In his research study he aimed to discover the gender differences in the use of language learning strategies. He adopted the survey research for which he utilized both primary and secondary sources of data. He purposively selected six campuses of Kathmandu valley and randomly selected the equal numbers of male and female students. Questionnaire was used as a main tool for the data collection. His study showed that there was significant difference between genders in the use of social strategies, female using them more often. The mean of the female is 3.89 where as the mean of male is 3.28. This indicates those females are more social than males.

Poudel (2010) conducted a research entitled 'Gender and Sexuality in Magazine Advertising: A Critical Discourse Analysis'. He adopted the survey research and the secondary sourse for his study were the forty advertisement found in four different magazines viz., Nari, Himal, Vow and the Boss. Purposive non random sampling procedure was used to select sample in this study. This study showed that how CDA and other linguistic and sociolinguistic tools can decipher the cunningly planted messages in advertisement. It also exhibited how gender and sexuality race and color, and physical features of the body as a language are or can be used to manipulate and be manipulated.

Gautam (2011) conducted research entitled 'Gender issues in written discourse'. The main objective of the research is to analyze the written discourse to determine the sexism in language. He adopted the qualitative research for which he used secondary source of data. He purposively selected the novel 'Season of Flight' and critically analyzed the text

extracts related to gender issues. His study showed that gender roles are determined by social, economical, political and the linguistic context. Moreover, men are advantaged and women are oppressed from the power of language.

Subedi (2011) carried out a research entitled 'Critical Analysis of Spoken Discourse: A Case of Film Twilight'. He purposively selected an English film 'Twilight' and critically analyzed the spoken discourse in terms of power relations and linguistic features. To carry out his research, he recorded the conversation by using computer and then transcribed in orthographic form. He then minutely observed the conversation and analyzed the discourse using Fairclough's (1992) framework. His study showed that power relations are inevitable features of any functional use of language, and that interaction is mostly controlled by those who are familiar with the situation and most obviously by elders.

Bhatt (2012) conducted research entitled 'Critical Analysis of Classroom Discourse'. He adopted the survey research to critically analyze the classroom discourse in terms of ethos, politeness and turn taking. Both primary and secondary sources of data were utilized and used the purposive non-random sampling method. For this study he selected 3 private schools of the valley and record conversations. The tools used in his study were observation and audio-recording. His study showed that power lies in the hand of teacher and interaction in the classroom is mainly controlled by the teacher.

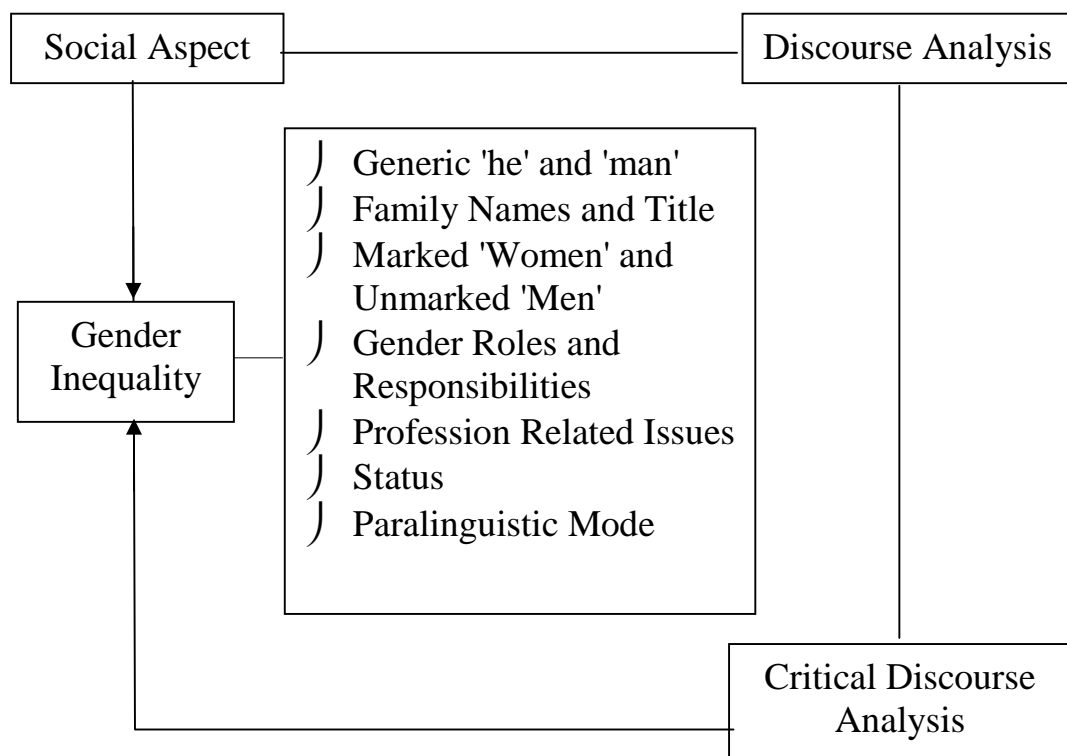## 2.3 Implications of the Review for the Study

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30) "the literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." To carry out this research I also reviewed theoretical as well as empirical literature related to my research topic. For

my study, the review of literature helped me in a number of ways. First, it helped me to develop theoretical knowledge which brought clarity to my research problem. Secondly, it helped me to improve my research methodology. It also helped me by broadening my knowledge base in critical discourse analysis and to contextualize my findings.

2.4   Conceptual Framework

The conceptual framework grows out of the theoretical framework which relates to the specific research problem. According to Kumar (2009, p. 37). "The conceptual framework stems from the theoretical framework and concentrates usually on one section of that theoretical framework which becomes the basis of your study." Theoretical framework consists of the theories in which the study is embedded whereas conceptual framework describes the way or process to conduct the actual research. Here, actual research refers to methodology in general. The conceptual framework to conduct my research can be diagrammatically shown as:

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┌──────────────┐                          ┌────────────────────┐
│ Social Aspect│──────────────────────────│ Discourse Analysis │
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        │
        │         ┌─────────────────────────────┐
        ▼         │  ) Generic 'he' and 'man'   │
┌──────────────┐  │  ) Family Names and Title   │
│   Gender     │  │  ) Marked 'Women' and       │
│  Inequality  │──│     Unmarked 'Men'          │
└──────────────┘  │  ) Gender Roles and         │
        ▲         │     Responsibilities        │
        │         │  ) Profession Related Issues│
        │         │  ) Status                   │
        │         │  ) Paralinguistic Mode      │
        │         └─────────────────────────────┘
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        └──────────────────────────│ Critical Discourse │
                                   │     Analysis       │
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CHAPTER - THREE
METHODS AND PROCEDURES OF THE STUDY

3.1   Design of the Study

My research is descriptive and qualitative in nature for which I adopted survey research design to conduct it.

According to Best and Kahn (1993, p. 204) "Qualitative research focuses on in-depth (investigative) interviews, observations and document analysis." The information in a qualitative study is elicited by using the variable measured in qualitative measurement scale i.e. nominal and or ordinal. Qualitative research uses different forms of data than those used in traditional research method. The main purpose of qualitative investigation is to describe some problems and analyze them.

Most of the education research methods are descriptive; that is, they set out to describe and to interpret what it is. According to Best, 1970 (as cited in Cohen, Manion and Morison, 2007, p. 205) descriptive research is conducted with:

> Conditions or relationships that exist, practices that prevail; beliefs, points of views, or attitudes that are held, process that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how, what is or what exists is related to some preceding events that has influenced or affected a present condition or event.

According to Cohen, Manion and Morrison (2007, p. 205):

> Survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying students against which existing conditions can be compared or determining the relationships that exist between specific event.

Similarly, Bryman (1989, as cited in Shubhechchhu, 2011, p. 183) says:

> Educational survey involved the collection of data from the associates (student, teachers, and other concerns) and its analysis to eliminate the problems related to Education. Education survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specific target population. It is a single time data gathering procedure and examination of those data to discern to pattern of association. The quantifiable data is assumed to obtain by using the structured tools and analyzed to find out the pattern of association.

Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data is collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or a situation. Sampling is a must and the sample should be the representative of the study population as a whole. The finding of survey is generalizable and applicable to the whole group.

Survey is the best research design carried out to find out public opinion and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. It generally addresses a large group of population. Sampling is a must to carry out the investigation. The sample should be the representative of the study population as a whole. Selection of a representative sample from the population as a whole is a difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalizable to the whole group.

Here, I used qualitative and descriptive method to carry out my research study. Data was collected using observation as research tool and described and interpreted using descriptive approach.

3.2 Population and Sample

The population of the study were the discourses of the drama **Raisin in the sun**. The researcher selected 40 different discourses to fulfill the objectives of the study and categorized them according to the checklist. The 40 discourses were selected by using non-random judgmental sampling procedure. The reason behind selecting the 40 discourses was to raise the gender issues. Going through each and every discourse is not possible and unnecessary as well. Large number of data makes the study vague and small number insufficient; therefore, considering the fact I selected the 40 discourses for my study.

3.3 Sampling Procedure

I purposively selected those discourse extract for analysis which fulfilled my objective. So, in this study purposive non-random sampling method was used to select 40 instances.

3.4 Tools for Data Collection

The tool for data collection was observation and checklist. The checklist consists of the parameter on the basis of which I analyzed the data.

   i) Generic 'he' and 'man'

   ii) Family names and titles

   iii) Marked 'women' and unmarked 'man'

   iv) Gender roles and responsibilities

   v) Profession

   vi) Status

   vii) Paralinguistic mode

3.5 Data Collection Procedure

I followed the processes listed below for collecting the data.

- I purposively selected a drama and read it.
- I watched the video of the drama.
- Discourse consisting gender issues were underlined.
- List of 40 discourse extract reflecting gender issues was prepared.
- Tabulation of those extracts was done in their respective checklists.
- Conversation was minutely observed until required information is found.
- By using the checklist I analyzed the discourse.

3.6 Data Analysis and Interpretation Procedure

This research study was qualitative in nature so I used the descriptive approach to analyze and interpret the data. Discourse extracts were main data which were analyzed and interpreted to fulfill the objective of my study. First I prepared the list of discourse extract and interpreted them separately under different headings.

CHAPTER - FOUR
RESULTS AND DISCUSSION

4.1 Results

Discourse shapes and reflects ideology. Ideology influences over mind and which in turn controls our behaviour. Gender discrimination is prevailing in the society from the beginning, discourse in same respect discriminatory behaviour.

The subordination of women is not limited in only the aspect. They are subordinated in social, cultural, economic, political and even in the linguistic aspect, access denial of access to certain field of discourse is also keeping women in a subordinate position, CDA showed the various nature of women's subordination.

The study also explored the oppression of women in any by the use of language. The imbalance in access and portrayal of gender in discourse, also contributed in the subordination and oppression of females.

4.2 Discussion

Critical analysis of discourse does not have unitary framework. It employs interdisciplinary technique of discourse analysis. In this research also I did not followed any particular framework for analysis of the selected discourse extracts. My framework for analysis is developed from the ideas of various scholars. To make my study more clear, I set the seven different parameters through which I embarked the issues of gender. Fairclough suggests making a progression from description, to interpretation, to explanation while analyzing the discourse. I tried to

follow this idea after categorizing the selected discourses under the following heading.

4.2.1 Generic 'he' and 'man'

The term generic here means inclusive. The use of **he** and **man** as a generic form has a long history which ultimately constructs a sexist syntax. In the drama *Raisin in the Sun* also, I have found many discourse extracts which uses generic **he** and **man**. But for my study I have selected only 5 discourses which have been listed below:

1) Benetha : . . . where is he going to live, on the roof ? (p.1120)

2) Benetha : . . . There is only man and it is he who makes
miracles! (p.1118)

3) Benetha : . . . I'm just tired of hearing about God all the time.
What has he got to do with anything? Does he pay
tuition ? (p.1118)

4) Walter: . . .How to be a man ? How to take over and run the
world ? (p.1128)

5) Benetha : . . . He is ..... symbol of a Rising class ? Entrepreneur !
Titan of the system.(p.1145)

According to Holmes (2008, p. 320) "The use of the generic form is not longer acceptable to many English speakers because this meaning has become over shadowed by its masculine meaning". However, in the drama Loraine Hansberry mostly used the generic **he** and **man** where the situation allows using it. The tradition of using generic **he** and **man** is

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connected with gender issue in language. This issue is raised by Feminist who claims that we should not use the masculine pronoun **he** to represent both men and women. Although the use of inclusive **he** and **man** claims to represent both men and women, in reality it is a part of a deeply rooted cultural attitude that ignores women's experiences. It means the writer takes male experience as the standard by which the experience of both sexes is evaluated. Though the writer herself is female and the character Benetha who is educated also have the habit of seeing life from the male point of view.

In the above discourse extract, the use of generic form knowingly or unknowingly reflects the gender inequality in many aspects. In the 1st extract, the use of **he** refers to the unborn baby who can be both: either girl or boy. But while going through the line or hearing the sentence we or students were more likely to associate with male mental image in our mind because of the use of the generic word **he**. Similarly, in the discourse 2 and 3 generic **man** and **he** is used for the supreme power i.e. God. According to Pouwels (1998, p. 30) " . . . the major western religion have used male-biased metaphors culminating in the linguistic and visual portrayal of God as the supreme spiritual being whose features and characteristics are best represented by those of male human being." In other words, the Supreme Being is, masculine in all languages. The comparison of **he** with the Titan of the system in another discourse again depicts our image of the male in power. The major point here is that the use of generic form hides and diminishes women and her experience. Many researches and studies show that people were more, likely to perceive the pronoun **he** in its generic function as referring to men rather

than women. Mackay and Fulkerson (1979) surveyed. American college students on the interpretation of generic uses of he and found that 87 per cent interpreted the pronoun as referring exclusively to males. Similar is the case with generic **man**. Scheider and Hocker's (1973) research showed that the use of gender neutral language in titles and headings in history and social textbooks reduced the male imagery associated with such title: when children were asked to supply illustrations and pictures associated with title such as industrial man, 64 percent of the pictures selected only showed men. This was reduced to 50 percent when gender neutral titles were used.

Discourse is something which is produced, circulated, distributed and consumed in the society. The trend of using generic **he** and **man** also be the hidden cause which silently develop the mental image of male and his superiority over women and ultimately the inequality exists. In the drama, the use of generic **he** and **man** is used frequently whenever the situation allows using it. Such practices of using generic form suggest the unequal position of woman, her point of view in the discourse as well as in the society.

4.2.2 Family Names and Title

Many languages, including English, have a distinctly 'patrilineal' skew to the ways in which they assign family names and titles denoting status. Family names are invariably drawn from the male rather than the female line. Titles and honorifics also show discrimination between females and males. So, this parameter is very useful to raise and analyze the gender issue in the drama. Under this heading the following discourses were selected:

1. *Man: . . . How do you do, miss. I am looking for a Mrs.-Mrs. LIna younger?(p.1137)*

2. *Walter: . . . get Mr. Linder a beer.(p.1138)*

3. *Ruth: Walter, it's Mrs. Arnold . . . (p.1134)*

4. *Benetha: . . . Oh, mama. This is Mr. Asagai . . . (p.1122)*

5. *Benetha : Hello, Mrs. Johnshon.(p.1134)*

Here in the above discourses I am mainly concentrated to the family names and titles. The use of **miss** in the first discourse is for the unmarried character, Benetha and **Mrs**. for her mother and **Younger** Is the family name which obviously Lina gets from her husband. Before marriage she was **Eggleston**. Similarly, the use of **Mr.** in discourse 2 and 4 fails to mark whether they are married or not but the use of **Mrs.** in 1, 3 and 5 clearly mark their marital status.

According to Pauwels (1998, p.99)

> A majority of modern industrialized societies operate with a patrilineal system of naming and of making ancestry. The male line of ancestry is carried on through the naming process. In other words, children are given their father's name and women adopt their husband's name upon marriage. It is sons who can carry on the father's family name whereas daughters lose this capacity upon marriage.

This is also applicable in our context also. For e.g. My surname of family name is **Buda** which I get from my father rather than my mother whose family name is **Bist** which again she gets from her father. This indicates that women's identities and matrilineal traditions in general are relatively hidden from history.

Similarly, Pope (2002, p. 119) writes:

> Titles, too are generally distributed in ways, which betray a gender imbalance. In English, males will be addressed as 'Mr.' throughout their lives, whether they marry or not. Females, however, are still usually addressed as 'Miss' when girls and unmarried, and then they become 'Mrs' when they get married. In other words, women are sorted into the categories single / available (Miss) and married / unavailable (Mrs.), whereas men (Mr.) are not, Nor has the relative new comer 'Ms solved all the problems. Though technically this simply signals 'female', regardless of marital status, it is commonly understood by many people to mean 'feminist'. Such is the persistent power of patriarchy. Indeed, it is only when women acquire professional status as 'Dr', 'Professor', 'Your honour', etc. that they achieve titular equality with men. And then of course we encounter the pointed matter of how many female doctors, academics and judges there really are.

To quote Pauwels (1998, p. 59):

> There is a quite a range of languages which distinguish women's courtesy titles on the basis of marital status, but not those of men. This discriminatory practice is said to mark the availability of women in terms of marriage and reinforces the view that a woman is the property of a man (either her father or her husband).

The use of **Mrs. Arnold** and **Mrs. Johnson** also put the impression that married women are the property of their husband and that women have no linguistic identity of their own after marriage. The woman is simply identified as the wife (i.e. Mrs.) of a man. These honorific titles have semantic derogations. Such practice in discourse of English also mark discrimination is gender.

The striking point in the above discourse is the distinction of gender by language. Why is it necessary to be differentiated as married or unmarried for women only, not for men? Why the women's identity is hidden? This clearly indicates that language is male dominated, a loaded weapon which can be triggered for male only or against women.

In the drama, family name **Younger** which is transferred from generation to generation actually comes from the male line rather than female. Females, like males can not carry on the father's name. They lose this capacity upon marry. Lena loses her father's family name **Eggleston** when she got married. Similarly, the titles **Miss** and **Mrs** is used to distinguish either the female is married or not. In the drama, **Miss** is used for unmarried character Benetha and **Mrs.** for all the other married

female characters. But **Mr**.is universal title used for all male character either married or unmarried.

4.2.3 Marked 'Women' and Unmarked 'Men'

The single term can change the meaning of the whole discourse. Some terms are loaded with positive meaning and some with negative meaning. The masculine term are taken as 'normal' (unmarked) and often positive while the corresponding feminine term is 'abnormal' (marked) and often negatively loaded. In the course of my reading of the drama, I encountered with the marked and unmarked terms in certain discourses. They are listed below:

1. *Mama:* *He finally come into his manhood today, didn't he? . . . (P.1149)*

2. *Walter:* *I'm going to feel fine, mama. I'm going to look that son-of-a-bitch.(p.1147)*

3. *Walter:* *. . . We just telling you 'bout the gentleman who came to see you this afternoon. . . (p.1139)*

4. *Linder:* *. . . I am the chairman of the committee .(p.1138)*

5. *Walter:* *You a horrible -looking chick at this hour. (p.1114)*

In the above discourses the term **chairman**, **manhood** and **gentleman** referring to man has carried more positive meaning whereas the word **bitch** and **chick** referring to women carries the negative meaning. This indicates that there is imbalance between masculine and feminine terms. Moreover, the comparison of women with animals and portrayal of humanity as male shows the discriminatory practice. According to Pawels (1998, p. 42) :

Many languages have gender marking practices in human agent nouns which treat women and men differently: they are discriminatory practices in that they often make women invisible, treat them as secondary or have a trivializing effect on the linguistic portryal of women. Women's invisibility with regard to human agent nouns is caused by using masculine nouns generically.

The morphological asymmetry in human agent nouns results in trivializing in women's status. For example, the term **guru i**s master who creates milieu around him, whether it is educational, spiritual or religious and which addresses both women and men. But in the theses submitted to the department of English Education, I found the use of term **guruma** what does this **guruma** refers? For my best knowledge, it may mean there must be guru then after only **guruma** no **guru** then no **guruma**. Is it really so? This also justifies that women are seen as sub-ordinate groups. To support this view Pauwels writes (1998, p. 43) ". . . Women's occupational terms are often derived from masculine ones by adding feminine suffix to the 'masculine' base."

Similarly, the use of terms bitch and chick also indicate that the women being sub-ordinate to male are always blamed for the bad thing/accidents. We can take the similar example from Nepalese context also. We hear the term **bokshi** for women more often in the society but we might never hear with such equivalent term for males in the name of which a women is blamed, tortured and punished for the bad event which in real she is not responsible for. Such a single term is enough to

dominate a woman in a society. If not so, why the abusive word **dog** is not used instead of **bitch**? The use of such terms with negative meaning shows the power which is in the hand of male who blame women for the every wrong deed. Similarly, the use of 'lady' is not as honorific as its male denoting term 'gentleman' or 'lord'. In Britain lady is also used to mean dinner lady or lollipop lady. But if the males did the same things, they would not be called as dinner gentleman or lollipop gentleman. Another example of corresponding masculine and feminine term is the word 'bachelor' and 'spinister'. The masculine term 'bachelor' has positive connotations because a bachelor is male person deserving enough to refuse to marry a woman. On the other hand, the spinister suggests that the woman is not good enough to find a man to get married to. It demonstrates that using the language of semantic derogation (meaning to cause to seem inferior) is keeping women at inferior position. Moreover, such usage not only represents women unequally, they may also contribute to women receiving unfair treatment.

Finally, what can be said, though the marked and unmarked terms in the drama are very limited in quantity but they are enough to raise the gender issues of discrimination qualitatively.

4.2.4 Gender Roles and Responsibilities

In any piece of fiction, there always lies a large cast of character; these characters have to perform some roles assigned to them which can be deduced by analyzing the discourse. Roles and responsibilities here is a window through which gender issues are addressed. According to Tyson (2006, p. 85) "Traditional gender roles cast men as rational, strong, protective and decisive, women as emotional (irrational), weak, nurturing and submissive. These gender roles have been used very successfully to

justify inequalities." In the drama, *Raisin in the Sun* also the characters are assigned with such traditional gender roles which I used as one of the base to locate gender discrimination. So here, I have selected the following discourse extract to raise the gender issues and to document the gender inequalities.

1. *Walter :*   *Why you always trying to give me something to eat ? (p.1129)*

2. *Ruth*   *: I feed my son, Lena !(1115)*

3. *Mama :*   *. . . a woman will do anything for her family.(p.1125)*

4. *Walter:*   *. . . I want to hang some real pearls 'round my wife's neck.(p,1146)*

5. *Johnson:*   *. . . I bet it was his idea y'all moving out to Claybourne   park.(p.1134)*

If we analyze the first two discourse extract we can see the traditional gender role of women as a caretaker who is always concerned with feeding and nourishing the family members. Both of female characters Ruth and Lena were shown working in the kitchen. In the drama, Benetha who wants to make her life a challenge to gender stereotypes was also shown helping in kitchen and doing cleaning. But not a single male character was supposed to assign such roles. Similarly, the third discourse reveals the patriarchal ideology about a woman's main priority or responsibility is to secure the future of her existing family even if it means sacrificing her greatest happiness. In the drama, aborting an unborn baby is a huge sacrifice for Ruth. She has no needs of her own; she is completely satisfied by serving the family. At times, she is worried about the problems of others and she frequently worries about those in

her care. Such tradition of assigning the roles of character in literature transfers the patriarchal ideology which will be responsible for the existence of dominance of male over female. Apart from these discourses there are several other examples which help to document the inequalities between the gender roles.

Similarly, the traditional role and responsibilities of male as the breadwinner and provider can be traced in the last three discourse extract. Walter's remark *'I want to hang some real pearls round my wife's neck'* displays the role as provider. The patriarchal ideology believe that the most humiliating failure a man experience is his failure to provide adequate economic support for his family, to take control of his family. Such ideology triggered Walter to produce the remark of providing luxurious and beautiful things to his wife. It is male who make important decisions about the family which is justified by the Johnson's remark, *I bet it was his idea y'all moving out to Claybournepark.* Actually, it was mama who decides to move family but Johnson programmed by patriarchal ideology about gender roles; she puts the credit on Walter's shoulder.

Students form their perception of sex-role stereotype mainly through textbooks. Books may have considerable impact on children's attitudes, values and behaviour as they spend a great deal of time on reading at schools. In the textbook of English syntax for class two the pictures illustrating the playing games I found many girls are not shown in the games like cricket, football but they are pictured with playing skipping in most of the cases. Males and females were usually portrayed with typical male and female activities and having different interests.

In the drama, the female character Ruth and Lena were assigned the role of caretaker. Moreover they were visualized in activities like cooking, cleaning, iroining. But male character was not shown in such type of activities. The were visualized in outside setting and assigned the role of provider. The failure to provide financial support by Walter, the main male character creates tention within him and in the family.

4.2.5 Profession

Another parameter for my study is the issue related to profession, profession is a kind of occupation which can only be practiced after long and rigorous academic study. According to The Australian Council of Profession (2004, as cited in Gyawaly & Paudel,2011,p.2) :

> A profession is a disciplines group of individuals who adhere to
> ethnical standards and uphold themselves to and are accepted by
> the public processing special knowledge and skills in widely
> recognized body of learning derived from research education and
> training at a high level and who are prepared to exercise the
> knowledge and skills in the interest of others.

While going through the drama the following discourse extract related to profession attracted me to raise or address the gender issue.

1. *Walter: Who the hell told you you had to be a doctor? . . . go be a nurse like other women - or just get married and be quiet . . . (p.1114)*

2. *Mama: Doctor say everything going to be all right?(p.1120)*

3. *Ruth: Yes - she says everything is gong to be fine . . . (p.1120)*

4. *Mama: 'She' - What doctor you went to? (p.1121)*

5. *Walter: Girl, if you don't get all them silly ideas out your head! You better marry yourself a man . . . (p.1149)*

The first discourse extract tells about the traditional views of seeing doctoring as male and nursing as female profession. If it was not so, then why Walter asked her sister to be nurse like other women. What does 'other women' here refers to? Why only women were asked to forget about their career? Moreover, the phrase 'just get married and be quiet' reveals the fact that most of the woman at that time were not thought to be engaged in any profession. The phrase can be heared in many societies of Nepal as well. Though people are more conscious about the equal rights in present time still such discourse proves the existence of inequality.

In present situation, we can see women engaging in various profession. But still we can see dominance of males in these entire professional sectors. Most of the professional field is headed by the males.

Similarly, the viewing of doctor as male and nurse as female is further justified by the remarks of mama. When Ruth told mama that the doctor says everything is going to be fine she used the pronoun **she**. The use of pronoun **she** makes mama suspicious. The point here is that why mama raises the issue of using **she** for the doctor? It seems that mama was programmed by the idea that doctor is male's profession not of female's just as we cannot imagine nurse as a male.

Pop (2002, p. 121) says:

> Most women for most of the human history have not been
> allowed or encouraged to learn to read or write. And when
> they have become literate this has often equipped them to do
> more than keep household accounts, write letters and diaries,
> women have thus often been denied 'higher' or more
> specialized learning.

The gist of above mentioned extract cannot be taken for granted, but only partially. In this era, as well, to some extent women are limited in certain field of study. For example, we can see only few girls studying mathematics in higher level. Similarly, job is considered as compulsory for a boy before marriage but it is not great concern for a girl. This also indicates the subordination of women.

Moreover, in terms of occupations, a higher proportion of female characters than males are found in household setting and portrayed as doing different kinds of housework in the drama. On the contrary, male characters are more likely to be portrayed in the workplace settings and are always in a senior position than females. This all proves that such practices are more or less responsible to shape gender-biased behaviour.

4.2.6 Status

Status refers to the relative rank that an individual holds: this includes attendant rights, duties and lifestyle, in a social hierarchy based upon honor or prestige. The word status refers to social stratification on a

vertical scale. There are generally two types of social status: ascribed and achieved. Ascribed social status is something which is 'assigned' to a person at birth: race, ethnicity, sex are the examples of this status. Such a social status is unalterable and most often also the basis of various systems of social oppression. Achieved social status is something which a person acquires through the course of their life: education, occupation, marriage, parental roles etc. These are alterable and are also sometimes, the basis for more subtle forms of social oppression or control.

The status is also reflected in and through discourse. So here, to analyze the gender inequality the following discourses were selected.

1. *Walter:* *The things I want to talk about with my friends just couldn't be important in your mind, could they? (p.1110)*

2. *Walter:* *. . . See there, that just goes to show you what women understand about the world. Baby, don't nothing happen for you, in this world 'less you pay somebody off'. (p.1113)*

3. *Walter:* *. . . Here I am a giant - surrounded by ants ! Ants who can't even understand what it is the giant is talking about. (p.1129)*

4. *Walter:* *. . . Why you always trying to give me something to eat? (p.1129)*

5. *Ruth:* *What else can I give you, Walter Lee Younger?(p.1129)*

6. *Bentha:* *. . . Nobody consulted me - (p.1144)*

If we analyze the first two discourse extract from the perspective to determine the status of woman we understand that the talk about business seems unimportant to the woman. Why this is so? Why woman avoided discourses in such topic? Does such restriction of access to business field discriminate the status of gender?

To quote Poynton (1990, p. 56)

> There is considerable evidence that the fields of discourse tend to differ for men and women and that as a consequence of this, topics of conversation (one manifestation of field) differ, as well as grammatical structures (the means by which field and topic, and women and men themselves are talked about). Many fields are identifiable as male or female on the basis of both acknowledged and unacknowledged restricted access (discrimination and on the basis of what people say . . . observation of mainly women staff in one department of an American telephone company indicated that they avoided the fields of politics and religion unlike men in other departments, because they saw these as 'properly in the domain of men'.

The prime women's fields, as seen by both women and men, are domestic and personal (e.g. reproduction, human relationships, child rearing, domestic work-including shopping, cooking, washing, cleaning, cosmetics, fashion and home decoration). It is worth noting that, directly relatable to the question of the status of these fields in our society, which is not high, is the fact that on the whole they do not have an elaborated

technical lexi's control of which is a necessary prerequisite to claims to expert status in this society. The reality of lower economic status of woman can easily be inferred.

Similarly, the comparison of women with ants and Walter himself with giants also indicates the inferior and powerless status of women. It supports the belief that men tend to have more physical power so they are involved in domestic violence against women. In all this language is used as weapon directed against women. Again the remark *'What else can I give you, Walter Lee Younger?'* by Ruth also reflect the helpless status of women. She herself is dependent on her husband. Though the family has lower status than whites, Walter being male enjoys high status in comparison to female characters in the drama.

4.2.7 Paralinguistic Mode

Drama is a literary genre whose nature leads itself to linguistic and paralinguistic modes of communication. Therefore, the analysis of only linguistic mode of communication is not adequate for identifying gender and gender issue. So, I attempted to analyze the following features to raise the voice over gender issues.

i) Body Movement

When I looked the video of the drama I felt that body movement can also be helpful to raise the issue of gender just as verbal mode of communication tends to render women invisible so does non-verbal mode. Though it is not possible to analyze the body movement of all character I mainly noticed it in Ruth and Walter. In the course of interaction Ruth is less likely to move her arms; she is not shown taking much space while talking. Most of the time, she talks from the same place. But on the other hand, Walter is shown more active while speaking and much of the topic of interaction is controlled by him. This all

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suggests that women are thought to remain more passive than man. Moreover, the female characters in the drama are shown in the domestic sphere and men to the public sphere.

ii) Haptics

Haptic refers to the touching behaviour. This view towards touching behaviour is also found to be different. Women tend to touch others less than men do, but women value touching more than men do. Women view touch as an expressive behaviour that demonstrate warmth and affiliation where men view touch as instrumental behaviour, so that touching female is considered as leading to sexual activity. This view is reflected when Asagai and George lean forwards Benetha. The uneasiness showed by Benetha tells that the touching behaviour is also used as instrument to dominate women.

iii) Emotional Display

Emotions can be expressed linguistically, paralinguistically using nonverbal signs and gestures. Males and females are seen to express different kinds of emotions. They posses some stereotypical emotions which are deemed socially acceptable for males and females to display. For example emotions of happiness, sadness and fear are believed to be more characteristics of women, whereas men are believed to be more characteristically angry. This belief is found to be followed by the character of the drama, Benetha is shown crying at her helpless state but her brother Walter shows the anger in such state. The point here is not only to show differences in emotional display but the point here is that does such stereotypical emotions associated to gender are in any respect responsible for gender discrimination ? If we surfacely see the answer will be 'No'. But in fact it will be yes because these stereotypes have provided a basis for society to deem what is and what is not socially acceptable for males and females.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

Literature is a form of discourse which provides various matter related to fundamental human issues. One of the burning issues of the human society is gender issue. This plays a part in every aspect of human production and experience, including the production and experience of literature, whether we are consciously aware or not. The unequal treatment or perception of individual based on the gender is known as gender inequality or gender discrimination. Gender discrimination exists today in a myriad of form and language is one of them. Language varies according to gender. The unequal representation of women and men is technically known as sexism in language, sexism or discrimination in language can be analyzed by approach in CDA.

This study entitled 'Gender Issues in Raisin in the Sun: A Critical Discourse Analysis' was conducted to analyze and document gender issues especially focusing on the discrimination. Forty discourse extracts including paralinguistic features of the Drama *Raisin in the Sun* were selected and analyzed to fulfill the objective of the study.

The whole study is summarized in the five chapters. In the first chapter, first of all I attempted to make appropriate context for conducting the study. Then the statement of problem and the objectives for conducting the research were introduced. Reason behind selecting particular topic; research questions that were to be answered; significance of the study; and delimitations of the study were all grouped under the first chapter.

I broadened my knowledge related to my topic studying the books by Nunan (1992), Cutting (2008), Fairclough (1990), Wardhaugh (2002), Mills (2007), Tyson (2002), Pope(2002), Pauwels(1998), Poynton(1990) and empirical researches completed in the department of English Education. Moreover, I frequently visited different websites to get detailed knowledge. On the basis of the review of related literature I developed conceptual framework to conduct this study.

The methods and procedures of the study were described in third chapter. The design of this study was survey and the data were collected by utilizing the secondary sources. Forty discourse extracts were selected using non-random sampling procedure to carry out the study. Observation and intensive study was the main tool for collecting data. Similarly, I set the parameters and embarked through it in course of my analysis and interpretation.

The whole study is summarized and concluded with the implication in three levels; policy, practice and further research in the last chapter.

5.2 Conclusion

Since CDA is not a specific direction of research it does not have a unitary theoretical framework. It employs interdisciplinary technique of discourse analysis to look at how discourse constructs representations of the world, social identities and social relationships. Gender is a social construction which is constructed and reflected through the use of language. The critical analysis of discourse helps to document and raise the gender issues. I have investigated the operation of gender issues by using certain parameters which mainly favour male than female. The dominance of male in and by language has become one of the main reasons to create discrimination/inequality between female and male. The

whole study has been concluded with the following major findings that were drawn from the study.

i. In the drama, the use of generic **he** and **man** is pervasive which has overshadowed female by its masculine meaning and thus responsible for creating inequality. Moreover, it ignores woman's experience and their point of view.

ii. The reference of **he** and **man** in the drama is mostly made to sow male in the powerful state and position which supported the tradition to view women in a sub-ordinate and powerless state.

iii. The male line of ancestry is carried on in the naming practice. In the drama, younger is the family name which Lena adopts from her husband by losing her father's family name which all the family member possess. This also shown the discrimination between female and male.

iv. In the drama, the titles **Miss** and **Mrs.** is used to show whether a female is married or unmarried. Such discriminatory practice mark the availability of women in terms of marriage and reinforces the view that the women is the property of man. But, such discriminatory practice is not found in the case of males.

v. The masculine terms are taken as normal and often positive while the corresponding feminine term is abnormal and often negatively loaded. Though there is no corresponding terms in the drama but feminine terms like **bitch** and **chick** carries negative meaning.

vi. There is biasness in the distribution of roles and responsibilities to the female and male characters in the drama which is also responsible for the existence of dominance of male over female.

vii. Female characters are found in household setting and portrayed as doing different kinds of housework in the drama. But the male character like Walter and Linder are found in outside setting and possesses some job.

viii. Women lack access to the discourses in the field like business and their limitation in the discourse of domestic and personal field is also one of the main reason for the inferior status of women.

ix. Paralinguistic modes of communication like body movement, haptics and emotional display in the drama also provide the basis for the discrimination between males and females.

5.3 Implications of the Study

English language is taught as the foreign and compulsory language in our country. Teaching of language through the use of literature is getting much emphasis at present time. The syllabus of M.Ed. can be one of the best examples for this. The critical analysis of discourse and discourse patterns of any literary piece helps to find out the various matter related to fundamental human issue which is not limited in one country, in one field instead they can be found in every country, every field even in the field of language. The investigations of the linguistic portrayal of woman and man in texts and discourses across languages have revealed common sexist practices. These practices part reflect gender inequality which is the social reality in most of the societies. The root cause behind the gender inequality is the unequal access in linguistic and social resources between genders.

On the basis of the findings the researcher has pinpointed the main implications of the study on three different levels as below:

5.3.1 Policy Level

The main implications of the study at this level are as follows:

i)   The curriculum designer can utilize this study to design a non-sexist curriculum of language.

ii)   It can be highly effective in making the policies against gender discrimination.

iii) Language planning agencies will be benefited to make policies for achieving linguistic equality.

iv)   The government of Nepal can utilize the study to formulate the policies in field of women empowerment.

5.3.2 Practice Level

The main implications of the study at this level are as follows:

i.   The study will help to reduce and eliminate the use of generic **he** and **man.**

ii.   The study will help to reduce and eliminate the use of titles **Mrs**. and **Miss**.

iii. To increase the use of universal title **Ms**. for woman instead of **Mrs**. and **Miss.**

iv.   It will help the textbook writer to be aware while selecting the content and providing the illustrations.

 v.   It helps to expose and reflect woman as a full human being capable of doing everything not sub-ordinate to male in discourses.

 vi.   It will be beneficial for the people who raise the voice for equality and justice.

vii.   The study will help students to develop critical thinking.

viii.   It will be beneficial for teacher to understand the psychological impact of sexist language on students.

5.3.3 Further Research

This study uses feminist perspective to document gender issues in the Drama raisin in the sun. Very few studies are conducted in the field of CDA in the department. The study helps to conduct the research on topics like the representation of gender in English textbooks, gender analysis in language textbooks, role of discourse in reducing gender discrimination, assessing the language in terms of gender. Moreover, it helps to conduct research in political discourse, media discourse, and classroom discourse as well.

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Appendix

1. *Benetha :*   *. . . where is he going to live, on the roof ? (p.1120)*

2. *Benetha :*   *. . . There is only man and it is he who makes miracles! (p.1118)*

3. *Benetha :*   *. . . I'm just tired of hearing about God all the time. What has he got to do with anything? Does he pay tuition ? (p.1118)*

4. *Walter:*   *. . .How to be a man ? How to take over and run the world ? (p.1128)*

5. *Benetha :*   *. . . He is ..... symbol of a Rising class ? Entrepreneur ! Titan of the system.(p.1145)*

6. *Man:*   *. . . How do you do, miss. I am looking for a Mrs.- Mrs. LIna younger?(p.1137)*

7. *Walter:*   *. . . get Mr. Linder a beer.(p.1138)*

8. *Ruth:*   *Walter, it's Mrs. Arnold . . . (p.1134)*

9. *Benetha:*   *. . . Oh, mama. This is Mr. Asagai . . . (p.1122)*

10. *Benetha :*   *Hello, Mrs. Johnshon.(p.1134)*

11. *Mama:*   *He finally come into his manhood today, didn't he? . . . (P.1149)*

12. *Walter:*   *I'm going to feel fine, mama. I'm going to look that son-of-a-bitch.(p.1147)*

13. *Walter:*   *. . . We just telling you 'bout the gentleman who came to see you this afternoon. . . (p.1139)*

14. *Linder:*   *. . . I am the chairman of the committee .(p.1138)*

15. *Walter:*   *You a horrible -looking chick at this hour. (p.1114)*

16. *Walter :*   *Why you always trying to give me something to eat ? (p.1129)*

17. *Ruth:*   *I feed my son, Lena !(1115)*

18. *Mama :*   *. . . a woman will do anything for her family.(p.1125)*

19. *Walter:*   *. . . I want to hang some real pearls 'round my wife's neck.(p,1146)*

20. *Johnson:*   *. . . I bet it was his idea y'all moving out to Claybourne park.(p.1134)*

21. *Walter:*   *Who the hell told you you had to be a doctor? . . . go be a nurse like other women - or just get married and be quiet . . . (p.1114)*

22. *Mama:*   *Doctor say everything going to be all right?(p.1120)*

23. *Ruth:*   *Yes - she says everything is gong to be fine . . . (p.1120)*

24. *Mama:*   *'She' - What doctor you went to? (p.1121)*

25. *Walter:*   *Girl, if you don't get all them silly ideas out your head! You better marry yourself a man . . . (p.1149)*

26. *Walter:* *The things I want to talk about with my friends just couldn't be important in your mind, could they? (p.1110)*

27. *Walter:* *. . . See there, that just goes to show you what women understand about the world. Baby, don't nothing happen for you, in this world 'less you pay somebody off'. (p.1113)*

28. *Walter:* *. . . Here I am a giant - surrounded by ants ! Ants who can't even understand what it is the giant is talking about. (p.1129)*

29. *Walter:* *. . . Why you always trying to give me something to eat? (p.1129)*

30. *Ruth:* *What else can I give you, Walter Lee Younger?(p.1129)*

31. *Bentha:* *. . . Nobody consulted me - (p.1144)*