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Entrepreneurship Education in *Interactions in English Terminale* and *Mastering English (High School)*, Cameroon EFL/ESL Textbooks: A Critical Discourse Analysis

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Abstract

Entrepreneurship education in the 21st century has increasingly become an important topic in the field of language teaching. EFL/ESL textbooks, in the process of teaching English, have incorporated, among themes of interest, entrepreneurship, which is helpful to transform students' environments, improve their socio-economic status, and keep them away from poverty. However, the teaching methodology and the quality of materials selected bear questionable social practices likely to denature textbook designers' laudable intentions. This paper is a critical discourse analysis of the teaching of entrepreneurship in two selected Cameroon English language textbooks used in the French and English subsystems of education, namely *Interactions in English Terminale* and *Mastering English (High School)*. It is a sociolinguistic qualitative study which hinges on Fairclough's (2001) three-dimensional theoretical paradigm, which holds that discourses are not language-bound but encompass internal features that (re)produce social structures, social practices, and power relations, reinforcing social inequalities and hegemonic ideologies. The findings yielded significant findings, showing that both *Interactions in English Terminale* and *Mastering English* textbooks are replications of the political, economic, and social institutions of Cameroon society and inadvertently promote gender discrimination in terms of entrepreneurship representation. The textbooks examined are too idealistic in their entrepreneurial discourses and outcomes. They fail to expose students to the realities of entrepreneurial ventures, thereby depriving them of the risks and challenges faced by the prominent entrepreneurs celebrated in their course books. This study is relevant as it contributes to the improvement of entrepreneurship pedagogy in EFL/ESL textbooks used in Cameroon classrooms while adopting realistic overtones.

Keywords: Cameroon English Language Textbooks, Entrepreneurship Education, Gender Discrimination, Idealistic, Realistic Overtones, Social Practices, Teaching Methodology

1. Introduction

Entrepreneurship in Cameroon education intervenes in a context of economic resilience and social crises, where the government cannot provide jobs to all seekers. Thus, undergraduate and graduate youths in political addresses are urged to embark on business creation which can change their socio-economic status while contributing to the development of their country. Nowadays, the topic of entrepreneurship transpires in EFL/ESL textbooks, to respond to the challenges of youth unemployment in the country. The current study conducts a critical discourse analysis of two selected Cameroon English language textbooks, *Interactions in English* and *Mastering English (High School)*, instructional materials used for the teaching

of English as a foreign and second language in the French-speaking and English-speaking sub systems of education, respectively. It critically examines the narrative of entrepreneurship pedagogy in the above two textbooks uncovering social structures and practices enhancing dominance and inequality.

Curricula at the elementary and secondary education levels in Cameroon do not include courses in business creation, and when they do, the programmes are geared towards students following economic studies. Again, English language teaching materials designed for the teaching of English as a second or foreign language, which embed entrepreneurship learning, limit themselves to successful models of entrepreneurs without edifying learners on the challenges of entrepreneurial ventures. Worse, the discourse of entrepreneurship in English language materials is sexist as it enhances gender asymmetries.

The following questions guide our research:

1. How is entrepreneurship education presented in both Interactions in *English Terminale* and *Mastering English (High School)*?

2. Which aspects of entrepreneurship are taught in Interactions in English Terminale and Mastering in English (*High School*)?

3. What are the ideologies embedded in the entrepreneurial narratives showcased by the above-mentioned textbooks?

4. What are the implications for practice?

2. Literature Review

The overview of the relationship between critical discourse analysis and English language textbooks and the teaching of entrepreneurship in English language textbooks constitute the core of this section.

2.1. Critical Discourse Studies and English Language Textbooks

Critical discourse analysis (CDA) is explicitly concerned with "investigating how language is used to construct and maintain power relationships in society; the aim is to show up connections between language and power, and between language and ideology" (Holmes 2013, p. 393). Critical discourse analysis, in recent years, has shown a lot of interest in textbook analysis. The theory provides approaches to analysing linguistic and social practices, which purport to understand "texts and practices of reading and writing in relation to questions of social change, cultural diversity, economic equity, and political enfranchisement" (Pennycook, 2004, p.787).

Social aspects and discursive structures of textbooks are important for students, teachers, and researchers for the comprehension of the sociolinguistic organisation of the materials designed for teaching and learning. Textbook users should not only perceive textbooks as linguistic instruments but also as social, political, economic, and cultural devices which portray shared attitudes and norms among social actors. Textbooks are one of the media in the curriculum where social dominance is implicitly exerted (Moughrabi, 2001). It is an empowered representation, which implicitly authorises and circulates a specific ideology (Da Siva, 1999). Van Djik (2001) argues that models of routine discourse, i.e., textbooks, news reports, and daily conversations, shape our knowledge of the world, our socially shared attitudes, our ideologies, and our main norms and values.

Thus, textbooks are socialisation instruments, which form students' social and cultural perceptions. Empirical studies (Blackburn & Kovalainen, 2009; Jones & Murtola, 2012; Jones & Spicer, 2009; Landström et al., 2016; Ogbor, 2000; Pillay, 2007; Tedmanson et al., 2012), on CDA and textbooks demonstrate that textbooks are not simply instructional materials; they are ideologically biased and fragmented. English language teaching materials perversely contain biases and stereotypes about males and females, which may have pedagogical impacts on learners.

2.2. Entrepreneurship Education and English Language Teaching

There is a growing demand for entrepreneurship education, deemed a young field (Fayolle et al., 2016) in the literature of general entrepreneurship. Entrepreneurship education, intrinsically, deals with the teaching and learning of processes and skills in the creation of business activities, bringing innovation to the world market, provoking personal development and sustainable economic growth, breaking barriers between the rich and the poor, or promoting males and females' social development. There is an array of programmes and divergent methods in the area considered traditional through the lens of certain scholars. For instance, Neck and Corbett (2018) regret that current educational models, assumptions, and approaches to learning and teaching seem unable to equip individuals for new and unexpected challenges and the dramatic changes brought about by globalization. They strongly believe that there is a need for an educational paradigm shift. Altan (2015), alongside previous scholars, suggests that to build an entrepreneurial society, it is important to reform traditional strategies and teaching methods so that learning gains new meaning both for learners and eventually for society. Neck and Greene (2011) opted for a method that requires using, applying, and acting rather than emphasising understanding, knowing, and talking.

The teaching of business creation as a single subject does not significantly impact knowledge if it is not integrated into second or foreign language courses. In this light, Altan (2015) claims that the creation of an entrepreneurial community and cultivating an entrepreneurial mindset cannot be achieved merely by introducing entrepreneurship education by opening a few courses or hit-and-run type seminars. He emphasises that EFL classes offer so many useful types of activities to practise and develop these characteristics, such as information-gap, jigsaw, task-based, line dialogue, conversation grid, problem-solving activities, picture prompts, role plays, interviews, small-group or team-based oral works, impromptu speeches and presentations, class surveys, games, various writing tasks, and inspiring readings. Carefully designed and implemented, such activities will help learners polish their speaking and writing skills while also contributing to their cognitive and personal entrepreneurial mindsets. They will help establish a better career pathway. To be an entrepreneur, one needs to be confident or

a fluent speaker, articulate in writing, active, adventurous, curious, open-minded, and willing to take risks, and EFL activities encourage such attitudes.

Özdemir (2015) also discussed a combined approach to teaching English and entrepreneurship, including the possibility of designing a curriculum for an English class with a special emphasis on creating an entrepreneurial mindset. A course designed in this way should combine the goals of both teaching English and giving an entrepreneurial viewpoint. To achieve this, entrepreneurship can be embedded in the entire curriculum. In the courses specially designed with entrepreneurship in mind, there must be some activities that are carefully selected to give learners the ability to "think outside the box," which is an essential entrepreneurial competency. The activities should also help the students adapt to new situations easily, think independently, and learn from mistakes. The focus should be on self-confidence, perseverance, risk-taking, decision-making, negotiation skills, and tolerance of uncertainty (Entrepreneurship Education, 2013). EFL lessons during which various activities are used are suitable to achieve this goal because short dialogues or role-playing activities, along with problem-solving activities, reading passages, and writing tasks, are excellent opportunities to internalise a certain idea. Introducing the subjects and vocabulary, which may inspire entrepreneurship, is necessary to attain the goal. This is both teaching English and addressing the subconscious mind, through repetition techniques and "context-rich problems." Context-rich problems are short, realistic scenarios that give the students a plausible motivation for solving a problem (Bangs, 2012). To apply this technique in a language classroom, it is important to choose simple entrepreneurship-inspiring subjects that are interesting for the students and confine them to the vocabulary that the students have. The researcher concluded that EFL classes with a rich mixture of activities provide students with skills to think and behave like entrepreneurs.

Ahmad and Khan (2023) explain that as the English language is the major link in connecting businesses across the globe, mastering the skills, especially English oral communication skills, is seen as crucial for students taking the Entrepreneurship Education course, as it builds their confidence in expressing their vision, their ideas, and innovative strategies more vividly. English language skills would also help to build their self-esteem when asking questions, discussing discrepancies more efficiently, and improving their lack of proficiency in language skills. Entrepreneurship is not only about capitalising on profits and building empires; it strives for the sustainability of relationships and charismatic leadership in which effective business presentations, meetings, negotiations, mediating conflicts, and building rapport with existing or new business partners play an important role. To produce successful entrepreneurs of a global standard who would become the saviours of the global economy of a country, it is vital to expose them to English language skills along with entrepreneurial skills by embedding the language skills in an entrepreneurship course.

Overall, from the preceding discussions, English language teaching embedded in entrepreneurship discourse significantly enables learners to embrace the world of entrepreneurship with confidence and hope.

3. Theoretical Framework

This critical study of Cameroon's English language textbooks hinges on Norman Fairclough's (2010) CDA three-dimensional model. Fairclough's CDA paradigm comprises three dimensions of analysis, namely text analysis (description), discursive practice (interpretation), and social practice (social analysis), emphasising how language, power, hegemony, and ideology intersect in these three dimensions.

3.1. Text analysis: Description

Text refers to any communicative product that can be analysed, including speeches, advertisements, news articles, or social media posts. Fairclough (2001, p. 20) describes the text as "a product rather than a process—a product of the process of text production". Textual analysis involves examining the linguistic features of the text to identify how meaning is constructed and conveyed, as well as how language use contributes to the production and reinforcement of power relations and ideologies. The textual dimension incorporates two main concepts: "Transitivity" and "Modality". The former is referred to how events and processes are connected or not connected with subject and object, while the latter denotes "focus on the speaker's degree of affinity with or affiliation to her or his statement" (Jørgensen and Phillips 2002, p. 83).

3.2. Discursive practice: interpretation

Discursive practice aims at interpreting the relationship between the productive and interpretative discursive processes and the text, with emphasis on the situational contexts in which text production, distribution, and consumption occur.

3.3. Social Practice: Social Analysis

The social practice connects both the discursive and non-discursive elements. Fairclough (2003, p. 25) defines social practice as "articulations of different types of social elements that are associated with particular areas of social life," and the function of social practice is to "articulate discourse (hence language) together with other non-discoursal social elements." The social analysis focuses on two dialectical relations: between structure (social practices) and events (structure and action, structure and strategy); and, within each, between semiotic and other elements. Fairclough maintains that the communicative event and order of discourse are interconnected; discourse produces, reproduces, and transforms power relations, and as such, he finds it pertinent to insist on ideologies in textual analysis. Fairclough (2001, p. 21) summarised his framework in a three-dimensional model (Figure 1), where he argues that textual analysis alone is not sufficient; rather, a comprehensive analysis is needed for the analysis of interconnections between texts, interactions, and contexts.
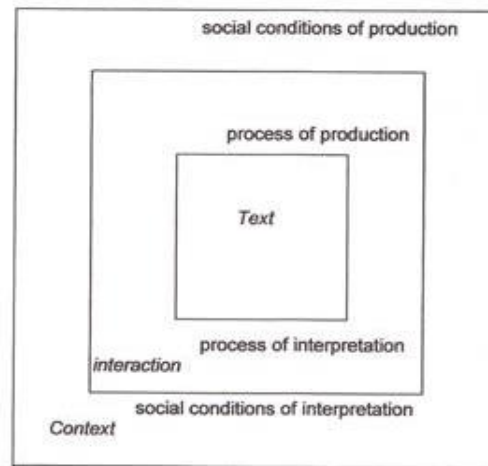
Figure 1. Fairclough's three-dimensional model

4. Methodology

4.1. Materials

This study carries out a critical discourse analysis of entrepreneurship in two Cameroonian instructional materials, such as *Interactions in English Terminale* and *Mastering English (High School). Interactions in English Terminale* is an English language textbook administered to French-speaking students of *Terminale* (Upper Sixth) secondary education, who learn English as a foreign language, while *Mastering English* is a textbook applied to English-speaking students of Lower and Upper Sixth secondary schools, who learn English as a second language. The course books discussed here offer a wealth of contemporary issues in the fields of politics, economy, culture, science, and technology, including the environment, yet this study focuses on the subject matter of entrepreneurship presented in the textbooks selected, showing how it cultivates youths' entrepreneurial mindsets while learning the English language. *Interactions in English Terminale* comprises five modules distributed thematically according to the principles of the competency-based approach, as follows: Module 1: Family and Social Life; Module 2: Economic Life and Occupations; Module 3: Environment, well-being and Health; Module 4: Citizenship and Human Rights; Module 5: The media and Communication. The topic of entrepreneurship in *Interactions in English Terminale* appears in module 2 entitled "Economic life and occupations." Similarly, *Mastering English (High School)* is structured into five modules following the competency-based approach. The modules consist of the following: Module 1: Family and Social Life; Module 2: Economic Life; Module 3: Environment, Health and Well-being; Module 4: Citizenship; Module 5: Media, Communication, Science and Technology". The teaching of entrepreneurship occurs in module 2 entitled "Economic life". All things considered, entrepreneurial knowledge, mindsets and outcomes are not taught across the two textbooks but in a single module as discussed earlier.

4.2. Data Collection and Analysis

The instrument of data collection used is chiefly qualitative. It is a corpus-based study deriving data from the passages, skills, and exercises presented in the textbooks examined. The data gathered from *Interactions in English Terminale* and *Mastering English (High School)* are applied to qualitative social analysis. The findings are discussed and summarised, considering the types of text, contents, and social relations resulting from the social events and actions portrayed in the processed texts.

5. Results and Discussion

The critical discourse analysis of entrepreneurship education in *Interactions in English Terminale* and *Mastering English* revealed significant findings. Thus, entrepreneurial knowledge, mindsets, and social practices are discussed in light of the research questions devised at the beginning of the study.

5.1. Presentation of Entrepreneurial Skills in Interactions in English Terminale and Mastering English (High school)

5.1.1. Discourse Genres

Genre" is a category used to classify discourse and literary works, usually by form, technique, or content (Swales, 1990). Thus, a discourse genre is a category of artistic or literary work characterised by a particular style, form, and content. Entrepreneurial competences in *Interactions in English Terminale* and *Mastering English* (High School) are presented in different discourse genres, including conversation, narrative, and report, as outlined below.

A) Conversation

Below is a dialogue on youth entrepreneurship between two young female Cameroonians, Mary Yvonne and Aissatou, extracted from *Interactions in English Terminale*:

Marie Yvonne: Hi, Aissatou. Good to see you. Are you shopping?

Aissatou: Hi, Marie Yvonne. Good to see you too. No, I'm doing some research actually.

Marie Yvonne: Research? That sounds interesting. What are you researching?

Aissatou: Two things. I'm trying to find out how traders and shop owners know what consumers want. I'm also trying to find out what resources they need to start up their businesses.

Marie Yvonne: Ah! So, are you also thinking of opening your own business? I have been wanting to start my own line of make-up for many years.

Aissatou: Great idea! I want to start a business while I am studying, and then focus on it afterwards.

Marie Yvonne: What business opportunities have you discovered?

Aissatou: People seem to want home-grown products that are easy to use. Things that will help them develop their own businesses.

Marie Yvonne: That's such a good idea. Being dependent on imported, mass-produced products doesn't make sense anymore. And local products do not have to be second-rate either! But you're a "techie", so can't you do something online?

Aissatou: Maybe! I was reading about someone who developed software to help traders keep their accounts. I may do something like that. Something simple, affordable and easy to use. I want everyone to be able to use my products – for example, roadside traders who sell sunglasses and hamburgers. We mustn't underestimate their needs. They use their phones for everything, so my product will need to work on phones – quickly and easily!

Marie Yvonne: Wow! Well, good luck then! (*Interactions in English Terminale*, Listening, p. 254)

Marie Yvonne and Aissatou are two students who express a desire to start up a business. The former character dreams of opening her own line of makeup, whereas the latter wants to sell easy-to-use, homegrown products, while studying. The use of conversation as a teaching method to increase *Terminale* students' interest in the creation of businesses is realistic because business operators should show good oral communicative skills in English, which are necessary for the marketing, advertisement, and sale of their products. The conversation brings together two inventive females, who possess a sense of initiative and can take their destiny in hand, in the absence of men, who usually reduce household women to mere consumers. Female students interchanging in the dialogue may be instrumental in triggering confidence and assurance in other female students interested in business who may develop fewer phobias about creating a start-up or a company in the future.

B) Narratives

The term 'narrative' refers to a simple story or expressed explanation of events that many people want to bring up in conversation, on the news, or on social media because it can be used to stimulate the concerns or emotions of others and/or because it appears to advance self-interest (Audretsch & Lehmann, 2023). *Interactions in English Terminale* accounts for the story of a successful female Cameroonian entrepreneur named Vanessa Zommi, who founded a booming and flourishing tea company, as the story reads:

Made in Cameroon

Vanessa Zommi is a young Cameroonian entrepreneur with the health of her community at heart! She is the founder of the business venture, Emerald Moringa Tea. This innovative product helps fight the disease, diabetes – and it's produced in Cameroon.

An idea is born

Vanessa's family has a history of diabetes, a serious and even fatal disease if not treated. Diabetes causes high blood sugar levels, which can harm parts of your body. After her mother was diagnosed with diabetes, Vanessa started to research the disease. She discovered that the disease is very common in Cameroon. Her research led her to the moringa tree, which grows in the Buea area where she lives. The leaves of the moringa tree have antioxydants, which help to lower blood sugar levels and boost the immune system.

A delicious tea – and healthy too!

Tea is a popular consumer product in Cameroon, and Vanessa realized that it could also be an affordable and easy health supplement to help to treat- diabetes. So, she started using the moringa leaves to produce tea. She dried the leaves carefully and put them into tea bags. Drying the leaves preserves the antioxydants. Once she had perfected this process, she set up partnerships with local farmers who supplied her with the leaves.

Expanding the business

Vanessa has been running Emerald Moringa Tea since 2014. She already knew some of the basics of starting a business – she understood the need to make a profit and to make her product affordable because many conventional diabetes medicines are very expensive in Cameroon. Since the tea is grown and produced in Cameroon, she has been able to keep the costs down and sell her product at a more reasonable price than if she had had to import the leaves.

Vanessa now has a team of people working with her and tea drinking in Cameroon has increased. She hopes to increase that even further and expand her market quickly to the rest of Africa. She is already working with farmers to help them produce bigger crops so that her production can also increase.

Vanessa's determination and hard work has paid off. She has received international recognition and media attention for her work. She is indeed an entrepreneur with a social conscience. Her message to other young entrepreneurs? "Don't be afraid and don't give up!" (*Interactions in English Terminale*, p.64)

The above story informs the reader that Vanessa is a young entrepreneur who has been running a tea company since 2014 and is going higher and higher in her business without falling bankrupt. She has been able to keep the costs down and sell her product at a more reasonable price than if she had had to import the leaves. She is an ambitious entrepreneur who wants to expand her business to the rest of Africa. To sum up, Vanessa is a model entrepreneur that students should be inspired by in terms of business creation and management, and interestingly, the woman received an international award that consecrates her success. This romantic representation of Vanessa Zommi's achievement aims at promoting female entrepreneurship in Cameroon, an area dominated by men.

Another successful account story is that of Mubarak Muyika, a young Kenyan entrepreneur gleaned from *Interactions in English Terminale*. The story goes:

> Most people would do anything for a chance to study at Harvard University, but not Mubarak Muyika. The 22-year old entrepreneur turned down a fully paid scholarship to the esteemed university, opting to pursue his entrepreneurial dream.
>
> At 16, he founded Hypecentury Technologies, a web hosting company. Mubarak eventually sold the business to Wemps Telecoms, a company owned by Kenyan entrepreneur Elvis Wakwoma.
>
> Mubarak's new venture, Zagace, is a cloud software company that helps businesses manage their activities by using simple and easy-to-use formats called Zag apps. (*Interactions in English Terminale*, p. 67)

Mubarak's story is outstanding and beyond norms. The teenager turned down a scholarship, which allowed him the opportunity to further his studies at Harvard University in the United States of America. He preferred to live up to his entrepreneurial dream by creating his own company. He first of all created Hypecentury Technologies which he sold to Wemps Telecoms and moved to a different venture by creating an application named "Zap Apps", a cloud software company that helps businesses manage their activities by using simple and easy-to-use formats. This entrepreneurial experience is communicative in the sense that creating a company does not necessarily require an individual to do longer studies or attend prestigious universities around the world. How many youths would decline a prestigious scholarship to venture into a complex business if they received no financial support?

C) Report

Further living experience of entrepreneurship is reported in *Mastering English (High School)*. The report is about a foundation created by the famous Nigerian entrepreneur, Tony Elumelu. The story reads:

> **The Tony Elumelu Foundation**
>
> "Nigerian born Tony O. Elumelu is an economist by training, a serial entrepreneur and philanthropist. He is the Founder and Chairman of Heirs Holdings, a privately held investment firm, with interests in the power, oil and gas, financial services and hospitality sectors across Africa. He is Chairman of Transcorp, Nigeria's largest listed conglomerate; pan-african services group United Bank for Africa; and Seadrill Nigeria Limited.
>
> Mr. Elumelu sits on numerous public and social sector boards, including the global advisory board of the United Nations Sustainable Energy for All Initiative (SE4 ALL), USAID's Private Capital Group for Africa Partners Forum (PCGA), and the Aspen Institute's Global Food Security Working Group. He also serves on the international advisory board of the Washington DC based think tank, the Wilson Centre, and as Vice Chair of the National Competitiveness Council of Nigeria. In addition, he serves as an adviser to President Obama's Young African Leaders Initiative (YALI)
>
> In 2010, Mr. Elumelu created the Tony Elumelu Foundation, which champions African entrepreneurship. In January 2015, the Foundation launched the $ 100 million Tony Elumelu Entrepreneurship Programme to seed and support 10,000 African entrepreneurs over the next decade. The Programme represents Mr. Elumelu's personal commitment to the economic philosophy of "Africapitalism", a development model he propagagated that sees the African private sector as the catalyst in ensuring Africa's sustainable social and economic development.
>
> The Tony Elumelu Foundation is an African-based philanthropic organization dedicated to transforming the continent through entrepreneurship. Founded in 2010, its mission is to support entrepreneurs, and catalyse entrepreneur-led development across Africa. In doing so, it promotes truly pan-African institutional philanthropy.
>
> The foundation has a guiding principle, the economic philosophy of Africapitalism, developed by Founder, Tony O. Elumelu. Africapitalism is predicated on the belief that a vibrant and competitive private sector is the key to unlocking Africa's economic potential and to creating sustained social wealth. It therefore implements lasting solutions which contribute directly to Africa's social and economic transformation. Its core programme areas include: the $100 million entrepreneurship programme; entrepreneurship research and advocacy through the Africapitalism Institute; and the Tony and Awele Elumelu Legacy Prize, which recognizes African academic excellence.
>
> In order to achieve measurable change in Africa, the Tony Elumelu Foundation nurtures, mentors, and empowers a new generation of African entrepreneurs to build globally competitive value adding businesses that create employment, spread wealth and address intractable social challenges […]"
>
> The tony Elumelu Entrpreneurship Programme emphasizes the need for entrepreneurs to be proactive and develop home-grown solutions to address the key challenges they face, particularly those issues that emerged from surveys conducted. […]

Armed with this data and the personal experiences of emerging entrepreneurs, the Tony Elumelu Foundation's Africapitalism Institute will conduct a series of "Africapitalism Labs" in select clusters of entrepreneurial activity, engaging key stakeholders in government, business, finance, civil society, and development along with the entrepreneurs themselves, with the intent of developing practical solutions built on consensus and with a shared commitment to act. Culled from *Unleashing Africa's Entrepreneurs: Improving the Enabling Environment for Start-Ups* (*Mastering English*, pp. 97–99)

The report reveals the identity of the entrepreneur, who is of Nigerian nationality. He is an economist and a serial entrepreneur who created a foundation grounded in the theory of "Africapitalism", a model which empowers young African entrepreneurs and ensures Africa's sustainable social and economic development. This report is important for students because they need to be inspired by African tycoons in entrepreneurship to dream, mount their projects, transform their lives, and improve their socio-economic status.

To sum up, *Interactions in English Terminale* and *Mastering English (High School)* provide a variety of texts that present the experiences and successes of top young African entrepreneurs to spark students' interest in job creation and innovation. This allows students to live the experience of entrepreneurship in different formats and enjoy it.

5.2. Entrepreneurial Knowledge and Mindsets in Interactions in English Terminale and Mastering English (High School)

Both *Interactions in English* and *Mastering English (High School)* teach entrepreneurial knowledge, skills, and attitudes that allow debutants to approach challenges and business risk management. The aspects are presented, discussed, and summarised alternately.

5.2.1. Knowledge and Skills

Individuals must appropriate the language of business and their skills before embarking on business creation. Both *Interactions in English Terminale* and *Mastering English* introduce users of the books to the vocabulary of entrepreneurship, commerce and economy in English unfolded in the following paragraphs.

A) Vocabulary of Entrepreneurship, Commerce, and Economy

The dialogue displaying Marie Yvonne and Aissatou in *Interactions in English Terminale* requires learners to listen to the conversation and fill in the gaps with suitable words. The words in bold in the exchange represent the items students are expected to provide after listening to the text. Students are drilled in the vocabulary of business. Thus, from the dialogue, they learn collocational ranges about business creation and management such as "doing research," "doing research online," "start up a business," "open a business"; "business opportunities", "keep accounts," "something affordable" and "home-grown products". *Terminale* students need these linguistic competences to fashion their vocabulary skills and familiarise themselves with the language of business, useful for their spoken and written production.

Mastering English report on the Elumelu Foundation deploys several phrases pertaining to economics and corporate organisations. They include words or expressions such as: "an economist by training", "a serial entrepreneur", "Chairman", "conglomerate", "the global advisory board of the United Nations Sustainable Energy for All Initiative", "Entrepreneurship Programme", "private sector", "Africapitalism, Africa's sustainable social and economic development", etc. The chain of complex words used in the text shows that the world of business is a labyrinth, a long journey that needs knowledge and training. Lower and Upper Sixth students therefore need to study economics and business creation to discuss and experience business. In short, the two textbooks presented teach students a handful of business vocabulary that is helpful in discussing economic and management matters.

B) Communication and Listening

Both communication and listening are essential entrepreneurial skills that enable entrepreneurs to run their businesses, as they help build trust, maintain relationships, resolve conflicts, understand needs and perspectives, and take important decisions. The conversation passage presented in *Interactions in English Terminale* aims at developing students' good communicative skills and fluency in English, especially the language of business. Aissatou and Marie Yvonne discuss business in English, and such competence is expected from students in their various interactions with potential entrepreneurs and customers in real-life situations.

C) Analysis of Consumers' Needs

Interactions in English teaches *Terminale* prepares students for what to do before creating a business. Specifically, they should investigate the needs of consumers before opting for the product to go on the market. Consumers' needs should not be "underestimated," as Aissatou emphasises in the conversation. Besides, entrepreneurs should find out the resources needed to start a business. This is exactly what Aissatou does when she says: "I'm trying to find out how traders and shop owners know what consumers want. I'm also trying to find out what resources they need to start up their businesses." (p. 67). Information on consumers' needs and necessary resources is fundamental for planning and strategizing what to offer as services to customers.

D) Business Technology and Networking

Computer literacy is an adjuvant in the creation and expansion of businesses. Any individual engaging in business should be computer literate, develop competences in computer science, research business opportunities, and sell products in the global market. Marie Yvonne is aware of it, and this is why she advises her friend Aissatou to do online research to study consumers' needs: "But you're a "techie", so can't you do something online?" Mubarak Muyika also went digital in *Interactions in English* as he developed a cloud-based software application that helps businesses manage their activities.

5.2.2. Entrepreneurial Mindsets

A) Creativity, innovation, collaboration, and determination

Young entrepreneurs' mental disposition and attitudes towards business determine the outcome of their endeavour. The 21st century demands students be the entrepreneurial generation with skills such as critical thinking, creativity, collaboration, communication, and competencies (Gairola, 2019). *Interactions in English Terminale* instills in students a sense of creativity and innovation, as exhibited by Aissatou and Yvonne's talks. Students can do business while studying. They can reconcile both studies and business, as envisaged by Aissatou in the conversation that follows:

> **Marie Yvonne:** Ah! So, are you also thinking of opening your own business? I have been wanting to start my own line of make-up for many years. Aissatou: Great idea! I want to start a business while I am studying, and then focus on it afterwards. (p.254)

Still, the enhancement of creativity and innovation is perceived in Mubarak Muyika's story, who founded Hypecentury Technologies, a web hosting company that he sold to create a cloud software company that helps businesses manage their activities by using simple and easy-to-use formats called Zag apps.

Further, collaboration and determination are determinants of the increase in production and capital. Vanessa's experience is wonderful. She is described as a hard-working person, and she works with a team of people that permits her to increase the output of her tea company. The report in *Interactions in English Terminale* says: "Vanessa now has a team of people working with her and tea drinking in Cameroon has increased. She hopes to increase that even further and expand her market quickly to the rest of Africa." (p.64)

Mastering English (High School) equally cultivates Lower Sixth and Upper Sixth students' creative skills, allowing them to be inspired by Tony Elumelu, owner of a foundation which supports thousands of African entrepreneurs.

In addition, young entrepreneurs should demonstrate courage and determination while overcoming fears in the face of the challenges encountered in the course of entering. In this connection, Aissatou, in *Interactions in English Terminale*, emphatically cautions young entrepreneurs in these words: *"Don't be afraid and don't give up!"* In short, they should be daring and intrepid enough to take risks.

B) Philanthropy and Good Conscience

It emerges from Vanessa and Tony Elumelu's stories that, among other qualities, entrepreneurs should be kind and concerned for people's welfare. *Interactions in English Terminale* describes Vanessa as "an entrepreneur with a social conscience." Similarly, the Tony Elumelu Foundation in *Mastering English (High School)* is pictured as an African-based philanthropic organisation dedicated to transforming the continent through entrepreneurship. The Tony Elumelu Foundation nurtures, mentors, and empowers a new generation of African entrepreneurs to build globally competitive value-adding businesses that create employment, spread wealth, and address intractable social changes. He offers $100 to 10,000 young African entrepreneurs to empower them. In brief, successful entrepreneurs should share their wealth with the needy, give jobs to the unemployed, or empower prospective business operators.

5.3. Ideologies

The texts discussed in this study unfold comprehensive economic and social problems that (re)produce and sustain power relations, inequality, and legitimising critiqued social orders.

A) Gender imbalance

Mastering English (High School) perpetuates gender discrimination, presenting exclusively the successful story of a male entrepreneur and depriving students of female experience. The book celebrates Tony Elumelu's success in entrepreneurship, ignoring female exploits. However, *Interactions in English Terminale* celebrates women more than men. Three cases of females' engagements in business creation are presented in the textbook against one male's commitment. Two females (Aissatou and Marie Yvonne) are preparing to engage in business, whereas a single one (Vanessa Zommi) has invested, and her business is booming. A single male (Mubarak Muyika) is presented to students. To sum up, gender imbalance occurs in the presentation of entrepreneurs used as benchmarks for young students in the class of *Terminale*. Females are more visible than men in *Interactions in English Terminale* contrary to trends in other EFL/ESL textbooks, which generally give prominence to men. However, *Mastery in English (High School)* discourse on entrepreneurship turns around the male gender sidelining the female gender.

B) Antinationalism and Identity

The authors of *Mastering English* can be tagged as anti-nationalistic; the book rather presents to students an international successful entrepreneur, originating from Nigeria, whereas the context requires that the authors primarily celebrate national entrepreneurs before opening the door to international business leaders. They behave as if there is no national model entrepreneur in the Cameroonian context. It is important that learners initially discover local business icons, their pride, who can serve as stimuli for young students to follow a career in business before exposing them to international business figures. Is it not said that charity begins at home?

C) Utopia

The two texts examined in the study present a monolithic view of entrepreneurship. The characters showcased are perfect figures whose trajectory in business is linear, without challenges or failures. Their achievement gives the collective mind the impression that all hard-working entrepreneurs succeed without hurdles. *Interactions in English Terminale* does not inform students about the difficulties encountered by Vanessa throughout her journey in entrepreneurship. Again, Mubarak's story does not disclose to readers what caused him to sell his company to Wemps Telecoms, a company owned by the Kenyan entrepreneur Elvis Wakwoma. Mubarak Muyika's story is an exception and seems unrealistic in the Cameroonian context

marked by financial, unemployment, and social crises, where a student can hardly turn down a scholarship from a prestigious university in the world to engage in entrepreneurship without support from the government. Not all parents would allow a brilliant 22-year-old child to venture into business soon. The same approach is found in *Mastering English (High School),* which abstracts readers from Tony Elumelu's failures in entrepreneurship. The above-mentioned textbooks' narratives on entrepreneurship sound unrealistic in the sense that they just sell dreams to students to pique their interest in business without exposing them to the true nature of the activity, among which funding, authorising creation, renting business locations, paying taxes, and facing challenges.

D) New Capitalism

Mastering English presents an inclusive African economic programme, which opposes Western capitalism and neoliberalism based on privatisation, individualism, freedom of the market, and dominance. Tony Elumelu's theory, created in 2011, propounds Africapitalism, an inclusive capitalism drawn from the African model that fosters homegrown production. "Africapitalism" is a reformed capitalistic economic system that takes the social impact of business into account, a middle ground between business and philanthropy. The Tony Elumelu Foundation launched an entrepreneurship programme that will devote $100 million over 10 years to identify and help grow 10,000 African startups and young businesses. The theory proposes a development model predicated on the belief that a vibrant and competitive sector is the key to unlocking Africa's economic potential, and a competitive private sector is the key to unlocking Africa's social and economic transformation. Tony Elumelu's programme sees the African private sector as a catalyst for ensuring Africa's sustainable social and economic development. *Mastering English (High School)* influences students' views of capitalism, making them legitimise African capitalism as more humane in nature and rejecting western capitalism and other forms, seen as individualistic and savage. The textbook for Lower and Upper Sixth students, conscious of the individualism characterising the world, sanitises its socio-economic programme while proposing to learners a more attractive form of capitalism, against the premise that neoliberal and capitalistic policies in school curricula promote ideals that enable the rich to get richer while the poor get poorer (Beder, 2006).

E) Import-Substitution Policy

The import-substitution policy consists of replacing imports with local production. The Cameroon government launched the so-called economic programme in 2022, aiming to enhance investments in homegrown products. In this regard, the government took important decisions to alleviate fiscal barriers on certain products and increase taxes on some imported products to accompany import substitution. *Interactions in English Terminale* enhances the policy through Marie Yvonne, who advises Aissatou to invest in local products in these words: "Being dependent on imported, mass-produced products don't make sense anymore. And local products do not have to be second-rate either!" (p.254). Yvonne's attitude matches the expectations of the Cameroonian government. Elumelu's programme discussed in *Mastering English(High School)* backs up the same business strategy. The programme emphasises the need for entrepreneurs to be proactive and develop homegrown solutions to address the key challenges they face, particularly those issues that emerged from the surveys conducted. Making students aware of this economic model makes them aware of the country's economic programme and helps them choose the types of less expensive business opportunities to opt for. This could be the reason why Vanessa Zommi, in *Interactions in English Terminale,* invested in Cameroon tea to valorize local production.

F) Promotion of Business Technology

Interactions in English presents a teenager, Mubarak Muyika, who developed an application called "Zag apps" to help people manage their activities by using simple and easy-to-use formats. The idea behind this atypical story is that the textbook encourages young people to invest in new technologies of information and communication, which can enable entrepreneurs to develop new products and services. Using technological innovations, entrepreneurs can easily adapt to dynamic market conditions, improve their processes, and operate worldwide. In this perspective, Nambisan (2016) argues that entrepreneurship is shaped by digital technology and, in the end, provides entrepreneurial opportunities. He concludes that digital technologies solved the problems of uncertainty in entrepreneurial processes and outcomes.

6. Implications

The findings obtained from this research paper have cognitive, social, and pedagogic implications. Cognitively, this study helps Cameroonian students and teachers have a profile of the teaching of entrepreneurship at the elementary and secondary education levels. It informs them about entrepreneurial skills, mindsets, and economic programmes that sustain government policy in the country. Although the consumers of the textbooks are language teachers and learners, they are likely to show an inclination towards business to improve their socio-economic status. Socially, the study confirms the idea that no textbook is neutral; textbooks are institutional and ideological instruments that reproduce the government's political agenda and social institutions. *Interactions in English Terminale* and *Mastering English (High School)* characteristically are not gender balanced in entrepreneurial ventures, they vehicle utopian views of entrepreneurship and promote afrocapitalism, considered as a more humane economic model in the world of entrepreneurship. These textbooks legitimate the economic and social orders of Cameroonian society. Pedagogically, this study will prompt the change and revision of some materials contained in the books explored, for the upbringing of learners in entrepreneurship, enhancing gender balance and nationalism in terms of character representation, and adopting realistic and inclusive overtones.

7. Conclusion

This study conducted a critical discourse analysis of entrepreneurship education in *Interactions in English Terminale* and *Mastery English (High School)* using a qualitative method. Corpora collected from the explored course books were analysed following Fairclough's three-dimensional theoretical framework. The findings revealed that the materials scrutinised chiefly adopted the story-based approach to account for entrepreneurs' experiences. These textbooks endorsed by the Ministry of Secondary Education, in terms of business creation and innovation pedagogy, replicate the government's political, economic, and social ideologies. Female gender in the entrepreneurship discourse is more visible in *Interactions in English Terminale* whereas *Mastering English* is male dominance. Cameroon secondary English EFL/ESL textbooks deal with entrepreneurship in upper classes but do not widespread the subject matter across the modules of the books. English language textbooks used at lower levels (*Mastering English Form 1* through *Mastering English Form 5*) barely discuss the topic. Business actors projected in the materials studied asymmetrically represent male and female entrepreneurs and outcomes. The plea is that authors of these textbooks change their teaching methodology by immersing learners in the real world of entrepreneurship and its challenges, sparing them from utopian views of business creation and management. Ultimately, an effort should be made to introduce the theme of entrepreneurship at all levels of study, starting from elementary education to tertiary education.

8. Suggestion for Further Research

This study critically examined the teaching of entrepreneurship in *Interactions in English Terminale* and *Mastering English (High School)*. A different study can evaluate the teaching impact of business creation on EFL/ESL students.

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