

A Content Analysis of English Textbook Prescribed for Grade Eight

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Tara Baral

2023

**A Thesis Submitted to the Department of English Education in
Partial Fulfillment for the Master of Education in English**

**Submitted by
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**Faculty of Education
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T.U. Regd. No.:9-2-480-59-2014

M.Ed. Fourth Semester

Exam Roll No.: 7428164/074

Date of Approval

Thesis Proposal: 13/09/2021

Thesis Submissions:11/10/2022

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Dedication

*Dedicate to
my family, Gurus/Gurumas relatives, and friends who consistently
persuaded me to complete this thesis. Without all of your
support and continual encouragement, I would not have
been able to reach this milestone.*

Declaration

I, hereby declare that to the best of my acknowledgement, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university. I am responsible for any issues involving ethical considerations and plagiarism.

Date: 10/10/2022

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Tara Baral

Acknowledgment

From the core of my heart, I would like to extend my sincere gratitude to my respected supervisor **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U, Kirtipur for providing me with valuable suggestions, constructive feedback, and encouragement to complete this thesis conveniently. I shall ever remain indebted to him for his excellent and helpful supervision.

I am beholden to **Dr. Madhu Neupane Bastola**, Lecturer, Department of English Education, for her valuable suggestions, comments, and constructive feedback to accomplish this research. Similarly, I have no words to extend my gratitude to **Dr. Hari Maya Sharma**, Lecturer, Department of English Education, for her encouraging comments and constructive feedback on my research. I would also like to express my gratitude to the thesis viva expert **Dr. Rishi Ram Rijal**, Professor, Mahendra Ratna Campus, Tahachal, and **Dr. Renu Singh**, Lecturer, Department of English Education. Likewise, I am thankful to **Mr. Guru Prasad Poudel** sir for his guidance during the course of preparing the proposal.

In the same way, my deepest gratitude to all the Gurus and Gurumas of the Department of Education, along with the Department of English Education, **Prof. Dr. Anjana Bhattarai**, **Prof. Dr. Bal Mukund Bhandari**, and **Dr. Purna Bahadur Kandel**, who taught and encouraged me to continue my work. Similarly, I am remembering my inspiring and encouraging teachers **Dr. Prem Bahadur Phyak**, **Mr. Jagadish Poudel**, **Mr. Bhim Wosti**, **Mr. Laxmi Ojha**, and **Mr. Ashok Sapkota**, for the support, knowledge, and feedback on my study. I am also thankful to **Mrs. Madhavi Khanal**, administrative staff, Department of English Education, for her kind cooperation on administrative work.

Last but not the least, I am thankful to my family and all my colleagues for their support and inspiration to finalize this research.

Tara Baral

Abstract

The thesis **A Content Analysis of English Textbook Prescribed for Grade Eight** was an attempt to identify the major content areas of the English textbook of grade eight and to point out some strengths and weaknesses. The researcher used the qualitative method to obtain the data. The study adopted textbook analysis as a design. The observation checklist served as the main tool of data collection. Similarly, to collect the data researcher followed the procedures given by Braun and Clark (2006) and the principle suggested by Cahyono and Riadini (2021) and Ur (2013). After analyzing the textbook, the result shows that the English book for grade eight covered cultural and neutral contents associated with personal to social, theoretical to practical, Himalayan to Terai, and national to international. The English textbook for grade eight consists of source culture, target culture, foreign culture, neutral culture, social, political, and educational content, technical content, and health and sports. The text related to target and international culture helped students to develop communicative competence through the textbook. The text about technology gives information about technological devices and provides some guidelines for using those devices. Moreover, the lesson on games and sports depicts the knowledge of the importance of physical exercise in human health. Besides this, the lesson district profile has provided some old information that needs to be updated.

The thesis is divided into five chapters. The first chapter covered the background of the research, the statement of the problems, the objectives of the study, the research questions, the significance of the study, and the operational definition of the key terms. Similarly, the second chapter incorporates a review of the theoretical literature, empirical literature, the implications of the review, and the conceptual framework for this study. Likewise, the third chapter deals with methods and procedures under which the study design, data collection tools and techniques, data collection procedures, analysis and interpretation procedures, and ethical considerations. In the same way, the fourth chapter consists of the results and a discussion of the study. Finally, the fifth chapter includes the conclusion and implications. Recommendations of the study as policy-related, practice-related, and further research related are suggested and included references and appendixes.

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List of Symbols Abbreviation

CDC:	Curriculum Development Centre
Dr:	Doctor
Ed:	Edition
e.g.:	Example
ELT:	English Language Teaching
etc.:	Et cetera
IQ:	Intelligence Quotient
Mr.:	Mister
Mrs.:	Missis/Missus
No.:	Number
p.:	Page
pp.:	Pages
Prof:	Professor
Reg:	Registration
Sep.:	September
T.U.:	Tribhuvan University

Chapter I

Introduction

This is a study on A Content Analysis of English Textbook Prescribed for Grade Eight. This introductory chapter consists background of the study, a statement of the problems, research objectives, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

The textbook is the most significant curricular material to facilitate teaching and learning activities (Weninger, 2018). The textbook is a reliable source for providing message to learners and is designed based on instructional propose. Every textbook should cover a particular domain of society that help teachers and students to be familiar with the present era by involving in classroom activities (Graves, 2000). The textbook, students, and instructors are the followers of instructions presented in the textbook by following the guideline of it, teaching-learning activities will be meaningful and effective (Rodic & Topalov, 2016). Denham, Muhammed, and Tayehh (2021) say that textbook is the most commonly used media because it is easy to carry, buy, and learn. The textbook can create a supportive environment for the teachers to demonstrate new methodologies in the classroom (Hutchinson & Torre, 1994) whereas, the textbook has written in a way that the teachers can use as resources (Tomlinson, 2012) and it has covered varieties of cultures that help to promote a specific curriculum (Okeefee, 2012). Textbook plays a significant role in supplementing teaching-learning activities (Variava, 2015). Due to this, the textbook is considered a reliable source of materials in school education.

In school education, teachers and students have provided with a set of textbooks that reference what exactly they want to learn and teach (Fitriyani, 2013). But it is not necessary to emphasize that no readymade textbook will ever fit perfectly every language program. There is no ideal textbook, ideal for every teacher, appropriate for every group of learners, and ideal in every teaching situation. Contents included within the textbook help to determine the quality and the level. Any kind of textbook which contains social experiences and cultural variations in the lessons seems to be a good school curriculum (Desantis & Ugarriza, 2000).

Content analysis is an identification of the strengths and shortcomings of content through consistent evaluation procedures (Nimal, 2015). It is a process of analyzing the course book from different criteria like culture, tradition, international language, literature, sports, health, and so on. So, it is an important approach to explore whether the text included in the curriculum suit the students' levels or not (Fitriyani, 2013). Ayu and Indrawoti (2018), mention that textbook analysis is a research method for making replicable and valid information from data to their context, providing knowledge, giving new insights, representing facts, and making practical action guide. Content analysis helps the writer to make the textbook significantly more communicative and effective which assists to select the best materials.

The English textbook for grade eight was prepared and published by the curriculum development Centre. It was revised in 2019 and reprinted in 2021. The textbook was developed in line with the basic level English curriculum (Grades 6-8). It is the contribution of the executive director of CDC Mr. Diwakar Dhungel, Prof. Dr. Chandreshwor Mishra, Dr. Bal Mukunda Bhandari, Mr. Sambhu Prasad Dahal, Dr. Rishiram Rijal, Mr. Ganga Dhar Hada, Ms. Sita Sharma, and Mr. Homnath Amghai. The textbook was edited by Chandra Kanta Bhusal, Bishnu Prasad Parajuli, and Nim Prakas Singh Rathaur. The book contains a variety of reading materials and exercises that are based on different cultural contents and neutral contents

Statement of the Problem

The work of content analysis can give several insights to teachers, students, and even readers. However, much work on content analysis has not been in our context for focusing on the textbook prescribed for school students. I found several theses and articles like 'Analysis of the Textbook: Enrich your English' by Ram Chandra Binadi (2008), 'An analysis of Grade Nine Textbook of Janak' by Kanchan Thapaliya (2019) and 'Analysis of Grade 10 English Textbook concerning Curriculum and Examination' by Laxman KC (2021) on textbook analysis but there is little work on content analysis of the textbooks in context of Nepal. Therefore, to address the knowledge gap, I was interested in the contents of the English book of the school curriculum. So, this study focuses on the contents analysis of a grade eight's

English textbook, followed by some suggestions to implement this textbook in the coming days.

Objectives of the Study

Based on the problem statement, the objectives of the study were as follows:

- a) To identify the major content areas of the English textbook for grade eight,
- b) To point out some of the strengths and weaknesses of the contents included in the textbook,

Research Questions

The study sought to answer the following questions:

- a) What are the major content areas in the textbook?
- b) What are the strengths and weaknesses of the textbook?

The Significance of the Study

This research aims to focus on the contents of the English textbook prescribed for grade eight. This research is significant for teachers to be familiar with the different texts of an English book. Similarly, it is equally substantial to those who are going to research on contents of the textbook. Moreover, it is fundamental for teaching and learning activities that determine what the students are learning and what the teachers are teaching. Besides this, the analysis of content help to add to our understanding of whether the content is appropriate to the level of the student or not.

Several studies like ‘Analysis of the Textbook: Enrich your English’ by Ram Chandra Binadi (2008), ‘An analysis of Grade Nine Textbook of Janak’ by Kanchan Thapaliya (2019), ‘Analysis of Grade 10 English Textbook concerning Curriculum and Examination’ by Laxman KC (2021) have been done on textbook analysis in Nepal. However, we found little research on content analysis focusing on a school textbook. So, I chose this topic as it can reveal the different contents mentioned in grade eight English textbooks, which is beneficial for teachers to know about the content. After all, this research has provided an in-depth analysis of content areas included in the English textbook.

Delimitation of the Study

The study had the following delimitations:

- i. This study was based on the Contents analysis of the English textbook prescribed for grade eight, revised edition 2021, published by the Curriculum Development Centre (CDC).
- ii. This study followed the principles and procedures suggested by (Cahyono & Riadini, 2021) and (Ur, 2013).
- iii. The data were interpreted based on procedures mentioned by (Braun & Clark, 2006)

Operational Definition of the Key Terms

Contents. In this study, contents refer to the major research areas of the English textbook for grade eight (published in 2019 and reprinted in 2021). Here major content areas are source cultures, target cultures, international cultures, general knowledge, moral, political, and educational contents, health, and sports, and learners themselves.

Curriculum Development Centre. The term in this study means the authorized textbook publication of the government of Nepal under the ministry of education, science, and technology located in Sanothimi Bhaktapur.

English Textbook. This term in this research is used for the very fundamental subject of grade eight which has been taught as a second language and a compulsory part of the curriculum in the context of Nepal and it has been prepared and published by Curriculum Development Centre.

Grade Eight. In this study, grade eight denotes the particular standard that is considered a basic level completion year in the context of Nepal.

Textbook. In this study, the textbook refers to the English Textbook prescribed for grade eight prepared and published by Curriculum Development Centre which is published in 2019 and reprinted in 2021.

Chapter II

Review of Related Literature

This chapter is divided into four main sections. The first is about the review of the related theoretical literature, which covers theories related the content analysis and textbook analysis. The second section is a review of related empirical literature that describes the summary of the research, which is already been carried out in this area. Similarly, the conceptual framework present under it and in the last section of its implications of the review clarifies the contributions of the reviewed literature to the present study.

Review of Theoretical Literature

Different theories related to this study are presented in this section. This study deals with content analysis of school textbooks. So, here I reviewed theoretical literature to gain theoretical insights about the topic.

The content. The content captures something important about the data and research question which represents some level of pattern within the data set. Contents are shared meaning across the data item. It gives an important piece of information about the phenomena or data (Braun & Clark, 2006). Content is unified in nature and it is based on experience (Desantis & Ugarriza, 2000). contents have to be carefully and thoughtfully extracted by the researcher. They are usually implicit, implied, and embedded in repetitive expressions, even though these may be variants (Connelly & Peltzer, 2016). Contents have a common point of reference and have a high degree of generality that unifies ideas regarding the subject.

McDonough and Shaw (2003) believe that in two kinds of situational degree of evaluation is needed. First, the teachers are given to choice to adopt or develop their materials. Second is the situation when teachers are a consumer and just, used the textbook. Content analysis of the textbook has focused on the representation of gender, culture, beliefs, language, economic globalization, and so on. There are varied reasons for textbook analysis. One of the major reasons is the need to adopt a new course book. Canning Worth (1995) emphasizes the need to identify strengths and shortcomings in the textbook already in use. Tomlinson (1996) says that content evaluation is a way of developing our understanding of existing content. Ellis (1997)

suggested that content evaluation provides teachers with useful, accurate, systematic, and contextual insights about the textbooks.

The content analysis is a qualitative research design. It is also introduced as a descriptive method that provides core skills to the researcher to conduct qualitative research. It is an independent approach to analyzing qualitative data (Bondas, Turunel, & Vaisomoradi, 2013). The term content analysis has been defined differently by different authors. According to Braun and Clark (2006), content is recognized as a poorly demarcated, rarely acknowledged method in the past. However, recently it has become a widely used qualitative method. Joffe (2012) argues that content analysis is a method in its own right for identifying, analyzing, and reporting patterns. It always focuses on themes and it emphasizes how they build up and how they convey the meaning of particular themes. Guest, MacQueen, and Namey (2012) claim that content analysis is for identifying and describing themes, which are made from different codes. From this piece of information, we can say that content analysis is a transparent and efficient design to conduct qualitative research.

Content analysis is word-based analysis because it interprets words to apply different names and codes (Guest et al. 2012). In short, it is a qualitative method that can widely be used across a range of epistemologies and research questions (Moules, Norris, Nowell, & White, 2017). Boyatzis (1998) states content analysis has several overlapping purposes that can be used as a way of seeing, a way of making sense, a way of analyzing qualitative information, and a way of systematically observing a person in interaction with a group, a situation, an organization, and a culture. It is a way of converting qualitative information into quantitative data.

The content analysis offers a way of separating qualitative research from these broader debates, where appropriate, and making qualitative research results available to a wider audience. Its accessibility as a method also suits multi-methods research being conducted by research teams, where not everyone is a qualitative expert.

Cultural content. Cultural contents inside the textbook depict information about local living styles as well as historical knowledge of particular communities or countries. Every individual in the world is associated with culture as people have biological connectionsto it (Husain, & Mustirah, 2020, p.71). They also argue that there is some effect of culture on socialization skills and they classified textbook

content into three different categories based on source culture, target culture, and international culture.

Source culture. Culture is the system of shared beliefs and values of people which are learned rather than inherited. Culture is universal as it is accepted globally and individuals cannot avoid the importance of culture that gives the identity of human living (Decapua & Wintergerst, 2016). Moreover, the textbook is a platform for socializing from where we are learning the tradition of different places around the world in a very formal way. Individuals have learned to adjust to a particular culture and their individuality is developed within that culture (Dj, Husain, & Musfirah, 2020). So, the text is an element of social practice and textual analysis uncovers the social and ideological condition of society. The English textbook for grade eight has consisted source culture and subculture of Nepal and people love to celebrate it with great pomp and show. There is some content like different festivals, Lhosar, Chhath, Dashain, Teej, Christmas, Maghi, Id, Holi, historical and religious destinations, local attire, local tourism covered the greatest portion of the textbook.

Target culture. In Nepal, English is spoken and taught as a foreign language and globalization is one of the key factors which help to determine the curriculum design of the country. So, the English textbook prescribed in the school curriculum has been containing foreign cultures which helps to fill the knowledge gap. Here target culture means the cultures related to the culture of core English-speaking countries like the USA, Australia, Canada, and the UK. Texts like the poem 'Changing World' by Edward De Bone, and an article about 'First man on the moon Neil Armstrong' are examples of the target culture. A person can't be communicatively competent without knowing language vocabulary. So, the textbook of grade eight also encourages the students to be more comprehensive for competent linguistic performance. The literary content written in the target language should be used to develop students' competency in the target language. Stories, novels, plays, and poetry written in the target language are examples of the target culture.

International culture. International culture depicts cultural activities around the world. It is not limited to a certain culture or country but it is accepted globally. The textbook has covered some texts which are related to international culture. The

texts related to traffic symbols and the lesson 'Diary of a young girl' are an example of it.

Besides the cultural contents, there are other areas too which help to make textbooks more relevant and up-to-date. Following Ur's (2013) framework, the English textbook for grade eight has covered neutral texts which are not particularly associated with core countries but it has conveyed a great message to the students.

Neutral culture. Neutral culture refers to the cultural materials, which are associated with a particular language but not a particular culture or context. Such materials do not follow any trend which is commonly accepted. Contents related to health and sports, and students brainstorming text belong to the category of neutral culture. The content of the textbook is different as per the course, student's ability, and the purpose of learning and integrated into the target culture. Different courses tend to stress some types of content and content depends on the objectives of the course. The text's purpose is to integrate learners into the target culture. For that purpose, content should be based on the learners' motivation. Ur (2013) argues that in the course book, general cultural knowledge, materials, and activities should be included to develop the intelligence as well as the morality of the students. She presents some of the contents that should be included while preparing a textbook or course book. They are as follows:

Moral, educational, political, and social problems. Some of the contents of the textbook stance some issues related to the moral lesson, politics, and social problems. The contents like the text about Gautama Buddha, the story 'The Foolish Sage and Jackal', 'A Thirsty Crow', and the picture related to cause and effect on page 127 is the example of it from where students can get moral lessons.

Learners themselves. The contents included in the textbook have some texts and exercises that encourage the learners to explore new experiences, knowledge, opinions, and feelings. For example, activities that ask learners to write about someone they know, brainstorming questions related to mathematical problems, puzzles, etc.

Technical content. Beyond the different contents presented by Ur (2013), there are other contents included in the English textbook for grade eight. Content is

situational. So, the content included in the home textbook is different from that abroad. Some texts present technical content. Technical content refers to materials created to help people better understand a technology. According to Renandya and Richard (2002), a technical text is a text written to educate or instruct the readers. (Technical Text: Definition and Example, 2016). Technology, journalism, forms and cheque, water bill, electricity bills, business and commerce computers, and technology, mobile, and camera are examples of technical texts. Games and sports related to contents are also included in the textbook for grade eight.

Health and sports. The textbook is incorporated with text related to Health and Sports that give the message of the importance of physical fitness as well as good health. The topic ‘Games and Sport’ on page 111, ‘Effect of Junk Food’ on page 81, and ‘Habit and Behavior’ on page 100 are text related to it.

Textbook analysis. Books are a significant source of information and reflect cultural values and norms (Weninger & Williams, 2005). Analysis of content is universally accepted as an integral part of teaching and learning. The textbook analysis is the systematic analysis of the text materials of the textbook for a specific group of learners and Papajani (2015) emphasizes textbooks are the main source that can convey knowledge and information to the learners in an easy and organized way. The textbook analysis allows the researcher to test theoretical issues to enhance understanding of the data. Analyzing textbooks is connected to broader social and cultural issues implicated in classroom teaching.

The textbook analysis is a way of analyzing a textbook with internal and external criteria of quality in the content of objectives. Through textbook analysis, it is possible to distill words into fewer content-related categories like; words and phrases that share the same meaning (Cavanaugh, 1997). The textbook analysis is primarily concerned with the cultural artifact, meaning the language, people, places, and the world (Weinger & Williams, 2005).

The purpose of the textbook analysis is to map the meaning encoded in the textbook as a text and visual choice to uncover what kind of content is presented to students to reveal the practice, values, and beliefs held in the curriculum (Papajani,2015). The textbook provides learning tasks that are likely to be an

appropriate level for the class. The textbook analysis is a research technique for making replicable and valid inferences from texts to the context where they are used. As a research technique, the book analysis provides new insights, increases the researcher's understanding of a particular phenomenon, or informs practical actions.

Textbook Analysis is a systematic and objective means of describing and quantifying phenomena (Krippendorff, 2004). It is also known as a method of analyzing documents.

The textbook provides a cultural representation of social identities and roles that what the students can and should be like when they grow up (Eifler, Hokada, Ross, & Weitzman 1972). Richard and Rodgers (2001) suggest textbooks are indispensable elements of the curriculum despite some shortcomings such as failure to present appropriate language, inadequate cultural understanding, and lack of language-related activities (Renandya & Richard, 2002). The most important advantage is that a textbook provides information about the content that needs to be covered in the course. The textbook analysis draws on different interdisciplinary theories. Kiss and Weinger (2013) have presented three broad frameworks of textbook analysis: content analysis, critical discourse analysis, and multimodal analysis for analyzing the linguistic and visual representation of the textbook.

Content analysis. The content of the textbook refers to what is to be learned by and or transmitted to the learners. The content is the knowledge that has been identified and is absolute.

Critical discourse analysis. Critical discourse analysis is the study and analysis of talks and texts from a politically committed perspective. It is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequalities are enacted. Critical discourse analysis examines social practice in terms of their implication for things like status, solidarity, and distribution of social good and power (Gee, 2004)

Multimodal analysis. Multimodal analysis is a way of analyzing the textbook through more than one medium. It is useful for the study of the image included in the textbook. The English textbook for grade eight also has different contextual images. Importance of content analysis: content analysis is a systematic analysis of

the text materials of the textbook for a special group of learners. It is very important because it not only provides useful information for the teacher but also helps them plan learning settings for the students (Papajani, 2015).

Nation (2007) has presented a guideline for a good textbook, which consists of four main elements: meaning-focused input, meaning-focused output, language focus learning, and fluency development.

Meaning-focused input. The textbook should provide a large quantity of meaningful input and knowledge from the reading and listening exercises.

Meaning-focused output. The textbook should prioritize the activities, which are related to the productive use of language through speaking and writing exercises. It is helpful for the learners to convey the message to someone else.

Language-focused learning. The textbook should focus on different features of the language like pronunciation, spelling, vocabulary, grammar, and discourse. These features help the students to deal with different situations.

Fluency Development. The fluency development exercises are important aspects of the textbook. Fluency refers to learners' ability to speak effortlessly. But most of the exercises tend to neglect this important aspect of language teaching.

English Context of Nepal

In Nepal, English was introduced at the time by the then prime minister Jung Bahadur Rana, after he visited Europe in 1850. But education at that time was only limited to the Rana family. English became formally available to the general public after the establishment of democracy in 1951. The establishment of universities, colleges, and schools enhances excessive education for the general people. From 2003, English subject was promulgated as a compulsory subject for classes 1-10. The government of Nepal has adopted the policy to learn the mother tongue as a first language, Nepali as a second language, and English as a foreign language. Nepalese education policies are strongly influenced by government policies regarding both studying and teaching English as a compulsory subject.

Importance of content analysis. Accessibility and flexibility are two main reasons to choose content analysis. It has several alternative purposes. According to Boyatzis (1998), content analysis can be used as a way of seeing, a way of making sense of unrelated materials, a way of analyzing qualitative information, a way of systematically observing data, and a way of converting qualitative information to qualitative data. The content analysis gives entire qualities to the researcher who is going for qualitative research (Braun & Clark, 2006). It offers a way for qualitative research that systematically teaches the mechanics of coding and analyzing qualitative data, which can be linked to broader theoretical or conceptual issues. It is a method of doing qualitative research rather than an approach and it ensures the accessibility and flexibility of the study.

Through its theoretical freedom, content analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex study (Braun & Clark, 2006; King, 2004). The content analysis does not need a detailed study of theories and technological knowledge about qualitative research but it offers flexibility and accessibility (Braun & Clark, 2006). Content analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling it, helping to build a clear and organized final report (King, 2004).

Review of Empirical Literature

In this section, I have reviewed some previous research and articles related to my topic. The review of empirical studies provided me with guidelines and background knowledge for this study. Some closely related previous research is reviewed below.

Gharbavi and Mousavi (2012) researched content analysis of textbooks: from Gender and social prominence. The finding of the study revealed that males were more visible than females in both texts and illustrations. Their findings suggested that the writer should be fairer toward gender equality because textbooks are part of the curriculum to replace different kinds of negative attitudes towards different kinds of people. As a result, they evaluated the study with strong dissatisfaction with the writer of the textbook.

Anjaneyulu (2014) conducted a qualitative study on "a critical analysis of the English language textbooks in Andhra Pradesh, India". The main aim of this research was to examine the textbooks and system of teaching English to point out the strengths and weaknesses. The researcher used a questionnaire as a data collection instrument; it was used to collect information about textbooks and teachers' attitudes toward ELT in Andhra Pradesh.

The purpose of the study was to examine whether the textbook promoted communicative language and was appropriate to the learner's needs. They evaluated recently developed textbooks learning English as a foreign language in the sixth class of the upper primary and secondary school. The findings of this study were that the overall organization of the textbook and the themes included were satisfactory and appropriate to the student's interests and ages. After analyzing the text critically, the researcher argued that the book was good to develop four language skills, grammar sections were overemphasized in every unit but there were some weaknesses as well. The researcher suggested that the developers of the textbook should make a retrospective evaluation of their book and make the necessary changes to improve its contents.

Ban (2014) researched an analysis of English textbooks for grade ten. The objective of his study was to analyze English textbooks for grade ten in terms of content, language skills, text, and exercises. To collect the data, he used the qualitative method and analyzed the data descriptively. The study showed that the English textbook was good because it covered all the communicative approaches. It gave importance to all the language skills and the content was well organized. He found that the textbook was appropriate for the student's age and level. It means the English textbook of grade ten was appropriate to achieve the specified goals and all languages skills were given equal importance.

Similarly, Shahi (2017) carried out a study on "An Analysis of the Textbook of Grade Nine." The objectives of his study were to analyze the English textbook for grade nine in terms of content, language skills, and exercises. He interpreted the data based on the framework proposed by (Harmer, 2007). His research was based on a survey research design and he used a purposive non-random sampling strategy for selecting the sample. He used the checklist as a data collection tool. He found that the

textbook used authentic language, the contents were sufficient and suitable, the instructions were clear, the exercises were interesting and the content and pictures were relevant. According to his findings, the book was designed to develop the communicative skill of the learners, particularly those who are curious to learn the English language in daily life. He presented some weaknesses of this textbook like the book lacked information gap activities and jigsaw activities; it included an exercise that ignores the appropriateness of the situation. The textbook did not contain the realistic cultural values of Nepalese society. However, the textbook for grade nine contained plenty of exercises and communicative activities. He provided some suggestions to improve the quality of this book. In this view, interesting and funny materials like communicative games, songs, stories, simple poems, and cartoons should be added to the textbook. The pictures should be made attractive, colorful, and clear for clarifying the abstract concept.

Likewise, Aristo and Dharma (2018) researched an analysis of English textbook relevance to the 2013 English curriculum. The main aim of this study was to find out the relevancies of the materials. Based on their findings, they concluded that the English textbook used for the tenth grade in SMK in Indonesia was relevant to the intended students. Both the teacher interview's result and the document checklist showed the strong relevance of the textbook to the 2013 English curriculum materials.

Lund and Torrez (2021) investigated the books which were published by the Nicaraguan Ministry of education for years seven, eight, and nine. Learners were expected to develop their ability to communicate in English orally and in writing in different contexts and situations. So, they investigated how textbooks followed up with this requirement. The finding of this research showed that the emphasis was given to language-focused activities and most of the course neglected fluency development. This research found that all three books lacked activities to encourage the learners to stand on an issue, voice their own opinion, and discuss topics that might elicit different points of view. Overall, the books failed to provide the learners with the opportunity for meaningful and authentic language use.

Brief Review of the English Textbook of Grade Eight

This study focused on the contents included in the English textbook for grade eight, which is prepared and prescribed by the Curriculum Development Centre (CDC) under the Ministry of Education, Science, and Technology. The subject matter and the language of this book were edited by Chandra Kanta Bhusal, Bishnu Prasad Parajuli, and Nim Prasad Singh Rathaur. It was published in 2019 by Curriculum Development Centre and reprinted in 2021 by Janak Education Material Centre Ltd. The textbook includes altogether eighteen units containing variety of reading materials and exercises to achieve competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. Different pictures are included in the textbook to facilitate readers' understanding.

In each unit, there are various activities for the students to develop language skills and aspects. The activities, which contain all skills and aspects of language, have been incorporated into the exercise as part of the textbook. The book has been designed by keeping the development of students' communicative competence in mind. Therefore, the textbook is claimed to be communicative. At the end of the book, there is a glossary that both students and teachers might find useful. They can consult it when they feel difficult to find out the meaning of the words.

At the end of every unit, there is a section called the fun corner which includes logical questions, jokes, puzzles, and riddles that make students refreshed. Regarding the physical aspects of the textbook, it has good binding and the paper quality is good. In the layout of the book, we can see a picture of children reading, writing, and playing. The inclusion of both males and females on the cover page gives a positive message. The pictures included in the textbook are also colorful, which has made the textbook quite attractive. The price of the textbook is not included.

Implications of the Review for the Study

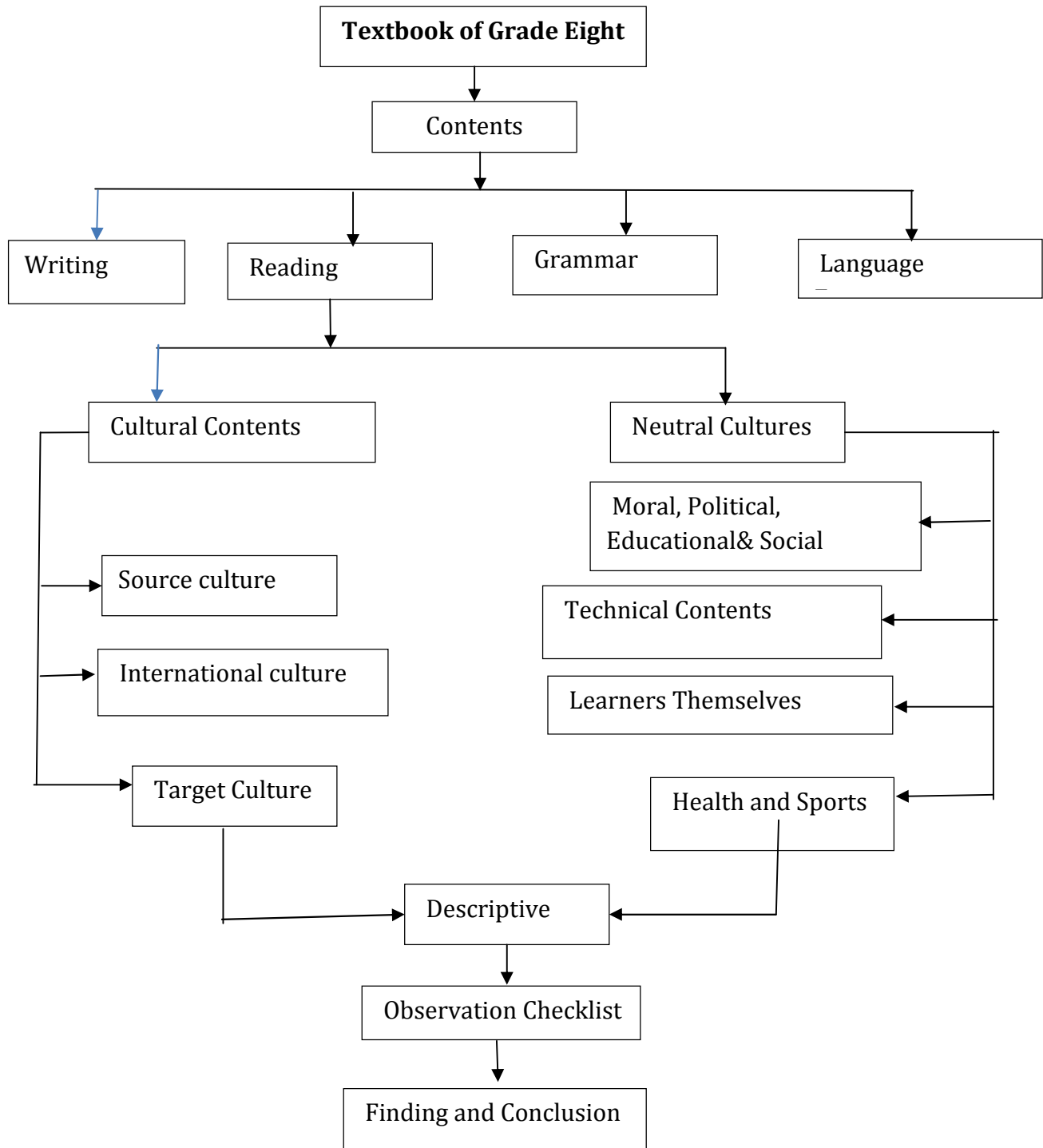
The literature review is a source of knowledge from where we can get many implications that helps to lead to the result. All previous pieces of literature provide useful knowledge and guidelines for the researcher to accomplish future studies in time. So that, to complete this study in frame time I have reviewed some theoretical

and empirical literature which make me able to gain both theoretical and practical insights regarding my study. From Ayu (2018) I received ideas about content analysis and to some extent, I used them in my study. From Broun and Clark (2006), I learned step-by-step guidelines for content analysis and followed these steps in my study. Similarly, I knew about content analysis from different authors, Fitriyani(2013) discusses the textbook. Hutchinson and Toree (1994) also talked about theories related to content analysis, Rodic (2016), Nimal (2015), and Variava (2015), describe the importance of content analysis. I got the idea about neutral contents of the textbook from (Ur, 2013).

In such a way, all these reviewed theoretical and empirical studies provided me with theoretical knowledge and practical knowledge to carry out the research. More importantly, the review of these studies helped me to establish the research gap. The review indicated that textbooks have been analyzed from various perspectives. However, there is limited research on the analysis of a textbook in terms of the content involved. This research attempted to bridge this knowledge gap by analyzing the textbook in terms of content. The following section presents the theoretical framework that was implemented in this research.

Conceptual Framework

The conceptual framework is the visual representation of the fundamental research that helps to illustrate the expected relation between different variables. It is essential to make clear the entire concept. Figure 1 presents the conceptual framework used in this research.



Source: Husain & Mustirah, 2020 and Ur, 2013

Figure 1: Conceptual Framework

Chapter III

Methods and Procedures

This chapter consists of the research design and methods of the study, data collection and analysis tools and techniques, data collection and interpretation procedures, and ethical considerations.

Research Design and Methods of the Study

This study employed the qualitative method to obtain the data. For that, descriptive is included as the character of qualitative data because it is taken from script, images, recording, and words (Miles, Haberman, and Saldana, 2014). So, descriptive is chosen as this study analyzed and interpreted the contents included in the English textbook for grade eight. The data for the study were collected from the contents of the textbook. Observing the content included in the textbook is systematic process. Therefore, to analyze any kind of contents of the textbook, we should consider certain procedures. Only very few researchers have discussed the procedures of content analysis. Among them, I have followed procedures by (Braun & Clark, 2006).

Data Collection Tools

For data collection, the researchers have to be more systematic. In this research, required data were collected through a document review and an observation checklist.

Document review. To get the required data I used document review. This review utilized the different contents (cultural and neutral) inside the English textbook for grade eight. For that, I read the book page by page and unit by unit. Then, I marked the required images and content which carry the different cultural content well as neutral content.

Observation checklist. Observation is a good source of information. To collect the data, I used the framework (Cahyono & Riadini, 2021) and (Ur, 2013). This framework helps to find out the types of cultural contents and neutral contents inside the textbook. The cultural contents inside the English textbook of grade eight

are classified into three categories proposed by (Cahyono & Riadini, 2021), and neutral contents had classified into four different categories proposed by (Ur, 2013).

Data Collection Procedures

To obtain the required data from the English Textbook for grade eight, I followed certain procedures. At first, I obtained the textbook for grade eight prepared by the Curriculum Development Center (CDC), read and re-read the textbook, and noted down the areas included in the textbook.

I recognized major areas of content by reading the textbook. The contents are divided into two main headings, cultural content, and neutral contents. The cultural content has divided into different sub-contents like source culture, target culture, and international culture. Likewise, other theme-neutral content had divided into various subthemes like general knowledge, moral education, political and social problem, technical content, health and sports, and learner. Finally, I discussed the finding with examples.

Data Analysis and Interpretation Procedures

I have followed the following steps to analyze and interpret the data, prescribed by: Braun and Clark (2006) as described below:

Step 1 (Familiarizing with the data). This is the first step of content analysis. In this step, I read and re-read the textbook actively, analytically, and critically. This helped me to be familiar with the data.

Step 2(Generating initial codes). This phase begins the systematic analysis of the data, through coding. While coding, I became conscious of areas of similarities. After critically analyzing the data, I coded the data into different categories. This step says what types of content are included in the textbook.

Step 3 (Searching for themes). In this step, I made major content areas and subareas with the help of different codes I had already made. This was an active process because it generated findings and led toward the result. This step involved generating contents and sub-contents, which are the subcomponents of the textbook.

Step 4 (Reviewing potential themes). In this step, I developed contents, which were coded from the entire data set. I checked the readymade contents against the collected data and explored whether they were about to work or not.

Step 5 (Defining and naming themes). In this step, I defined and named the themes which were incorporated from the data. While naming the themes, I followed the framework provided by Ur (2013).

Step 6 (Producing the report). This step is final and organized. This is not a phase this is the result of the study. So, in this step, I explored the result according to the research objectives.

Ethical Considerations

I have followed ethical procedures strictly throughout the study. I have cited and paraphrased the author's work to avoid plagiarism. I have presented the data honestly without any fabrication. For the study, I used unbiased language and analyzed the data objectively. I have given credit to the authors and focused on the accuracy, honesty, and truthfulness of the data.

Chapter IV

Results and Discussions

This chapter deals with the analysis and interpretation of data that were collected through textbook observation. So, the data is analyzed and findings are discussed by using steps and procedures given by scholars. In this research, the data was divided into two categories (cultural content and neutral content) where the first is based on the principle of (Cahyono & Riadini, 2021) and the second is based on (Ur, 2013).

Cultural contents have included poems, passages, images, and stories. Cahyono and Riadini (2021) divided the cultural content into three categories: source culture, target culture, and international culture. Neutral contents are described by Ur (2013) and divided into five categories like general knowledge, moral education, political and social problems, learners themselves, technical content, and health and sports. Source culture is associated with ‘visit to Godawori’, ‘Business and Commerce’, ‘Holi’, different festivals and lifestyles of people, and the district profile of Dadeldhura. Target culture is associated with English culture which consists of poems, songs, stories, and biography. International culture is associated with worldwide cultures like traffic symbols and *The Diary of a Young girl*.




Similarly, some contents are related to Moral, Educational, and social problems like ‘the biography of Ganesh man Singh’, ‘The foolish sage and the jackal’, ‘A beggar’s dream’, and social problems like smoking have been presented as passages, images, biographies, and fairy tales. Following this, some contents are very useful for the students to enhance creativity as well as thinking ability, for example, Puzzles, IQ questions, and brainstorming questions and those are considered neutral content



Cultural Contents of the Textbook

The content which is related to the cultures of different countries and communities is known as cultural content. During the analysis of the English textbook for grade eight, I concluded that the textbook covered various cultures and traditions of different communities as well as countries. The cultural contents included in the textbook has presented below.

Source culture. The textbook is highly influenced by source culture which is associated with local cultures, traditions, and local tourism. Being a multicultural and multi religious country, the textbook has given priority to different festivals like Holi, Christmas, Gai Jatra, Teej, Tihar, and Lhosar. Similarly different attire and traditions are also included with great pomp and show. During the evaluation of the textbook, I found some source cultures which are presented in the table below.

Table 1: Data of Research for the source culture

Data	Page	Explanation
<p>2. Look at the pictures below and guess the names of the places.</p>  <p>ENGLISH Grade 11</p>	1	<p>The given picture is Muktinath temple, sacred to both Hindus and Buddhists. According to Hinduism, this is the place where lord Vishnu got a Salvation from the curse of Brinda. The students can get information through this picture. It has religious as well as historical importance.</p>
	2	<p>The first picture, Narayenhity Royal Palace now converted into a public museum was the royal residence a while ago and it carries the history of the Monarchy system of Nepal. The second picture is Mt. Everest, the highest pick in the world which makes Nepal renewed in the world.</p>
 <p>"Why are they making something different with this?" I asked my mother.</p> <p>"This is how they celebrate their festival," my mother replied.</p> <p>We were treated with proper hospitality. We were served with fresh and delicious organic food. We also did some cultural activities with a dancing team. We were participating in the festival. They performed their cultural dances. Finally, we observed the Ghale Dance, Pothari Dance, and other dances.</p> <p>Our Ghale Dance and Pothari Dance. In the end, we observed some typical animal house dance. We also looked at the Annapurna Himalayas range from the village. Thus we spent five days in a beautiful environment at Larjung and returned home.</p> <p>ENGLISH Grade 11</p>	3	<p>It can be observed in the picturesque of page number 3, where few females are dancing in the festivals of the particular caste. The festival is Lhosar celebrated by Ghale and Gurungs.</p>

<p>Go through the paragraph below. Note the services you can get.</p> <p>Almost of the star-hotels in Nepal, they provide good services to their guests. If we go to A4U Hotel in Pokhara, we can have waiters bring our food in our room. We can have the laundryman wash our clothes. Moreover, if we want, we can get our hair and beard trimmed there. Because of these services A4U Hotel has become the first choice for tourists in Pokhara.</p>	67	<p>The given paragraph is extracted from the exercise of 'Technology'. Illustrates the tourism of our country related to Pokhara which is an area of Nepal. This paragraph has given importance to the local brand of the country.</p>
<p>2. Look at the picture and make a news report on it. Then write it.</p>  <p>5. Writing</p>	77	<p>The given picture observed that the people are conducting sanitation campaigns around the Temple and the village. The picture gives the message of unity, which represents Nepalese culture.</p>
<p>A. Engage yourself</p> <p>Let's observe the pictures. The people in the past had different types of lifestyles, languages, cultures, etc. Describe their life styles using 'used to', 'would' etc.</p> 	138	<p>The person wearing a special costume called 'Daura Surwal' shows the special culture which exists in our country. Similarly, the women carrying Doko (Traditional basket with water pitcher) show the rural lifestyle of the country. The woman grinding on the stone displays the Nepali rural life where the people enjoy their day-to-day activities with the laborious task. Dhiki is a wooden grinding local machine that is the basic equipment for the people of rural areas.</p>

	147	This picture shows the true culture through the costume of different geographical regions of the country, where the person with the Pagari, the person with the Bakhhou, and the person with the Juwari Coat show the costume of the Terai, Himalaya, and the Mountain respectively.
	157	The particular festival Maghi is illustrated in the picture, where the girls are dancing to show their happiness. Maghi is the festival of the Tharu community celebrated on the first day of Magh month.

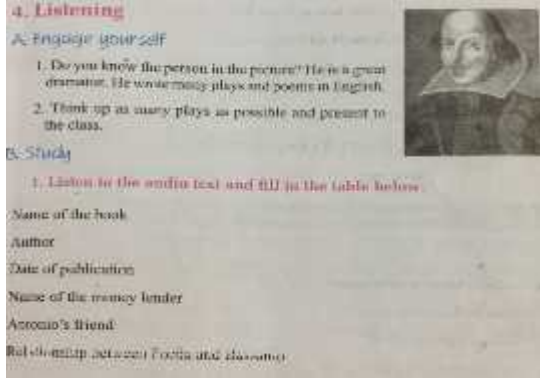
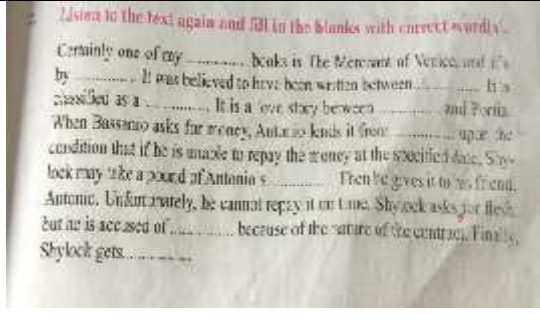
The particular lesson 'Business and Commerce' on pages no.24 and 25, that is 'An Interview with the Local businessperson' is a lesson with conversational patterns guiding students to use polite words like 'would you mind telling' and 'Could you?'. The lesson deals with the social etiquette of formal behavior. The students of class 8 will be aware of some important tips provided for their upcoming days through the character of a business person. This lesson shows the relationship between business and education.




The lesson 'District Profile' on page 122 is all about the rural district of Nepal Dadeldhura, which lies in Province no. 7, Mahakali Zone. This lesson does not only give basic information about the geographical features but also provides historical data which can be helpful to the learners. Similarly, it possesses information about the cultural diversity observed in this region like **Ugratara Mela, Ghatal Jatra, Bhageswor Jatra, Badal Jatra, Gaura Parva**, etc. **Deuda** is also mentioned in the lesson. So, this lesson does not only talk about general information but is also based on the socio-cultural tradition of Nepal's Dadeldhura district.

The lesson 'Good Habits' is quite an important lesson for the students of class eight. It teaches the students some of the good facts that help them succeed in life. Similarly, giving value to the right thing for the right topic is never wasted. Some of the good ways to be successful in life are listening to others, working in a group, being reflective, and most important part always trying to accept the situation no matter if you lose or win you will always be good. The abovementioned data clearly shows that the textbook of grade eight is dominated by source culture. The data talks about people's life, celebrations, and lifestyle. The data also mentioned places that are famous in Nepal.

Target culture. The texts related to target cultures appear several times in the textbook. target culture has been expressed through different pictures, stories, biography, and passage. The data have been presented in Table 2.

Table 2: Texts related to the Target culture

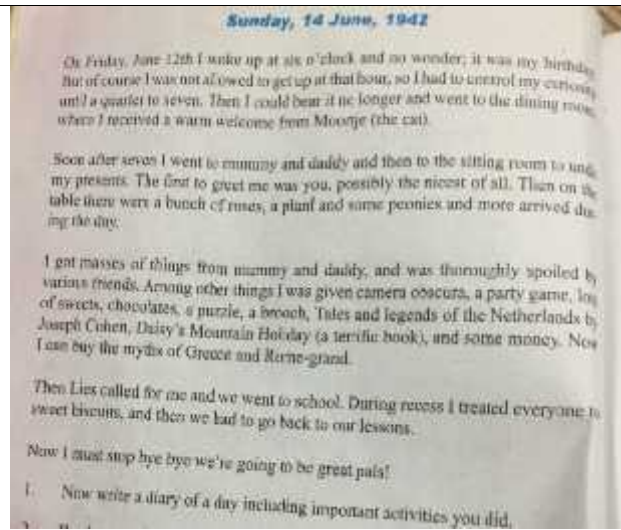

Data	Page	Explanation												
 <p>4. Listening</p> <p>A. Engage yourself</p> <ol style="list-style-type: none"> Do you know the person in the picture? He is a great dramatist. He wrote many plays and poems in English. Think up as many plays as possible and present to the class. <p>B. Study</p> <ol style="list-style-type: none"> Listen to the audio text and fill in the table below. <table border="1"> <tr> <td>Name of the book</td> <td></td> </tr> <tr> <td>Author</td> <td></td> </tr> <tr> <td>Date of publication</td> <td></td> </tr> <tr> <td>Name of the money lender</td> <td></td> </tr> <tr> <td>Antonio's friend</td> <td></td> </tr> <tr> <td>Relationship between Fortina and Shylock</td> <td></td> </tr> </table>	Name of the book		Author		Date of publication		Name of the money lender		Antonio's friend		Relationship between Fortina and Shylock		19	The given picture of William Shakespeare provides information regarding English literature. His picture in this textbook is not only for the basic information about English but also about the literature dominant in the target culture.
Name of the book														
Author														
Date of publication														
Name of the money lender														
Antonio's friend														
Relationship between Fortina and Shylock														
 <p>2. Listen to the text again and fill in the blanks with correct words.</p> <p>Certainly one of my books is <i>The Merchant of Venice</i>, and it's by It was believed to have been written between It's considered as a It is a love story between and Portia. When Bassanio asks for money, Antonio lends it from upon the condition that if he is unable to repay the money at the specified date, Shylock may take a pound of Antonio's Then he gives it to his friend, Antonio. Unfortunately, he cannot repay it on time. Shylock asks for flesh, but he is accused of because of the nature of the contract. Finally, Shylock gets</p>	19	The given text is a part of the book of a foreign writer. The name of the book and the author is not given in the text but the name of the characters like Antonio, Shylock, and Bassanio reflect the American culture.												

<p>1. Study this example.</p> <p>In this picture, there is a man sitting on a folding chair. The man has got straight dark hair and a mustache. He has wide dark eyes and a pointed nose. He is wearing a panama hat. He is wearing a white shirt and knee-length black trousers. He is wearing gum shoes and socks. He's also got a pair of headphones in his ears. There is a cable in front of the man. On the table there is a cell phone. The headphones are connected to the cell phone.</p> 	<p>41</p>	<p>The picture shows a man sitting on a folding chair and wearing a Panama hat, representing South America's culture. Panama hat is also known as Ecuadorian hat because it is made in Ecuador of South America. So, it exposes the target culture.</p>
<p>2. Reading</p> <p>A. Engage in your class</p> <p>What is the person in the picture? What is he famous for?</p> 	<p>69</p>	<p>The clear picture of Neil Armstrong in the textbook through the news article is trying to convey the message of human invasion over the moon from America.</p>
<p>Read the following text carefully and answer the question.</p> <p>Who makes a difference?</p>  <p>On her very first day of teaching, Mrs. Thomson stood in front of her class. She said to the students, "I was worried that she would love equity. Perhaps, it was the possible. In the class, she saw a very small boy named Teddy. He looked shy and in his class, he was always in the back and never in the front. He did not play and work others. Mrs. Thomson usually used to mark X on his papers with a red pen.</p> <p>One day, Mrs. Thomson reviewed her student's papers. When she, at last, saw Teddy's record, she got surprised and felt ashamed of herself.</p> <p>Teddy's first grade teacher explained, "Teddy is a smiling, well-behaved boy. He does his work neatly and quickly."</p> <p>His second grade teacher wrote, "Teddy is a very calm student, popular in his class. He is getting into trouble since his mother has a terminal illness."</p> <p>His third grade teacher remarked, "Teddy's mother's death has been hard on him. He does not do his best but is facing a lot of trouble. He seems like will soon give up if circumstances don't change."</p> <p>His fourth grade teacher reported, "Teddy is hopeless and does not show much interest in his class."</p>	<p>132</p>	<p>The story 'Who makes a difference' is a short and sweet story related to the bonding of teacher and student. This lesson is the best example of the target culture as it has names like Teddy, Mrs. Thomson, and Dr. Stoddard. These names are not generally used in the context of Nepal. Similarly, a festival like Christmas is mentioned here which is believed to be imported from western civilization.</p>

The abovementioned data clearly shows that the textbook of grade eight has enough content related to the target culture. So that, learners can get insight into the target culture.

International culture. International culture covers a wide range of cultures other than source culture and target culture. Some of the contents related to international culture can also be related to the target culture. Some examples of international culture are presented in Table 3:

Table 3: Texts related to international culture

Data	Page	Explanation
 <p><i>Sunday, 14 June, 1942</i></p> <p>On Friday, June 12th I woke up at six o'clock and no wonder; it was my birthday. But of course I was not allowed to get up at that hour, so I had to unroll my carpet and wait until a quarter to seven. Then I could hear it no longer and went to the dining room where I received a warm welcome from Moozje (the cat).</p> <p>Soon after seven I went to my room and dandy and then to the sitting room to unpack my presents. The first to greet me was you, possibly the nicest of all. Then on the table there were a bunch of roses, a plant and some peonies and more arrived during the day.</p> <p>I got masses of things from mummy and daddy, and was thoroughly spoiled by various friends. Among other things I was given camera obscura, a party game, lots of sweets, chocolates, a puzzle, a brooch, Tales and legends of the Netherlands by Joseph Cohen, Daisy's Mountain Holiday (a terrific book), and some money. Now I can buy the myths of Greece and Rome-grand.</p> <p>Then Lies called for me and we went to school. During recess I treated everyone to sweet biscuits, and then we had to go back to our lessons.</p> <p>Now I must stop bye-bye we're going to be great pals!</p> <p>1. Now write a diary of a day including important activities you did.</p>	32	Sunday, 14 June 1942 is an extract from the 'The Diary of a Young girl by Anne Frank (1929-1945). The text is an example of international culture because some of the words like tales and legends of the Netherlands by Joseph Cohen, Daisy's Mountain Holiday, Myths of Greece, and Rome Grand are easily taken by a girl 13 years old.
	149	The picture clearly shows the traffic signs. Different symbols included in the picture indicate different meanings. So, knowing the traffic signs is important for the people of the world. It is the universal culture.

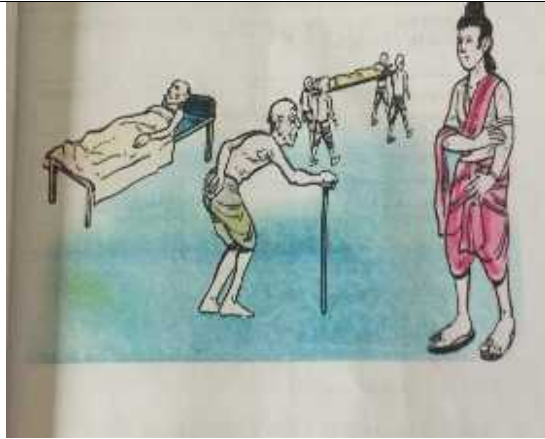

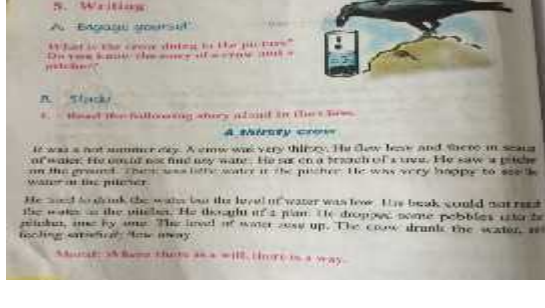
Neutral Culture of the Textbook

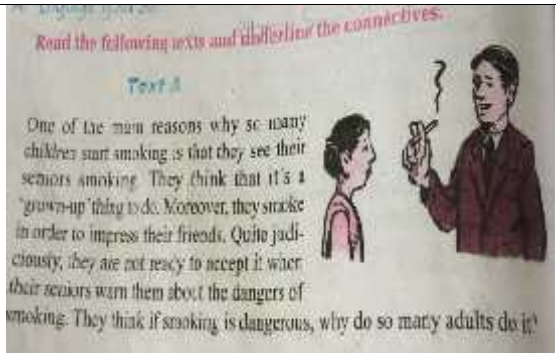


Neutral culture refers to the general knowledge content that is not specific to particular culture or country (Cahyono & Riadini, 2021). The neutral cultural contents are appearing many times in form of text, passages, poems, games, and sports. Various themes included in the neutral culture are moral political and social problems, learners themselves, technical content, and health and sports.

Moral education, political and social problems. The English textbook for grade eight has some contents related to moral, political, and social problems in the form of stories and images. The data is presented below.

The Lesson ‘Ganesh Man Singh’: The Iron Man is the authentic legend of Nepali politics. This lesson is a biography that consists of several events of the late political leader Ganesh Man Singh. This lesson in the compulsory book by the CDC should be highly praised because it exposes the students' real nationality and the history of Nepali politics which is the plus point of the lesson, it has taught the students to describe people based on their physical appearances. It is pursuing the way for the students to be prepared, especially career-oriented. This lesson has depicted curriculum vitae which will be beneficial for the students in their upcoming life.

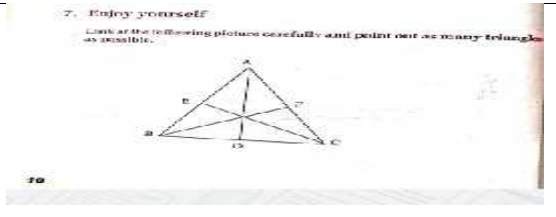
Table 4: Texts related to moral and social problems

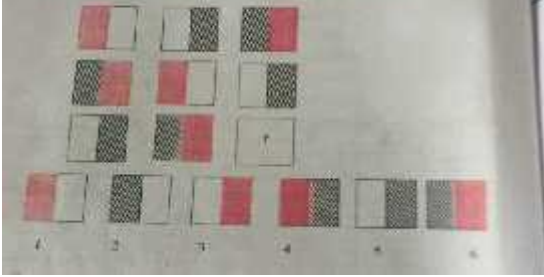
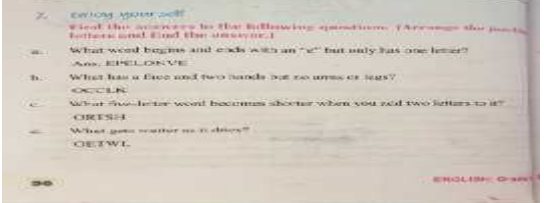
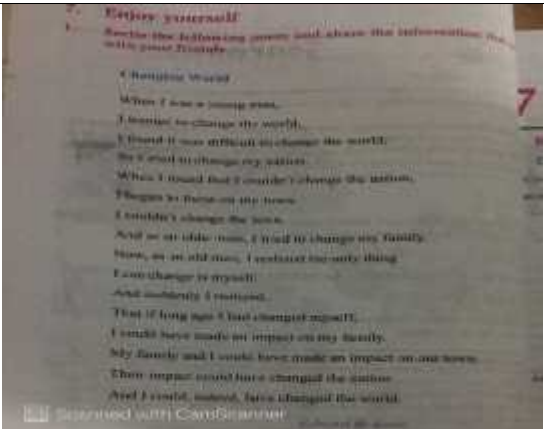
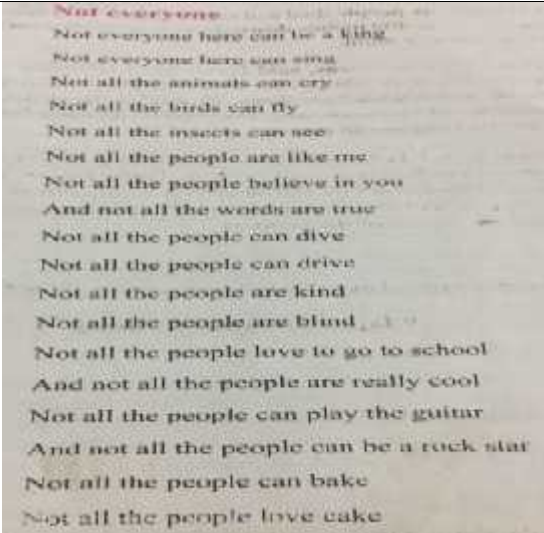
Data	Page	Explanation
	55	The given picture describes the incident in which Siddhartha Gautama left the palace to find the causes of suffering. The given picture describes the four noble truths they are: The truth of suffering, the Truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering.
	90	The given text is the story ‘The Foolish sage and the jackal’. This story gives the message that we should not believe anyone with sweet words.
	98	The given picture describes a good moral lesson to the students. How a thirsty crow dropped some pebbles into a pitcher and drank the water likewise if students have a strong willingness to do something then they will be successful in their life.



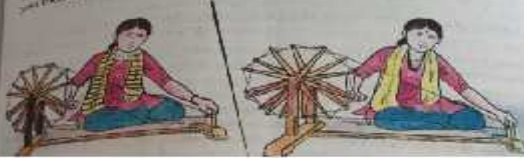
 <p>Read the following text and underline the connectives.</p> <p>Text 1</p> <p>One of the main reasons why so many children start smoking is that they see their seniors smoking. They think that it's a 'grown-up' thing to do. Moreover, they smoke in order to impress their friends. Quite judiciously, they are not ready to accept it when their seniors warn them about the dangers of smoking. They think if smoking is dangerous, why do so many adults do it?</p>	124	The given text is about how children start smoking which becomes a social issue later. By seeing seniors, children think that smoking is a grown-up habit and they do not want to accept smoking is dangerous. This is one of region why adults do it
 <p>Observe the following pictures and share the ideas you find.</p>	127	The given three pairs of pictures tell about the causes and consequences in society due to carelessness. The first pair tells the cause of sound pollution which results in disturbance in the study. The second pair is about carrying a load and the third pair tells students not following traffic rules causes accidents.
	153	The very formal text 'Lincoln's letter' is popular in the world. It is a universal matter where every parent tries to make their child decent. Lincoln has shared his experience with the teacher. So that it could be fruitful to his son too.

Learners themselves. There are texts which help learners enhance their creativity. The textbook also contains some exercises and issues which help learners expand their knowledge and opinion. Some problems are given in Table 5.

Table 5: Data of Research for learners themselves

Data	Page	Explanation
 <p>7. Enjoy yourself</p> <p>Look at the following picture carefully and point out as many triangles as possible.</p>	10	The given triangle encourages the students to think outside of the box. It gives the habit of solving brainstorming questions.

	46	<p>The given problem helps to encourage visual intelligence. It gives ideas to the students to solve the problem by looking at them. It also enhances the concentration power of the students.</p>
	56	<p>The given text is related to the intelligence question which helps the students to sharpen their creativity and learn vocabulary.</p>
	68	<p>The writer Edward De Bono has tried to give a positive message to the students that changing the self is the best to change the world. It is supporting to learn the target language by emphasizing the students to think about the universal matter.</p>
	79	<p>The topic 'Not Everyone' is about existence. As per the lesson, the poem tries to convince the students that not everyone in the world has the same identity. A person can be the king, can sing a song, or can fly. It is helping the students to learn the target language by learning with the rhyme.</p>

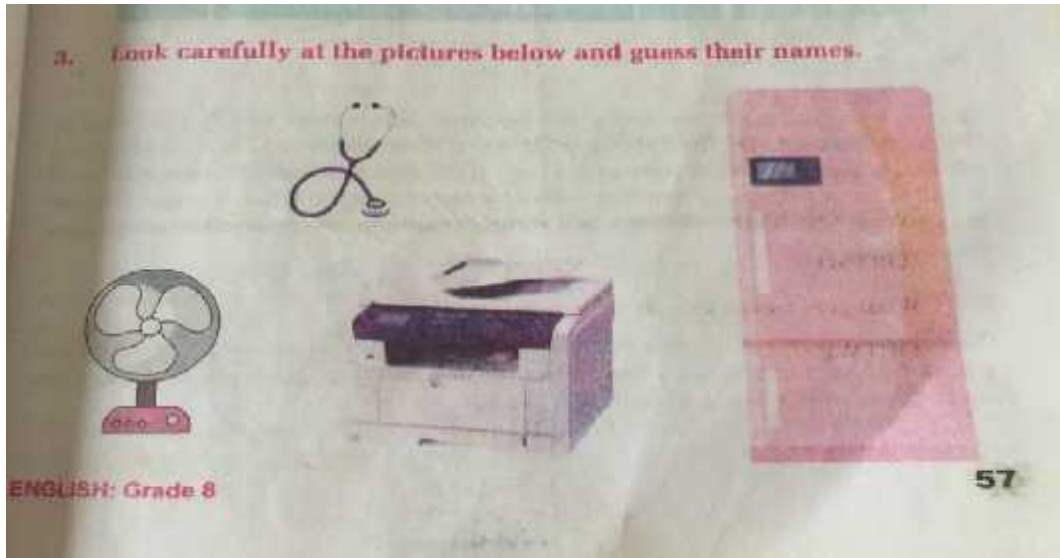
<p>1. Read the following poem and enjoy its power of imagination.</p> <p>If pigs could fly If pigs could fly I'd fly a pig To foreign countries small and big To Italy and Spain, To Austria where cowbells ring, To Germany where people sing, And then come home again, I'd see the Ganges and the Nile, I'd visit Madagascar's isle, And Persia and Peru. People would say they'd never seen So odd, so strange an air machine As that in which I flew. Why, everyone would raise a shout To see his mother and his aunt Come floating from the sky, And I would be a famous man Well known in countries near and far 'Cause pigs could fly!</p> 	88	The poem by James Reeves mentions the various geographical identity of the world, which are completely unknown to each other like the Ganges and Nile, Italy and Spain, Austria and Germany, Persia, and Peru. This poem is about the imagination where something unexpected is thought to have happened.
<p>Enjoy yourself</p> <p>Put down the number which will complete the sequence and replace the question mark. Write your answer clearly and state the reason for your answer.</p> 	151	The given problem is related to mathematical intelligence. This type of problem raises interest in mathematical problem-solving skills
<p>Enjoy yourself</p> <p>Observe the following pictures and find any two differences. Show them when you finish the class.</p> 	161	The picturesque indicates the students to find out differences trying to help the students to enjoy their visual intelligence.
<p>Enjoy yourself</p> <p>Work in groups. You can make a story if you continue the first remark made by your friend. Imagine that the finishing line of your story is 'And then I wrote...'. Student 'A' begins the story with his own sentence. Then student 'B' makes another sentence to continue the story. Similarly, other group members add sentences and finally the last member of the group says 'And then I woke up...'.</p>	169	The given exercise helps the students to link one event with another event by a different person. This helps the students to feel each other to build up a story.

Technical content. Those innovative ideas concerned with the day to day life are expressed under this topic like the lesson 'Technology', 'Graphs and Charts', 'Forms and Cheques', and 'Dictionary Use' which are specially used in the field of education, business, and banking.

The unit 'Technology' is today's demand especially belonging to a computer and its parts. Here hardware of the computer is exposed which is prominent to the students who are at their basic level. The study of this unit will help the students to

compete at the national and international levels. This unit highlights the students about the different professions like car washing, ophthalmology, plumbing, and tailoring.

Figure 2: Technical Devices



The lesson ‘Computer and its parts’ on page 57 is the lesson falling with the different parts related to the technological field. This lesson includes the name of the different parts of the computer like the keyboard, mouse, central processing unit, hard drive, optical drive, and monitor. These parts are divided into different parts like input, output, and processing units. Here keyboard, mouse, hard drive, and optical drives are the input and monitor is the output and the CPU is the processing unit. This information helps the students to be familiar with the different parts of the computer and it also helps them to use a computer.

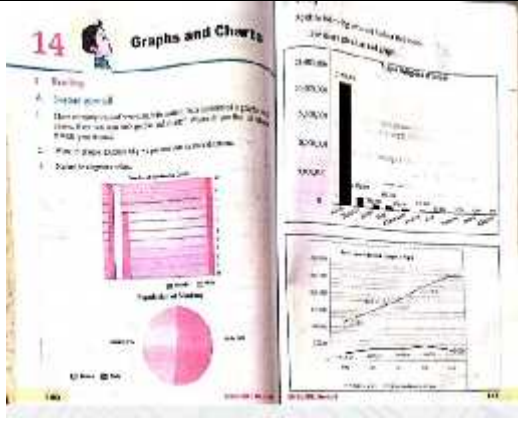
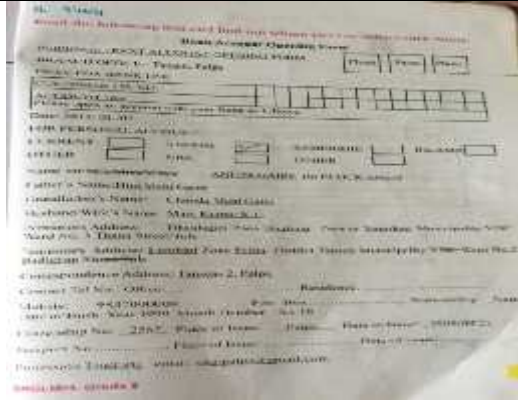
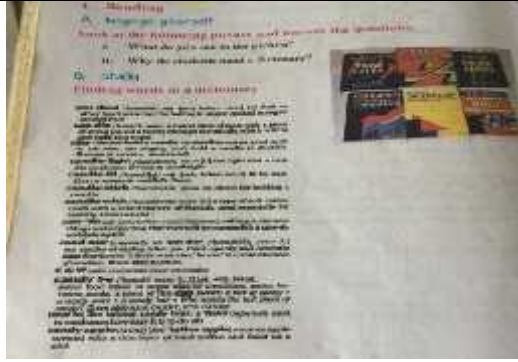
‘Charts and Graph’ on page 140 is the lesson that helps the students to adjust the data in the pictorial form too. It is a better way to make the students learn about the data. From this lesson the students will be able to make Charts and Graphs with the help of given data and also, they can create data with the help of income and expenditure of family.

The lesson ‘Forms and Cheque’ on page 170 is highly concerned with the modern banking system. It makes the students aware of the documentation process applicable for initiation for the bank account in any bank. Similarly, students gain different

information that will be useful to personal and family life like opening a bank account.

‘Dictionary Use’ on page 180 is dealing with the use of a dictionary. It guides the students to use the dictionary with the phonetic symbols and helps them find out that the dictionary is not only about the single meaning but also about the multiple meanings according to contexts.

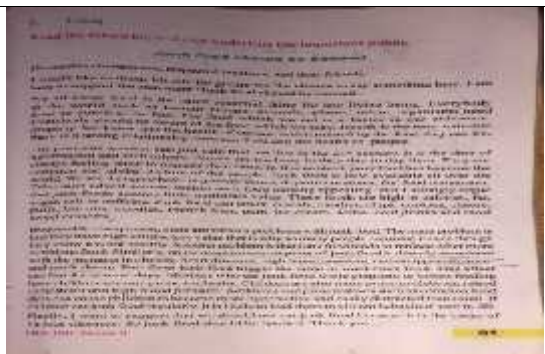

Table 6: Texts related to Technical Content



Data	page	Explanation
	140	<p>Though the Graph and Chart topic is mentioned in the textbook of class eight, it is highly recommendable for further processes in business, education, or other surveys. It is helpful for the students in developing their creativity with their objective data.</p>
	171	<p>This is a bank account opening form. The main objective of this form is to give information about how to open a bank account. This lesson is related to the basic requirements for opening a bank account.</p>
	180	<p>The picture is about dictionary use. It is very useful for students who want to search for difficult words in the dictionary. It provides technical knowledge regarding how to use a dictionary.</p>

Health and sports. Games are the source of mental and physically fit factors which is a really important topic for learners because of their importance in life to make confident, self-reliant, and disciplined. Those lessons under this topic do not only tell the learners that they should follow them but also should have passion. Learners should not only be focused on their studies but also should be made aware of their physical fitness along with the good habit

The lesson 'Junk Food' on page 80 is concerned with the crucial topic of life which is health. This is the best way to express the students about the bad effects of junk food. This lesson tells the students that eating junk food is a worldwide trend but people have rarely understood its bad effect. Junk foods are targeted at kids and it is harmful to their health.

Table 7: Texts related to sports and health

Data	Page	Explanation
	81	The text has given high priority to the effects of junk food. Being health-oriented, the text suggests it is the source of heart diseases, high blood pressure, and a certain type of cancer and tooth decay along with an increment of obesity.
	111	This picture is related to different sorts of games. Although game exposes the culture of a particular country, the games in the picture are not related to a certain culture. So, this picture is not related to Nepalese culture or target culture.

<p>4. Study</p> <p>Read the text below and give a suitable title. Games and sports benefit us physically and mentally. They keep us healthy and active, leading to the heart, lungs, muscles, and bones. They help in the development of our character, self-confidence, and self-esteem. They also help us to relax and enjoy life with recreation and amusement.</p> <p>Games and sports are good for our health. They help in the circulation of blood, boost metabolism, burn calories, and improve digestion. They also help in the development of our character, self-confidence, and self-esteem. They also help us to relax and enjoy life with recreation and amusement.</p> <p>While playing games, we can exercise and perform various activities. We can play football, basketball, badminton, and many other games. These games help us to stay fit and healthy. They also help us to develop our character, self-confidence, and self-esteem. They also help us to relax and enjoy life with recreation and amusement.</p> <p>Games provide us with recreation and enjoyment. They help us to relax and enjoy life with recreation and amusement. They also help us to develop our character, self-confidence, and self-esteem. They also help us to stay fit and healthy.</p> <p>Some people think that games and sports are only for fun. However, they are not determined by fun alone. They also help us to develop our character, self-confidence, and self-esteem. They also help us to stay fit and healthy.</p> <p>Games are very essential for the students. In our schools, teachers, parents, and sports are very important. A period of 15 to 20 minutes daily for games should be dedicated to games. Some schools dedicate this time for games only once a week. Children find it difficult to pursue a game in the school period. Some schools arrange a lot of facilities for sports equipment. In many schools, some schools do not have a playground. Many schools do not employ any physical teacher to guide the children in various games. Even parents want their children to complete their home assignments after school hours rather than play games. This fact is not true. Games make children strong both mentally and physically.</p> <p>Many school children become obese due to lack of participating in games. Obese children are in the highest category of contracting diseases like diabetes and heart diseases. Therefore, our system needs to be reformed, and equal importance needs to be given to sports and games.</p>	<p>112</p>	<p>The given text is related to the pros of games and sports. The text elaborates that games and sports keep our bodies active, alert, youthful, and energetic. The game is only the way, which helps in the circulation of blood, boosts metabolism, burns calories, and improves respiration and digestion. Similarly, sports give the track for self-discipline, punctuality, and diplomacy.</p>
<p>Look at the pictures below and answer these questions.</p> <p>What are the people doing in the pictures? Do you like doing these things? What are you doing with your friends?</p> 	<p>117</p>	<p>The pictures are about the different interests of the people. In the first picture the man is watching TV, in the second a boy is swimming and in the last, a girl plays with a kite.</p> <p>These pictures express the interest of the people but not the culture of a particular nation.</p>
<p>Read the following text carefully.</p> <p>Text A</p> <p>One of the main reasons why so many children start smoking is that they see their seniors smoking. They think that it's a common thing to do. Moreover, they smoke in order to impress their friends. Quite little do they know that it is very dangerous. They think that smoking is dangerous, why do so many adults do it?</p> <p>Text B</p> <p>Smoking can cause cancer, bronchitis and heart disease. The nicotine inhaled from cigarettes makes the heart beat faster and makes the arteries contract; this can lead to blockages in the arteries, particularly in the legs. Cancer and bronchitis are caused by the tar and carbon monoxide taken into the lungs. Although these harmful effects are well known, people continue to smoke. Some people carry on even after having a heart attack or a leg amputation.</p> 	<p>124</p>	<p>The first picture shows why so many children start smoking and the second picture tells the result of smoking. Children might learn to smoke by seeing their seniors smoking. It causes cancer, bronchitis, and heart disease.</p>

Discussion

The study based on “A Content Analysis of English Textbook Prescribed for Grade Eight” followed the document review and observation checklist. To analyze and interpreted the data, I used the framework (Cahyono & Riadini, 2021) and (Ur, 2013). From the above mentioned results, I can conclude that the English textbook of

class eight covered various content related to national and international and it has some moral lessons which are suitable for class eight learners.

The textbook has covered a variety of contents that express information related to health, sports, culture, literature, custom, technology, and morality. Different festivals like 'Chhath' and 'Lhosar' help to connect people from Terai to Hill. The pictures of traditional artifacts like 'Nanglo', 'Dalo', 'Doko', 'Jhanto', and 'Dhiki' provide information about basic equipment that people are using in rural areas. Different festivals like Eid, Teej, Christmas, Chhath, and Ghaijatra (p. 47) celebrated by different religious followers give the message of unity in diversity. The portraits of the ethnic wear of different geographical regions (p. 147) are suggesting the students identify the caste belonging to that ethnic wear. Similarly, it has promoted local tourism. The paragraph about hotels in Pokhara (p. 5) is related to the idea of domestic tourism which gives the themes of home culture. Listening text regarding the festival 'Maghi' is trying to convey the message to the students that it is not only the festival of food but has its value in selecting the family leader especially known as 'Badghar'.

In the same way, the textbook also exposes students to target culture and issues related to health. The information about the dramatist and poet Shakespeare (p. 19) and the American astronaut Neil Armstrong (p.69) provides information on English literature. The story 'Who Makes a Difference (p. 132) is helpful to create a bonding between a teacher and students and gives the lesson of morality and discipline in the target language. 'The Diary of a Young Girl by Anne Frank encourages the students to prepare a diary including important everyday activities through the target language. The picture of a man sitting on a folding chair and wearing a Panama hat (p. 41) helps students know about South American culture. Knowing the traffic symbols is important for the present world. So, the text related to the traffic symbols helps students to know the meaning of different signs. The picture of children smoking (p. 124) presents the causes that prompt children to start smoking and warns of the sufferings caused by smoking. The text strongly discourages students to not smoking. The Text on page 81 is about the effect of Junk Food, which highly discourages to use of junk food.

Following this, the textbook makes students aware of games and sports. The portraits of the students (p. 111) who love different games like wrestling, basketball, football, and chess will make students who love games and sports happy. Those who do not engage in games and sports activities will also get some knowledge about different games. The book also contains a text (p.112) related to the importance of physical exercise. It gives the message to do daily exercise to be fit physically, mentally, physiologically, and emotionally. Fifth, some texts promote students' creativity and motivate them to dedication to meaningful learning. For example, different poems included in the textbook make students encourage to write a short poem in the target language. The lesson 'Lincoln's Letter' is a motivating text, which helps to know what teachers should teach and what students should learn. The literary figure of Nepal like Bhanu Bhakta Acharya and Bishnu Kumari Waiba 'Parijat' is really important for the students to know how the literature of Nepal was expanded throughout the world. Sixth, the thematic content related to different technological devices (p. 57) gives them information about how to use them and why they are useful. The bank account opening form is a technical content that is necessary shortly for the students.

The text 'Dictionary use' provides technical knowledge regarding a dictionary. Some topics are related to morality and disciplines. For example, stories like 'The Foolish Sage and the Jackal' 'A Thirsty Crow' and the text about Siddhartha Gautama are about morality that should learn and implement in real life. Finally, students' multiple intelligences are one prominent area where students can learn different vocabularies. The problems related to visual intelligence (pp. 10, 46, 56, 151, 161, and 169) encourage the students to think beyond the textbook and give the habit of solving brainstorming questions.

Chapter V

Conclusions and Implications

Findings

English textbook for grade Eight by CDC has incorporated various contents based on experiences, education, and experiment. This textbook has uniformity in the presentation of activities which makes the teachers and the students feel comfortable with guiding and learning respectively. The textbook was analyzed in terms of cultural content and Neutral content. Cultural content consists of source culture, target culture, and international culture. Likewise, and neutral culture consists of a moral, educational, political, and social problem, learners themselves, technical content, and health and sports. The English textbook for grade eight is highly influenced by source culture. Different cultures, festivals, traditional customs and lifestyles, and local tourism are incorporated as a source of culture. The textbook has covered various festivals celebrated by the different religions like Teej, Chhath, Holi, Maghi, and Gaijatra by Hindus, Lhosar by Buddhists, Eid by Muslims, and Christmas by Christians. Presenting the typical costumes worn by Mountain, Hilly, and Terai people added glory to the textbook.

The lifestyle and the typical ‘Kudule Ghar’ represent the difficult lifestyle of the Hilly region of Nepal. To know about local tourism, different destinations like ‘Godawori’, ‘Ghale Gaun’, and Different tourist destinations like Pokhara and Kathmandu mentioned in the textbook help in linguistic development through foreign visitors. The lesson of Bhanu Bhakta Acharya and Parijaat give information about religion as well as the literature of Nepal. Bhanu Bhakta Acharya is the first person who translated ‘Ramayan’ (Holi book) into the Nepali language as well as wrote various literary works. Likewise, Parijaat is also one of the literary figures of our country. Target culture is another theme that has been incorporated into the textbook. Target cultural texts are related to English culture. The text related to William Shakespeare and Neil Armstrong gives the knowledge of English literature and human invasion over the moon from America respectively. The textbook covers some of the passage that is related to American cultures like the Panama hat and the name of the characters from western civilization.

The textbook covers some content related to a worldwide culture. 'The Dairy of a Young Girl' is an example of international culture because it has some names like the Netherlands, Daisy's Mountain, Greece and Rome Grand, and Joseph Cohen. The traffic signs are examples of international culture because they are accepted worldwide. The English textbook for grade eight has also incorporated neutral culture. It refers to the contents that are not specifically associated with any particular community or country. General knowledge is one of the dominant contents of the textbook. The textbook has different lessons that give information about a person and object. The lesson district profile provides information on the social, economic, and cultural aspects of the Dadeldhura district. The text related to good habit help students to be successful in their life.

The textbook also covers lessons that are related to moral education, politics, and social problems. The lesson about the important political figure of Nepal 'Ganesh Man Singh' helps students to know the politics of Nepal. The stories like 'The Foolish Sage and the Jackal' and 'A Thirsty Crow' give the moral lesson of not believing in sweet words and warn students of the need for a strong willingness to do something respectively. The picture of Gautama Buddha gives the four noble truths. Similarly, the lesson about how children start smoking and the cause and consequences of page 127 like the cause of sound pollution results in disturbance in the study, and not following traffic rules causes accidents talks about social problems and highly discourages doing so. The textbook for grade eight has some exercises that encourage students to learn by themselves by exploring different ideas and situations. The textbook addresses students with different bits of intelligence by requiring them to find out the difference between pictures, draw as many triangles from the picture (visual intelligence), write down the missing numbers (mathematical intelligence), arrange the jumbled letter, and make a story (verbal intelligence) to enhance the students' creativity.

Technical contents are important in today's world. The textbook consists of several technical texts. The lesson about technical devices and computer and part help student to know the use of a computer. The textbook covers charts and graphs. Such knowledge might help them create income and expenditure for the family. The information about forms and cheque is useful for students to gain knowledge about

opening a bank account and writing a cheque to withdraw money. Another technical text is about dictionary use. Finally, the book also contains texts related to health and sports. Junk food has become a common and global culture of the people but the textbook suggests students be aware of the problems suggested with eating junk food and warns them not to consume such food. The lesson about games and sports encourages students to play to make body mentally and physically fit and strong.

Conclusions

The study based on A Content Analysis of English Textbook Prescribed for Grade Eight is a qualitative study that aims to know the different content areas included in the textbook and to find some of its strengths and weaknesses. A document review and observational checklist are data collection tools. Similarly, to analyze and interpret the data, this study followed the procedures presented by Braun and Clark, 2006. Based on the observation, I came to conclude that the textbook of grade eight has covered different cultural contents as well as neutral contents associated with home culture, international culture, target culture, moral lesson, political situation, social problems, educational background, learners' intelligence, different sport, health condition, and so on. As a whole, the English textbook for grade eight is appropriate for the development of the various domains of the learners. The students who are poor in English can convey information regarding their festivals. Similarly, the students who are weak in imagination can express their interest in games and learn different vocabulary there. So, the textbook is relevant for students' creativity that covers multiple intelligence texts.

This study mainly categorizes into two types cultural content and neutral content. The English textbook for grade eight is dominated by cultural content because it appears several times as a form of local tradition, festivals, lifestyles, local tourism, different passages, and different images. In the area of the target culture, the textbook has covered some content areas like information about William Shakespeare, a text related to English culture, a picture of Panama hat, Neil Armstrong, and the story about 'Who Makes a Difference. Similarly, international culture is associated with 'The Diary of a Young Girl and text related to traffic Symbols. The second category is related to neutral cultures. The first category is moral, educational, political, and social problems. This category is in the form of pictures, stories,

behaviors, letters, and different personalities. Likewise, learners themselves are another area that covers texts related to learners' brainstorming. The puzzle texts like visual and mathematical problems, brainstorming questions, text related to vocabulary and creativity, and poems illustrate imagination and story-making. Technical content is one of the study areas. The textbook has some lessons related to bank account forms, electricity bills, dictionary use, technological devices, charts, and graphs. For health and sports, it carries the texts related to it as a form of passages like the importance of games, junk food, and pictures of different games. One of the weaknesses of the book is the inclusion of factual information that is not updated. For example, although the district profile of Dadeldhura gives general knowledge, it mentions 75 districts and village development committees instead of 77 districts and rural municipalities. Some areas are difficult to understand because the textbook does not have a listening script.

Recommendations

This section presents some recommendations based on the findings of the study related to policy, practice, and further research.

Policy related. The findings showed that the textbook of grade eight prepared and prescribed by the CDC contains various themes (cultural, educational, technical, health and sports, brainstorming problems, etc.). So, the textbook of grade eight is appropriate in terms of the themes included in it. For that, I would like to recommend that policymakers, textbook writers, publishers, and all stakeholders exercise greater caution on content areas so that learners can have the opportunity to learn the target language with different tastes. Textbooks covering a variety of content areas address the student's multiple interests. So, while preparing and writing the school curriculum textbooks, stakeholders should pay attention to content varieties rather than the dominant culture.

Practice related. There are several practical implications of the findings and discussion of this study. For the above analysis and findings, it has been clear that the textbook for grade eight is appropriate in terms of content areas. Here in this section, I have listed some pedagogical implications which can use in teaching and learning.

-) Textbook of grade eight covers different areas in source cultures. So, they can emphasize learners to learn the target language through local cultures.
-) The portion of internal tourism is one of the content areas. So, the teachers and students can incorporate it to learn different languages.
-) Moreover, the main objective of the English textbook of Nepal is to develop communication competence (Bista,2011). So, the teachers and students can prioritize communication skills through different content areas.
-) The contents related to technology help both teachers and students to be familiar with it as well as to use it.
-) Similarly, the text related to the target culture is one of the best ways to learn the target language through the target culture. So, the students can taste a different culture to develop their linguistic competence.
-) The students can strengthen their brain in problem-solving skills through different IQ tests.
-) Similarly, the different moral lessons presented in the textbook help to build moral character in the students.
-) The textbook is really useful to know about social problems and be aware of different problems.

Further research related. Research is not the destination but a journey. The English textbook for grade eight by the Curriculum Development Centre is one of the good examples of a school curriculum textbook that has covered different content areas to develop various intelligence. So, the new researchers can take this study as a guideline for the study related to the contents included in the textbook. Similarly, Future researchers can conduct an in-depth study about the themes incorporated in textbooks as well. This study can be used to get sound knowledge regarding textbook analysis as well as the contents of the textbook.

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Appendix-A

S. N	Possible areas for consideration
1	Cultural content
2	Source culture
3	Target culture
4	International culture
5	Neutral culture
6	Moral, educational, political, and social problems
7	Learners themselves
8	Technical content
9	Health and Sports



1. Look at the pictures and write about them. Then, share your list with your friends.

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Go through the paragraph below. Note the services you can get.

At most of the star-hotels in Nepal, they provide good services to their guests. If we go to A4U Hotel in Pokhara, we can have waiters bring our food in our room. We can have the laundryman wash our clothes. Moreover, if we want, we can get our hair and beard trimmed there. Because of these services A4U Hotel has become the first choice for tourists in Pokhara.

2. Look at the picture and make a news report on it. Then write it.

5. Writing

A. Engage yourself

Let's observe the pictures. The people in the past had different types of lifestyle, languages, cultures, etc. Describe their life styles using 'used to', 'would' etc.

A. Engage yourself

Look at the pictures below and guess their caste/ethnic group.

A. Engage yourself

Look at the pictures and guess what these people are doing.

4. Listening

A. Engage yourself

- Do you know the person in the picture? He is a great dramatist. He wrote many plays and poems in English.
- Think up as many plays as possible and present to the class.

B. Study


- Listen to the audio text and fill in the table below.

Name of the book
Author
Date of publication
Name of the money lender
Armano's friend
Relationship between Fortuna and Armano

5. Writing

A. 'Esquieu' greets!

What is the crow doing in the picture?
Do you know the name of a crow and a pitcher?



B. Thirst

Read the following story aloud in the class.

A thirsty crow

It was a hot summer day. A crow was very thirsty. He flew here and there in search of water. He could not find any water. He sat on a branch of a tree. He saw a pitcher on the ground. There was little water in the pitcher. He was very happy to see the water in the pitcher.

He tried to drink the water but the level of water was low. His beak could not reach the water in the pitcher. He thought of a plan. He dropped some pebbles into the pitcher, one by one. The level of water rose up. The crow drank the water, and feeling satisfied, flew away.

Moral: Where there is a will, there is a way.


Observe the following pictures and share the ideas you find.



Read the following text and underline the connectives.

Text A

One of the main reasons why so many children start smoking is that they see their seniors smoking. They think that it's a 'grown-up' thing to do. Moreover, they smoke in order to impress their friends. Quite judiciously, they are not ready to accept it when their seniors warn them about the dangers of smoking. They think if smoking is dangerous, why do so many adults do it?



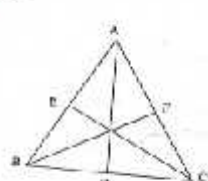
Read the following text and underline the connectives.

Text B

The world has been a better place since the dawn of time. It has become a more peaceful and harmonious place. The world has been a better place since the dawn of time. It has become a more peaceful and harmonious place. The world has been a better place since the dawn of time. It has become a more peaceful and harmonious place.

7. Enjoy yourself

Link at the following pictures carefully and point out as many triangles as possible.



7. Enjoy yourself

Read the following poem and share the information that you find.

Change is hard

When I was a young man,
I wanted to change the world,
I found it was difficult to change the world,
So I tried to change my nation,
When I found that I couldn't change the nation,
I began to focus on the town,
I couldn't change the town,
And so in the end, I tried to change my family,
Now, as an old man, I realize the only thing
I can change is myself,
And suddenly I realized,
That if long ago I had changed myself,
I could have made an impact on my family,
My family and I could have made an impact on our town,
Then impact could have changed the nation,
And I could, indeed, have changed the world.

7. Enjoy yourself

Read the answers to the following questions. (Arrange the words in the correct order and find the answer.)

- What word begins and ends with an "e" but only has one letter?
ANS: EPELONVE
- What has a face and two hands but no arms or legs?
ANS: OCCLK
- What five-letter word becomes shorter when you add two letters to it?
ANS: ORTSH
- What gets wetter as it dries?
ANS: OETWL

ENGLISH: Grade 5

7. Enjoy yourself

Read the following poem and share the information that you find.

Change is hard

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