

Compulsory English Textbook of Grade Ten: An Analysis of Content Design

2024

Dipendra Chapain

Compulsory English Textbook of Grade Ten: An Analysis of Content Design

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

**Submitted by
Dipendra Chapain**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2024

Compulsory English Textbook of Grade Ten: An Analysis of Content Design

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

**Submitted by
Dipendra Chapain**

**Faculty of Education
Tribhuvan University,
Kirtipur Kathmandu, Nepal
2024**

T.U. Regd. No.: 6-1-312-16-2006

M.Ed. Fourth Semester Examination

Exam Roll No.: 7528020/075

Date of approval of Thesis

Proposal: 28/03/2024

Date of Submission: 30/06/2024

Declaration

I, hereby, declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:29/06/2024

.....

DipendraChapain

Recommendation for Acceptance

This is to certify that **Mr. Dipendra Chapain** has prepared this thesis entitled **Compulsory English Textbook of Grade Ten: An Analysis of Content Design** under my guidance and supervision.

I recommend the thesis to the department of English Education for the acceptance.

Date: 30/06/2024

.....
Dr. Gopal Prasad Pandey (Supervisor)

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following
Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Harimaya Sharma

Lecturer

Department English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 28/06/2024

Evaluation and Approval

This thesis has been evaluated and approved by the following **Research Evaluation and Approval Committee.**

Signature

Dr. Gopal Prasad Pandey (Supervisor)

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Rishi Ram Rijal

.....

Professor

Expert

Department English Education

Tribhuvan University, Kirtipur

Mr. Resham Acharya

.....

Teaching Assistant

Member

Department English Education

Tribhuvan University, Kirtipur

Date: 03/07/2024

Dedication

Dedicated to my parents, who brought me into this world, and to all the well-wishers who have supported me in times of need.

Acknowledgements

I want to extend my heartfelt thanks to my supervisor, **Dr. Gopal Prasad Pandey**, Reader and Head at the University Campus, Faculty of Education, T.U. Kirtipur, Kathmandu, for his unwavering support and invaluable guidance throughout my research, which made this work possible.

I am deeply grateful to **Dr. Harimaya Sharma** and **Mr. Guru Prasad Poudel**, lecturers at the Department, for their constructive feedback during my proposal viva. My sincere thanks also go to the external supervisor, **Dr. Rishi Ram Rijal**, for his suggestions to improve my thesis during the thesis viva. Additionally, I appreciate **Mr. Resham Acharya**, Teaching Assistant, for his constructive feedback during the thesis viva.

I want to express my special gratitude to the faculty members of the Department of English Education for their administrative support, and to the members of the Curriculum Research Center for providing the necessary study materials.

Finally, I am obliged to all the teachers and friends for their help and guidance.

Dipendra Chapain

Abstract

This thesis entitled "Compulsory English Textbook of Grade Ten: An Analysis of Content Design" aimed at evaluating the quality of textbook in terms of its content organization and design, and identifying its strengths and weaknesses using Ur's comprehensive framework for textbook analysis. This study employed a survey design and utilized a mixed-method approach for data analysis and interpretation, ensuring a robust examination of the findings. Data were meticulously collected based on various criteria such as sexism, ageism, social orientation, and values, as recommended by Penny Ur (2009). The collected data were then carefully analyzed using Fairclough's three-dimensional model of discourse analysis, providing a nuanced understanding of the content of the textbook and its implications. The findings show that the strong points of this textbook are; mixed portrayal of gender representation, the age representation in picture is as per the proportion of people in society, and the values like interest in environment, peace, justice, humanity, and moral issues are well addressed. However, when it comes to the social orientation in the texts, it lacks the representation of Nepalese diversity, history, and perspective. It also lacks the focus on the occupational background of the majority of students. The authorship of the text seems biased as the texts written by Nepalese writers are nominal.

This thesis includes five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and defining key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implication of literature review and conceptual framework. Similarly, chapter three consists design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with analysis of data and interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

Table of Contents	
	Page No
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
Chapter I: Introduction	1-6
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significance of the Study	4
Delimitations of the Study	5
Operational Definitions of the Key Terms	5
Chapter II: Review of the Related Literature and Conceptual Framework	7-24
Review of Theoretical Literature	7
A Textbook: An Introduction	7
Types of textbooks	9
Different approaches to textbook analysis	10
A brief review of present grade 10 compulsory English textbook	11
Three-dimensional model of discourse analysis by Fairclough	11
Tyler's Criteria for Textbook Analysis	13
Cunningham's Criteria of Textbook Analysis	14
Penny Ur's criteria for textbook analysis	15
Review of Empirical Literature	18
Implications of the Literature Review	22
Conceptual Framework	22
Chapter III: Method and Procedure of the Study	24-29
Design and Methods of the Study	24

Research Tools	25
Sources of Data	25
Data Collection Procedures	26
Data Analysis and Interpretation Procedures	27
Ethical Consideration	27
Chapter IV: Analysis and Interpretation of the Results	28-43
Results and Discussions	28
Sexism in the Conversations	28
Images and Visibility of Children, Youths and Adults in the Textbook	32
Representation of Different Occupations in Text	37
Relevancy of Texts with Social and Economic Background of the Students	38
Values and Social Orientations in the Textbook	39
Chapter V: Conclusions and Recommendations	42-47
Conclusions	42
Recommendations	43
Policy related	43
Practice related	44
Further research related	44
References	45-49
Appendix	47

Chapter I

Introduction

This chapter incorporates the background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Textbooks remain a prevalent resource in language classrooms, with many instructors relying solely on them due to a lack of alternatives. Textbooks supported by various teaching resources constitute the material basis for teaching and learning in classrooms worldwide (Christiansen and Weninger, 2015). Consequently, prioritizing and selecting learning items within textbooks must be approached with careful consideration and a systematic method. Specifically, language learning materials should be designed with regard to the general language proficiency of students, the level of interest the content holds for learners at that language level, and other relevant factors.

The creation of a textbook involves several stages, with the author's perspective holding particular significance. The writer's views on the textbook's importance, the language it employs, and their perspectives on the language itself are crucial aspects. Simultaneously, the textbook developer bears the responsibility of understanding the language proficiency of the students. This entails ensuring that language learners possess the necessary linguistic skills to engage with the designed materials. Navigating the transition between different levels poses a challenge, as it necessitates acknowledging the current proficiency level without neglecting progression. Consequently, the assessment and scrutiny of a textbook become pivotal elements. In this context, Mahmoud (2013, p. 55) states that “in selection of a new textbook, it is important to conduct an evaluation to ensure that it is suitable.”

Despite the decision by the Curriculum Development Centre to adopt a specific textbook, it is imperative to subject it to a comprehensive and systematic analysis. In essence, for a language textbook to be deemed suitable for its designated level, it should meet certain fundamental criteria. This includes adopting a socially and educationally acceptable approach to language instruction, ensuring a diverse selection of contents, maintaining a sequentially developed structure for chapters, and effectively covering the syllabus. The challenge lies in

balancing these aspects cohesively. Furthermore, the more technical elements, such as illustrations, paper quality, and layout, play a crucial role in visual appeal, which is an aspect that cannot be overlooked. Though some studies are already conducted on the basis of surface study, no any research has been done in text analysis level. Therefore, this study is conducted as a thorough examination of the textbook focusing on texts, images and conversations incorporating the criteria outlined by Ur.

The compulsory English textbook of grade 10 is prepared by a team of experts that includes Mr. Nim Prakash Singh Rathaur, Mr. Ananda Dhungana, Mr. Pashupati Pandya, and Ramesh Dhakal. It is published by the Curriculum Development Centre, Ministry of Science, Technology and Education. It was first published in 2023. The textbook contains 18 titles and each title includes reading, Speaking, Listening, Grammar, Writing, and Project work.

This textbook is designed to encompass a wide variety of materials from different genres, offering content that actively engage learners to meet the competency and learning outcomes outlined by the curriculum. The compulsory English textbook is divided into eighteen units, each named after a specific theme to provide a structured learning experience. These themes cover a broad spectrum of topics, ensuring that learners are exposed to diverse content that enhances their understanding and skills.

Unit 1 covers Current Affairs and Issues, providing insights into contemporary events; Unit 2 focuses on Festivals and Celebrations, exploring cultural festivities; Unit 3 delves into Health and Wellness, promoting a healthy lifestyle; Unit 4 discusses Work and Leisure, balancing professional and personal life; Unit 5 emphasizes Science and Experiment, encouraging scientific inquiry; Unit 6 looks at Food and Cuisine, celebrating culinary diversity; and Unit 7 addresses Cyber Security, highlighting the importance of online safety. Further, Unit 8 centers on Hobbies and Interests, fostering personal growth; Unit 9 examines History and Culture, preserving heritage; Unit 10 highlights Games and Sports, promoting physical activity; Unit 11 discusses Ethics and Morality, encouraging ethical behavior; Unit 12 focuses on Nature and Development, understanding environmental impact; Unit 13 covers Population and Migration, addressing demographic changes; Unit 14 explores Travel and Adventure, inspiring exploration; Unit 15 discusses People and Places, connecting communities; Unit 16 looks at Success and Celebrations, recognizing achievements; Unit 17

explores Countries and Towns, broadening geographical knowledge; and Unit 18 delves into Media and Entertainment, examining their influence.

Each unit in the textbook is meticulously structured to enhance the learning experience, following a consistent format that ensures comprehensive coverage of the topic. The format begins with "Getting Started," which introduces the theme and engages the learner's interest. This is followed by "Reading I," where students encounter the primary text, and "Pronunciation," which focuses on improving their spoken language skills. "Speaking" activities then provide opportunities for verbal practice, while "Grammar I" introduces key grammatical concepts related to the theme. "Writing I" allows students to apply their understanding in written form. The unit continues with "Reading II," offering a secondary text to deepen comprehension, and "Listening," which hones auditory skills. "Grammar II" builds on earlier grammatical instruction, and "Writing II" provides further practice in written communication. Each unit culminates with "Project Work," which encourages students to apply what they have learned in a practical, creative project. This structured approach ensures a balanced development of all language skills.

Statement of the Problem

Textbook analysis research is essential for ensuring that educational materials are effective, relevant, and aligned with curriculum goals, thereby enhancing the overall quality of classroom instruction. Given the evolving needs of both students and educators, the Curriculum Development Centre has recently designed a Compulsory English textbook for 10th-grade students. This textbook is designed to cover a wide array of topics, aiming to enhance all four language skills in students. Beyond that, it aspires to introduce some literary genres, particularly in English literature.

In the current digital era, a plethora of internationally acclaimed textbooks and resources, recognized for providing superior language input and visually appealing materials, are readily available online at a more affordable cost. Despite this accessibility, the governing body responsible for textbook development and publication in Nepal has mandated the use of this specific textbook for all 10th-grade students. Aligned with the National Curriculum Framework (2019), which envisions developing the human capital dedicated to nation, nationality, national integrity and Nepali specialty (p.2), this study involves a comprehensive analysis of the recently recommended Compulsory English textbook for grade 10. No in-depth analysis in text level of the book has been done till the date. Therefore, this analysis is

conducted using the framework presented by Penny Ur in her book 'A Course in Language Teaching: Practice and Theory,' evaluating the textbook's strengths and weaknesses based on her guidelines.

Objectives of the Study

The objectives of this research were as follow:

-) To evaluate the effectiveness and appropriateness of the images, dialogues, and texts in the Compulsory English Textbook of grade ten using Penny Ur's (2009) textbook analysis framework.
-) To explore the strengths and weakness of Grade ten English textbook by using Ur's (2009) framework.
-) To suggest some pedagogical implications.

Research Questions

The study addressed the following research questions.

-) What is the portrayal of males and females in the speaking and listening sections of the grade ten textbook?
-) How is the depictions of adults, youths, and children in the visual elements of the textbook?
-) What values and social orientations are conveyed in the textbook?
-) Is there diversity in the representation of people from various ethnicities?
-) What types of occupations are mainly highlighted in the textbook?

Significance of the Study

The Curriculum Development Centre (CDC) has been creating and releasing educational books for schools since its inception. In 2019, it revised the National Curriculum Framework (NCF) by making a few adjustments to meet the needs of learners. This new textbook for 10th-grade students aims to adhere to the NCF guidelines, asserting its ability to cater to the evolving requirements of learners. In this investigation, I thoroughly assessed both the peripheral and academic aspects of the content in this textbook using Ur's Framework of Textbook Analysis.

This research holds significance for teachers in the classroom, enabling them to understand the qualities of the prescribed materials and utilize them more judiciously. This awareness, in turn, can help them achieve the curriculum's stated objectives. Moreover, the study offers valuable insights for both teachers and textbook developers, providing a clear understanding of the intricacies involved in crafting and teaching textbooks. This understanding can serve as a foundation for enhancing their practices in the future

Delimitations of the Study

Every study and investigation inherently faces limitations due to various constraints, including economic, social, and time-related factors. This study is no exception and is subject to certain delimitations:

-) The analysis in this study was confined to the English textbook of grade 10, and it is conducted solely through the four analytical models proposed by Ur (2009).
-) The analysis of the textbook relied exclusively on a self-observation tool, limiting the perspectives considered in the assessment.
-) The study employed survey method and Fairclough's three-dimensional model of discourse analysis as a methodological approach to understand the content of the textbook.
-) The criteria used for the analysis were based on Ur's Criterion of Textbook Analysis, shaping the specific parameters and standards applied in this study.

Operational Definition of the Key Terms

To enhance readers' comprehension, the subsequent points are accompanied by their operational definitions:

Sexism: Bias, stereotyping, or discrimination, usually directed against women, based on their gender.

Ageism: Prejudice or discrimination rooted in a person's age.

Social orientation: The delineation of individuals based on factors like occupation, social class, ethnic affiliation, and other related aspects.

Values: The consideration or importance assigned to aspects such as material gain, moral issues, justice, environmental concerns, and similar elements, either in terms of people or tangible items.

Analysis: A meticulous and thorough examination of something with the aim of gaining a deeper understanding of the subject matter.

Chapter II

Review of Related Literature and Conceptual Framework

A literature review serves as a preliminary step before introducing a research paper, enabling a comprehensive and analytical examination of prior research and existing theories within a specific research domain. It aids researchers in understanding the context and rationale for their current study by delving into various relevant papers. This section encompasses an assessment of theoretical and empirical literature, explores the implications of the review for the study, and culminates in the development of a conceptual framework.

Review of Theoretical Literature

Every research endeavor relies on specific theoretical assumptions or principles. The purpose of formulating theories is to elucidate, predict, and comprehend phenomena within the constraints of critical foundational assumptions. This section delves into the researchers' theoretical understanding, providing a framework for analyzing any literature related to the topic and study areas.

A Textbook: An Introduction

A textbook, commonly recognized as a primary source of information for formal academic study and a fundamental tool for teaching and learning, serves as a standard reference in the educational realm. Universally adopted in educational systems worldwide, textbooks are crucial resources for students, offering comprehensive guidance in their learning journeys. Practically, all educators depend on textbooks as the foundational reference for their lesson plans, instilling a sense of confidence in what to teach. This reliance on textbooks aids teachers in structuring their lessons and serves as the primary instructional material in classrooms.

Textbooks play a crucial role for both teachers and students, being indispensable tools in their daily activities. Sadker et al. (2009, p.88) “students spent as much as 80 to 95 percent of classroom time using textbook and the teacher make majority of their instructions and decisions based on the textbooks”. The convenience of textbooks is evident, as they are not only preferred by both students and teachers but also deemed practical for carrying and utilizing in comparison to other materials. As Brugeilles and Cromer (2009, p.15) “textbooks are still the cheapest of available media, and they are easy to carry and use.”

Similarly, Ur (2009, p. 129) states “a course book provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and process.” Acting as a regulatory tool for time and curriculum, the textbook supplies pre-prepared teaching texts and learning tasks. Particularly for new educators, it serves as a source of security, guidance, and support, presenting an economical means of providing learning materials. Gak (2011, p.78) states “Textbook represents a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language.”

The utility of textbooks is further discussed by Ansary and Babail (2002, p.2), who present a series of arguments in favor of their use. A textbook serves as a structured guide that organizes and schedules educational programs, giving learners a sense of purpose and legitimacy in their studies. Without a textbook, students may feel their learning is undervalued. Often acting as a syllabus, a textbook supplies pre-prepared teaching materials and learning activities, making it a cost-effective resource. It ensures that students remain focused and independent from constant teacher support. Additionally, for novice teachers, a textbook offers essential security, guidance, and support.

There are several counter-arguments to using textbooks. Books often cannot address the diverse needs of all student groups, and their topics may not be relevant or interesting to everyone. Textbooks can limit teachers' creativity by imposing a rigid structure and sequence that might not suit every classroom situation. They inherently cater to a single rationale, making it challenging to accommodate different proficiency levels, learning styles, and strategies present in a class.

Moreover, textbooks are primarily seen as reference sources and syllabi, which may not always align with dynamic educational needs. According to Cunnings worth (1995, p.7) “textbooks are an effective resource for self-directed learning and self-study.” (as cited in Bojanice and Topalov, p. 139). Moreover, he views textbook as a valuable resource for presentation material (written and spoken) and a source of ideas and activities for learner practice and communicative interaction. In order to gain confidence and demonstrate new methodologies, generally new and less experienced teachers make use of textbooks frequently.

Types of textbooks

Numerous scholars have made extensive categorizations of various types of textbooks. According to Grant (1987), textbooks can be primarily divided into two main categories. They are:

Traditional textbooks. Textbooks aligned with the behavioristic learning model are commonly known as traditional textbooks. These materials perceive learning as a habit-forming process. In essence, they equate language acquisition to acquiring other skill sets. The emphasis of traditional textbooks lies in imparting grammar knowledge, presupposing that the written form of language represents its pinnacle. This approach advocates for an authoritative teacher figure and prioritizes reading and writing over speaking and listening skills. Furthermore, it sanctions the use of the mother tongue in the classroom and tends to overlook the communicative dimension of language.

Communicative textbooks. To address the limitations of traditional textbooks, communicative textbooks were introduced with a focus on enhancing learners' communicative abilities. Unlike traditional textbooks, which primarily impart knowledge about language, communicative textbooks concentrate on teaching the language itself. Their central objective is to develop language functions, emphasizing all four language skills—reading, writing, listening, and speaking—with equal importance given to accuracy and fluency.

Communicative textbooks go beyond theoretical aspects and integrate practical language use, incorporating functions like making requests, greetings, giving directions, and writing letters. The ultimate aim is to cultivate communicative abilities. These textbooks require teachers to play the role of facilitators and managers, promoting the use of authentic texts. They encourage collaborative learning through group, pair, and project work, providing ample opportunities for students to experiment with language in the classroom. The ultimate goal is to empower students to apply their language skills in real-life situations where the language is spoken.

In summary, both types of textbooks, traditional and communicative, share the common objective of developing language skills among learners. However, the communicative approach, as observed in the compulsory English textbook for grade Ten,

places a stronger emphasis on practical language use and interactive learning. Both types of textbooks are designed to support learners in their language learning journey.

Different approaches to textbook analysis

The assessment and evaluation of English Language Teaching materials can be conducted through diverse methods and approaches, each proposed by various scholars in the field. Different experts have put forward their own suggestions regarding the methodologies and approaches applicable to this analysis. McGrath as cited in Sharma (2010, p.408-412) presents three methods as the basic categories for textbook analysis.

The impressionist method. This represents the foundational stage of textbook analysis, where information essential for assessment is derived from the course book's syllabus, the publisher's perspective, and the analyst's initial impressions. The aim is to form a broad overview of the material, involving the scrutiny of content, layout, pricing, organization, unit and lesson design, examples, illustrations, and more. This type of analysis does not delve deeply into the intricacies of the course book, hence it is often characterized as a surface-level examination. Its primary focus lies in evaluating the textbook based on three key aspects: its qualities, dimensions, and essential components.

The checklist method. This approach involves a more targeted analysis of a textbook, employing an observation checklist that is structured around various criteria. Unlike the impressionistic method, this technique goes beyond forming a general impression of the textbook. The checklist is a compilation of items used for thorough comparison, identification, or verification of the materials. It is a more specific and detailed approach compared to the impressionistic method.

The checklist method encompasses a comprehensive set of criteria, rooted in linguistic, psychological, and pedagogical principles that underlie modern approaches to language learning. This method is regarded as more specific, systematic, in-depth, cost-effective, formative, and explicit in its examination of the textbook.

An in-depth method. This approach involves a more meticulous and detailed analysis of a textbook through the utilization of an observation checklist, which is meticulously crafted based on a variety of criteria. Unlike the impressionistic method, this technique seeks to delve deeper into the textbook content, moving beyond the establishment of a general impression. The checklist, in this context, comprises a curated list of items that

serves the purpose of a thorough examination, allowing for comparison, identification, and verification of various elements within the materials.

What distinguishes the checklist method from the impressionistic one is its specificity and comprehensiveness. It goes beyond a surface-level evaluation, taking into consideration a wide range of factors rooted in linguistic, psychological, and pedagogical principles that underpin contemporary approaches to language learning. This method is considered more specific, systematic, in-depth, and cost-effective. Furthermore, it provides formative insights and explicit details, making it a valuable tool for a comprehensive and nuanced analysis of the textbook.

A brief review of present grade 10 compulsory English textbook

The newly prescribed compulsory English textbook of grade 10 by Curriculum Development Center (CDC) under Ministry of Education science and Technology. The textbook is prepared by a team of experts that includes Mr. Nim Prakash Singh Rathaur, Mr. Ananda Dhungana, Mr. Pashupati Pandya, and Ramesh Dhakal. It was first published in 2023. The book mainly focuses on the language development. Additionally, some literary genres are included in the reading comprehension sections. This book comprises 18 chapters, each offering a diverse range of themes. Every chapter aims to provide learners with exposure to all four language skills: reading, writing, listening, and speaking. Language aspects are adequately integrated throughout the chapters. The speaking activities encompass most language functions. Each chapter is well-illustrated with an appropriate number of images. The book is colorful, and the images are both attractive and clear.

Three-dimensional model of discourse analysis by Fairclough

Norman Fairclough's three-dimensional model of discourse analysis is an interdisciplinary approach to the study of discourse. It views language as a form of social practice and focuses on the ways social and political domination is reproduced by text and talk. The model consists of three dimensions: text, discourse practice, and social practice. Each dimension requires a different type of analysis: for the first dimension, text analysis or description; for the second dimension, processing analysis or interpretation; and for the third dimension, social analysis or explanation. The model provides a framework for analyzing language in context and highlights the complex ways in which language use is shaped by and shapes social structures, power relations, and ideologies

In summary, Fairclough's Three-Dimensional Model for critical discourse analysis (1989, pp. 109-140) includes description, interpretation, and explanation. Each of these dimensions is briefly discussed in detail below.

Description. In this phase, the analysis is focused on the inherent characteristics of the text. It delves into aspects such as language usage, grammar, vocabulary selection, and textual structure. The approach at the descriptive stage is distinct from that at the stages of interpretation and explanation. As articulated by Fairclough (1989, p.26), "in the case of description, analysis is generally thought of as a matter of identifying and labeling the formal features of the text in terms of the categories of a descriptive framework." At this stage, the text is perceived as given without complications, and the analyst essentially labels or discerns the features utilized by the author. The analyst merely describes what is observed in the text, focusing on what is deemed noteworthy. The set of formal features identified in a specific text can be considered as particular choices from a multitude of options.

It is important to note that texts are imbued with social values and are linked to the significance of the text. Therefore, while description is crucial, it needs to be complemented with interpretation and explanation to fully comprehend the social implications and values associated with the text. In essence, the descriptive stage serves as a foundation for subsequent interpretative and explanatory analyses, allowing for a more comprehensive understanding of the text's nuanced layers.

Interpretation. This phase encompasses the participants' engagement in the reproduction of text, intertwining with the element of interpretation. Fairclough employs the term "interpretation" to denote both the interactive process and a stage within the analytical framework. In this context, interpretation revolves around the dynamic between text and interaction, treating text as a resource in the interpretative process. According to Fairclough (1989, p. 141), "interpretations are generated through a combination of what is in the text and what is in the interpreter in the sense of member resources which brings to interpretation." Essentially, interpretation represents the cognitive process of the analyst, where the formal features of the text act as cues activating elements of interpreters' member resources.

To be more specific, interpretation involves assigning meaning to the language and utterances employed in the text. Fairclough also introduces the concepts of schema, frame, and script in this context. Schema encompasses various types of activities and modes of social behavior, frames encompass diverse topics and subject matter, and scripts present the

subjects and relationships among them. There exist interdependencies among these three elements, where a specific schema predicts a particular subject, subject position, relationship, and, consequently, particular frames and scripts. In essence, interpretations make explicit what is generally implicit for participants, revealing the layers of meaning embedded in the text through the cognitive processes of interpretation.

Explanation. In the concluding phase of Fairclough's three-dimensional model, the focus shifts towards the intricate relationship between interaction and the broader social context. This stage is dedicated to exploring how social forces influence the process of production and interpretation of discourse and examining the resultant social effects. Here, the analysis goes beyond the text itself to scrutinize the social impact that a particular discourse holds. Essentially, explanation involves unraveling and uncovering the intricate connections between interactions and the more enduring social structures that both shape and are shaped by these events.

In other words, this stage delves into the process of linking the discourse with its social consequences. It seeks to elucidate how the discourse contributes to or reflects broader social phenomena. Unlike the previous stages that may examine similar features of discourse from different perspectives, the explanatory stage is specifically geared towards understanding how the features of discourse relate to and influence more enduring social structures. It is a stage where the analyst investigates how the discourse aligns with and impacts the social fabric, providing a deeper understanding of the societal implications embedded within the analyzed text.

Tyler's Criteria for Textbook Analysis

Tyler's model of textbook analysis is a framework developed by Ralph W. Tyler. The model consists of four main stages:

Definition of Objectives. This stage involves defining clear and specific educational objectives or goals that the textbook should help students achieve. These objectives should be derived from the broader educational aims and goals of the curriculum.

Selection of Content. Once the objectives are established, the next step is to select the content that aligns with these objectives. This involves identifying and choosing the topics, concepts, and information that will help students achieve the stated objectives.

Organization of Content. In this stage, the selected content is organized in a logical and coherent manner. This may involve structuring the material chronologically, thematically, or in any other suitable way that facilitates learning and understanding.

Validation of Content and Evaluation. The final stage involves validating the content to ensure that it meets the established objectives and evaluating the effectiveness of the textbook in achieving those objectives. This may include reviewing the content for accuracy, relevance, comprehensiveness, and appropriateness for the intended audience. Feedback from teachers, students, and other stakeholders may also be gathered to assess the textbook's effectiveness.

Tyler's model provides a systematic approach to textbook analysis, emphasizing the importance of aligning educational objectives with content selection and organization.

Cunningham's Criteria of Textbook Analysis

Cunningham's model of textbook analysis was developed by William P. Cunningham. It provides a structured approach for assessing the quality and effectiveness of textbooks. It has the following aspects.

Alignment with Curriculum Standards. The first step in Cunningham's model involves evaluating how well the textbook aligns with established curriculum standards or guidelines. This includes assessing whether the content, learning objectives, and instructional strategies in the textbook are consistent with the goals and requirements of the curriculum.

Accuracy and Completeness. This stage involves reviewing the accuracy and completeness of the content presented in the textbook. Evaluators assess whether the information is factually correct, up-to-date, and comprehensive. Any inaccuracies or omissions are noted and addressed.

Clarity and Readability. Cunningham's model emphasizes the importance of assessing the clarity and readability of the textbook. This includes evaluating the language, organization, and presentation of the content to ensure that it is accessible and understandable to the intended audience.

Relevance and Engagement. Another key aspect of Cunningham's model is assessing the relevance and engagement of the textbook content. Evaluators consider whether

the material is relevant and meaningful to students' lives and interests, as well as whether it engages students' curiosity and promotes active learning.

Pedagogical Strategies. Cunningham's model also involves evaluating the pedagogical strategies used in the textbook. This includes assessing the variety and effectiveness of instructional methods, activities, and assessments employed to promote student learning and mastery of the material.

Cultural Sensitivity and Diversity. Finally, Cunningham's model emphasizes the importance of evaluating the cultural sensitivity and diversity of the textbook content. Evaluators consider whether the material reflects the experiences, perspectives, and identities of diverse populations, and whether it promotes inclusivity and respect for cultural differences.

Penny Ur's criteria for textbook analysis

In essence, every educational course carries a 'hidden curriculum'—implicit messages that transcend mere factual information. These concealed messages may touch upon religious or political beliefs, as well as attitudes towards specific groups of people, nationalities, or cultures. It becomes imperative for teachers to be cognizant of these covert messages. As Ur (2009, p. 199) points out, this awareness is crucial for two primary reasons: firstly, to uphold one's professional integrity, and secondly, because learners who identify with marginalized groups in course content may perceive a disadvantage, potentially hindering their learning.

Expressing favorable or unfavorable attitudes can manifest through various means. Hidden content in a course book might involve characters belonging to a specific ethnic group or expressing opinions reflecting a particular political stance. Another subtle form can stem from invisibility, such as consistent examples featuring male protagonists. Additionally, explicit discriminatory remarks are another avenue through which biases may be conveyed.

Many prejudices, despite being consciously rejected, may still be deeply ingrained in our thinking, leading us to unwittingly betray them. Countering these biases often requires a conscious effort, and both teachers and course book writers today are increasingly aware of the hidden curriculum within course content. They make deliberate efforts to ensure that the conveyed messages align with values endorsed by the educational authorities.

To examine the 'underlying messages in a course book,' Ur (2009) proposes examining the following aspects.

Sexism. Gender bias, or discrimination based on an individual's sex or gender, is a pervasive issue evident in various facets of society, and textbooks, being a primary source of interaction for children, are no exception. Unfortunately, females are consistently subjected to domination, relegation, and underrepresentation in textbooks, mirroring broader trends seen in economic, political, educational, and social sectors. Despite textbooks serving as a crucial conduit for imparting societal values to children, they often perpetuate the portrayal of females as inferior to males.

According to Gooden and Gooden (2001, p. 90), gender stereotyping in textbooks has detrimental effects on children's perceptions of women's roles. The biased and unequal representation of men and women in textbooks has, for many years, led to a narrow and skewed depiction of females. This biased portrayal contributes to the development of feelings of superiority and inferiority from early childhood, impacting both males and females. Essentially, the persistent gender bias in textbooks fosters a distorted understanding of gender roles, perpetuating societal norms that may limit the aspirations and potential of both males and females.

Ageism: the practice of stereotyping, prejudicing, and discriminating against individuals based on their age, is a pervasive issue that warrants close examination, particularly within educational materials such as textbooks. A critical lens on the representation of older people in comparison to their younger counterparts in these materials provides a valuable perspective for analysis. This scrutiny becomes a means to assess whether the portrayal of different age groups aligns with the actual demographics of society.

Nelson (2004) highlights a concerning trend where contemporary elders are often perceived as having low status, a perception influenced by historical and cultural shifts. This view, in turn, elicits widespread assumptions of incompetence and passivity among older individuals. To counteract such ageism, it becomes imperative for educational materials, including textbooks, to actively steer away from perpetuating age-based stereotypes and discrimination.

In a comprehensive approach to fostering inclusive and unbiased educational content, there is a need to challenge and rectify age-related biases. This involves not only avoiding

negative stereotypes but also actively working towards presenting a diverse and accurate representation of individuals across various age groups. By doing so, educational materials can contribute to a more inclusive and equitable learning environment that reflects the rich diversity of the population.

Social orientation: A comprehensive analysis of educational materials involves scrutinizing their social orientation, encompassing aspects such as wealth, social class, ethnic affiliation, occupation, and cultural background. This examination aims to determine whether these representations align with the diverse social backgrounds of the majority of students. The images and textual content within textbooks play a pivotal role in shaping students' perceptions and can serve as either misleading or acceptable role models.

Mallea and Young (1984) state, “The child’s basic political and social orientation is established during his years in school; thereafter his ideology may change in complexity, but rarely in its general direction.” While this ideology may evolve in complexity over time, its general direction tends to remain relatively consistent. In light of this, the content and discussions within textbooks regarding the social orientation of individuals, including the students themselves, should be of paramount importance. Striving for proportionate and accurate representation ensures that educational materials contribute positively to students' understanding of the diverse social fabric, fostering a more inclusive and informed perspective on society.

Values: Examining the values attributed to characters or narrators within texts is a crucial aspect of evaluating educational materials. The values portrayed in stories can significantly impact students' perspectives and outlook on life. For instance, it is essential to consider whether the characters in stories prioritize materialistic pursuits such as travel, cars, clothes, and entertainment, or if they emphasize the importance of personal relationships. Equally important is an exploration of whether characters express concern for broader social and moral issues like the environment, peace, and justice or injustice.

According to Ur (2009), educators should actively reflect on whether they approve of the values conveyed in textbooks and assess whether the educational message aligns with what they deem acceptable for their students. This introspective approach is essential as the values embedded in educational materials have far-reaching consequences. They not only influence students' moral compass and worldview but also contribute to shaping their understanding of societal norms and ethical considerations. Therefore, a thoughtful

examination of the values promoted or demoted in textbooks is imperative to ensure that the educational message aligns with educators' ethical standards and fosters the development of responsible, conscientious individuals

The values held by characters or narrators in texts are also significant. For instance, it matters whether the characters in stories are solely focused on material benefits (like travel, cars, clothes, and entertainment) or if they are concerned with personal relationships. Additionally, it's important to consider if they care about social and moral issues such as the environment, peace, and justice/injustice. Ur (2009) advises, "ask yourself if you approve of the values the book conveys and if the educational message is an acceptable one for your students." The values that textbooks promote or discourage can have significant consequences.

Review of Empirical Literature

This study is built upon previous research in textbook analysis conducted by various scholars. By reviewing selected studies, we draw on established insights and methodologies, enhancing the foundation of the current research. This approach acknowledges the contributions of past researchers and positions the study within the evolving landscape of textbook analysis research. In essence, the review of prior studies provides a solid basis for our exploration and enriches the theoretical framework of the present study.

Porreca (1984) conducted research titled 'Sexism in Current ESL Textbooks,' which aimed to investigate how sexism is depicted in ESL materials and its potential consequences. The study commenced with a literature review on the correlation between language and sexism, followed by a contemporary content analysis of the 15 ESL textbooks most widely used at that time, based on lists from 27 ESL centers. The research focused on various aspects, including omission in text and illustrations, the prominence of certain groups, occupational visibility in both text and illustrations, the use of nouns, masculine generic constructions, and adjectives. The subsequent analysis summarized the findings, identifying the two least sexist textbooks and highlighting prominent issues in the others. Porreca's study revealed instances where certain sexist usages of English, though not obligatory, were normalized and considered standard. The research aimed to bring attention to these problematic elements within ESL textbooks, prompting discussions on potential improvements to promote gender inclusivity in language education materials.

Tiwari (2013) conducted a study titled "A Textbook Analysis of Lotus English Reader Grade VI" aimed at comprehensively examining the textbook's physical attributes, academic content, and alignment with learners' needs and interests. The researcher gathered data from primary and secondary sources to inform the analysis, with a particular focus on teachers' and students' perceptions. The study's findings reveal several positive aspects of the textbook, including engaging readings, factually rich content drawn from both Nepali and English cultures, and a motivational impact on learners. Notably, the textbook demonstrates authenticity in its reading materials, receiving a 70% agreement from respondents. Additionally, it incorporates para orthographic texts like tables and diagrams, enhancing the overall reading experience for learners. However, a significant drawback identified is the absence of a glossary, a crucial component in language textbooks, with unanimous negative responses from teachers and students. On the positive side, the exercises provided in the textbook are deemed sufficient for developing academic skills, garnering a 70% agreement among respondents. Overall, Tiwari's study sheds light on both the commendable and deficient aspects of the Lotus English Reader Grade VI, offering insights for improvement and development in language education.

Abdollahazadeh and Baniasad (2010) conducted a significant study titled "Ideologies in the Imported English Textbooks: EFL Learners and Teachers' Awareness and Attitude." This research delved into the ideological underpinnings present in English instructional textbooks imported into Iran, exploring learners' attitudes toward English. The study also investigated instructors' awareness of these ideologies through a questionnaire. To uncover ingrained ideological values, the researchers performed content analysis on conversations, texts, and pictorial prompts within two selected books. Subsequently, they categorized and statistically analyzed the identified ideologies. The results revealed that imported textbooks often reflect specific ideologies and cultural values, with the most prevalent being the hegemony of English, sexism, and cultural stereotypes. Interestingly, while English language teachers demonstrated awareness of these ideologies, they appeared less concerned about actively raising awareness among learners. This study sheds light on the potential influence of imported textbooks on learners' attitudes and underscores the importance of addressing ideological elements in English language education.

In Huang's (2011) study titled 'Aging Education in Elementary School Education in Taiwan,' the research highlights the increasing older population and longer lifespans in the context of an aging society. However, it brings attention to a concerning trend in school

textbooks where older individuals are often portrayed as insignificant, unhealthy, sad, passive, and dependent, reflecting subtle ageism. This portrayal in textbooks raises concerns about the potential impact on children's perceptions of aging, fostering negative attitudes. The study systematically evaluates elementary school textbooks in Taiwan for aging-related content. Additionally, it compares these findings with related studies conducted in Western countries, offering a cross-cultural perspective. The comparison of results among various studies aims to illuminate the prevailing state of aging education in school textbooks in Taiwan. By shedding light on these subtle biases, the study underscores the importance of addressing ageism in educational materials and its potential implications for individuals' attitudes and behaviors towards aging.

Khadka (2019) conducted a significant study titled 'Feminist Analysis of English Textbook for Grade Nine,' aiming to critically examine the portrayal of females in the Grade Nine English Textbook. The primary objectives were to scrutinize the representation of males and females and explore gender-based differences in terms of status, roles, occupations, and activities. The research utilized Lazar and Fairclough's three-dimensional critical discourse analysis framework, incorporating four key principles. Upon completion, the study revealed concerning findings. Females in the Grade Nine English textbook were identified as being exploited, relegated, and dominated. The portrayal of females depicted them as weak, secondary, and inferior to males, underscoring the presence of gender biases and stereotypes in the educational material. This research sheds light on the need for critical evaluation and reform in the representation of gender roles in educational resources.

Feng's (2017) paper, titled 'Infusing Moral Education into English Language Teaching: An Ontogenetic Analysis of Social Values in EFL Textbooks in Hong Kong,' explores the depiction and ontogenetic development of social values in English as a foreign language textbook in Hong Kong. Employing a social semiotic approach, the study views social values in textbooks as intricate semantic categories constructed through complex semiotic discursive resources. It establishes an explicit framework to model the selection and construction of these values. The analysis of 19 textbooks, ranging from Primary 1 to Secondary 4–6, reveals a progression of social values from the personal domain (e.g., good hygiene and a healthy lifestyle) through the interpersonal domain (e.g., politeness and respect) to altruistic concerns for humanity. Additionally, the findings suggest a predominant focus on didactic education of good citizenship rather than fostering children's critical thinking. The proposed analytical framework and the study's outcomes provide valuable tools

for the explicit instruction and critical analysis of social values within the context of English language teaching. This research contributes to a deeper understanding of how social values are embedded and evolve in EFL textbooks, offering insights for educators and curriculum developers. These studies shed light on the issues of sexism, ageism, social orientation, and values that are often present in language textbooks, sometimes going unnoticed by the textbook authors.

K.C. (2021) conducted research entitled "Examining the Grade 10 English Textbook: Bridging Curriculum and Evaluation" which aimed to investigate the interconnectedness of curriculum, textbook content, and examination protocols. Its primary objective was to examine the alignment between the textbook's contents, as dictated by the curriculum, and the evaluation methods outlined in the examination system. The study also sought to assess the adequacy of content exposure for nurturing the targeted language skills in learners. Additionally, the paper sought to gather insights from English teachers at the school level, who play a pivotal role in implementing the textbook within the framework of the curriculum and examination system. Employing a phenomenological research design, the study utilized interviews, group discussions, and interactions to collect data, which were subsequently analyzed to identify recurring themes. The findings underscored a deficiency in the prescribed textbook's contents, as perceived by both teachers and students. Moreover, participants highlighted that the content inadequacies hindered the fulfillment of curriculum objectives.

Similarly, Kattel, (2021) conducted research entitled 'Analysis of English Textbook of Grade Ten'. The primary aims of this research were to assess the grade ten Compulsory English textbook, focusing on its physical and academic qualities, using criteria proposed by Harmer (2008) and Ur (2009) to identify strengths and weaknesses. The study utilized a survey research design, with a sample of thirty secondary level English teachers from community and institutional schools in Ilam district. The teachers were selected using convenience sampling. Data was collected primarily through interviews and analyzed thematically. The findings indicated that the textbook effectively enhances student comprehension and covers a wide range of language aspects and skills.

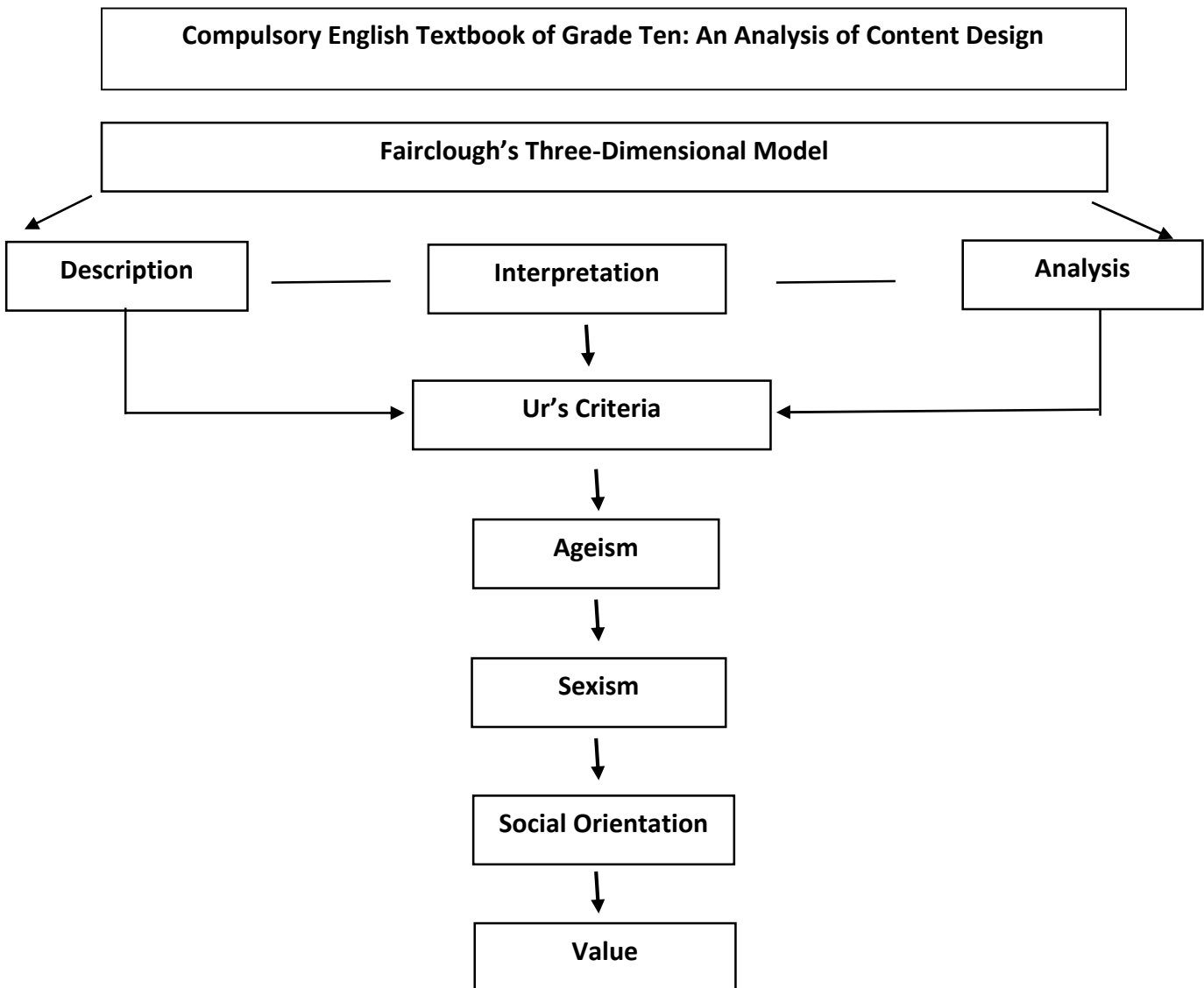
Implications of the Literature Review

The literature I have examined played a crucial role in providing the foundational theoretical framework for undertaking this study. Similarly, a comprehensive review of various research papers related to my study, particularly those exploring ideologies within textbooks, both in a general context and specifically in English as a Foreign Language (EFL) textbooks, has kept me informed about the recent developments in this field.

In my theoretical literature review, I delved into the works of scholars ranging from Penny Ur to Fairclough. This exploration proved instrumental in demystifying complex concepts such as ageism and social orientation, elucidating their impacts on shaping students' learning experiences. These insights have been invaluable in structuring my study, aiding in the conceptualization of the research design, selection of tools, and other critical aspects of the research process. The collective wisdom from these scholarly perspectives has been instrumental in guiding and organizing the overall framework of my study. Though various researches have been already done in the field of textbook analysis, I wanted to conduct this research since there is no textbook analysis research has been made on the newly applied Grade 10 Compulsory English Textbook till the date.

Conceptual Framework

A conceptual framework serves as an analytical instrument that addresses the hypothetical variables within a research endeavor. Its purpose is to establish conceptual distinctions and structure ideas, offering guidance throughout the study. Hence, the conceptual framework presented here serves as a guiding structure for this research. The ensuing conceptual framework is designed to facilitate a comprehensive understanding of the overall concept underpinning this research study.



Chapter III

Methods and Procedures of the Study

To fulfill the objectives of the study, following methodologies were applied in this research process.

Design and Methods of the Study

One of the foremost responsibilities of a researcher is to carefully choose an appropriate research design that aligns with and effectively addresses the specific objectives and goals of the study. The selection of a research design is a critical aspect of the research process as it directly influences the overall quality and validity of the study's findings.

Therefore, researchers must carefully evaluate the unique characteristics of their study, considering the variables involved, the nature of the phenomena under investigation, and the overall purpose of the research. By doing so, they can ensure that the selected research design is a tailored and optimal fit for the specific demands and objectives of their study.

This Survey research focused on textbook analysis, specifically examining the textbook used in grade Ten. Textbook analysis involves a systematic examination of a textbook, where various aspects are critically evaluated based on a selected theory or perspective. In this research, a combination of qualitative and quantitative research designs was utilized.

The data collection process involved a careful observation of images and pictures, along with an in-depth analysis of the language used in the grade Ten textbook. Secondary data, derived from the textbook's contents, formed the basis for this study. Subsequently, a mixed-methodology approach was applied to analyze and interpret the collected data, using Fairclough's three-dimensional model of Critical Discourse Analysis (1989). This model comprises description, interpretation, and explanation, with interpretation encompassing schema, frame, and script. Schemas depict various activities, frames cover different topics and subject matters, while scripts illustrate relationships among subjects.

To further examine specific criteria proposed by Ur (2009), such as sexism, ageism, social orientation, and values, content analysis was employed. This comprehensive approach allows for a nuanced understanding of how these criteria are presented in the grade Ten

textbook. The mixed-method design provided comprehensive and multi-dimensional perspective for a thorough analysis of the textbook content.

Research Tools

For this study, I used a methodological approach that incorporates checklist and focused reading as essential research tools. Checklist involves the use of a set of items or tasks that need to be reviewed designed based on predetermined criteria relevant to the study. These questions were carefully crafted to guide and structure my observations, ensuring that I could systematically and comprehensively assess specific aspects of the textbook content.

The process of self-observation extended to a critical examination of the visual elements, including pictures and images, embedded within the textbook. I paid careful attention to how these visual elements contribute to the overall representation of content, themes, and perspectives.

Simultaneously, focused reading played a crucial role in this research methodology. I engaged in multiple readings of the textbook, each time with a specific analytical focus. This iterative reading process allowed me to delve deeply into the nuances of the content and language employed in the textbook. Through focused reading, I aimed to unravel the layers of meaning, implicit messages, and potential biases present in the textual material.

By combining self-observation with focused reading, I sought to achieve a comprehensive understanding of the textbook's intricacies. This methodological approach facilitated a detail analysis, enabling me to uncover and interpret various dimensions of the textbook content, ultimately contributing to the depth and richness of the study's findings.

Sources of Data

As this study primarily relied on library-based research, the data collection process centered on secondary sources. These secondary sources encompass a diverse range of materials, including books, articles, journals, dictionaries, websites, and theses that were pertinent to the domain of textbook analysis, specifically employing critical discourse analysis and content analysis criteria proposed by Penny Ur.

The selection of secondary sources involved a careful review of scholarly works that have made significant contributions to the field. Notable examples include "An Introduction

to Sociolinguistics" by Wardhaug (2008), "Language and Power" by Fairclough (1989), and "Ageism: Stereotyping and Prejudice against Older Persons" by Nelson (2004). These texts provided foundational insights into sociolinguistics, language and power dynamics, and ageism, respectively.

Furthermore, I delved into various articles authored by renowned scholars, such as Porreca's (1984) "Sexism in Current ESL Textbooks" and Feng's (2017) "Infusing Moral Education into ELT," among others. These articles served as valuable resources to augment the literature review, offering specific perspectives and findings related to the critical examination of textbooks.

By extensively consulting these secondary sources, I aimed to establish a robust theoretical foundation for the study, drawing on the expertise and research findings of scholars in the field. The varied nature of the selected sources contributes to a comprehensive exploration of the subject matter, enhancing the depth and credibility of the literature review in this library-based research.

Data Collection Procedures

The methodology employed in this research revolved around a process of reading, quoting, and analyzing quotes with a critical lens, focusing on specific aspects of interest. The data collection procedures can be outlined as follows:

-) **Initial Reading.** The first step involved a thorough and repeated reading of the chosen textbook. This allowed for a comprehensive understanding of its content and themes.
-) **Documentation.** During the reading process, I systematically noted down sentences, characters, topics, and images that were pertinent to the issues of sexism, ageism, social orientation, and values. This documentation phase aimed to capture key elements for subsequent analysis.
-) **Critical Analysis.** Subsequently, a critical analysis was conducted on the selected images, topics, content, and sentences. This involved applying a set of questions developed based on Ur's framework. These questions were designed to provide a structured approach to critically assess and interpret the representation of critical aspects in the textbook.

By implementing this methodology, the research tried to extract meaningful insights from the selected textbook, emphasizing a careful and thoughtful analysis of its content. The systematic approach, involving multiple readings and targeted analysis, aimed to unveil and interpret the ideas related to the specified criteria within the context of the study.

Data Analysis and Interpretation Procedures

In the course of this research, a mixed methodology was employed to analyze the collected data. The analysis was unfolded in two distinct phases:

-) **Quantitative Data Analysis.** The initial stage involved the application of quantitative data analysis procedures. This approach facilitated the numerical examination of the collected data, allowing for the presentation of findings in the form of figures and statistical representations.
-) **Qualitative Data Analysis.** The second part of the analysis encompasses a qualitative approach. Here, the collected data underwent a comprehensive and critical analysis. This involved describing, interpreting, and presenting the qualitative aspects of the data, providing a nuanced understanding of the studied phenomena.

By adopting a mixed methodology, this research aimed to leverage the strengths of both quantitative and qualitative analyses, thereby offering a comprehensive and multifaceted exploration of the collected data. The combination of these approaches facilitated a more robust interpretation of the research findings.

Ethical Consideration

Throughout the research process, I followed a principled approach regarding the use of data extracted from the textbook. Rigorous referencing went with the utilization of data to ensure transparency and scholarly integrity. The analysis of the data was approached objectively, with a focus on maintaining accuracy, honesty, and truthfulness in the interpretation of findings.

In carrying out the research work, due consideration was given to ethical values and norms. Special attention was devoted to safeguarding against plagiarism, reinforcing the originality and authenticity of the study. These ethical considerations played a pivotal role in upholding the credibility and reliability of the research outcomes.

Chapter IV

Results and Discussions

This fourth chapter deals with the presentation, analysis and interpretation of the collected data.

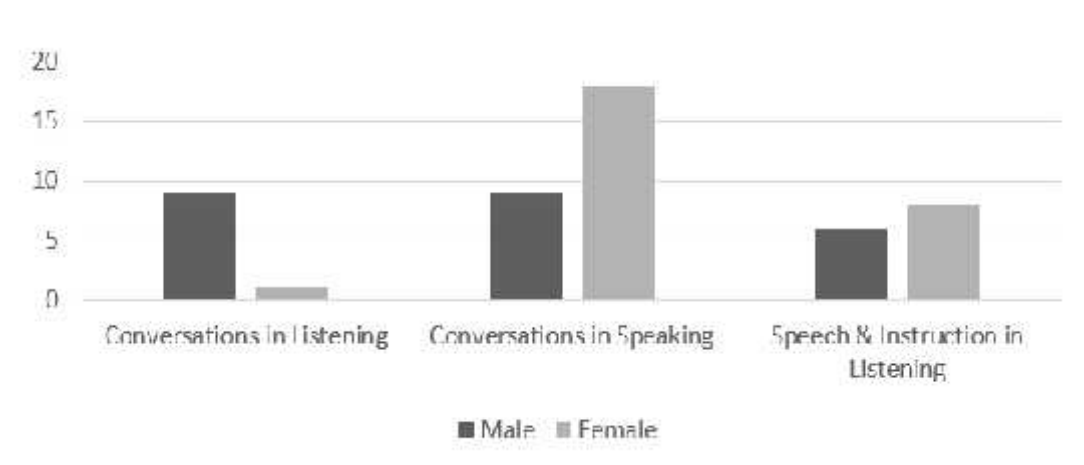
In this study, the Grade 10 English textbook was analyzed using Ur's (2009) framework for textbook analysis. The focus was on examining the images, pictures, and texts to identify instances of sexism, ageism, social orientation, and values depicted in the textbook. This involved a critical analysis of the roles assigned to male and female characters, as well as the representation of older individuals. Additionally, the study aimed to uncover the values and social orientations conveyed in the textbook, guided by questions developed according to Ur's criteria.

Sexism in the Conversations

The data regarding conversations in speaking activities and the distribution of speeches, instructions, and dialogues in listening texts provides insights into the portrayal of gender roles in the Grade 10 English textbook. The following figure depicts the status of sexism in conversation, and speech and instructions.

Figure 1

Sexism in conversation, and Speech and instruction



In speaking activities, there is a noticeable contrast in the initiation of conversations, with females initiating significantly more (18 conversations) than males (9 conversations). This indicates a positive portrayal of female assertiveness and communication skills,

suggesting a departure from traditional gender norms where males are often depicted as more dominant in verbal interactions.

On the other hand, in the listening texts, while females are more prominent in giving speeches and instructions (8 out of 14 instances), there is a single instance of female-initiated dialogues (1 out of 10 instances). This contrast suggests a nuanced representation of gender roles. Females are shown as capable and authoritative in formal settings, such as giving speeches and instructions, but when it comes to informal, interactive dialogues, males take the lead in initiation.

The following example of conversation in speaking section from the pp 73-74 shows the conversations in speaking activity:

Conversation I

Deshika: Who do you think will win the race? I

Saloni: I think Punam will.

Shristi: Yes, if she runs faster, she will surpass them all.

Conversation II

Sirjjana : Why do you think I have to study hard?

Kritika: Because if you study hard, you will get better results.

Manoj: Yes, if you get good results, you can get a scholarship.

The above conversations are initiated by females. All the interlocutors in Conversation-I are female. But in conversation-II, there is a male participant. It shows that the team of textbook writers is trying to encourage female participation.

The following example of conversation in listening section from the p 236 in unit 14, shows the conversations in listening activity:

Conversation 1

A (Male): How was your flight?

B (Female): Oh! It was great. My flight was overbooked and the airline asked for volunteers to go on a later flight. I volunteered because the next flight was only an hour later and the airline gave me \$300. It pays to be bumped.

Conversation 2

A (Female): Did you have a good flight?

B (Male): No, it was terrible.

A (Female): Oh! No. Why?

B (Male): The flight was fully booked so every seat was taken. I was crammed between this guy who was snoring the whole time and a really messy kid who got his chips all over me. I couldn't wait for it to be over.

Conversation 3

A (Male): Did you have any trouble finding the house?

B (Female): No not at all. We used the GPS but it sure was a long drive.

A (Male): Did you stop anywhere?

B (Female): Yeah, we stopped at a rest stop about halfway. Here to get a cold drink and stretch our legs. It was really hot out and there were a ton of people there. I guess it was a good weekend for road trips.

Conversation 4

A (Male): How was the drive?

B (Female): It was OK.

A (Male): Really? You look worn out.

B (Female): Well, I guess we are pretty exhausted. It was so hot out and the air conditioning broke an hour into the trip. We stopped at the halfway mark to switch drivers and eat lunch then we had trouble starting the car.

Conversation 5

A (Male): Did you enjoy the ride?

B (Female): Oh! It was great. It was nice to just relax and not have to worry about driving. I read my book and did Sudoku puzzles the whole way and I met some really nice people too. They were on their way to Boston too. I don't know why I've never taken the train before.

Conversation 6

A (Female): How was the trip?

B (Male): Pretty good! I guess, I don't really know because I was asleep the whole time.

A (Female): Really?

B (Male): Yeah, pretty much I started reading a book but then I fell asleep and didn't wake up until 10 minutes after I stopped. I had to get off the train and get on another one going the other direction. I'll have to set the alarm on my phone next time.

In the above conversations in listening section, different people are talking about travel experiences. Most of the conversations are initiated by the male speakers whereas only one conversation is initiated by female. Though the number of female participants in taking initiation of conversation is nominal, females are sharing their travel experience in most of the conversation. It may motivate the students, especially female students that females also can accomplish outdoor and adventure activities like travelling. There are 12 participants in the above 6 conversations in which the gender representation is equal.

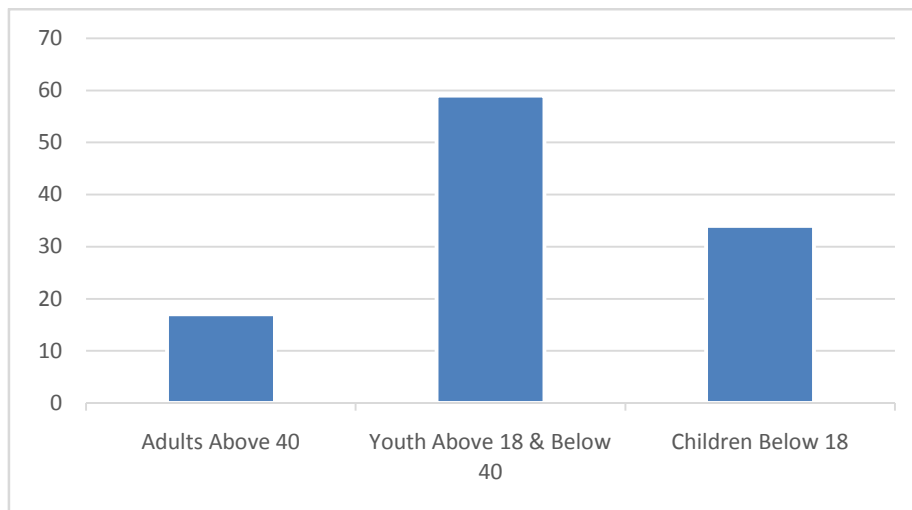
David Sadker and Myra Sadker highlight the importance of balanced gender representation in educational materials, stating, "Sexually unbiased textbooks are crucial because they provide balanced representations of gender roles, which helps to promote gender equality and prevent the reinforcement of harmful stereotypes" (Sadker&Sadker, 1994, p. 78). The textbook seems to present a mixed portrayal of gender roles, showcasing both traditional and progressive elements. While females are depicted as proactive and authoritative in certain contexts, there is still a tendency to conform to traditional gender norms in others, particularly in interactive dialogues. This complex portrayal reflects the ongoing evolution and negotiation of gender roles in society.

Images and Visibility of Children, Youths and Adults in the Textbook

The data collected offers a glimpse into the age representation within the book focusing on children, youth, and adults, highlighting the distribution of profiles among these age groups. Out of 110 profiles in book 59 profiles are dedicated to youth, 17 profiles of old individuals and 34 profiles of children are found. Richard E. Mayer emphasizes the significance of visual aids in educational materials, stating, "When learners are given a verbal explanation along with relevant graphics, they tend to understand and remember more than when they are given only a verbal explanation" (Mayer, 2009, p. 47).

Figure 2

Images and visibility of children, youth and adults



It is evident that with 59 profiles a significant emphasis is placed on the experiences and perspectives of young people. This could suggest that the book is aiming to address the pressing issues and interests of the youth demographic. However, the 34 profiles of children indicate a substantial but slightly lesser focus on this age group. The children would find their reflection in book if the children's representation was higher. This could lead to a more nuanced exploration of youth-related themes but may overlook the depth of experiences specific to children.

In contrast, the 17 profiles of old individuals reveal a notable underrepresentation of this age group in the book. This disparity could reflect societal biases that marginalize the experiences and perspectives of older individuals or a perception that their stories are less relevant or engaging. However, this underrepresentation overlooks the richness and diversity

of experiences that older individuals can offer, reinforcing ageist attitudes and limiting intergenerational understanding.

Children in the textbook. The textbook includes numerous pictures, featuring a mix of adults, youths, and a small number of children. The children in these images are depicted as curious and motivated. The following images illustrate how children are represented in the textbook.:

Figure 3
Portrayal of children in images



The first picture given above is from the getting started section of unit 4 p. 51. The theme of the chapter is 'Work and Leisure'. A teacher is facilitating the classroom whereas students are eagerly taking part in discussion. It clearly captures the reality of classroom regarding the teacher and student's role in classroom.

The second picture is taken from unit 5 entitled 'Science and Experiment' from p. 68. The students are eager to know and do experiments by nature. The girl in the picture is doing some experiment with microscope. The picture does not only motivate students for experimentation, but also aligns with the theme of the unit.

The third picture is taken from unit 8 entitled 'Hobbies and Interests', p. 127. The children in the picture are enjoying the nature. It tries to break the conventional thought that

students should only be bookish. The children are exploring and satisfying their hobbies on the lap of nature.

The last picture is taken from the chapter 'Wisdom of Little Girls' written by Leo Tolstoy p.172. Two little girls are playing in muddy water in puddles after rain. The picture along with the context of chapter shows that the girls are wise because they are playing happily by forgetting their rivalry.

Adults in the textbook. The textbook has a number of pictures that have some pictures of children, some of youths, while a very small portion of images are of the adults as well. The following images show how the adults are portrayed in the textbook:

Figure 4

Portrayal of adults in images



The first picture is given in the Writing I section in p. 248. It is given with the guidelines for writing the biography of one of the leading literary figure Tribikram Nemang (Bairagi Kaila). The students can be motivated to do something for the society and the nation when such activities and images are included in textbook.

The second Picture is taken from p. 257 of the book. The text is related to Walt Disney and his struggle and success. It motivates the students to keep on trying even in hard times.

The third picture is taken from unit-11 'Ethics and Morality' p. 171. The old woman in the middle is trying to convince the members of two quarreling families. Here the old lady is depicted as a wise lady with lots of experience and patience.

The last picture is the picture of Satya Mohan Joshi in p. 187, a famous social worker of Nepal. The photo is given with the condolence in his demise. It may depict the truth that everyone must die once and if we do good work for the society, we will remain in their heart and memories even after our death.

From the above pictures it can be figure out that the old people are depicted as the role model of social norms, values, wisdom and source of inspiration.

However, the smaller number of pictures included in book shows ageism. To address these disparities, the book could benefit from a more balanced representation of age groups. This could involve including more profiles of older individuals to counter ageism and promote a more nuanced understanding of aging. Additionally, incorporating narratives that highlight interactions between different age groups and address age-specific issues faced by each group could enrich the book's content and provide a more holistic view of age-related experiences.

Jerome Bruner highlights the motivational impact of relatable visuals on children, stating, "Visual aids that depict scenarios or individuals similar to the learner's age and context can significantly boost engagement and motivation" (Bruner, 1996, p. 83).

The ethnic affiliations presented in the textbook

The ethnic affiliations presented in the textbook reveal a significant discrepancy in representation, particularly between European and South Asian contexts, with a specific focus on Nepal.

Firstly, the overwhelming emphasis on European content, spanning 22 chapters, suggests a clear bias towards Western perspectives and histories. This overrepresentation may stem from historical, cultural, or academic biases that prioritize European narratives as more globally significant. However, it also highlights a potential neglect of diverse perspectives and experiences outside of the Eurocentric framework.

Conversely, the limited coverage of Nepal and South Asia, comprising only 10 chapters, indicates a disparity in the recognition of regional diversity. This is particularly

evident in the neglect of local diversity within Nepal, a country known for its rich tapestry of ethnicities, cultures, and histories. By relegating South Asian contexts, including Nepal, to a fraction of the content, the textbook risks perpetuating a skewed view of global history and marginalizing the experiences of non-Western societies.

Furthermore, the revelation that most chapters are authored by non-Nepalese writers adds another layer to this issue. Only some chapters like *Leave this Chanting and Singing* by Rabindranath Tagore, in unit 4, *The Interview of chef Santosh Shah* in unit 6, *story Parents* by Vishnu Singh Rai in unit 7, *Biography of Pratap Malla*, adopted from the book of D.B Shrestha and C.B. Singh, in unit 9, *The excerpt from The article Kathmandu- terai/ Madhesh Fast Track: A Project of National Pride* in unit 12, written by Arbind Shrestha, *A travel experience Expect the unexpected* by Mathilda Wu, *The Beginning of Life* by Jhamak Ghimire in unit 15, are some of the text that represent the social and cultural background of the students. Other chapters are not related to Nepal regarding the background of the students though some of them address the contemporary global issues which can be relevant to the students to some extent.

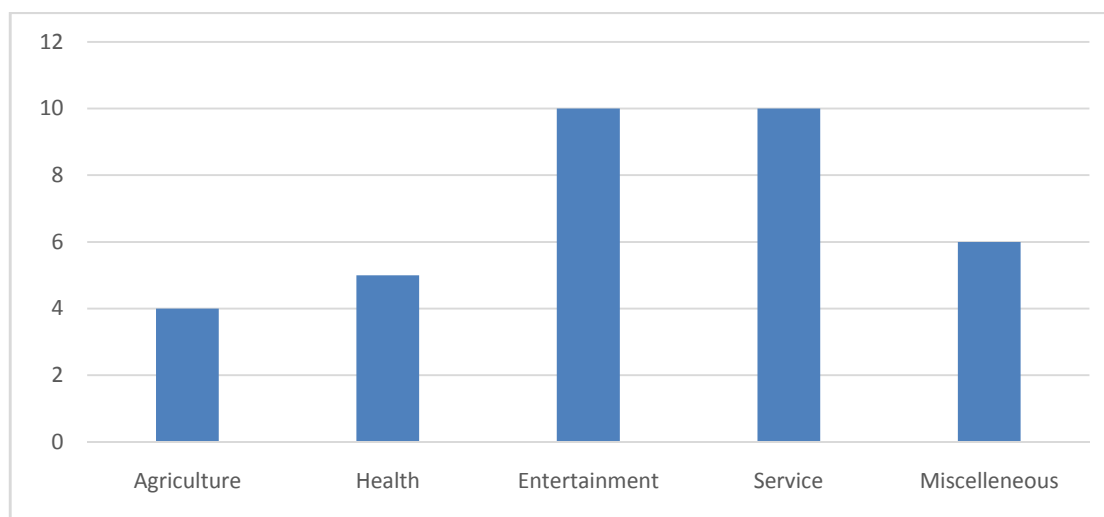
While diversity in authorship can enrich perspectives, the dominance of non-Nepalese voices may inadvertently reinforce outsider perspectives or perpetuate existing power imbalances in knowledge production. This can contribute to a distorted portrayal of Nepalese and South Asian societies, overlooking their complexities and nuances.

Banks (2006) emphasizes the importance of representing the ethnic backgrounds of learners in textbooks, stating, "Textbooks that reflect the ethnic diversity of the student population can enhance students' self-esteem and provide a more inclusive and engaging learning environment" (Banks, 2006, p. 121). The disparity in ethnic affiliations within the textbook underscores the need for greater diversity, equity, and inclusion in educational materials. Recognizing and addressing the neglect of local diversity, particularly in contexts like Nepal and South Asia, is essential for fostering a more comprehensive and culturally sensitive approach to education. This requires not only diversifying the content but also amplifying authentic voices and perspectives from marginalized communities within global narratives.

Representation of Different Occupations in Text

The distribution of occupational affiliations in the text reveals varying degrees of emphasis on different sectors.

Figure 5
Representation of different occupations in textbook



Agriculture is the least focused occupation with four references, suggesting a limited focus on farming-related activities or issues. This emphasis underscores the importance of agriculture within the context of the text. Since Nepal is an agricultural country, many of the students could find their reflections in the textbook if some more chapters related to agriculture were included.

Health, with five references, also receives notable attention. This focus may indicate a keen interest in health-related topics, such as healthcare services, medical conditions, or public health challenges. The prominence of health-related content could reflect the importance of healthcare and well-being within the text's setting.

Entertainment, with ten references, stands out as a major theme. This sector encompasses various forms of leisure and cultural activities, including music, movies, sports, and other forms of entertainment. The high frequency of references to entertainment suggests its significant cultural and social relevance in the text's context.

The service sector, mentioned 10 times, indicates a strong presence of service-oriented occupations. The emphasis on service-related activities highlights their importance in the text's depiction of societal roles and functions.

The textbook contains some chapters related to miscellaneous topics like scientific invention, journalism, religion etc.

Ladson-Billings (1995) emphasizes the importance of culturally relevant pedagogy, stating, "Effective teachers should recognize the cultural, linguistic, and experiential resources that students bring to the classroom, including their family background and community context" (Ladson-Billings, 1995, p. 17). Agriculture, with only four references, receives the least attention, suggesting a limited focus on farming-related activities despite Nepal's agricultural identity. This underscores a potential opportunity to include more chapters related to agriculture, which could better resonate with students in Nepal, highlighting their own experiences and reflecting the country's economic backbone. Health, on the other hand, receives notable attention with five references, indicating a significant focus on healthcare services and public health challenges. Entertainment emerges as a major theme with ten references, reflecting its cultural and social significance in the text's context, encompassing music, movies, sports, and leisure activities. Additionally, the service sector is prominently featured ten times, emphasizing its importance in depicting societal roles and functions within the textbook. The inclusion of chapters on miscellaneous topics like scientific invention, journalism, and religion adds breadth to the curriculum, but enhancing coverage of agriculture-related content would better align with Nepal's agricultural heritage and students' backgrounds.

Relevancy of Texts with Social and Economic Background of Most of the Students

The finding that 23 chapters match with the background of Nepalese students while 13 chapters do not match suggests a mixed alignment between the textbook content and the students' background. The chapters that align well likely cover topics that resonate with the students' cultural, social, and educational experiences, making the content more relatable and engaging. This alignment can enhance learning outcomes by connecting new information with existing knowledge and experiences, facilitating a deeper understanding of the material.

On the other hand, the 13 chapters that do not match with the students' background may present challenges in terms of relevance and engagement. This mismatch could lead to difficulties in understanding and retaining the information, as the content may not connect with the students' lived experiences or cultural contexts. As a result, students may struggle to relate to the material, potentially impacting their motivation and interest in learning.

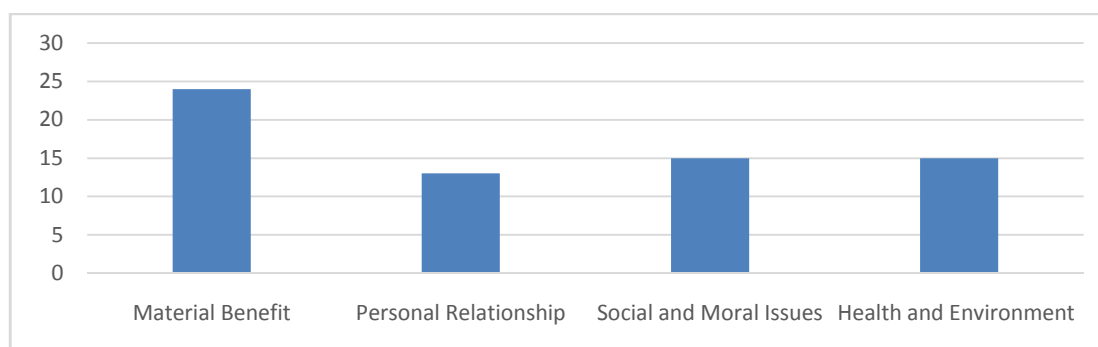
Nieto (2000) states, "Effective teachers understand that students' cultural, linguistic, and economic backgrounds significantly shape their experiences and perspectives, and they strive to integrate these backgrounds into the curriculum" (Nieto, 2000, p. 21). The finding that 23 chapters in the textbook align with the social and economic backgrounds of students suggests a conscientious effort to incorporate content that resonates with their experiences and realities. This alignment can enhance students' engagement and relevance of learning materials, fostering a deeper connection between classroom content and their daily lives. However, to address irrelevancy of 13 chapters educators and curriculum developers might consider revisiting these chapters to ensure they reflect a broader diversity of experiences and perspectives, thereby enriching the learning experience for all students and promoting inclusivity in education.

Values and Social Orientations in the Textbook

Regarding the values and social orientations in the text, topmost priority is given to material benefits. It might be the reflection of highly materialistic contemporary society. The least focus is given in personal relationships whereas social and moral issues, and health and environment issues have got equal emphasis. The following bar diagram shows the data in pictorial form.

Figure: 6

Values and social orientations in the textbook



The finding shows that highest number of Texts i.e.; 24 have a preference for material benefits. This preference for material benefits may reflect broader societal values and priorities, where material success and wealth are often emphasized. These texts may highlight the importance of economic prosperity, financial stability, and material possessions as markers of success and happiness. This emphasis on material benefits may have implications for students' values, attitudes, and behaviors. Excessive focus on materialism can lead to a

shallow understanding of success and happiness, potentially overshadowing other important aspects of life, such as relationships, personal growth, and community engagement.

The finding suggests a focus on interpersonal dynamics within the textbook content as 13 texts are related to personal relationships. These texts can provide valuable insights into the complexities of human relationships, helping students develop empathy, communication skills, and emotional intelligence.

The distribution of texts related to social and moral issues reveals a varied emphasis within the textbook content. The 12 texts related to the environment indicate a significant focus on environmental issues, highlighting the importance of sustainability, conservation, and ecological awareness. This emphasis reflects a growing global concern for environmental stewardship and the need to address environmental challenges facing the planet.

In contrast, the 5 texts related to peace suggest a somewhat lesser focus on peace-related themes, such as conflict resolution, peacebuilding, and social harmony. While these texts may still contribute to a broader understanding of peace and conflict, the relatively lower number compared to environmental texts indicates a potential gap in addressing peace-related issues within the curriculum.

Similarly, the 7 texts related to justice highlight a moderate emphasis on issues of fairness, equality, and human rights. These texts may explore topics such as social justice, legal systems, and advocacy for marginalized communities, providing valuable insights into the complexities of justice and equity.

The 3 texts related to health indicate a relatively lower emphasis on health-related issues, such as healthcare access, public health challenges, and well-being. This suggests a potential opportunity to expand the coverage of health-related topics within the curriculum to promote a more comprehensive understanding of health and wellness.

Lastly, the 7 texts related to moral lessons suggest a focus on ethical principles, values, and moral dilemmas. These texts offer valuable lessons in empathy, compassion, and ethical decision-making, helping students develop a strong moral compass.

John Dewey highlights the influence of a textbook's values and social orientation on learning, stating, "The content of a textbook, imbued with certain values and social perspectives, significantly shapes students' educational experiences and their development as

informed, socially responsible individuals" (Dewey, 1916, p. 336). The analysis reveals that the highest number of texts, 24, emphasize material benefits, reflecting societal values that prioritize economic prosperity, financial stability, and material possessions as markers of success. This focus may influence students' perceptions of success and happiness, potentially overshadowing other vital aspects like relationships and personal growth. Thirteen texts center on personal relationships, aiding in the development of empathy, communication skills, and emotional intelligence. Twelve texts address environmental issues, underscoring sustainability and ecological awareness, while five texts on peace suggest a lesser focus on conflict resolution and social harmony. Seven texts cover justice, exploring fairness, equality, and human rights, whereas only three texts focus on health, indicating a gap in addressing health-related issues. Finally, seven texts emphasize moral lessons, promoting ethical principles, compassion, and decision-making.

Chapter V

Conclusions and Implications

This fifth chapter deals with the conclusions, and recommendations of the research.

Conclusions

The objective of my study entitled ‘An Analysis of Compulsory English Textbook of Grade 10’ was to analyze the English textbook of grade 10 using the analysis framework suggested by Penny Ur (2009). I have attempted to find the strengths and weaknesses of the textbook following the criteria and the framework suggested by Ur (2009) which incorporates in it the four parts that can be used to analyze any language textbook. These parts are sexism, ageism, social orientation, and values. By using these, a set of questions have been developed, as the criteria to analyze various aspects of the textbook. These aspects include the number of males and females initiating the conversations in listening and speaking parts of the book. In the same way, the number of pictures that comprise adults and youths, are also collected. This addresses the criterion of ageism. Likewise, the social orientation has been explored by observing the ethnic affiliation of the texts and the representation of such diversity and if there is a consistent type of occupation assigned to them. Finally, the values expressed in the texts are explored by looking at the interests of the characters like material benefits, personal relationships, ecological concern, and moral issues.

Starting with the sexism in the textbook, there is mixed representation of male and female in conversations, and Speech and instructions. The number of initiations of female in conversations in speaking sections is enough but the initiation in conversations in listening texts is just one. However, in the speech or instructions in listening section the representation of female is slightly more. Overall, the aggregate of representation in conversations shows more female representation than male. This may contribute to break the gender role connections in the society.

The picture analysis of adults and youths shows that the number of adults is slightly lesser than that of children and Youths. However, the adults, youths and children are well represented if compared to the proportion of them in the real society.

The social orientation involves the representation of different ethnic background and the occupation here. In this case, analysis of the chapters shows that most of the chapters affiliate the western culture, perspectives and knowledge. Very less chapters are related to

Nepal, Nepalese, its diversity, history and perspectives. On the other hand, very less chapters are written by Nepalese writers. Not only Nepal, but also the whole south Asia and other regions are underscored.

The occupational representation in the textbook shows that the occupations assigned in the texts are well represented. The occupations that are often ignored have also been addressed through the texts.

The grade 10 textbook also is appropriately designed and expresses the values of the people in need. These values are the concerns for personal relationships, the interest in environment, peace, justice, humanity, and moral issues. Therefore, the values represented in the texts selected are mostly positive and challenge the stereotypes prevalent in the classrooms as well as in the society.

Textbooks are not only the materials for teaching and learning procedures rather they are considered as the agents that transfer some underlying messages in the texts that may or may not perpetuate the violence, sexism, racism, injustice and other issues. Textbooks have great role in shaping the behavior and ideology of the children since they are the most frequent interaction that children have with others. Moreover, textbooks are equally significant for the socialization and social change. Textbooks as change agents, play crucial role in the progress, change and innovation. However, still in some cases like in an ethnically diverse country like ours, the contents and the content writers are not properly represented. Therefore, the book authors and writers should pay due attention on such issues while writing and publishing the textbooks.

Recommendations

On the basis of the findings mentioned above, the following recommendations have been made:

Policy related. The textbook of grade 10 is appropriately designed in terms of its expression of different social values that the characters and people in general have. However, in terms of its general representation of people from differing ethnic background, the book is lowly maintained and should be edited so that it properly represents the diversity of the country and the society. Moreover, equal attention should be paid on promoting diversity through the representation of female writers and their content.

Practice related. There are number of practical implications of the findings and discussion of this study. From the above analysis and findings, it has been cleared that English Textbook of Grade Ten reveals the misrepresentation of ethnically diverse people and perspectives. The voices of the people and the representation of them would engage the readers in learning rather than simply learning about someone from a distant place whom no one feels culturally connected to. Here are a few pedagogical implications that can be useful in the process of teaching and learning:

- As change agents, textbooks implicitly convey ideas and notions about the social norms and values which get transferred to the learners
- In terms of teaching these texts, a teacher should be aware of the lack of representation of diversity as well as a lack of equal representation of writers from Nepal, and should try to connect the knowledge learnt there relating it to the Nepalese contexts.
- Instead of using some examples and pictures given in the textbook, the teacher should use other examples and pictures and also the examples, roles, activities, duties, occupations assigned to the people of different ethnic as well as cultural backgrounds.
- Most importantly, the teacher should use more diverse content or bring experiences from students who are also a small representation of the societal diversity.

Further research related. The presented study is limited to my personal judgement of the English textbook of grade Ten being based on the three-dimensional approach of textbook analysis by Fairclough and the criterion proposed by Penny Ur. The findings are derived from the critical content and picture analysis using the four-criterion proposed by Ur. They are sexism, ageism, social orientation, and values. However, the textbook has been analyzed from all of these criteria very briefly. The book is found to have some loopholes like inadequacy of the content with the related to Nepalese and south Asian context and occupational affiliation. In the days to come, the same textbook can be analyzed from any one of the criteria being based on only one skill of language learning such as reading, writing, listening speaking and the aspect of language learning.

References

- Abdollahzadeh, E. and Baniasad, S. (2010). Ideologies in the imported English Textbooks: EFL learners and teachers' awareness and attitude. *Journal of English Language Teaching and Learning*, 53 (No. 217), 1-17.
- Ansary, H., and Babai, E. (2002). Characteristics of books. The internet TESL journal, 4, 2-12.
- Banks, J. A. (2006). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (5th ed.). Pearson.
- Bonhanic, B., and Topalov, J. (2016). Textbooks in EFL classroom: Defining, assessing and analysing. Review paper. University of Novisad, Faculty of Education, Department of English Studies.
- Brugeilles, C. and Cromer, S. (2009). Promoting gender equality through textbook: A methodological guide. Paris: United Nations Educational, Scientific and Cultural Organization.
- Bruner, J. S. (1996). *The Culture of Education*. Harvard University Press.
- Christiansen, X.L., Weninger, C. (Eds.). (2015). Introduction: Ideology and the politics of language textbooks. *Language, ideology and education: The Politics of Textbooks in Language Education* (pp.8-15). New York: Routledge.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. Macmillan.
- Fairclough, N. (1989). *Language and power*. London: Longman.
- Feng, W.D. (2019). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse: Studies in the Cultural Politics of Education*, 40, 458 - 473.
- Gooden, A. and Gooden A., M. (2001). Gender representation in notable children's picture book: 1995-1999. *Sex roles*, 45, 89-101.
- Grant, N. (1987). *Making the most of your textbook*. London: Longman.
- Huang, C. S. (2011). Aging education in Elementary School Textbooks in Taiwan. *Educational Gerontology*, 37(3), 235-247.
- Khadka, P. (2019). *Feminist analysis of English textbook of grade nine* [Unpublished master's thesis]. Tribhuvan University.

- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Mahamoud, M.M. (2013). Developing an English language textbook evaluation checklist. *IOSR Journal of Research and Method in Education*, 1(3), 55-70.
- Mallea, J. R., and Young, J.C. (1984). *Cultural diversity and Canadian education*. Quebec. McGill – Queen’s Press.
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- Ministry of Education, Curriculum Development Centre. (2019). *National curriculum framework of school education 2076*. Kathmandu: Author.
- Ministry of Education, Curriculum Development Centre. (2019). *Secondary education curriculum 2076*. Kathmandu: Author.
- Nelson, T. D. (2004). *Ageism: Stereotyping and prejudice against older persons*. Massachusetts: MIT Press.
- Nieto, S. (2000). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (4th ed.). Longman.
- Porreca, K. L. (1984). Sexism in current ESL textbooks. *TESOL Quarterly*, 18(4), 705-724.
- Sadlker, D., Sadlker, M., and Zittleman, K. (2009). *Still failing at fairness: How gender bias cheats girls and boys in school and what we can do about it*. New York: Scribner
- Sadker, D., & Sadker, M. (1994). *Failing at Fairness: How Our Schools Cheat Girls*. Charles Scribner's Sons.
- Sharma, B. (2010). *Sociolinguistics*. Kathmandu: Sunlight Publication.
- Tiwari, R. (2013). *A textbook analysis of Lotus English of grade six*. [Unpublished master’s thesis]. Tribhuvan University.
- Ur, P. (2009). *A course in language teaching*. Cambridge University Press.

Appendix

Criteria for the analysis based on Ur's framework

The following set of guidelines will be used to analyze the textbook of grade 10.

- Number of conversations initiated by males in listening and speaking activities
- Number of conversations initiated by females in listening and speaking activities
- Number of Speeches and instructions given by males in listening activities.
- Number of Speeches and instructions given by females in listening activities.
- Number of pictures of the adults over the age of 40
- Number of pictures of the youths over the age of 18 and below 40
- Number of pictures of the children below the age of 18
- Proportion of young and adults in pictures
- Ethnic affiliations and the occupations assigned in the texts
- Matching of people shown in the texts and background of most of the students
- Interest in the material benefits in the texts
- Concern with personal relationships in the texts
- Concern about social or moral issues such as environment, peace, and justice/injustice in the texts