

**An Analysis of Grade IX English Textbook from Intercultural Perspective**

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

**Submitted by  
Umesh Bahadur Thapa**

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

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### **Declaration**

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

Date: 11/07/2024

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**UmeshBahadurThapa**

## **Dedication**

*Dedicated*

*To*

*My dear parents, respected gurus and entire family members  
Who are the ultimate sources of love and inspiration for my career path?*

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First of all, I would like to express my deepest gratitude to my respected supervisor **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur, for giving me guidance, inspiration, courage, co-operation and supervision. I am really grateful for his kind support, valuable time and constructive feedback that I received at each stage of my research work. I would like to express my profound appreciation for his assistance, recommendations and input.

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I am grateful to express special thanks to my teachers from primary level to Master's level who helped me to reach up to this position and place. Furthermore, I cannot forget to thank my dearest colleagues who helped me to do this research. Moreover, I owe special thanks and gratitude to my parents, wife, brothers, uncle and my whole family members for their love, care, support, devotion or making me able to stand in this place and position.

**Umesh Bahadur Thapa**

## Abstract

The present study entitled **An Analysis of Grade IX English Textbook from Intercultural Perspective** aimed to examine the Grade IX English textbook in terms of representation of religions, celebrations, customs, rituals, genders, castes, clothing, food items, arts and literary genres. The study primarily relied on the present Grade IX English textbook. The study is qualitative in nature. This analytical approach involved interpreting the Grade IX English textbook from Intercultural standpoint. Through qualitative analysis, I sought to provide detailed insights into how intercultural themes were portrayed and integrated within the contents of textbook. The study predominantly utilized the existing Grade IX English textbook as its primary source of data, which was gathered through the use of an observation checklist encompassing eight distinct criteria. The finding indicated that the textbook has attempted to include cultural diversity, however it is insufficient in accurately reflecting many features such as religions, celebrations, customs, rituals, genders, castes, dress, food items, arts and literary genres. The prevailing depiction strongly favors Hindu male culture. Furthermore, there is an inadequate balance in gender representation in both written content and visual depictions, since there are fewer male authors and limited inclusion of minority and marginalized language communities in writing and educational endeavors.

The thesis was structured into five chapters. The introductory chapter provided background information, states the problem, outlines objectives, research questions, discusses the significance of the study, delimits its scope and defines key terms. The second chapter reviewed related literature, including theoretical and empirical studies and establishes the conceptual framework. The third chapter details the research methods and procedures. The fourth chapter offered a descriptive and analytical analysis of the collected data. Finally, the fifth chapter presented the findings, conclusions, implications and includes references and appendices as concluding parts of the study.

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**List of Abbreviation and Symbol**

CBS	CentralBureauofStatistics
CDC	CurriculumDevelopmentCenter
Dr.	Doctor
e.g.	Forexample,
Et. al	andotherpeople
i.e.	That is to say
IX	Grade Nine
L1	FirstLanguage
NCF	NationalCurriculumFramework
p.	Page
pp.	Pages
Prof.	Professor

## **Chapter I**

### **Introduction**

This study is entitled as the “An Analysis of Grade IX English Textbook from Intercultural Perspective.” This chapter comprehensively covers the background of the study, problem statement, study objectives, research questions, significance of the study, limitations and operational definitions of key terms.

#### **Background of the Study**

Textbook serves as essential teaching tools for both students and teachers, facilitating effective and meaningful learning experiences in classrooms. They are widely utilized educational resources that guide and support the teaching and learning process. Therefore, they are very important. The purpose of textbook is to give students the information, language and skills they need to succeed in a variety of subjects. According to Sheldon (1987, p.23), a textbook is defined as a published material specifically designed to enhance the linguistic and communicative abilities of language learners. This definition underscores the idea that textbooks are tailored with learners' needs in mind, aiming to foster their language skills effectively. Musteata (2009, p.2) describes a textbook as a significant tool for mass information dissemination. This implies that textbooks are rich sources of diverse information across various subjects, making them comprehensive resources for acquiring knowledge. Language serves as both a verbal and written system of communication, as well as a signaling system. It plays a crucial role in conveying messages and is a distinctive attribute of the human species. Acting as a potent tool for communication among diverse groups, language facilitates human thought, interpretation, perception and expression about the real world. Throughout history and human development, it has proven to be an essential means of cooperation, fostering relationships and contributing to civilization.

The global landscape boasts a multitude of languages, with each individual possessing at least one. This implies that no one is devoid of language; everyone has their own unique mode of communication. People utilize their respective languages to pass on cultural norms and values to succeeding generations. Through language, individuals share their feelings, ideas, emotions, attitudes and strengthening bonds within the community. This linguistic thread maintains human connections throughout life, bringing happiness to the world.

From a communicative standpoint, language is considered the most influential means of expression. Unlike communication modes specific to animals, such as smell and taste, language encompasses sight, hearing and speech making it distinctly human and tailored to the communication needs of our species.

Grant (1987) state “the textbook is an almost universal element of teaching.” People view textbook as having greater validity and reliability than other manuals. Textbooks are thought to be fact-based and created by a team of experts. Textbook offers a certain subject matter and various activities that teachers and students use. it is considered a resource. It serves as a trainer for new and less seasoned educators who require insightful direction, encouragement and support. A textbook is considered authoritative when it is written by subject matter experts and approved by the curriculum development center or ministry of education. Regarding the purpose of the textbook, Byram, (1997) says:

Textbooks embody two kinds of information, which are thematic/topic content (family, school, etc.) and linguistic content (grammar, vocabulary, skills). The user of textbooks engages with the content of the document to obtain the linguistic knowledge needed so as to communicate a foreign language.

(p.425)

Textbook serves dual roles in education, providing students with essential knowledge and fostering their communication skills. Beyond imparting knowledge about the world, textbook extensively cover language topics including syntax, vocabulary and key language skills such as reading, writing, speaking and listening—essential for effective communication. However, textbook can also constrain the creativity and flexibility of both teachers and students in the teaching and learning process. Students are unable to learn when they use text as a means of completion, rely too heavily on textbooks, or use fake textbooks. Thus, rather than using textbook as a final product, it is preferable to use them as a starting point or supporting material. Textbook analysis is the systematic analysis of the text materials including structures, the focus, content, picture and so on. Sharma (2012, p.407) in his book states that when we try to look at the course book from different criteria regardless to its relevance, strength or weaknesses there we are carrying out an analysis of the textbook. Textbook analysis is important for the reformation of it and also it is essential to find out the strengths and weaknesses which ultimately help textbook writer and publisher in the days to come. Textbooks are designed primarily for students rather than teachers. Therefore, a

textbook should be tailored to be appropriate and suitable for the students it was intended for. A high-quality textbook should engage students' interests and cater to their educational needs. He goes on to say that there are three levels at which a textbook can be examined. The first level is concerned with what is explicitly stated, the second level with what users are expected to do and the third level with what is implied. Timalsina (2019) suggested three different methods for textbook analysis viz. impressionistic method, checklist method and in-depth method as cited in Sharma (2012, p. 408).

Teachers can influence students' perceptions and attitudes towards gender roles presented in textbook, potentially impacting their personalities. Biased depictions of men and women in images and content within textbooks can shape students' perceptions of societal norms. The content of textbook plays a significant role in perpetuating gender inequality and reinforcing cultural divisions within society. Both male and image/picture, etc. learners must feel that they are equally valuable for society through the representation of these topics in the textbooks' content, issues, sentence models and examples. It sounds like you're describing the qualities of a textbook designed to enhance students' creative writing and language skills. "The textbook is instrumental in fostering students' creative writing skills through ample materials and clear instructions. The reading materials play a crucial role in developing vocabulary, word power and comprehension skills. Moreover, the textbook effectively aligns with the students' needs and interests in language skills. It introduces grammatical concepts in a simple and accessible manner, using an inductive approach."

This version maintains the positive aspects you highlighted while refining the language for clarity and coherence.

The idea that male students are more prominent in society than women is not something that textbook should force on their readers. However, a glance at the current EFL textbooks reveals an intercultural-based approach in the design of the book contents. There seems little balance and equality between male and image/picture etc. students in the content of the textbook.

### **Statement of the Problem**

This research work examined Grade IX English textbook from an intercultural standpoint. It entailed presentation and analysis images, pictures etc. Textbook presented diverse cultures and communities' visibility, status, and perceived potential in an uneven

manner. The way that images, pictures and other materials are presented in textbook makes, they appear weak, helpless and dependent on densely populated capital-centered areas. The intercultural prejudices in the textbook can be found by closely examining the images and text. Such forms of dominance and discrimination in the text have a detrimental effect on society, which undoubtedly has an effect on the society of Nepal's remote areas. As such, it is imperative that the voices of the image/picture etc. in the textbook be addressed.

The utilization of textbook extended beyond the confines of the classroom, played a crucial role in not only imparting factual information but also in shaping the behavior and ideologies of children and students. Textbook served as influential agents in fostering social change, significantly impacting the values, attitudes and social skills necessary for promoting equality, including gender equality.

Regrettably, in the contemporary context, textbooks are increasingly becoming instruments for perpetuating various biases, particularly gender biases. Specifically, males are exploiting textbook to reinforce dominance over females. The portrayal of boys and girls, men and women in textbook is noticeably imbalanced, depicting females as powerless, helpless, weak and confined to domestic roles. Examination of the language and imagery in textbook reveals evident gender biases.

This form of discrimination and dominance within the textual content has detrimental effects on society, influencing the societal environment negatively. Consequently, it became imperative to address the representation of females in textbook and ensure their voices are heard and acknowledged.

In our context, one of the research areas is critical textbook analysis. It studies on the analysis of textbook. It has been conducted. Nonetheless, there aren't many studies that examine textbook analysis from an intercultural standpoint. Many studies and research projects on textbook analysis have been completed, but the majority of them concentrate on the academic, linguistic and physical aspects of the textbook. Similarly, Shahi (2015) analyzed the same textbook of grade nine but in-terms of physical and academic aspects. In addition, Dhimi (2018) and Kunwar (2018) carried out research on textbook analysis from interculture and intercultural perspective respectively. However, none of them has studied and critically analyzed the textbook of grade IX from intercultural perspective. From it So, I

became very interested and felt the need for the analysis of the textbook from intercultural perspective.

### **Objectives of the Study**

The specific objectives of the study were as follows:

- a. To examine Intercultural contents in the English textbook of grade IX.
- b. To analyze grade IX English textbook from the Intercultural representations.
- c. To suggest some pedagogical implications.

### **Research Questions**

The study addressed the following questions:

- a. What are the intercultural contents in the English textbook of grade IX?
- b. How does the grade IX English textbook reflect intercultural representations?

### **Significance of the Study**

This study provides insights for textbook writers to consider language appropriateness, content relevance and layout as crucial aspects. The findings offer valuable support to curriculum developers and syllabus creators, with recommendations aimed at enhancing textbook. This research is anticipated to bring benefits to a wide range of stakeholders, such as authors, syllabus designers, examiners, trainers, textbook writers, educational planners, subject specialists and fellow researchers in the field of English language education. Moreover, it is expected to enhance their diligence in creating textbook. Similarly, English language teachers will find this research valuable for evaluating the suitability of textbooks they intend to use, thereby benefiting students engaged in learning English. Last but not the least, this study is highly significant for the students and the researchers who are interested in textbook analysis.

### **Delimitations of the Study**

No study or investigation can be completely free from limitations, as various constraints such as economic, social and time-related factors play an inevitable role. The

research had some delimitations and did not go beyond it. This study focused solely on the analysis of textbook from an intercultural perspective. The analysis was limited to English textbook intended for Grade IX students. Only observation checklist tool was used for the analysis of the textbook. Visualizing the picture was concentrated.

### **Operational Definition of the Key Terms**

**Contents.** Contents are the important part of textbook which gives information about unit and lesson including in the textbook.

**Curriculum.** Curriculum is a systematic work plan which leads a complete educational program. Curriculum is a general term which refers to the overall planning of an educational program.

**Inter-culture.** The life model is applied theoretically and implemented in education. Its objective is to promote understanding, acceptance and coexistence among people from diverse cultural backgrounds. This person-centered approach regards every individual as a bearer of human rights.

**Language.** Language is a means for communication. The main function of language is to communicate to each other.

**Syllabus.** Syllabus is a part of curriculum which is concerned with the specification of what units is taught and when.

**Textbook.** Textbook is an aid to facilitate learning. It gives instruction in a subject. It is a prescribed for the study as a part of syllabus.

## Chapter II

### Review of Related Literature

This chapter comprises a comprehensive review of theoretical literature, empirical literature, research findings, implications of these reviews for the study and the conceptual framework. The relevant literature pertaining to the study explored under two primary themes: theoretical perspectives and empirical evidence, both of them are discussed in depth.

#### **Review of the Related Theoretical Literature**

This section includes the intercultural approach, development of English in the Nepali culture, relationship between language and culture, culture in ESL/EFL classroom and defining textbook. The meaningful interactions between individuals from diverse cultural backgrounds are central to an intercultural approach. This approach fosters strong connections through the exchange of ideas and values, promoting mutual respect and understanding. Inter-culturalism encompasses a way of thinking, behaving and existing that provides an interpretive framework for understanding how people interact with the world while considering their varied cultural identities, backgrounds, emotions and experiences.

**Development of English Education in Nepal.** In the development of English education in Nepal, the influence of globalization and neoliberalism has been significant. English instruction, initiated in 1853 for the Royal family, expanded after the restoration of democracy in 1951, with formal courses beginning at Tribhuvan University in 1961. Despite fluctuations in curriculum emphasis over the decades, English education has evolved, supported by educational reforms and increased international engagement. Today, English proficiency has spread beyond urban centers, facilitated by advancements in technology, tourism and communication. Overall, these discussions underscore the dynamic nature of culture and education, shaped by historical contexts and global influences, particularly evident in Nepal's educational landscape.

**The Relationship between Language and Culture.** Both language and culture are concepts that seem to have posed great difficulties for scholars to define. Besides, there seems to be an inevitable relationship between these two concepts. Ardila-Rey (2008) observed, "Culture and language are intricately intertwined" (p. 335). Similarly, Brown

(2007) stressed the interconnectedness of language and culture, noting that language forms an integral part of culture and vice versa; these two elements are inseparable and separating them diminishes their significance. In addition to functional acquisition, such as learning to read scientific texts, acquiring a second language also involves assimilating a second culture (p. 189–190). Echoing these sentiments, Kramersch (1998) argued that language serves as the primary tool for social interaction, intimately connected with culture during communication. However, another perspective views one as the container of the other.

Kuang (2007, p. 75) stated, "Language serves as the carrier of culture and culture forms the content of language." Language educators recognize the profound connection between language and culture. Elmes (2013) highlighted that understanding the various perspectives on the relationship between language and culture can enrich our appreciation as language teachers and learners (as cited in Jiang, 2000). It is widely acknowledged that language and culture are closely intertwined. Language can be viewed as a verbal repository of culture, preserving and transmitting cultural values and practices. Given that language provides the frameworks for expressing ideas, it is logical to infer that language influences our cognitive processes. To a certain extent, our cognitive processes are influenced by the societal norms and values of our upbringing. Jiang (2000) argued that language serves as a reflection of culture, offering insights into a society's values and practices. Another analogy equates culture with an iceberg, where language represents the visible tip, showcasing only a fraction of cultural dimensions. The majority of cultural elements remain submerged beneath the surface, unseen yet integral. This perspective on language and culture is further illustrated through three additional metaphors.

**Culture in ESL/EFL Classroom.** Sowden (2007) emphasizes the growing importance of incorporating cultural awareness into English language teaching. He argues against a singular, ideal method for teaching second languages, advocating instead for an eclectic approach that embraces various methodologies, including the communicative approach. This approach underscores the pragmatic view that flexibility and adaptability are crucial for effective teaching. Sowden posits that since language teaching lacks a universally scientific or objective approach, students should be empowered to choose their own learning styles. As educational practices have shifted from teacher-centered to student-centered approaches, there is now greater recognition of how culture influences the classroom dynamic.

Traditionally, "culture" refers to the social, artistic and intellectual traditions of specific groups. However, Sowden expands this definition, drawing on Holliday's (1994) perspective that foreign educators engage with multiple cultures beyond just national or ethnic boundaries. These include the cultures of academia, international education, host institutions, classrooms and students themselves. Effective teaching thus requires educators to consider how cultural backgrounds shape students' attitudes and learning preferences. Rather than imposing their own cultural norms, foreign teachers are encouraged to collaborate with local communities and adapt their methods accordingly.

Sowden asserts that both local and foreign educators should acknowledge and integrate students' diverse cultural backgrounds into the classroom. This approach recognizes that teachers' beliefs and practices are deeply rooted in their own cultural contexts.

Learning a second or foreign language inherently involves understanding the associated cultures. As Kramsch (1998) argues that language is a social practice where culture plays a central role in teaching. Importantly, this does not mean assimilating learners into a new culture at the expense of their identities. Effective language learning occurs through an intercultural approach that promotes communicative competence across cultures.

Menard-Warwick (2009) defines culture as shared understandings and practices within groups, which are fluid and subjectively experienced. She identifies "discursive fault lines" as areas of cultural difference or misunderstanding that surface in classroom interactions. Her research underscores how language learners and teachers engage in dialogue to question and reconstruct cultural representations.

In today's globalized world, English is increasingly used for international communication. Consequently, decisions about which cultures to teach alongside English are critical. Wandel (2003) argues that as English expands as a global language, educational practices must broaden their cultural and geographical scope beyond traditional English-speaking cultures like the UK and USA. This includes integrating perspectives from countries such as South Africa, Nigeria, Australia, Canada and India into English as a Foreign Language (EFL) classrooms.

Contemporary language teaching recognizes the complex interplay between language and culture. It advocates for an inclusive approach that respects and integrates diverse cultural perspectives, preparing students for effective intercultural communication in an interconnected world. On the other hand, educating students to make use of English as a lingual Franca also means developing their intercultural sensitivity. Students should be allowed to get to know a number of 15 different outlooks and perspectives. They ought to be provided with tools to analyze fundamental aspects of cultures.

**Defining the Textbook.** A textbook plays a crucial role as a tool for both teachers and students to achieve curriculum objectives in the classroom. It is a fundamental teaching resource that organizes and presents educational content in a structured manner. According to Harmer (1983, p.117), textbooks offer clear advantages by providing lively and engaging materials, ensuring a logical progression of language learning and facilitating revision of grammar and functional aspects studied.

Grant (1987, p.12) defines a textbook as either a comprehensive course book covering all language aspects or a supplementary resource focusing on specific topics or skills. Similarly, Hilton (1996, p. 1470) underscores that a textbook primarily organizes existing knowledge in a systematic and accessible manner for students, rather than introducing new concepts.

Textbook are described as the "visible heart of any ELT program" (Sheldon, 1988, p.237) and an integral part of teaching practices (Hutchinson & Torres, 1994, p.315). They serve as essential guides for teachers, aids for students to recall information and repositories documenting learning progress (Awasthi, 2006). In essence, textbooks encapsulate knowledge, meticulously structured to support learning objectives. They dictate both the

content taught and the methods of instruction, ensuring information is presented coherently and comprehensively.

Textbooks are indispensable tools in education, central to the transmission and organization of knowledge. They are meticulously designed to facilitate effective teaching and learning processes, guiding both educators and learners towards achieving educational goals.

**Types of Textbooks.** There are varied natures of textbooks. So, it is more difficult to provide crystal clear categorization of the textbooks. Regarding the types of the textbooks, Grant (1987, p. 12) has presented two broad categories of the textbooks. They are; Traditional Textbook, Communicative Textbook.

**Traditional Textbook.** Traditional textbook remains prevalent across many regions globally, especially in developing countries, where they uphold conventional approaches to language education. These textbooks prioritize literary tasks and heavily rely on translating between the first language (L1) and the second language (L2). They delineate distinct roles for teachers and students, with the teacher typically assuming an authoritative position and the student adopting a passive role, as noted by Grant (1987, p. 13).

According to Grant, traditional textbook exhibits several characteristic features:

They primarily focus on reading and writing activities rather than listening and speaking skills.

They emphasize language forms and grammar structures over communicative functions, such as requesting information, making requests, apologizing and asking for directions.

They frequently incorporate a significant amount of L1 (first language) content.

They prioritize accuracy in language use.

They tend to adhere closely to syllabus requirements and examination preparation.

They are often favored by teachers who find them straightforward to use and well-suited to exam-focused teaching.

In essence, traditional textbook adheres to established methodologies that prioritize linguistic accuracy and written skills over oral proficiency and communicative competence.

They provide structured frameworks that align with syllabus requirements and cater to examination-oriented teaching approaches.

***Communication Textbook.*** Communicative textbook is crafted to facilitate students' application of language in authentic, real-life contexts within the classroom. They prioritize developing communicative competence among students, as outlined by Grant (1987, p.14), who identifies key characteristics of communicative textbook.

These textbooks are characterized by:

- a. Emphasizing the practical use and communicative functions of the language.
- b. Reflecting the needs and interests of the students.
- c. Focusing on using language skills actively through various activities.
- d. Prioritizing fluency in communication alongside accuracy.
- e. Promoting collaborative work in groups and pairs, thereby requiring effective organizational skills from teachers.
- f. Clearly defining specific learning objectives.
- g. Incorporating authentic everyday language in both content and teaching methods.

Maintaining a balanced approach to developing all four language skills, with potential emphasis on listening and speaking skills compared to traditional textbook.

In essence, communicative textbook aim to cultivate students ability to use language effectively in diverse real-world situations. They promote interactive learning experiences that prioritize practical communication skills over mere grammatical accuracy, fostering a dynamic and engaging classroom environment.

**Textbook Analysis.** Evaluating the quality of a textbook requires assessing its components, such as exercises, tasks, organization and physical presentation. According to Harmer (2008), nine essential aspects should be considered by teachers when evaluating ELT textbooks: price, availability, layout, design, methodology, skills development, alignment with syllabus objectives, relevance of topics, potential for stereotyping and the availability of a teacher's guide. These criteria are typically analyzed through piloting, consultation and feedback gathering (p. 119). Key criteria for evaluating ELT textbooks include:

**Appropriateness,** This criterion assesses whether the textbook's content, language, exercises and methodology are suitable for the specific group of students. It emphasizes:

Relevance to the students' level, needs and cultural background, Inclusion of relevant topics, world knowledge and all language skills. Clarity and accuracy of language in texts, instructions and exercises, Cultural appropriateness of texts and materials.

**Organization:** Refers to how tasks, exercises and activities are sequenced within the textbook. It suggests:

Integration of language skills and aspects throughout lesson sequences, Organization of textbook chapters according to syllabus objectives, Proper arrangement of features like pre-reading tasks, reading passages, exercises, activities, glossaries, worksheets and appendices, Physical Features: These basic criteria include, Reasonable pricing, Wide availability, Clear typography, illustrations and use of white space, Attractive layout and design., Good quality paper. **Supplementary Materials:** This criterion highlights the importance of additional resources such as, Workbooks and worksheets, Games and puzzles, Audio-visual materials (CDs, DVDs), Songs and rhymes, Specific blogs or websites, Comprehensive teacher's guide.

Conducting a thorough textbook analysis requires both research skills and creativity to evaluate these diverse aspects effectively. The discussed criteria serve as a structured approach to evaluating ELT textbooks, ensuring they meet educational standards and effectively support teaching and learning objectives.

**Intercultural Approach.** The concept of "Intercultural Approach" surfaced in the 1980s as a novel methodology in language education, particularly in teaching English as a second or foreign language, emphasizing intercultural awareness. This approach distinguishes itself from Holliday's (2010) culture-sensitive approach and Schumann's (1978) acculturation

theory, though it draws influence from both. Unlike these theories, the intercultural approach underscores integrating learners' home cultures with the target culture and other encountered cultures. It views acculturation, cultural sensitivity and cultural awareness as pivotal aspects of second language education.

In language education, the intercultural approach seeks to equip learners with cultural insights and methodologies for exploring and understanding cultural diversity. According to Corbett (2003), this approach assumes that cultural topics are inherently engaging and motivating. It emphasizes acculturation—being able to function in another culture while retaining one's own identity—and advocates cultural awareness as integral to values education. Additionally, intercultural language education encourages critical reflection on its practices.

The intercultural approach challenges conventional language teaching objectives such as achieving native-like linguistic and communicative competence. It expands the goal of communicative competence to encompass intercultural communicative competence, enabling learners to effectively interact in second languages with individuals from diverse cultural backgrounds.

Corbett (2003, p. 2) defines intercultural communicative competence as the ability to comprehend and convey the language and customs of a target community to one's own community. Essentially, the intercultural approach fosters students as mediators who can observe and interpret various cultures from an informed perspective. It shifts the focus from attaining native speaker proficiency to developing proficiency in navigating and mediating between different socio-cultural groups that use various languages or language varieties.

Therefore, the intercultural learner not only aims for linguistic proficiency but also endeavors to become a mediator capable of promoting intercultural understanding, a fundamental aspect of intercultural communicative competence in language education.

**Socio-cultural Theory.** Lev S. Vygotsky, a Russian psychologist whose work emerged in the wake of the 1917 Russian Revolution, is best known for his socio-cultural theory. Vygotsky posited that "the social dimension of consciousness is primary in time and in fact. The individual dimension of consciousness is derivative and secondary" (Vygotsky, 1979, p. 30). According to this theory, an individual's mental functioning is not simply a

product of social interaction; rather, it stems from specific structures and processes that develop through interactions with others.

Socio-cultural theory views language as a "tool for thought," critiquing "transmission" theories of communication that reduce language to a mere conduit for predefined messages and meanings. Instead, it emphasizes dialogic communication as central to the collaborative construction of knowledge, including knowledge of language forms. Initially developed through interpersonal interactions, this knowledge is later internalized by individuals. Additionally, socio-cultural theory values private speech and meta-cognition as tools for self-regulation, facilitating autonomous control over new knowledge.

Despite these insights, socio-cultural theorists of Second Language Learning (SLL) do not propose a comprehensive theory of language as a system—a "property theory" is notably absent. Key questions remain unanswered: What is the relative importance of words, pragmatic functions and grammar within the language system? Is language a rule-governed creative system, or a collection of pre-assembled chunks and routines that can be recombined to varying extents?

While some exceptions, such as Ohta (2001), argue for the role of prefabrication and the appropriation of interactional routines in early language development, socio-cultural researchers generally provide limited detailed analysis on these matters. Instead, their studies often focus on individual lexical items or morphosyntactic features as defined in traditional grammars. This focus has been acknowledged as a limitation within the field (Aljaafreh and Lantolf, 1994, p. 480, as cited in Mitchell and Myles, 2004, p. 220). For socio-cultural theory to fulfill its transformative potential in SLL research, it must more explicitly engage with linguistic theory and articulate its stance on fundamental aspects of language structure and usage.

**A Brief Review of Present Grade IX English Text book.** The Present English textbook of class IX is prepared by Ministry of Education, Science and Technology Curriculum Development Centre (CDC) Sanothimi, Bhaktapur. It is as compulsory subject by Nepal government. The ninth-grade English course is crafted based on recommendations outlined in the Secondary Education Curriculum of 2071 (2014). Functioning as a skill-based textbook, it is developed after surveying available English textbook in the domestic market. The intention is to guide students from an unconscious beginning to conscious learning,

addressing their communication needs. The book emphasizes practical activities in various communication situations, enabling students to speak, understand and write English within specific home and school contexts. Authored by Mr. Nim Prakash Singh Rathaur, Mr. AnandaDhungana and Mr. Pashupati Pandya, has been revised by a team comprising of Dr. Gopal Prasad Pandey, Dr. Neil David Rose, Mr. Ramesh Dhakal, Mr. Shankar Adhikari and Mr. NabinKhadka. The textbook comprises eighteen reading units encompassing language functions, grammar, and vocabulary and language skills. It incorporates diverse exercises like matching items, short question answers; fill in the blanks, true/false, writing dialogues, paragraphs and descriptions, as well as activities like looking and saying, performing conversations, listening exercises and fun activities.

Textbook analysis involves a thorough examination or study of a textbook to address unanswered questions. This process aims to systematically and objectively assess both the physical and internal features of the textbook. Physical features include layout, size, weight, clarity and visual elements, while internal features encompass language skills, vocabulary, grammar, language functions, communicative activities and other instructional elements. Scholars emphasize the importance of effective textbook evaluation to enhance teaching and learning. Common issues highlighted in research include haphazard textbook selection, poor production quality, short life expectancy and the dominance of academic perspectives over curriculum developers' input. Proposed evaluation frameworks, such as the external and internal evaluations, focus on aspects like presentation, grading, sequencing, usability, adaptability and flexibility.

To understand the structure, focus and learning assists in textbooks is crucial for effective teaching. Teachers need to analyze textbooks to uncover their useful elements and tailor their use to the diverse learning needs of students. Students, particularly those in special education, may benefit from teacher guidance in navigating textbooks. Textbook analysis is seen as a means to identify features that impact learning positively or negatively, ultimately establishing the effectiveness of the textbook in promoting the intended curriculum. Teachers are encouraged to engage in ongoing evaluation during the continuous use of the textbook to gain insights into its strengths and weaknesses and make informed decisions about adaptation.

**Content Analysis of Grade IX English Book from Inter cultural Perspective.** As a researcher, I have thoroughly examined this analysis, through each and every lesson of this

grade IX English book, which comprises a total of 18 units. The book skillfully integrates grammatical components with reading, writing, listening and speaking exercises to foster communicative competence. The primary objective of this textbook is to enhance students' ability to communicate effectively.

The initial unit explores national and international cultures, focusing on greetings, clothing, food, beverages and business practices during holidays. The accompanying image depicts people's holiday celebrations based on their outward appearance. The exercises within the text revolve around various Nepali holidays, examining parameters mentioned earlier. The writing task prompts students to discuss ceremonial visits—a ubiquitous aspect of every culture. Despite the intended goal of fostering intercultural knowledge, the majority of activities, pictures, attire and names predominantly represent the Brahmin and Chhetri communities, with only a few nods to minority communities.

The second unit centers on health and hygiene, delving into the cultural aspects, knowledge and literature associated with these topics. Cultural awareness is heightened through exercises, including a crucial one titled 'Our Culture, Our Identity.' Moving on to unit three, the story 'Thomas and Jerry Dance' explores foreign lifestyles, attempting to connect foreign culture through exercises. However, the lesson primarily features names and images from the target language community, Brahmin and Chhetri communities, sidelining minority representation.

Unit four, 'Life and Death,' addresses both foreign and Nepali cultures, exploring the nature of people from these backgrounds. Again, the visuals, art, work and names predominantly feature the target language community, Brahmin and Chhetri communities. The subsequent units continue to explore various themes, linking culture with topics such as ethics, norms, values, language, ecology, environment, science, technology, human work, Earth and space, gadgets, people and places, organization and profile, history and civilization, people's lifestyles, games and sports, global warming and climate change and transportation and communication from unit five to eighteen respectively.

The fourth unit, Life and Death has been addressed. It deals with the foreign culture and Nepali culture. The nature of foreign people and Nepali people. The pictures, art, names are from target language community and Brahmin and Chhetri language community. In unit five, ethics, norms and values has been joined to link life moral chances. In unit six, there is

connection of culture and custom with language. The pictures, religious sites, names, customs, values included in this unit are from foreign language community and Brahmin and Chhetri language community. In unit seven, ecology and environment has added to learn environmental relation and linguistic life of a person. In unit eight, science and technology has been reflected observing 21st century to imply in life. In unit nine, there is presented human's work because how to pass leisure has clearly shown. In unit ten, there is article on Earth and space to relate technical terms to learn science and technology. In unit eleven, gadgets and instruments of daily life shows to understand the reality. In unit twelve, there is lesson of people and places to keep lifestyle as geography. In unit thirteen, there is a lesson of organization and profile to know the institution of the society. In unit fourteen, there is a story 'History and civilization to underscore the past time. In unit fifteen, there is essay of people and lifestyle. It shows activities like ploughing are only done by males in the past and in the time of modern era where ploughing tractor is used. In Hindu culture ploughing for women is considered as bad women and they are not allowed to do. In unit sixteen, there is one text on 'games and sports. In unit seventeen, there is article on global warming and climate change. In unit eighteen, there are transportation and communication to make life easier to proceed the social and academic institutions. Textbooks are often the most frequent interaction that children have with others but still females are being dominated, relegated and underrepresented in textbook as like in other sectors like economic, political, educational and social sectors. The textbook is presented as weak (psychologically, emotionally, economically, physically), powerless and dependent up on males. Such type of discrimination and domination in the text has negative impact in the society and children's psychology.

However, a critical observation emerges concerning the underrepresentation and dominance of certain communities, particularly the Brahmin and Chhetri communities, throughout the textbook. This imbalance extends to gender dynamics, as females are consistently portrayed as psychologically, emotionally, economically, and physically weak, as well as dependent on males. Such discriminatory and dominating displays in the text can have adverse effects on both society and children's psychological development. This issue reflects a broader pattern of female under representation across economic, political, educational and social sectors, perpetuating negative stereotypes and reinforcing gender inequality.

## **Review of Empirical Literature**

Review of literature helps the researcher to achieve insights on particular research issues which assist in formulating the research problems and the previous efforts of the related topics. Culture is such term which is not beyond of any sectors or fields. Culture has been a matter of interest for the researchers in the past and present. Some of the researchers have been even carried out their researches regarding textbook analysis and cultural variation under the Department of English education. They have analyzed physical as well as functional aspects of the textbook. Some research works related to my research title are reviewed as below in short.

Ahmed and Nancy-Combes (2011) carried out a research work on the title "An Analysis of Textbooks from a Cultural Point of View". Their research work analyses textbooks from a cultural point of view. This research study has focused on cultural reflection in ESL textbooks being used in Pakistan written by foreign authors. It stresses upon the needs for cultural sensitivity on the part of authors. The research has also highlighted some cultural views which exist in one culture but, at the same time, may not be acceptable to the members of another culture. The research further investigates whether the authors of textbooks who belong to a specific culture can represent C1 and C2 in an appropriate way in a textbook. The analysis also focuses on cultural reflection both in text and visual material used in the textbooks. The research study concludes with the idea that ESL textbook authors should have an awareness of both C1 and C2. In this way, the textbook authors can realize the similarities and differences between two cultures. The awareness of both cultures on the part of authors can also overcome the problem of stereotypes or general assumptions about a culture. Their research study concludes with the following recommendation, that the authors both from C1 and C2 should work in collaboration, in order to have the culturally familiar textbooks. This can help to overcome the problem of cultural unfamiliarity between the textbook authors and ESL learners.

Risager (2014) has conducted the research work entitled "Analyzing Culture in Learning Materials." He presents three commonly used types of analytical approach, illustrating each of them by a couple of small examples of actual analyses. The three types of approach are: thematic analysis, intercultural analysis and power and empowerment analysis. Each is based on its own view of culture and cultural learning – views that all co-exist in present-day language subjects: Thematic analysis typically means that culture is regarded as a

large number of topics, e.g. in relation to everyday life, society and history. For this reason, cultural learning is mainly regarded as the acquisition of factual, 'objective' knowledge as a necessary supplement to communicative competence. Intercultural analysis typically means that culture is regarded as a diversity of the various perspectives of individuals and groups, their various types of knowledge about the world by virtue of their different life stories. Cultural learning is therefore mainly seen as developing the awareness of the learner about various socio-cultural perspectives and identities and their implication for (intercultural) communication, empathy, cooperation and conflict resolution. Power and empowerment analysis typically means that culture is regarded as an arena for conflicts and ideologies and cultural learning is therefore mainly seen as developing the learner's capacity to reflect on the major political and social issues of society and cultural learning is 36 thereby a contribution to his or her development as a critical and involved citizen and world citizen. All three views of culture and cultural learning can be relevant and useful and to a certain extent they overlap each other. Many analyses include several of them in one way or other. But it is important to be aware of how one weighs up the various analytical approaches in relation to each other: Is it (a lack of relevant) factual knowledge that is mostly center stage in the analysis? Or is it the diversity of perspectives on and challenges to intercultural communication? Or is it the critique of power and ideology?

Bhattarai (2015) evaluated the existing textbooks for grades VI-X. The reports says that the paper is of inferior quality, covers are dull, binding is weak, type size is determined without consideration and material presentation is poor. The textbook contains the lack of systematic and regularity and they are reprinted without correcting and editing properly.

Kim, and Jiwon (2015) carried out research work on the topic "An analysis of Culture-related Content in English Textbook." This study investigates the representation of culture-related contents in five English textbooks for second year middle school students in Korea from a multicultural perspective. A content analysis of these textbooks was conducted, using three broad aspects of culture, the 'cultural dimensions', 'cultural categories' and 'cultural themes', as the evaluation framework. An imbalance in the representing textbook materials consistent with students' intercultural communicative competences was found to exist. First, with regard to cultural dimensions, current English textbooks appeared to have less content on 'communities' and 'persons', though these two dimensions is considered as important factors in gaining an understanding of different cultures. Second, the sources of

cultural information can be used as a means to evaluate cross-cultural perspectives embodied in the textbooks. The finding indicates that the contents on intercultural interaction (ICI) is seriously under-represented in the current English textbooks. To improve the imbalance, English textbooks should include more cultural materials that provide opportunities to compare the differences and similarities among various cultures and countries. Third, when it comes to the cultural themes, the current textbooks tended to have relatively more content on 'little c' at the expense of 'Big C'. As Brody (2001) points out, 'Big C' and 'little c' should be synergically incorporated to provide learners with a broad spectrum of cultural themes. For English teachers, the representation of culture-related content in the textbooks should be considered an essential part of teaching practices since language and culture cannot be separated in multicultural classrooms. In this respect, English teachers need to take an active role in selecting appropriate textbooks and in redressing the imbalances 37 in the representation of cultural materials by providing corrective feedback for authors.

Ajideh and Panahi (2016) conducted research on the title "An Analysis of Culture-Related Content in English Textbooks from Iranian Students Entitled 'Prospect' and 'Vision' Series." His research study tries to examine the cultural representation in ELT textbooks used in Iran. Throughout the study, this issue was investigated using Ramirez and Halls' modified model. The findings revealed that textbook developers predominantly focused on their own culture, which is insufficient for fostering intercultural communicative competence. Regarding cultural treatment, there were no significant differences observed among the textbooks, similar conditions prevailed. The majority of 'pictures' depicted source culture references, while sentences in 'conversation' sections predominantly reflected home culture references, with minimal representation of the target culture.

Kalakheti (2016) conducted a study titled "My English Book Grade Five Textbook Analysis," focusing on evaluating the physical and academic aspects of the grade five English textbook. The research aimed to identify the strengths and weaknesses of the textbook through interviews with 10 teachers and 60 students from various community-based schools at Sukuna Resource Centre.

Feedback from the teachers highlighted commendations for the quality of printing and paper used, although criticisms were directed towards the unappealing cover page and insufficient binding strength. Strengths of the grade five textbook identified included its alignment with the cognitive abilities of learners, engaging subject matter that is

comprehensible, well-organized content, cohesive integration of reading texts with exercises, careful selection and progression of learning materials, and encouragement for students to enhance their learning motivation.

Conversely, weaknesses identified in the textbook encompassed the absence of discussions on human rights issues, inadequate introduction of technological vocabulary, insufficient exercises and a shortage of grammatical items. Recommendations put forth by Kalakheti included incorporating interesting language games, increasing the coverage of grammatical topics, providing explanations for difficult vocabulary, utilizing natural-colored illustrations and introducing creative tasks to foster deeper engagement among learners.

Ghimire (2016) explored the "Link English Course for SEE" in a research study aimed at analyzing its physical components, assessing the adequacy of its content, and determining its role in bridging the English syllabi from SLC to grade XI at the higher secondary level. The research concluded that the Link English Course effectively connects the SLC English curriculum with higher studies, with language proficiency suitable for Nepalese students, contributing positively to the enhancement of various language skills.

Lamichhane (2017) investigated "Gender Inclusiveness in Secondary Level English Textbooks," focusing on grade nine English textbooks through purposive sampling. The study used an observation checklist to analyze gender representation, revealing a bias towards male characters in both reading texts and illustrations. The research emphasized the need for greater gender balance in textbook content.

Prasai (2019) conducted an analysis of the "Paragon English Reader Book 6" to evaluate its physical, academic and communicative aspects among grade six students in private schools. Findings highlighted the textbook's strengths in physical quality and communicative approach, promoting language skills such as listening, speaking, reading and writing. However, it was noted that the textbook lacked representation of Nepalese culture and geography and failed to advocate for human rights.

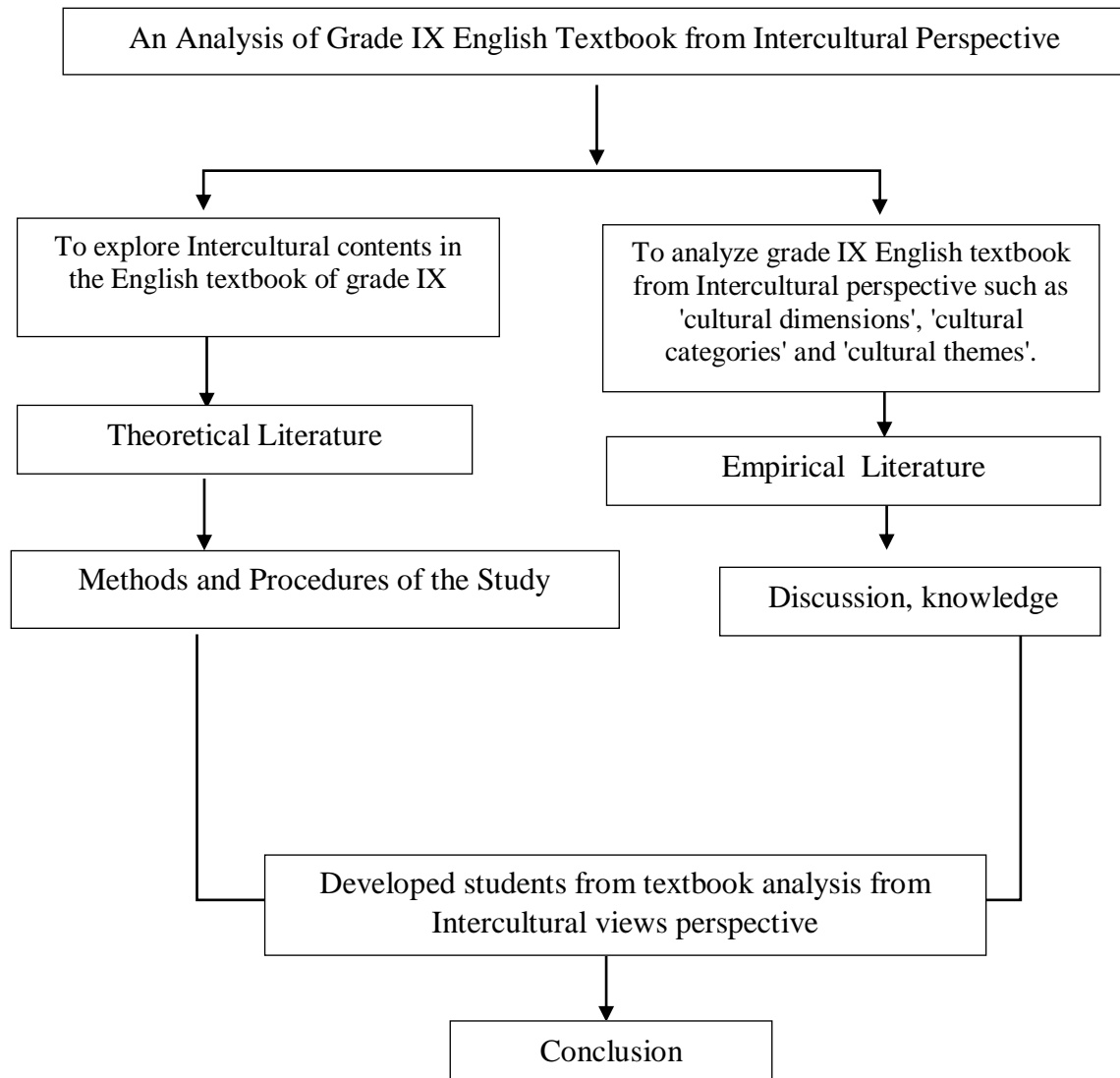
Thapaliya (2019) examined grade nine textbooks, focusing on their physical and academic attributes and offered pedagogical implications based on the findings. The study found the textbooks beneficial in meeting curriculum objectives, although improvements were suggested for clearer and higher quality images and more exercises conducive to pair and group work.

Dawadi (2022) analyzed the "English for Grade X" textbook based on its physical and academic aspects with input from 50 English teachers in Kathmandu Valley. The research identified the textbook's appropriateness in size, language and content, while noting drawbacks in the attractiveness and durability of its cover page, as well as challenges in presenting materials suitable for students' comprehension levels.

These studies underscore the importance of evaluating educational materials to enhance their effectiveness in supporting learning outcomes, addressing cultural inclusivity and aligning with curriculum objectives.

## Conceptual Framework

This research work is based on the intercultural dimensions, intercultural categories and intercultural themes. The conceptual framework of this research work presented in the following framework:



## Implications of the Review for the Study

Various previous research studies reviewed here have proven valuable for the present research. These studies were conducted with diverse objectives, methodologies, research questions and contexts. They provide a range of perspectives on textbook, offering insights from different angles and viewpoints.

For this study, I reviewed various research works of previous researchers like Ahmed, F. & Nancy-Combes, M.F. (2011). An analysis of textbook from a cultural point of view. France: University of Nantes. McGrant (2002), McKay (2004), Mitchell, & Myles (2004), Moran, (2001), Musteata (2009), Newman, Griffin, & Cole (1989). Schumann (1978), Shahi (2015) Sharma (2012), Sheldon, (1988), Sowden (2007), Timalsina (2019), Tumbahang (2066). Wandel (2003), *Ghimire (2003)*, Uprety (2007), Thapaliya (2019), Paudel (2005), Prasai (2019). I got ideas for the selection of topic, formulation of objectives, research methodologies and structure of thesis to accomplish this research and it also assisted me to come up with the research problem, broaden the knowledge regarding the research area and analyze and interpret the collected data in the systematic way. They are also implemented to establish a point of departure for future research and to avoid needless duplication of costly research effort.

Ahmed and Nancy-Combes (2011) conducted research titled "An Analysis of Textbook from a Cultural Point of View," focusing on the cultural representation in both textual and visual materials within textbooks. The study highlighted a significant gap in intercultural perspectives. This research provided a foundation for deeper exploration of textbooks from an intercultural approach.

Similarly, Risager (2014) investigated "Analyzing Culture in Learning Materials," emphasizing the development of learners' awareness of various socio-cultural perspectives and identities. This study enriched the understanding of textbooks in relation to cultural and ethnic learning materials.

Additionally, Bhattarai (2015) evaluated textbooks for grades VI-X, identifying issues such as inferior paper quality, dull covers, weak binding and poor presentation. This research contributed to examining the physical components of textbooks from an intercultural perspective.

Kim and Jiwon (2015) explored "An Analysis of Culture-related Content in the

English Textbook," revealing imbalances in the representation of materials consistent with students' intercultural communicative competence. This study provided insights into different cultural dimensions within textbooks.

Furthermore, Kalakheti (2016) conducted research on "My English Book Grade Five Textbook Analysis," focusing on analyzing the textbook's physical and academic aspects and identifying strengths and weaknesses. This study aided in understanding academic aspects through an intercultural lens.

Prasai (2019) analyzed the "Paragon English Reader Book 6," evaluating its physical, academic and communicative aspects and suggesting pedagogical implications. The study highlighted the communicative nature of the textbook and its emphasis on language skills, contributing to the examination of physical aspects with an intercultural perspective.

Moreover, Dawadi (2022) analyzed "English for Grade X" textbooks, focusing on their physical and academic aspects. The research identified appropriate textbook size, printing quality and language suitability, while noting issues with the attractiveness and durability of the cover page.

In addition to these studies, a review of socio-cultural theory, intercultural approaches and the relationship between textbooks and culture provided theoretical underpinnings for the research. These articles and theories facilitated exploration of hidden insights within textbook from an intercultural perspective, enhancing the reliability and informativeness of the study.

Reflecting on these research works, the researcher updated their understanding of research processes and methodological tools, particularly in designing questionnaire-based data collection methods. These insights directly informed the research study, enriching its methodological approach and contributing to its overall reliability.

### **Chapter III**

#### **Methodology**

This section outlines the study's design, population, sample, sampling strategy, research tools, data sources, data collection procedures, data analysis procedures and supervisor recommendations.

#### **Study Design and Methodology**

The research design serves as a comprehensive blueprint outlining the execution of an investigation, detailing how data is collected, the instruments employed, their application and the intended methodology for data collection.

This study adopted a qualitative research design focusing on the intercultural representation within textbook. Specifically, the Grade IX English textbook was selected as a study. As a subject teacher familiar with Grade IX, I developed an observation checklist comprising eight distinct parameters. Drawing on personal experiences, I systematically observed and evaluated the textbook from intercultural perspective. Based on these criteria, I conducted a descriptive analysis to interpret the intercultural representations in the Grade IX English textbook.

#### **Population, Sample and Sampling Strategy**

The sampling for this study consisted of Grade IX English textbook and the sample included the English textbook specifically from Grade IX.

#### **Sources of Data**

Data for this study were collected through the observation checklist. I systematically analyzed the textbook against various criteria, drawing conclusions based on both the checklist and my own experience.

#### **Research Tools**

For this study, I developed an observation checklist comprising eight criteria as English subject teacher for Grade IX. I adopted a purposive sampling strategy, i.e. to analyze the textbook and I conducted descriptive data analysis based on this checklist.

### **Data Collection Procedures**

To gather data for this study, I followed a structured approach. Initially, I selected the textbook and conducted a thorough examination, which involved a preliminary content analysis referred to as mass observation. This first phase ensured that the textbook contained the necessary data. Subsequently, I categorized the textbook content into sections such as intercultural representation in lessons, activities and images. A second mass observation phase was then carried out to refine the original hypotheses based on these categories. After observing the textbook content, I selected specific categories for further investigation and conducted a content analysis to generalize findings. Furthermore, I incorporated personal insights from my own experiences and conducted a descriptive analysis of the results.

### **Data Analysis Procedure**

Following data collection, I performed a qualitative and descriptive analysis of the gathered information. This analytical approach involved interpreting the grade IX English textbook from an intercultural standpoint. Through qualitative analysis, I sought to provide detailed insights into how intercultural themes were portrayed and integrated within the content textbooks.

### **Ethical Considerations**

In adhering to ethical norms, I maintained objectivity throughout the study. I prioritized the accuracy, honesty and truthfulness of the data collected. Additionally, I ensured that proper citation practices were followed to prevent plagiarism in processing the study's data.

## Chapter IV

### Results and Discussion

In this chapter, the collected data were analyzed and interpreted. Holistic evaluation was made after interpreting the data as detailed as possible.

#### **Analysis of Data and Interpretation of the Results**

Analysis of Grade IX English Textbook from Intercultural Perspective. The Grade IX English textbook has been analyzed and interpreted descriptively using an observation checklist. This exploration focuses on the representation of various cultures within the textbook, specifically examining religions, celebrations, customs, rituals, genders, castes, clothing, food items, arts and literary genres depicted in different lessons, activities and pictures.

**Religions.** Religions encompasses belief systems that connect humanity to spirituality and moral values. They include cultural systems, worldviews, sacred stories, symbols and traditions that provide meaning to life and explain the universe's origin. The influence of religions and belief systems on identity and community interactions is profound, shaping individuals' perspectives and interactions. In Nepal, the census of 2078 recognizes 125 ethnic groups practicing ten religions: Hinduism, Buddhism, Islam, Kirat, Christianity, Prakriti, Bon, Jainism, Bahai and Sikhism. Nepal's Provisional Constitution (2063) affirms its status as a secular country. Integrating customs and rituals of diverse religious groups into educational materials can foster a deeper cultural understanding and relevance within the textbook.

**Celebrations.** The textbook portrays various celebrations that reflect cultural diversity and societal values. Celebrations not only mark cultural heritage but also reinforce social cohesion and identity among communities. By incorporating celebrations from different cultures into lessons and activities, the textbook promotes cultural appreciation and inclusivity.

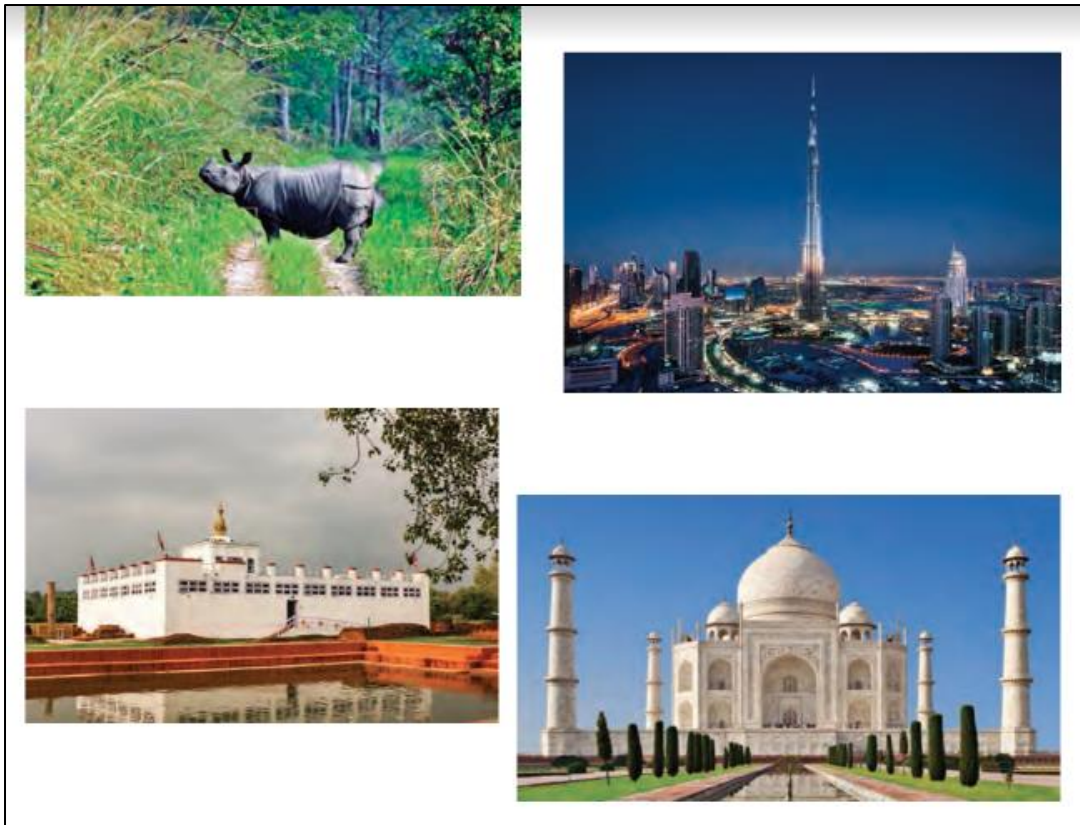
**Customs and Rituals.** Customs and rituals are integral aspects of cultural identity, reflecting beliefs, values and social practices within communities. The textbook's representation of customs and rituals provides insights into cultural traditions and societal norms, facilitating cross-cultural understanding and respect among students.

**Genders.** The portrayal of genders and castes in the text book highlight's societal norms and roles within different cultural contexts. Addressing gender equality and caste dynamics

sensitively in educational materials promotes social awareness and inclusivity, fostering a more equitable learning environment.

Clothing, Food Items, Arts and Literary Genres: Visual representations and descriptions of clothing, food items, arts and literary genres in the textbook offer glimpses into cultural aesthetics, culinary traditions, artistic expressions and literary heritage. These elements enrich students' cultural literacy and appreciation for diverse cultural expressions.

Analyzing the Grade IX English textbook from an intercultural perspective reveals its role in promoting cultural awareness, sensitivity, and inclusivity among students. By incorporating diverse cultural elements into lessons and activities, the textbook contributes to fostering a more holistic understanding of cultural diversity within the educational context. As a result, language learning and cultural understanding is enhanced.



*(Source: Grade IX English textbook p.1)*

This excerpt is from the first unit, focusing on the customs and rituals of various religious communities abroad. It primarily showcases international customs without addressing Nepalese customs. Despite Nepal's rich and diverse culture, this lesson neglects to include national cultural aspects. Consequently, this excerpt and other lessons in the book fail

to equally and accurately represent the cultural diversity of Nepal and Asia. They predominantly feature international scenarios and intriguing facts.

### **Poon Hill Yoga Trek in Nepal**

The Poon Hill Yoga Trek provides a wonderful opportunity to witness the beauty of the Annapurna Range and the hidden treasures of Nepali culture. This programme will help you integrate the principles of Yoga into your daily life with **magnificent** views of snow-capped Himalayas and **glaciers**. The main benefit of joining this programme is that it supports and encourages a deep personal transformation process. This adventure journey passes through many tourist **hotspots** and icy waterfalls which are very pleasant sights.

Introducing Hatha Yoga and meditation alongside a trekking experience allows ample benefits for physical and mental health. The combination of Yoga and the Poon Hill Trek creates a more fulfilling physical exercise while strengthening and opening the mind for greater relaxation and awareness, all within the attractive natural environment.

This programme is open for all experience levels and is a unique chance for those interested in the strengthening of the body, mind and soul. This may be the short Yoga holiday you have always wished for providing an opportunity for you to explore Nepali lifestyle and the secrets to happiness of the Nepali people.

#### **Main Highlights**

Visitors will be **astonished** by adorable landscapes and the **enchanting** environment. Gazing at **stunning** views of the Himalayas and **savouring** delicious Nepali meals is really incredible. They will be attracted by different Nepali cultures, the diverse **flora and fauna**, numerous **perennial** rivers and suspension bridges, and **spectacular** sunrise and sunset views

*(Source: Grade IX English Textbook p. 8)*

These two exercises serve different purposes. The first aims to cultivate students' intercultural communication skills. Through this exercise, students engage in sharing and interaction to learn about each other's languages, religions, celebrations, customs, rituals, clothing and foods. The second exercise, however, focuses solely on introducing the customs and rituals of specific ethnic groups, particularly those performed in Hindu temples.

The first time I went to a disco I was very young and shy. However, I decided to go. Do you remember the Star Disco in Thamel? It was a lovely place..... always full of beautiful girls. Of course, most of them are grandmothers now!

When I went to the disco, I was much too shy to ask anyone for a dance. So I sat down and thought I'd watch for a while. You know, see how the other lads did it. There was a lovely girl in a blue dress. A man walked up to her and said, "Excuse me. May I have the pleasure of the next dance?" She looked up at him and said "Eh? What did you say?" So he said, "I wonder if you would be kind enough to dance with me?.....er....if you don't mind?" "No, thank you very much."



A few minutes later, this other chap arrived. He gave her this big smile and said, "Would you be so kind as to have the next dance with me?" "Pardon?"

(Source: Grade IX English textbook p. 40)

These photos are from page 40. In the first picture, a man and woman from a different religion are discussing their visit to a temple for worship. However, the second and third images only depict Hindu and Buddhist religious sites. Consequently, there is no representation of religious activities or places of worship belonging to other religions.

Similarly, throughout various lessons, activities and exercises, there are numerous portrayals of members from the Hindu community. The manual's creation and development were largely influenced by Hindus and Buddhists. For instance, exercises on page number focus primarily on the rules and regulations observed at the Pashupatinath temple, a significant Hindu religious site that reflects Nepal's dominant religion. Consequently, sites of worship for minority religious communities are not included.


It would be beneficial to incorporate activities showcasing religious minorities in different lessons and exercises. This inclusion would foster a sense of inclusivity among students and enhance their language learning experience. Such initiatives could potentially accelerate language acquisition for ethnic minority students in a more engaging learning environment.

**Celebrations.** Celebrations serve as a way to honor heritage, culture, and cherished traditions, creating meaningful moments and emotions shared with loved ones. They play a vital role in shaping our society.

This excerpt is from unit four, which focuses specifically on condolence ceremonies within each community. Consequently, celebrations from other communities are not included in various lessons throughout this manual. However, the authors have attempted to engage students' perspectives through the exercises included. By incorporating all community celebrations into the lessons, students would develop language skills in a more engaging manner.

These photos are taken from page 38. The first image portrays a Hindu wedding ceremony, evident from the attire and appearance of the individuals. Similarly, the second photo depicts a cultural condolence ritual observed by Hindu women. Both images highlight Hindu cultural celebrations. However, celebrations from Buddhist, Christian, Muslim, and Kirat communities are not featured in the various lessons, activities and images of this book, as the authors have aimed to prompt student exploration through different themes, discussions and interactions in the exercises.

Similarly, the celebrations highlighted in this guidebook predominantly represent the majority language communities, reflecting their dominance in the lessons, activities and visuals included throughout the manual. For instance, the photos on page 50 showcase Hindu religious celebrations, while the text on page 64 discusses condolence rituals in Mithilanchal and among its people. Consequently, festivals from minority language communities are not featured in the text.



How do you respond to people in these situations?

**Reading I**

**Do you agree with the following statements? Discuss.**

- Death is not the opposite of life, but a part of it.
- From the day you were born, you are slowly dying.

**Death is a Fiction**

Did you ever see somebody who actually died and came back? No. There may be a near death experience. Near is not good enough. Near water is not as good enough as water, isn't it? So, some people have nearly died, that is not good enough.

**38**

*English 9*

(Source: *Grade IX English textbook p. 38*)

This excerpt is from Unit Four, focusing solely on the celebration of Condolence. Each community celebrates this festival uniquely. Consequently, celebrations of other communities are absent from various lessons in this textbook, although exercises attempt to engage students by exploring their ideas. Including celebrations from all communities in the lessons would enhance students' language skills while providing enjoyment.

The accompanying photos are from page 38. The first depicts a Hindu marriage ceremony, evident from the attire and appearances of those involved. Similarly, the second image portrays Hindu women participating in a Condolence ritual, reflecting Hindu cultural celebrations. However, celebrations from Buddhist, Christian, Muslim and Kirat communities are notably absent from the book's lessons, activities and images, despite efforts in exercises to stimulate student discussion and interaction.

Similarly, the textbook predominantly features celebrations from majority language

communities, reflected in various lessons, activities and visuals throughout. Photos on pages 12, 19 and 64 depict celebrations and religious sites of Hindus. Page 64 specifically discusses the Condolence rituals in Mithilanchal and other regions. Consequently, festivals from minority language communities are not represented in the text.

**Customs and Rituals.** Customs and rituals represent specific social behaviors within a culture. Each serves to reinforce social bonds and structures. While their definitions overlap somewhat, both are learned behaviors that define who can and cannot participate in them. Rituals, in particular, are deliberate symbolic actions performed for distinct cultural purposes, like marking the transition from childhood to adulthood or solidifying social bonds such as through marriage. Customs, on the other hand, often refer to informal, unwritten rules like table manners or dressing appropriately for one's age within a group setting. Both customs and rituals can incorporate religious or secular practices and mastery of these behaviors often signifies one's belonging or status within a defined cultural community.

e. How do Yoruba people greet their elders?




**D. Which of the above customs did you find more interesting? Share it with your friends.**

**Listening**

**A. Look at the pictures and answer these questions.**

a. Are you familiar with these marriage traditions?

b. How do you celebrate the marriage ceremony in your community?

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**B. Listen to the audio and match the marriage traditions with the related countries.**

a. Jumping over the broom	i. China
b. Dancing covered with money	ii. India

(Source: Grade IX English textbook p. 74)

Nepal's rich diversity in languages, religions, cultures and ethnicities gives rise to numerous customs and ceremonies. For instance, in the Hindu community, women traditionally refrain from plowing and perform specific funeral rites. Another example is the

custom where the bride visits the groom's home after marriage. It is important to incorporate various Nepali customs into different lessons to provide a comprehensive understanding.

Moreover, the avoidance of plowing by women is considered a traditional Hindu practice, reflecting specific customs and rituals. It is evident that many of the customs and rituals highlighted in this textbook are predominantly rooted in the Hindu religious community.

**A. Study the following newspaper message of condolence and underline the key expressions that are used when writing.**

**HEARTFELT CONDOLENCE**

**05-10-1977**



**16-05-2013**

**We are deeply saddened by the news of the untimely demise of our veteran Mountaineering Member Mr. Namgyal Sherpa, a ten time Everest summiteer, while descending back from summit to Base Camp on 16th May, 2013. He was quite popular for his congeniality, diligence and great virtue. At this time of grief, we want to express our sincere condolences to his bereaved family and pray for the strength to bear this irrecoverable loss. We will always cherish his wonderful memories. May the departed soul rest in peace in heavenly abode.**

**Nepal Mountain Academy  
Bijulibazar, Kathmandu**

**B. Look at the picture of a veteran actress, who passed away in 2019**

*(Source: Grade IX English textbook p. 50)*

This excerpt is from Unit 1, highlighting the diverse customs surrounding cremation across different countries, with Nepali customs notably marked by solemnity. The writer suggests that prioritizing national culture before embracing foreign cultures is crucial because language and culture are intertwined. However, the authors of the textbook appear unable to

comprehensively cover all community cultures within the lesson itself, leaving this task to be addressed by teachers during exercises. For example:

**Extra bit**

**Types of Gender**

**Masculine Gender:** A noun that shows the male subtype is known as masculine gender. Examples: king, man, boy, father, cock, bull, fox, etc.

**Feminine Gender:** A noun that shows the female subtype is known as feminine gender. Examples: queen, woman, girl, mother, hen, cow, vixen, etc.

**Neuter Gender:** Some nouns are neither male nor female; they fall under the neuter gender. Examples: table, hair, city, etc.

**Common Gender:** English contains a lot of nouns which do not specify the gender of the noun. These nouns can stand for both male and female. Examples: teacher, student, cousin, parent, etc.

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(Source: Grade IX English textbook p. 37)

Crossing the Bar

Sunset and evening star,  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea,

But such a tide as moving seems asleep,  
Too full for sound and foam,  
When that which drew from out the boundless deep  
Turns again home.

Twilight and evening bell,  
And after that the dark!  
And may there be no sadness of farewell,  
When I embark;



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(Source: Grade IX English textbook p. 45)

These photos are taken from pages 45. In the first image, people are participating in cultural functions popular in urban areas of Nepal. These activities are traditionally performed by Hindu priests. Similarly, the second image depicts a Hindu custom where

women are not allowed to plow fields, a practice that has persisted into the 21st century, demonstrating the longstanding tradition of men being assigned plowing duties.

Moreover, women plowing is considered a bad omen, reflecting Hindu customs and rituals. It is evident that the majority of customs and rituals presented in this textbook stem from the Hindu religious community, which is predominant in Nepal. Therefore, the customs and rituals of other minority communities should be equally and appropriately represented.

**Gender.** Gender refers to socially constructed characteristics associated with being a woman, man, girl, or boy. This includes norms, behaviors and roles within society, which vary across cultures and evolve over time. Gender is hierarchical and contributes to inequalities that intersect with other social and economic disparities. Gender-based discrimination intersects with factors like ethnicity, socioeconomic status, disability, age, geographical location, gender identity and sexual orientation, forming what is known as intersectionality. The textbook acknowledges four genders: male, female, third gender and transgender. However, concepts related to third gender and transgender individuals are notably absent from the lessons. Additionally, there is a trend where males are given priority in authorship and other activities featured in the textbook. Therefore, efforts should be made to dismantle such biases and ensure equal opportunities for all genders.



Subhadra Adhikari (1946 – 2019) ..... passed away at her residence, Kathmandu, due to respiratory problems ..... famous and well-known senior actress ..... contributed a lot to the Nepali film industry ..... Basanti, Basudev, Muna Madan, Chino among superhits ..... heartfelt condolences

## Reading II

Look at the picture below and answer these questions.

- What does the picture show?
- Where is the pilot leading the voyagers?

## Crossing the Bar

Sunset and evening star,

And one clear call for me!

And may there be no moaning of the bar,



(Source: Grade IX English textbook p. 51)

This excerpt is from Unit 4, highlighting Subhadra's courageous fight against Nepal's oppressive rulers and challenging the unnecessary dominance of men over women. It serves as a lesson for both genders: women should stand up against injustice and domination, while men should treat women as equals. The education system should break down social gender boundaries, ensuring equal participation of women in authorship and other activities.

Across various strata, women are often assigned specific roles in different activities. The images in the first row depict women in roles of love, care and beauty, while those in the second-row show men in adventurous and challenging roles. Women are portrayed in weaker and less significant roles compared to men, with no representation of third gender and transgender individuals.

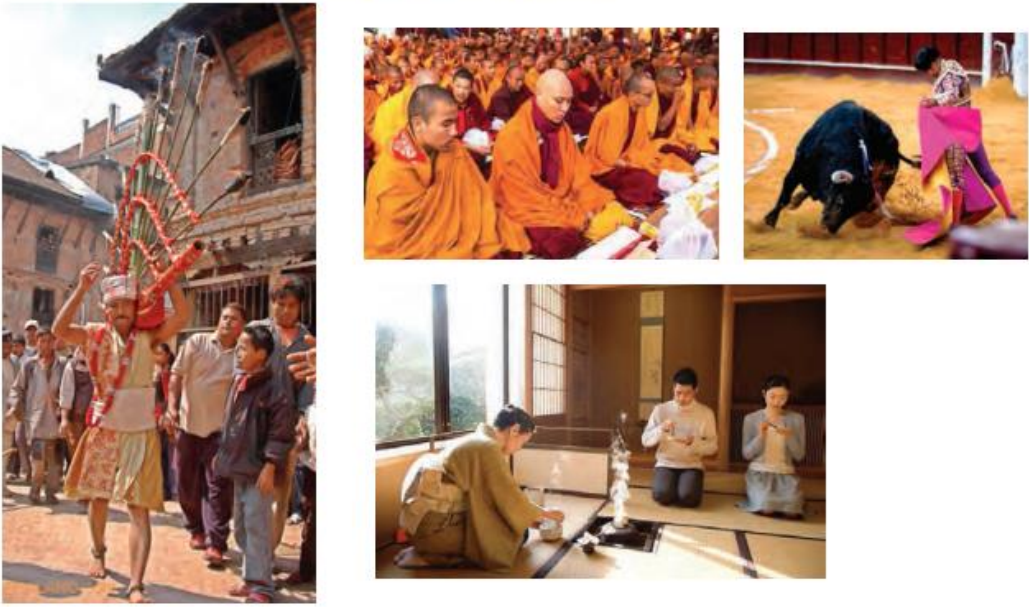
It is crucial to include female authors and those from marginalized and minority

communities in the authoring process. However, the handbook predominantly features names and images of men from both majority and minority language communities, with minimal representation of women. For instance, examples like 'Secret of Two Sisters' on page 97 and 'Subhadra' on page 107 showcase women but still depict them in limited roles. In another instance on page 110, a man photographs a woman in various poses, reinforcing traditional notions of women's roles in beautification.

Thus, despite the diverse cultures represented in the guidebook, there is a noticeable gender bias towards males in both images and names. This disparity suggests that women's roles are often portrayed as weaker compared to men. Therefore, equal roles and responsibilities should be given to women and men in all activities and representations included in the handbook.

**Getting started**

**Look at the pictures and talk about them.**



**Reading I**

**Answer these questions.**

(Source: Grade IX English textbook. 71)

**Caste.** This excerpt discusses social stratification based on profession, occupation and race. The photos above are taken from page 71, illustrating various meditative practices and their significance in the context of Dharma and Karma. Nepalis celebrate their daily work through prayers to God, seeking blessings for their livelihoods.

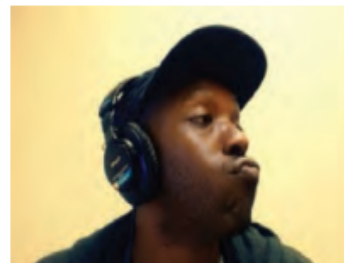
Temples hold significant importance in Hindu beliefs, where worshipping and visiting temples are customary rituals. However, access to temples is restricted for people from lower castes. Throughout the book, activities and representations of different social classes and minorities are not equally and fairly portrayed. The names and images predominantly feature individuals from the upper caste, particularly Brahmins and Chhetris, with little to no representation of Dalits or minority communities.

Similarly, most authors and texts in this manual are from higher castes, with minimal representation from lower castes in authorship and other activities included in the manual.

One thing that sets humans **apart** from other members of the animal kingdom is our **propensity** to develop customs and traditions around everything from beauty rituals to death customs. In fact, humans love doing this so much that the world has been **enriched** with thousands of different cultures since the **dawn** of civilization. No doubt, one important aspect of just about any given culture is its code of **etiquette** and a sense of identity. Here are some **astounding** customs from around the world.

### **Pointing with lips**

While **gestures** of the hand are often subject to **customary** variation across cultures, few can claim this wonder extends to expressions of the mouth. In Nicaragua, it is common to point with the lips instead of the thumb or index finger like the majority of the world. Wondering just how exactly a person points with their lips? It all starts by **puckering** up. The lip point is typically used in conversation to indicate something that is happening nearby.



### **Tipping**

Another odd custom associated with the United States is its tipping culture.

(Source: Grade IX English textbook p. 78)

The above pictures are taken from page no. 78. The first-row pictures indicate loving, taking care and beauty role of women and second row pictures show adventurous, hard and risky roles of men as per their culture. The way of living varies according to time, place and situation. In this global age, how we survive varies to get easy.

### Project work

The picture shows the elements of a culture. Choose a culture, design a similar picture and explain it to the class.



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(Source:

Grade IX English textbook p.77)

This photo is taken from page no. 77. In this photo, a man and a man are discussing going to culture. In general, clothes are body wear items made of fabric or textiles. Speaking of the past, it consists of clothing made from animal skins and other thin sheets of materials and natural products found in the environment, put together.

**Clothes.** Clothing is a fundamental aspect of human life, present in all societies. The style and extent of clothing worn are influenced by factors such as gender, body shape, social norms and geographical considerations. Clothing serves to cover the body, while shoes, gloves, hats, headscarves and accessories like glasses and jewelry complement fashion choices and customs. Cultural practices dictate how these items are worn, resulting in diverse styles across different societies.

When developing lessons, activities, pictures and names related to clothing in educational manuals, it is crucial to highlight the diversity in attire across communities. For instance, men from Brahmin and Chhetri communities often wear Daura-Suruwal and Dhaka Topi, while women don Sari, Guniyo, Cholo, and Blauj. In contrast, attire among Newar,

Gurung, Rai and Limbu communities differs significantly. Therefore, representation of these diverse clothing traditions should be inclusive and comprehensive.

### Reading II

Look at the picture below and answer these questions.

- What do you think the man is doing?
- Why do you think he is doing so?



### The Resistant Moths

"First they told us to buy the **poisons** to help us kill the **pests**," says Mahendra bitterly. "Then they said we need poisons to **combat** the problems caused by the first **pesticides**. Now they say we shouldn't have used so much of


(Source: Grade IX English textbook p. 92)

This excerpt is from Unit 7. This shows the customs of foreigners about wearing. It would be better if the authors also included Nepali customs. In addition, classroom teachers should raise awareness of the dress customs of different communities along with their tutoring.


**Unit 12 People and Places**

**Getting started**

A. Where are these places? How would you get there? Discuss.



B. Identify the following people and say what they are famous for.



**Reading I**

Answer the following questions.

- How much do you love reading? What is the name of the last book you read?
- Who is your favourite writer? Say something interesting about him or her.

(Source: Grade IX English textbookp. 151)

The photographs on page 151 primarily feature clothing worn by members of the Brahmin and Chhetri communities. These outfits are typical of Hindu religious customs and rituals. The first image shows a Hindu man dressed in Daura, Coat and Dhaka Topi, which are considered formal attire in Nepal. In the second image, a woman clads in Sari and Blauj

discusses a temple visit with her husband, who is dressed in Daura and Saruwal.

These images predominantly depict attire from dominant communities like Brahmins and Chhetris, omitting costumes from minority groups such as Newar, Tamang, Rai and Sherpa. The manual largely features clothing from these dominant communities, reflecting official attire in Nepal, which includes DauraSaruwal and Dhaka Topi for men and Sari, Guniyo, Cholo and Blauj for women. Given this focus, it's essential for other community attires to be inclusively represented in various lessons, activities, exercises and images within the manual.


**Food Items.** Food serves not only as nourishment but also connects individuals to their cultural or ethnic identities. Dietary preferences often reflect cultural heritage and regional influences shaped by ancestral origins. Religious beliefs also influence dietary practices significantly, with food playing a central role in rituals and communal respect. Different cultures prepare and consume food in distinct ways, highlighting the diversity of culinary traditions within Nepal.

Therefore, when including food items in educational materials, it is crucial for authors to be sensitive and comprehensive, respecting the cultural nuances associated with various foods.

**Listening**

**A. Look at the pictures and answer these questions**

- What do you think the profession of the man is?
- What does the second picture show?



**B. Listen to the audio and tick (✓) the correct answer.**

- Where did the chef learn to cook?
  - at a cooking school
  - at a family member's home
  - in a friend's kitchen
- What is special about the chef's cookies?
  - He makes them by following a healthy recipe.
  - He prepares them by using cheap ingredients.
  - He sells them at many local stores.

(Source: Grade IX English textbook. 148)

The excerpts above and below also talk about the eating customs of foreigners. Nepal has a rich culture and cultural diversity also creates diversity in food. It would be much better if the authors included a variety of Nepali dishes from different communities to address the diversity of food culture. Therefore, other foods like Newari, Thakali etc. should be included

in an equal and reasonable way to make textbooks inclusive of food culture. As such, if students' local foods are included in the lesson, they will have a valuable opportunity to learn the language through familiar or known knowledge.

**Reading II**

Look at the picture below and guess the answers to the following questions.

- What are the two women doing?
- What do you think the relationship is between the two women?


**Madam and Her Madam**

I worked for a woman,  
She wasn't **mean**  
But she had a twelve-room  
House to clean.

Had to get breakfast,  
Dinner, and supper, too  
Then take care of her children  
When I **got through**.

Wash, iron, and **scrub**,  
Walk the dog around  
It was too much,  
Nearly broke me down.


I said, Madam,  
Can it be  
You trying to make a  
**Pack-horse** out of me?



(Source: Grade IX English textbook p. 158)

**The Rautes**

The Rautes are one of the most typical **indigenous** groups of Nepal **sustaining** their unique cultural identities for generations. They are the only **nomadic** people in the country who never settle permanently in any particular place. The Rautes **deny** any idea on permanent **settlement**, education or agriculture. The fact that the Rautes, the last fulltime **nomads** of Nepal, have survived into this century is truly **remarkable** in our current period of **diminishing** cultural diversity.



It is estimated that the total population of Rautes in Nepal is about 180, or roughly 52 families. The Karnali Province of Nepal remains their only **sanctuary**.

There is no documented history of the Rautes. But one common ground is that once they fled from the state, they never returned and established a

(Source: Grade IX English textbook p. 198)

This photograph is from page 198, showcasing the culinary practices of the Brahmins and Rautes through their attire and food choices, which typically include rice, lentils and curry. However, there appears to be a broader variety of foods among the Rautes community compared to other communities. The first unit includes descriptions of foreign eating habits

and recipes for preparing meals and teas, yet it lacks representation of foods from marginalized and minority communities.

Moreover, it's evident that most food names featured in the manual belong to the dominant and majority language communities in Nepal. The foods of minority communities are not equally and justly integrated.

**Arts and Literary Genres.** Art is the expression of creative skills and human imagination, often in visual forms like painting or sculpture, aimed at evoking beauty or emotional resonance. Similarly, literary genres are products of human creativity and imagination, reflecting various facets of human life, from its joys to its sorrows. Art and literature share common ground in their ability to communicate human experiences and emotions.

The four main literary genres include poetry, fiction, non-fiction and drama, each distinguished by its style, structure, themes and use of figurative language. These genres establish expectations for readers regarding the content and form of literary works.

## 14 History and Civilisation

**Getting started**

Look at the picture and talk about human evolution.

**Reading I**

Look at the following pictures and answer these questions.

- What is the name of the invention shown in the picture?
- Who was it developed by?

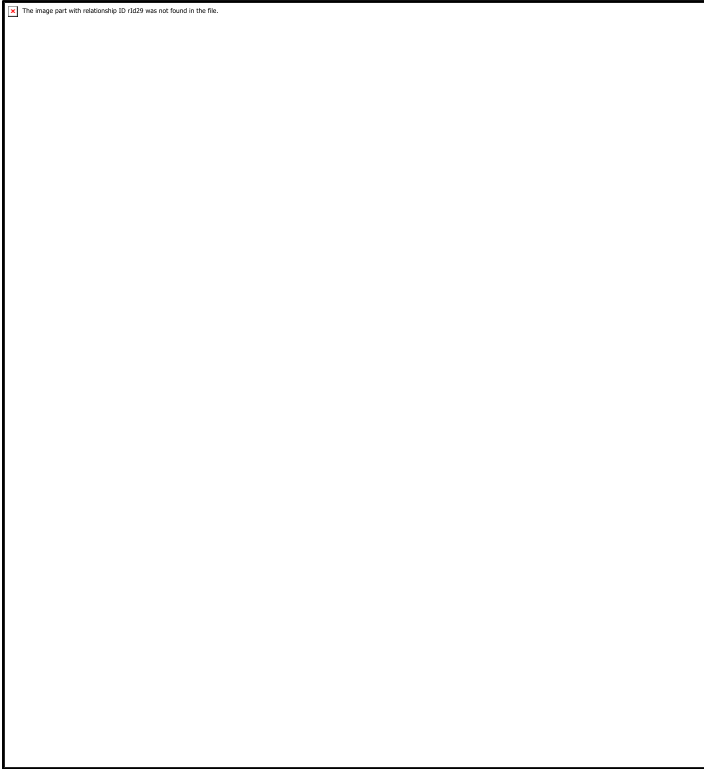
**The Maya Empire**

I

The Maya Empire, centered in the tropical

(Source: Grade IX English textbook. 173)

Existing textbook authors should include poems and other genres such as stories and essays from different language communities of Nepal. The history and civilization of human is also included in Nepal to study for further time.



*(Source: Grade IX English textbook p. 191)*

These two images are sourced from page 191. The first depicts sculptures by Rodin, representing art from the international community. The second illustrates the art of constructing stone temples in Hindu religion. Throughout various lessons, the names, characters and illustrations predominantly feature males and members of the majority language community, rather than females and those from minority language communities.

**Teaching Culture in English Learning.** Teaching culture (CT) in English education involves more than just language acquisition. It encompasses various aspects that contribute to broader learning outcomes. The following diagram illustrates teachers' responses on this topic.

**Understanding Grammatical Structures in ICT.** The aim here was to assess the role of grammatical structures in teaching culture (ICT) in L2 classrooms. Respondents were queried about whether grammatical structures are completely avoided in ICT lessons.

**Purpose of Teaching Culture.** This segment focused on understanding the perceived purpose of teaching culture. Respondents were asked to provide their perspectives on how teaching culture helps students develop essential skills in understanding and organizing information about the target culture.

**Environmental Constraints in ICT.** Under this category, fourteen questions/statements were posed to English teachers to gauge their perceptions of the school/classroom environment when teaching culture. The main constraints investigated included student numbers, classroom management, teacher training, textbook adequacy, examination systems, preparation time, teaching materials and other related factors. These constraints were analyzed item by item in subsequent sections.

**School Environment for Teaching Culture.** Teachers were invited to share their views on the suitability of their school environment for implementing culture teaching (ICT).

**Culture Integration in the Textbook.** This section focused on gathering insights from teachers regarding the cultural content incorporated into secondary-level English textbooks. Open-ended questions were used to elicit their opinions on the culture-related units in the textbooks, with item-wise analysis and interpretation provided.

**Teaching Materials for Cultural Texts.** Teachers were queried about the materials they used to teach the cultural text "Naach." Responses indicated common use of pictures and flashcards, with some teachers also utilizing video recordings.

**Other Cultural Components in the Textbook.** Teachers were asked to identify other cultural lessons present in secondary-level English textbooks. Responses highlighted various culture-related topics covered in the textbooks.

**Adequacy of Exercises for Cultural Components.** The adequacy of exercises following each cultural lesson in the textbook was assessed under this topic. Respondents were asked whether they found the exercises sufficient considering the cultural components included in the textbook.

## Chapter V

### Findings, Conclusions and Recommendations

This chapter incorporates the conclusion of the study and recommendations for pedagogical implications.

## **Findings**

The researcher, who also teaches at the secondary level, has drawn some conclusions based on personal reflection. The primary goal of the current secondary level curriculum is to enhance students' communicative competence in both national and international contexts. Therefore, the authors have endeavored to ensure the textbook is culturally inclusive. However, it appears challenging for them to encompass all Nepalese students' cultures in the lessons and activities. They have attempted to compensate for this by encouraging students to explore diverse cultural knowledge through participation in exercise sections, leaving further exploration to the discretion of subject teachers.

It has been observed that there is a predominant representation of the Hindu religion and individuals from Brahmin and Chhetri communities in most of the textbook's content and activities. Consequently, there is a lack of adequate representation of minority communities' cultures in the textbook.

Likewise, it is recommended that relevant educational authorities and English language organizations align with current trends, approaches and policies to ensure cultural inclusivity in textbook.

## **Conclusions**

This thesis on titled "An Analysis of Grade IX English Textbook from Intercultural Perspective" aimed to scrutinize the intercultural dimensions, categories and themes present within the grade IX English textbook. The researcher conducted a thorough review of relevant literature, including previous theses from the Department of English Education at TU, articles and books pertinent to the research topic. The study assessed whether the current grade IX English textbook promotes an intercultural perspective in language learning. The findings revealed an uneven representation of culture-related content across various dimensions, categories and themes. While the textbook adequately covers 'products', 'practices' and 'perspectives', there is a significant imbalance in the portrayal of 'communities' and 'persons', despite their recognized importance in understanding diverse cultures. The researcher concluded that the textbook's physical and academic quality is satisfactory, with some minor weaknesses. To address these imbalances, the textbook should incorporate more cultural materials that facilitate comparisons between different cultures and countries.

English teachers must recognize the importance of intercultural content in textbook, as language and culture are inseparable in multicultural classrooms. Teachers should actively participate in selecting appropriate textbook and providing feedback to authors to correct imbalances in intercultural material representation.

Based on the study's analysis and findings, the researcher offers several recommendations for pedagogical implications at the policy, practice and further research levels:

### **Policy Level**

Textbook writers should rectify the imbalance in intercultural content representation in the grade IX English textbook. The government and relevant agencies should continuously correct imbalances in cultural materials representation in terms of intercultural dimensions, categories and themes. The grade IX English textbook does not adequately support the development of intercultural communicative competence (ICC), requiring attention from authorities. The textbook includes limited famous individuals, icons and topics related to 'communities' and 'persons', necessitating action from authorities. The current English textbook should strengthen 'persons' and 'communities' to correct the imbalance in intercultural dimension representation.

**Practice Level.** English language teachers should select textbook that align with intercultural teaching practices. Teachers should design activities that combine language instruction with intercultural awareness. Teachers should modify textbook content as needed, incorporating additional cultural materials from various sources. Teachers should emphasize cultural areas and introduce variety into their lessons. Teachers should provide feedback to publishers or authors as evaluators and users. Teachers should be familiar with students' cultures and adopt multicultural perspectives in teaching. Teachers should help students develop intercultural communicative competence.

Educators should acknowledge the importance of multicultural education in language classes. Teachers should ensure students are aware of the cultural contexts relevant to their learning, enhancing understanding and effectiveness.

**Further Research Level.** This research paves the way for further exploration of intercultural-related concepts, such as teachers' and students' views on the intercultural

context of the grade IX English textbook and the impact of intercultural theories on students.

This work will serve as a valuable reference for studying intercultural issues.

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## Appendix

### Observation Checklist

Parameters	Yes	No	Remarks
<b>1) Representation of Gender and Name</b>			
a) Representation of Male Gender and Name	Yes		Male gender is much represented. Most of the authors are also male.
b) Representation of Female Gender and Name	Yes		Less represented. Female authors are also less in the textbook.
c) Representation of Third Gender.		No	
<b>2) Representation caste</b>			
a) Representation of higher caste.	Yes		Mostly, in all activities. Most of the authors belongs to higher caste.
b) Representation of lower caste.		No	
<b>3) Clothing used in text and picture.</b>			
a) Clothing of Target Language.		No	
b) Clothing of Native Language.	Yes		Formal dressing and Brahmin and Chhetri community dressing are
<b>4) Celebration included in text and Picture</b>			
a) Festivities of Target Language Culture.	Yes		
b) Festivities of Native Language Culture.		No	
<b>5) Religion incorporated in text and picture</b>			
a) Religion of Target Language Community		No	
b) Religion of Native Language Community.	Yes		
<b>6) Customs and Rituals included in text.</b>			
a) Customs and Rituals of Target Language.		No	
b) Customs and Rituals of Native Language.	Yes		
<b>7) Representation of Food Variety.</b>			

a) Food variety from target language community.		No	
<b>8) Genre based text</b>			
a) Genre from Target Language Community		No	All poems are from Target language community.
b) Genre from Native Language Community.	Yes		