

**An Analysis of Grade X English Textbook from Cultural Perspective**

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

**Submitted by  
Karan Singh Bohara**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2022**

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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 candidature of research degree to any university.

Date: 04/12/2021

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### **Recommendation for Acceptance**

This is certify that **Karan Singh Bohara** has prepared this thesis entitled **An Analysis of Grade X English Text Book from Cultural Perspective** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **Dedication**

Dedicated

To

**My Dear Parents, Respected Gurus and Entire Family Members**

Who are the ultimate source of love and inspiration for my career path.

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## Abstract

The present research entitled **An Analysis of Grade X English Textbook from Cultural Perspective** aims to analyze the English textbook of Grade X in terms of religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres incorporated in the textbook. The current secondary level English textbook of grade X was the main source of this research work. The data were collected through an observation checklist. The data were collected making eight different criteria in a checklist. Then, the data were analyzed and interpreted qualitatively. The study reveals that the textbook authors have tried their best to make the textbook inclusive regarding culture but the textbook is not satisfactorily inclusive regarding religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres included in the textbook. In addition, the study also shows that the textbook is not fully justifiable in terms of the representation of gender in the text and pictures. Similarly, female authors are not equally represented in the textbook and there is less representation of minority and marginalized language communities in their authorship and other activities. Thus, this thesis will help the textbook authors to fulfil the cultural contents of all students which are missed in the current textbook.

This thesis has been divided into five chapters. The first chapter consists of introductory part, which deals with the background of the study, statement of the problem, the objective of the study, significance of the study, delimitation of the study and operational definitions of the key terms. The second chapter incorporates the reviews of related literature, theoretical literature, review of empirical literature and conceptual framework. The third chapter includes methods and procedures of the study. The fourth chapter analyzes and interprets the data descriptively and analytically. The fifth chapter presents the findings, conclusion and implications and the references and appendices are the concluding parts of the study.

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**List of Abbreviation and Symbol**

CBS	Central Bureau of Statistics
CDC	Curriculum Development Center
Dr.	Doctor
e.g.	For example
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
Et. al	and other people
i.e.	That is to say
L1	First Language
NCF	National Curriculum Framework
p.	Page
PCL	Proficiency Certificate Level
pp.	Pages
Prof.	Professor
SSDP	School Sector Development Plan
X	Grade Ten

## Chapter I

### Introduction

This is a research proposal on the "An Analysis of Grade X English Textbook from Cultural Perspective". This section of research includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

#### Background of the Study

Textbooks are one of the important materials which are used by both the teachers and the students to make the teaching and learning process easier, productive, and meaningful. They are designed on the basis of syllabus to accomplish the objectives of the curriculum. Brugeilles and Cromer (2009, p. 15) define textbooks as "the core learning medium composed of text and/or images designed to bring about a specific set of educational outcomes; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities."

It means that the textbooks are the main documents to help the students attain the goal of teaching and it is found in the hard copy version however at the present though the soft copy is also available. Textbooks also contain different figures, pictures, illustrations and the subject matter is organized systematically.

Textbooks are highly important teachers' aids since they are used in classrooms on a regular basis, they have authoritative power and they are available to anyone. According to Sadker et al. (2009, p. 88) "students spend as much as 80 to 95 percent of classroom time using textbooks and teachers make a majority of their instructional decisions based on the textbook". Romanowski (1996, p. 69) argues the authoritative power of textbooks. The ideas and values conveyed in the textbook "have power and authority because they are presented in printed and bound textbook with its aura of an authority that is beyond question and criticism" (p.171). Textbooks are also an efficient tool for education that can reach a broad audience since, as Brugeilles and Cromer (2009, p. 15) stated, they are "still the cheapest of available media, and they are easy to carry and use".

Since textbooks are the core materials for teaching, they are mostly used in the classroom by both the teachers and the students. Textbooks are free to everyone who wants to buy and make use of them. They work as the framework for the students and teachers in case of any confusion. Students and teachers may find using the textbooks easier as they are the ready-made materials.

Similarly, Chung (2000), states;

School textbooks are one of the important tools in education process. They play important role in socialization of children. They present important messages to children on how social relations in their society should be organized. It is often important how different culture and cultural activities are presented in textbook. The researches have revealed that minority cultures of subordination and passivity in textbooks. (p. 89)

So, textbooks as important educational tools play significant roles in shaping the behaviour of the students. Students learn the social norms, values and customs of their society from the textbooks. It is important to analyze whether the textbooks which shape the belief in the children are appropriate or not. It is also equally important to detect how different cultures are incorporated in the textbooks.

Textbook analysis can have a number of advantages. The analysis of any textbook helps in the reformation of it. In the analysis of the textbook, we can find out the strengths and weaknesses of it which may help the textbook writers in the days to come. From the analysis of textbook, the teachers may be aware of the strengths and weaknesses of a particular textbook. As a result, they can add, substitute, and replace the textbook as per their need. Regarding this, Harmer (2008), says;

When teachers open a page in their textbook, they have to decide whether or not they should use the lessons on that page with their class. Is the language at the right level? Is the topic/content suitable for the students? Are there the right kinds of activities in the book? Is the sequencing of the lesson logical? With a good textbook, there is a strong possibility that the language, content and sequencing in the book will be appropriate, and the topics and treatment of the different language skills will be attractive. (p. 181)

It is necessary for the teachers to adapt the textbook rather than to adopt. A language teacher should decide which lesson is important and works the best for the teacher and the students, and which lesson needs to be omitted. Similarly, a teacher should take care of the organization of the content in the textbook and should teach accordingly.

### **Statement of the Problem**

Textbooks are primarily students' reading materials. They can make use of the textbooks in the absence of the teachers as well. It is because the textbooks are the readymade materials and students themselves can practice the exercise contained in the textbooks independently. Regarding this, Ruddick (2010, p. 17) states, "textbooks are one of the most widely used educational tools in classroom". Students also equally use the textbooks beyond the classroom. It is because students do the homework by consulting the textbook. They also prepare for the exam and practice the language materials themselves in the absence of their teacher. So, students spend most of the time on the textbooks. Regarding this, Sadkar and Zittleman (2009, p. 144) state "The time students spend on textbooks accounts 80-90% of classroom time". In the context of Nepal also the students mostly depend upon the textbooks and spend maximum time on it. Both the teachers and the students do everything of the textbooks. In the context of Nepal, the seen passages are asked from the textbook itself. This is also one of the reasons that the students spend much more time reading it. Not only the students but also the teachers also primarily depend upon the textbooks. It is easier to teach the content using the textbook as all the subject matter and the exercises are already designed and it becomes easier for the teachers to use it. The teachers do not have to spend much time searching the materials.

Regarding this too, Sadkar and Zittleman (2007), state;

Teachers spend 70-90% classroom time in textbooks and most of their instructional decisions are based on textbooks. This shows that not only the students but also the teachers depend upon the textbooks greatly. (p. 32)

According to Lee and Collins (2008, p. 12), students usually give great authority to textbooks, and absorb all the details in textbooks without doubt. Therefore, they are easily influenced by the textbooks. It means that students take



everything for granted of the textbook. They depend upon the textbooks in case of any doubt and take textbooks content as the final decision. They rarely have the counter question regarding the content of the textbooks. They have the belief that textbooks are never wrong.

At the present, different voices have been raised regarding how a textbook should be. Many scholars argue that the textbooks should be globally acceptable. To be so, the textbooks should be suitable from various perspectives. For example, the textbooks should represent all the cultures of the people around the world positively and lesson and exercise should be organized following integrative approach. The present textbooks should represent all cultures in a balanced and positive way. Regarding this, Gray (2002) in his research article 'The global course book in English language teaching' states that ELT publishers provide their textbook writers with sets of guidelines with regard to content. These guidelines are inclusivity and inappropriacy. The former refers to the need for inclusive approach to the way in which all culture are equally represented throughout the textbook, while latter refers to those topics which writers are advised to avoid so as to not offend the perceived sensibilities of potential buyers and readers. So, textbooks should not create tension in the audiences while they are using them. Rather the textbook readers should have the feeling of ownership and attachment with the textbooks. To be so, textbooks should emphasis on integrative approach while organizing contents and exercises and give space to all the culture including culturally disadvantaged community.

Since Nepal is a multicultural, multilingual, multiethnic and multi-religious country, the culture, language, caste, creed and religion of all the people should be addressed in the textbook to make it inclusive. The Nepalese classrooms also are heterogeneous in terms of culture, religion, caste, creed, and ethnicity and so on. Similarly, different policies also have been formulated to make the educational system inclusive. To make educational system inclusive textbook is also one of the area to include every person's culture in the course book. So, students will have feeling of ownership towards book. Therefore, I am interested to analyze the grade X textbook from a cultural perspective.

In the context of Nepal too, both the teachers and the students mostly depend upon the textbooks as the core material for teaching and learning. Therefore, the

textbooks should be suitable from different perspectives such as it should be suitable from cultural perspectives. Since nobody had analyzed the textbook from cultural perspectives before, I felt the need for the analysis of the textbook from cultural perspectives.

### **Rationale of the Study**

The result of this research is significant to syllabus designers who are interested in inclusiveness of textbook from cultural. It is essential for syllabus designers to take into account the learners' culture in inclusive way.

Gharbavi and Mousavi (2012) state, "Indeed, the instructional objectives of an educational program are not achieving unless syllabus designers take into account the cultural inclusiveness, human right and social justice".

In this regard, syllabus designers can take advantage of this study as it reveals the points that the content of the textbook contains some discrimination against minorities cultures, and the pictures are culture biased. Thus, a considerate syllabus designer should pay close attention to the issues of inclusive textbook in respect to culture. In brief, syllabus designers are advised to include the materials and activities addressing all culture.

### **Objectives of the Study**

The objectives of this study were as follows:

- To analyze the English textbook of Grade X in terms of religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres incorporated in the textbook.
- To suggest some pedagogical implications.

### **Research Questions**

This study had the following research questions:

- To what extent is the culture represented in the textbook?

- Are religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres of different cultures are equally incorporated in textbook?

### **Delimitations of the Study**

Almost every research was limited within the certain boundary and this study cannot be an exception. This study also does have the following delimitations:

- The textbook had been analyzed from cultural perspectives only.
- This study had analyzed the grade X textbook only.
- Only observation checklist was used while analyzing this textbook.

### **Operational Definitions of the Key Terms**

**Cultural perspectives:** An Analysis of Grade X textbook in terms of different Nepali cultures represented in the textbook.

**Textbook Analysis:** An analysis of Grade X English textbook in terms of religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres of different cultures incorporated in the textbook.

**Textbook:** In this study, textbook refers to the Grade X English text book prescribed by Curriculum Development Center, Nepal.

## **Chapter II**

### **Review of Related Literature**

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

Literature review includes the scholarly writings of different people in the related fields. It also includes the books, articles, and other sources relevant to a particular issue, areas, or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated.

#### **Introducing Textbook**

Textbooks are one of the useful tools which are possessed by the instructors. Textbooks are considered as essential components of any ESL course. Therefore, the selection of the best textbook for a particular context demands careful investigation.

Sheldon (1988) states;

A textbook can be referred to as a published material especially designed to help language learners to improve their linguistic and communicative abilities. The use of ESL published materials is more widespread than ever before since textbook provided ESL teachers with guidelines syllabi, teaching methodologies and materials to be learnt. (p. 76)

So, the textbooks are designed by keeping the learners in mind. The aim of ESL textbooks is to improve grammar, vocabulary, language skills in the respective students. It is expected that the learners will learn the language with the help of the textbook. It is also equally important for the teachers as they provide the syllabus and the whole framework especially for the what aspect of language.

Textbooks have been the most preferred instructional materials in English language teaching. They are seen as resources in achieving aims and objectives that have already been set concerning learners' needs. Regarding the purpose of the textbook, Byrd (2001), states:

Textbooks embody two kinds of information, which are thematic/topic content (family, school, etc) and linguistic content (grammar, vocabulary, skills). The users of textbooks engage with the content of the document to obtain the linguistic knowledge needed so as to communicate in a foreign language. (pp. 415-427)

Textbooks build their four skills such as listening, speaking, reading, and writing in a second/foreign language. In other words, the primary purpose of many English textbooks is to help learners to learn thoroughly the linguistic content through the use of thematic content.

It means that the purpose of almost all the textbooks is to develop all the skills of language in the target learners and to develop the linguistic as well as communicative competence in the students.

### **Types of Textbook**

There are different types of textbooks but here the textbooks are categorized on the basis of the division given by Grant (1987). He has categorized the textbooks into two broad types as follows:

**Traditional Textbook:** Traditional textbooks are based on the behavioristic approach which assumes that language learning is the process of habit formation. So these textbooks were based on the spirit that the language learning is the process of the learning the grammar of the very language. So they emphasized on the grammar assuming that if the students learn the grammar, they will be able to use the language correctly in the real life situations. They also believed that written form of the language is the perfect form of the language.

According to Grant, (1987, pp. 14-16), the characteristics of traditional course book are as follows:

- Traditional textbooks often make use of great deal of mother tongue (L1).
- They tend to focus on rather narrowly on syllabus and examination.
- They tend to focus on reading and writing activities, rather than listening and speaking activities.

- They focus on the importance of accuracy.
- They tend to emphasize the forms or patterns of language (the grammar) more than the jobs people do using it. For example, asking for information, making request, apologizing, etc.

In the past, because of the grammar translation method, mother tongue was used in the classroom while teaching and learning. Those textbooks greatly focused on examination rather than teaching the language skills and aspects to the students. They focused more on reading and writing rather than listening and speaking. Accuracy was focused more than the fluency of the learners. Moreover, communicative functions such as requesting, greeting, taking leave, etc. were not focused.

**Communicative Textbook:** Communicative textbooks make the communicative competence the goal of language teaching and learning. They are based on the principle that language is for communication. Hence, students should be able to communicate in the target language. They give the ample opportunities to the students to use the language most of the time inside the classroom. The role of the teacher is facilitator rather than the authoritative.

Grant (1987) presents the following characteristics of communicative books.

- Communicative books emphasize on fluency, not just accuracy.
- They emphasize skills using in the language, not just the forms of language, and they are therefore, actively based.
- They tend to be very specific in their definitions of aims.
- They try to reflect the students' needs and interests.
- They emphasize the communicative functions of language and the jobs people do using the language not just the forms.
- They usually have a good balance among the four skills, but many emphasize listening and speaking more than traditional textbooks.

Communicative competence refers to the ability to use language according to the situation. So the book which is based on the spirit of communicative competence focuses on making the students able to use language fluently and accurately.

Similarly, the kind of book equally focuses upon all the skills of language. It also includes the needs and interests of the students.

### **Methods of Textbook Analysis**

There are three common methods of course book analysis in the literature. They are considered as categories for textbook analysis (Mc Grath 2002)

**The Impressionistic Method:** It is first level analysis- first glance evaluation. It is concerned with obtaining a general impression of the materials – this method is relatively superficial. Analyst gains general overview of the materials by looking rather carefully at the representative features. It does not intend to seek for in-depth information about the course book.

**The checklist Method:** It is intended for close evaluation of the course book. It consists of a list of items which is used for comparison, identification, or verification of the materials. It usually consists of a comprehensive set of criteria based on the basic linguistic, psychological, and pedagogical principles. With the help of a checklist, we can identify specific features of the textbook.

**The in-depth Method:** This method examines a given feature of a textbook/course book in depth by employing intensive strategies and detailed checklist. It is the close evaluation of the given feature of the textbook/ course book. This method requires a good deal of time and expertise. Checklist method gives information on overall aspects of the book but the in-depth method gives information on the representative samples of the book, e.g. vocabulary. This method goes beneath the components of the book (e.g. layout, presentation, content, exercises, etc.) publishers and author's claims. It goes more to the quality and relevance of the component.

## **A Review of Cultural Context of Nepal**

Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society (Tylor, 1920). "In its widest sense, culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs." (World Conference on Cultural Policies)

Nepal is one of the small countries on the basis of area. Despite being small, our country is full of diversity. Geographical, ethical, linguistic, religious, and cultural diversity can be clearly seen in Nepal. The 2007 Interim Constitution declared Nepal as a secular state and the constitution of Nepal has recognized that all languages spoken as the mother tongue in Nepal are the language of the nation. The Nepali language is the official language of Nepal. Nepali is a lingua franca too. Every Nepali can understand and speak Nepali language. The languages; Kirat, Sanskrit, Pali etc. and the scripts; Bramhi, Sirijungha, Devnagari, Ranjana etc. are found to have developed in Ancient Nepal. The Sanskrit language seems to have developed much more compared to other languages later on. After the rise of Jayasthiti Malla, the written form of Newari language at medieval period. It is obvious from the history that the experts of Sanskrit, Maithili, Bengali, Bhojpuri, Abadhi, and Parbate (Nepali) were there in the palace. Now, there are 123 languages are spoken (Central Bureau Statistics, 2077). Thus, Nepal is a multiethnic and multilingual country. People from 125 ethnic communities live here including the ethnic communities with large population like Cheetri, Brahman, Magar, Tharu, Tamng, Newar, Musalman, Kami, Yadav, Rai, Gurung. They have their own language as mother tongue and unique culture also. It has been said, "Nepal is the country of four races and thirty-six classes." (Pande, 2077)

People following many religions live here. People following Hindu religion worship Durga, Shiva etc. The followers of Buddhist religion worship Lord Buddha. The followers of Islam call their lord Allah. The Christians go to Churches to pray for Christ. People following Kirat religion worship Paruhang and Sungnima. Nepal is a rich country in culture. Multilingual, multiethnic and multireligious people have their



own costumes and culture. Family consists of persons, society consists of families and society form a nation. People from different religions, occupations, cultures, languages, costumes, manner of living, festivals, festivities etc. reside in a society. And different activities occur in a society accordingly. The political, religious, economic and cultural activities and the activities of knowledge and science, literature, arts, entertainment etc. give identity to county and influence educational system also. School is a miniature society and the school should address the diverse need and interest of the society. The urgent need of curriculum and textbook is to include language items, content and activities in addressing all culture in inclusive way.

### **Cultural Criticism**

Culture is a process, not a product; it is a lived experience, not a fixed definition. More precisely, a culture is a collection of interactive cultures, each of which is growing and changing, each of which is constituted at any given moment in time by the intersection of gender, race, ethnicity, sexual orientation, socioeconomic class, occupation, and similar factors that contribute to the experience of its members. (Tyson, p. 293)

Cultural criticism shares new historicism's theoretical premises except these in these instances; cultural criticism tends to be more overtly political in its support of oppressed groups, because of its political orientation, cultural criticism often draws on Marxist, feminist, and other political theories in performing its analyses, cultural criticism, in narrower sense of the term, is especially interested in popular culture.

Human history and culture carry a complex area of dynamic forces which are developed and judged by human subjectivity of individuals. Both have, give and take relationship with its cultural arena. Furthermore, both cultural criticism and new historicism based on same philosophical sources, he gives example of French philosopher Michal Foucault that practically cultural criticism is not distinguishable from new historicism. (ibid, p. 295)

The hierarchy of culture is prevalent in every society "high" superior culture and "low" inferior culture. Cultural critics have not shown any clear distinction between "high" and "low" forms of culture but all the cultural productions can be

analyzed to reveal the cultural work they perform. They also help to develop and transform ideologies of individuals. Thus, the role of cultural production in the circulation of power. (ibid, p. 296).

In this way, cultural critics believe that the dominant class defines "high" and "low" culture in order to reinforce its own image of superiority and thus its own power. Nevertheless, culture critics argue, subordinate populations produce forms of art that not only transform their own experience but affect the whole culture as well. Many cultural critics draw on Marxist, feminist, or other political theories in performing their analyses because those analyses often have political agendas, such as analyzing the cultural productions of an oppressed group and exploring the power relations at work in the categorization of specific art form as examples of "high" or "low" culture. (ibid, p. 297)

"Cultural criticism analyses the operation of oppression, it does not view oppressed peoples, as political theories sometimes do, as helpless victims. Rather, like new historicism, cultural criticism oppressed peoples as both victimized by the dominant power structure and as capable of resisting or transforming that power structure." (ibid, p. 298)

### **Cultural criticism and Literature**

For cultural critics, a literary text brings cultural work to the extent to which it shapes the cultural experience of those who encounter it, that is, to the extent to which it shapes our experience as members of a cultural group. These this to be considered to examine the kinds of cultural work performed by a literary text; kinds of behavior, models of practice, work has enforced, whether the readers at a particular time and place find this work compelling, differences between readers' values and the values implicit in the work, social understanding the work depends upon, larger social structures with which these particular acts of praise or blame, the text's apparent ethical orientation connected. (Greenblatt as cited in Tyson, 2006, p. 299)

In Greenblatt's (as cited in Tyson, 2006, p. 300) words, it might "appear that the analysis of culture is the servant of literary study, but in a liberal education broadly conceived it is a literary study that is the servant of cultural understanding."

Thus, it makes a connection between the literary text, the culture in which it emerged, and the cultures in which it is interpreted.

### **An Intercultural Approach to English Language Teaching**

According to Corbett (2003, p. 1) Intercultural approach, focuses on students' native culture as well as the target culture. It makes learners aware of the operation of cultural differences by providing techniques for comparing one culture with another, ultimately enabling the learner better to negotiate the distance between their own and another culture. It came against 'one size fits all' and 'linguistic imperialism', since 'the cultural component has remained difficult to accommodate in practice' (Stern 1992 as cited in Corbett, 2003 p. 1), many approaches were developed to integrate 'culture' into the communicative curriculum. The target language is used to achieve the explicit and implicit cultural goals of the foreign language community, they should be prompted to reflect on how their language and community functions. The intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties. 'Intercultural communicative competence includes the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa.' (ibid, p. 2).

Language education should promote critical awareness (Melde, 1987; Pennycook, 2001 as cited in Corbett, 2003, p 13). In other words, an intercultural approach should not simply provide information about the target culture, but it should provide a set of skills that allows the learner to evaluate critically products of the target culture, and, where relevant, the home culture. Furthermore, CDA also focuses on providing learners with such skills since its proponents claim that it is a socially responsive mode of text analysis. (Fairclough, 1989, 1992, 1995 as cited in ibid). Fairclough focuses on the three-dimensional conception of discourse, these three-dimensional method of discourse analysis are; i) a language text, spoken or written, ii) discourse practice and iii) sociocultural practice.

This approach also focuses on 'acculturation', the process by which learners are encouraged to function within new culture while maintaining their own identity (Byram, 1994 as cited in Corbett, p. 25)

While implementing this approach in the curriculum few learners achieve ‘native speaker’ linguistic competence. Many, however, can achieve the valuable skills of observation, explanation, and mediation that contribute to ‘intercultural’ communicative competence. According to Corbett (*ibid*, p.33) one cannot avoid culture from textbook knowingly or unknowingly because it is taught, learned and shared implicitly. Veldes (1990 as cited in *ibid*) argues that any method of language teaching and learning is inevitably cultural. He also sees the inevitability of cultural content in language teaching as an argument for making it explicitly part of the ELT lesson. It may also be claimed that, since culture is implicitly built into ELT courses, learners will automatically acquire cultural knowledge.

### **Language, Culture and Textbook**

Culture is defined as a group of “values, traditions, social and political relationships, and world view created and shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class or religion” (Nieto, 1996 as cited in Amara 2018, p. 104). Language is a system of signs that has a cultural value, embodies and symbolizes cultural reality, and can be viewed as a symbol of speakers’ social identity (Kramsch, 1998, p. 67).

Language and culture are intertwined (Byram & Morgan, 1994; Kramsch, 2005; Risager, 1991 as cited in Amara, p. 105). Rather than operating separately, language and culture are learned together, with each providing support for the development of the other (Mitchel & Myles, 2004 as cited in *ibid*). As Brown (2007) illustrates, “a language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either culture” (p. 189). The close relationship between language and culture gives rise to the perception of foreign language learning “as a kind of enculturation, when one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers and learners who assimilate to a new culture” (Alptekin, 2002, p. 58). As a result, learning a new language also entails learning a new culture.

Many researchers view that culture should be included in English as a Foreign Language (EFL) teaching materials (Alptekin, 2002; Fantini, 2012; Li, 2014 & McKay, 2000 as cited in Amara 2018, p. 106). It is believed that the inclusion of culture is beneficial to the acquisition of language proficiency. The question here concerns the culture that should be emphasized when teaching EFL. The latter often poses a dilemma for teachers. On the one hand, they need to encourage the development of the students' understanding and mastery of the local culture. On the other, they must help the students acquire an understanding and awareness of the culture of native English speakers in order to make English language learning effective. The willingness to accept behaviors and values that differ from those of their own culture enables learners to develop openness and tolerance toward the target culture, thereby facilitating language learning and reducing cultural biases (Byram & Risager, 1999; Gonen & Saglam, 2012 as cited in Amara 2018, p. 107). Other studies have also shown the inclusion of the students' native culture in the curriculum to be a vital component – not only for enhancing a sense of identity, self-worth, and comfort in students, but also for promoting academic success, motivation, and meaningful learning (Steele, 2000; Tomlinson, 2001; Tomlinson & Musuhara, 2004 as cited in Amara, p. 108).

Ideally, however, a balance should be struck between teaching local and target cultures. This can be achieved by focusing more on the nature of cultural identity, using examples from both home and target cultures, and thereby enabling students to appreciate the cultural heterogeneity that defines the self and others in order to compare and contrast their culture with other global cultures (Baker, 2012; Byram & Feng, 2005; Chinh, 2013; Knuston, 2006, McKay, 2004 & Molina, 2013 as cited in Amara, p. 109). Textbooks are an integral component of language learning (Rajabi & Ketabi, 2012 as cited in *ibid*). However, controversies exist about nature of the content that should be incorporated into ESL/EFL textbooks. Many studies have analyzed and evaluated the cultural content of EFL/ESL textbooks (Byram & Morgan, 1994, Hamdan, 2010, Juan, 2010, Kramersch, 1998, Risager, 1991 & Tok, 2010 as cited in *ibid*, p. 113). In most EFL textbooks, “cultural content is limited to the culture of the dominant groups within the country, with little focus on the minorities and other competing cultures” (Mahboob & Tilakaratna, 2012 as cited in *ibid*, p. 114). Moreover, these textbooks deem preserving target cultures more important than

preserving local culture (Hermawan & Noerkhasanah, 2012 as cited in *ibid*, 116).

Other studies have suggested that minority groups are generally underrepresented and stereotyped in textbooks.

Various researchers have indicated hidden cultural and political ideologies in English-language textbooks and expressed their concerns (Pennycook, 1994 & Philipson, 1992 as cited in Amara 2018, p. 117). The provision of linguistic and topical contents reflects the ideology inherent in the EFL context and develops students' cultural awareness and identity (Fields, 2011, Hermawan & Noerkhasanah, 2012; Juan, 2010; Rajabi & Ketabi, 2012 as cited in *ibid*, p. 120).

Language learning and teaching are, of course, connected with power. If the language teaching is ideologically influenced, as reflected by curricular goals and textbook contents, it can be labeled as ideological language teaching. Rahman (2001, p. 55) defines this as "the transmission of ideas, values, and perceptions of reality that create or influence one's world view through language teaching, especially language texts". Similarly, Kramsch (1998, p. 9) explains that "only the powerful decide whose values and beliefs will be deemed worth adopting by the group"

Every language carries culture; both culture and language are actually interwoven and closely bonded. Agar (1994, p. 28) used the term "linguaculture" in a reference to this unification between a language and its culture. Kramsch (1998, p. 63) mentions that no one is able to use or learn any language without being acquainted with the culture of its speakers. Based on this inseparability of culture and language, learning or teaching a language is by necessity learning or teaching culture (Brown, 2007, pp. 189-190). Learning a new language is "a kind of enculturation, where one acquires new cultural frames of reference and a new world view" (Alptekin, 2002, p. 58).

Textbooks still construct an essential component of English language teaching learning process; in Hutchinson and Torres' (1994 as cited in Ali 2019, p. 17) words "No teaching-learning situation, it seems, is complete until it has its relevant textbook.". Foreign language textbooks can then be transformers of culture (s) hidden in their language content, whether textual or visual content. Since all "teaching materials directly or indirectly transmit cultural values to a certain degree" (Xiao,

2010, p. 4) and particularly textbooks do communicate explicitly or implicitly “sets of social and cultural values which are inherent in their make-up” (Cunningsworth, 1995, p. 90).

Kramersch (1998) stated that Language and culture are inseparable and bound to each other. The language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality. The inseparability of language and culture has led researchers to conduct investigations in the field of English language teaching taught in various cultural contexts. One of the investigations concerning language and culture lies in how culture is represented in English textbooks.

According to McGrath (2002) textbooks carry cultural content. Textbooks play important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures (Lund, 2006). Textbooks are ideology in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture (Aliakbari, 2004). Since the spread of certain language through textbooks can influence language learners' attitude, the decision on choosing English textbook should take the cultural contents in textbooks into consideration because as Philipson (1992) warned, English can erode the existence of local culture if the spread is not controlled and filtered.

Since, Nepal is a multicultural, multiethnic and multilingual country where English is being taught as a compulsory subject from lower to higher level.

Nepal is rich in cultural, ethnic and ecological diversity. The previous census has recorded 123 national languages in addition to ‘other’ languages. The language situation thus shows that Nepal is a multilingual country. Since the country is multi-lingual, the education opportunity should also be given to the children of different language families (Awasthi, 2013 as cited in Bhandari, p. 216).

English is being taught in diverse contexts around the globe. Teaching of English in multilingual and multicultural contexts in Nepal is one of the major challenges in ELT. The majority of classes in Nepal consist of linguistic and cultural diversity where students need to have different learning materials, methodologies and

learning styles which help them minimize the problems of interaction and comprehension. (Bhandari, 2016, p. 17) There are both challenges and opportunities of teaching English in multicultural and multilingual contexts.

At present, English is no longer the language of Americans, British, Canadians and so on but it is regarded as a global language and a means of intercultural and inter-lingual communication. However, the challenges to the effectiveness of teaching English in classroom, is the issue of every teacher. There are many challenges to make its teaching more effective, better and easier. One of the major challenges is how teaching of English can be made appropriate in the multilingual and multicultural context of Nepal. Needless to say, there is a craze of learning English among students and guardians which lead the public schools to adopt English as a medium of instruction, English medium schools are increasing day by day. However, there have been very few discussions on how to address the multilingual and multicultural challenges in English classrooms. Students' cultural knowledge and linguistic background can be a resource for teaching and learning English. Teachers of English should give emphasis on multicultural experiences that children bring into the classrooms while learning English. Teaching of English should be contextual in relation to society to address the expectations and experiences of children from diverse cultural backgrounds so that they can get opportunities to utilize their previous knowledge to use English. The more time the students are given to think the better they can perform. Our attempts should be to deconstruct the old rules of teaching English and reconstruct alternative ones to engage students in doing things. English teaching should address socio-cultural realities that exist in the societies. The existing huge gap between socio-cultural reality and teaching of English in Nepal can be eliminated by designing appropriate syllabuses, employing appropriate methods of teaching and producing learning materials considering our own multilingual and multicultural realities. The situations where the speakers use more than two languages and adopt various cultures is said to be multilingualism and multiculturalism. Multilingualism refers to the language situation where the speakers use more than two languages in the same setting for similar purposes. The people who are multilingual do not necessarily have exactly the same degree of abilities in all the languages. Typically, multilingual have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command



of a few lexical items, formulaic expressions such as: greetings, rudimentary conversational skills and the way to excellent command of the grammar, vocabulary, specialized register and styles. Appropriate code choice in different speech communities is said to be a new challenge in multilingual communities. Participants, setting, topic, social distance, the status, the lectures of setting and dimensions of formality and the function or goal of interaction are some affecting factors in code choice. Hence “multilingual Education entails teaching and learning of multiple languages” (Lotherington, 2004 as cited in Bhandari 2016, p. 23).

Regarding the medium of instruction for the children UNESCO as early as in 1953 states that the best medium for teaching a child is his mother tongue or any other language a child understands well, Mother tongue is the natural means of self-expression of the experiences and thoughts learnt in childhood (UNESCO, 1953 as cited in Bhandari, p. 25).

Furthermore, the medium of teaching also transfers the culture of the language used in instruction. It is, therefore, significant to select the mother tongue of children as the medium of instruction for teaching them. Teaching the children through mother tongue at the primary level is very meaningful to make education accessible to the children and to involve them in the learning process (Awasthi, 2004; Yadav, 2011 & Dhakal, 2011 as cited in Bhandari, p. 26).

Mackey and Hornberger, (2009 as cited in Bhandari, p. 26), assert that “teachers in general and language teachers specially, face the challenging task of respecting linguistic diversity” Most of the learners in the Nepali schools come up with different native language backgrounds which can interfere in their EFL learning. In order to respect the linguistic diversity in multilingual and multicultural contexts, English teachers should reshape their teaching procedures to decrease the degree of mother tongue interference and language anxiety.

There are very few linguistically homogeneous countries in the world, such as Iceland; however, many countries display linguistic diversity. In case of Nepal, more than hundred languages are spoken here, 700 and 800 languages are spoken in Indonesia and Papua New Guinea, respectively. Yadav (2003 as cited in Bhandari 2016, p. 27), states that Nepal is a multiethnic nation comprising various ethnic and

religious communities. Its ethnic and religious diversity is coupled with its linguistic plurality. It is also one of the factors of students' poor performance in English. Migration movement of people, spread of colonial power, travel and tourism, volunteer programmes etc. are some causes of linguistic diversity and multiculturalism. Monolinguals hardly exist in any part of the world. For Wardhaugh (2008) "a monolingual individual would be regarded as a misfit who lacks an important skill in society i.e. the skill of being able to interact freely with the speakers of other languages." Hence, living in a monolingual community is nearly impossible at present. Moreover, monolingual learners feel difficulty to present themselves effectively in the global market of competition.

As a result, they will be hopeless, helpless, powerless and desperate due to their frequent failure in the field of educational opportunities. Multilingualism is loosely related to multiculturalism. For example, in the Tukano community where both husband and wife speak separate languages as a result their children are sure to be multilinguals. In such contexts multilingualism becomes a norm. If we take this case as a norm in Tukano-like communities, teaching and learning of English becomes a more challenging task for both stakeholders i.e. teachers and learners. Teachers in such situations need to bring diversity in their delivery also. No single method of teaching would yield a desired result because the advantage of a multilingual individual is that he cannot understand the world better and compete with multilinguals but also can widen his horizon of knowledge for better career advancement. Learners are the members of a particular sociocultural community so their language and cultural backgrounds influence them. The class where the majority of the students speak one language, their classroom interaction is limited to a simple language but they have to use English if they come from different linguistic and cultural backgrounds as they do not understand each other's language. However, individual and cultural diversity influences language learning decisions and choices because they are fundamental elements of language teaching.

## **Policy Related Review**

Constitution of Nepal (2072), states;

Every Nepal community living in Nepal shall have right to acquire education in its mother tongue up to secondary level and part 3 article 32 provisioned the right to language and culture and said that each person and community shall have the right to use their language.

Similarly, National Curriculum Framework (2076), focuses on the participant of back warded, marginalized, culturally disadvantaged, ethnic minorities in the mainstream of education. For this NCF has made a policy to address all the communities through textbooks and other materials.

In the same way, School Sector Development Plan (2016), has focused on equity to ensure that the education system should be inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on deducting disparities among and between group having the lowest levels of access, participation and learning outcomes.

In the similar vein, education act (2028), education rules (2059), and educational policy, higher education commission plan (2075), and others directions of the government of Nepal also aim at empowering back warded, culturally disadvantaged and ethnic minorities by preparing the materials which address their needs.

## **A Brief Review of Present Grade X English Textbook**

The present Grade X English textbook has been issued by Curriculum Development Center (CDC) under Ministry of Education. This textbook has been written by three writers viz Bishow Raj Joshi, Parbati Dhungana and Chandra Kant Pandit. The textbook contains a variety of materials from various genres and the engaging exercises which help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all the language skills and aspects in an integrated manner. An attempt has been made to make the textbook as

much user friendly as possible. This textbook contains 19 units altogether with different titles. To make the language contextual, appropriate pictures have been used.

The present secondary level English textbook is communicative one and which aims to develop communicative competence in the students. In each unit, there are various activities for the students to develop language skills and aspects. The activities which contain all the skills and aspects of language have been incorporated in the exercise part of the textbook. The book is designed by keeping communicative competence in mind. So, the book is claimed to be communicative. By the end of the textbook, there is a glossary for both the teachers and the students so that they could consult it when they feel difficulty to find out the meaning of the words. Not only meaning but also the pronunciation is given along with the meaning with phonetic symbols. When the teachers have any confusion regarding the pronunciation, they can consult the glossary.

Regarding the physical aspects of the textbook, it has loose binding. The papers are likely to come out soon after the use as the binding is not good. The paper quality is medium. The layout of the book is to some extent colorful but it is not thick and strong. There is a picture in the layout of the textbook in which a boy and a girl are reading the book which has made the book look attractive. The price of the book is very cheap i. e RS.87. 30 N.C. It is so perhaps because of the paper quality and binding of the textbook. Overall, the textbook can be said to be appropriate in terms language skills and aspects.

At the present, it is expected that the textbooks which are prescribed for different levels should be suitable from various perspectives. They should represent all the cultures in a balanced way. But still all over the world, it is seen that minorities, marginalized community's culture has not been presented positively in the textbooks.

### **Content Analysis of Grade X Book from Cultural Perspectives**

I have done this analysis being a researcher and subject teacher of grade X and gone deeply through each and every lesson. This book has altogether 19 units and grammatical items as well as reading, writing, listening and speaking skills are put in integrative ways. The aim of this textbook is develop communicative competency in

the students. First unit is about national and international culture on the basis of greeting, clothes, food, drinking and doing business. The picture included in the initial shows the nationalities of people by their dressing and outlook. The exercises included in the text deals with different Nepali cultures on the basis of above mentioned parameters. In writing task students are asked to discuss on invitation cards which is part of every culture in marriage and other ceremonies. Though, the aim of this lesson is to develop intercultural knowledge and competencies on students, most of the activities and pictures, dressing and names are from Brahmin and Cheetri community. Only some names are kept from minority community for example Dolma, Furba, L. Yadav, G. Mahato. In unit two there is a lesson about debate competition between Karma and Kabita. Karma is saying that using a single language is better than multiple languages and Kabita is opposing this view and she is saying that with the death of language; the culture, knowledge, literature inherent with the language also die and identity of the people also get lost. This unit has also raised the cultural awareness of the students. There is one important exercise on 'our culture our identity' to instill cultural awareness among students. Other names, picture and exercises mostly address the target language community and Brahmin and Chhetri community.

In unit three, there is one story 'The ant and the grasshoper'. In this story foreign peoples' life style is included and the authors have tried to link foreign culture with the help of exercise. There is one essay on 'Relevance of involving school graduates in community services'. This essays says that if school graduates are sent to community they will gain intercultural and interpersonal knowledge and skills. The names and picture included in lesson mostly address target language community and Brahmin and Chhetri language community excluding minority language and language community. The fourth unit, a travelogue of Gobinda Raj Bhattarai, 'Memoris of my visit to France'. 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. The author himself is from Brahmin language community.

The fifth unit deals with 'A letter to Kunsang' where Kunsang's Aunt is convincing him not to go town leaving his family members and study. It refers our

Nepali culture where teenagers have not freedom of choice. Their right of freedom also guided by parents and seniors and their destiny is formed by their parents or seniors. There is one movie review: '2012' about perfect disaster. The character and incidents are from foreign language community. The name, pictures are also from foreign language community and Brahmin and Chhetri language community. There is only one name word from Tamang language community that is 'Kunsang'.

In unit six, there is one poem 'Did I miss anything' which is about unnecessary tendency of absence in the classroom done by students and teacher. It is satire to the teacher and students who are developing the culture of missing class. It is written by Tom Wayman. There is one brochure about Achham. The pictures, religious sites, names, customs, values included in this unit are from foreign language community and Brahmin and Chhetri language community. Only in the exercise students have to make similar brochure of their own district on the help of some guidelines and teacher. In unit seven, there are three articles 'Rampant pesticide use risks health', is taken from The Himalayan. Second one is 'Climate change is going to make inequality even worse than it already is', taken from The Washington Post. The third article is on 'Nepal 'must see destination' for 2016, recommends leading global magazine' from [www.thehimalayantimes.com](http://www.thehimalayantimes.com). On these articles the experts are from foreign language community and Brahmin community. On the third article the picture of religious sites are from majority language community in Nepal.

In unit eight, there is one essay on 'Human trafficking' and another one is letter to editor. The names included in this unit are from Brahmin and Chhetri language community. In unit nine, there is one poem "The road not taken' by Robert Frost. The author and picture represents male gender. There is one narrative essay 'A scary secret of two sisters'. There is somehow representation of female gender.

In unit ten, there is article on 'Yogmaya: poet, teacher and insurgent' by Barbara Nimri Aziz. There is also representation of female gender. In the page no. 110 picture of females were taken as form of beauty and entertainment. In other picture as well female have weak and less important role and males have strong and important role. In unit eleven, one story 'Partents'. In this story also female do not have equal right of freedom. In the conversation and picture of page no. 126. The

females have weak and less important role than male. The names and picture represents the majority language community.

In unit twelve, there is poem 'I wandered lonely as a cloud by William Wordsworth'. The author is male and belongs to foreign language community. There is one interview between Mr. Thapa and Dr. Rajan Poudel. The Thapa is from minority language community and Dr. Poudel is from Brahmin community. The pictures are also from Brahmin and Chhetri community. In unit thirteen, there is a poem 'The chimney sweeper', written by William Blake. He is also male author. In the picture of page no. 152 male has adventurous role like driving and getting accident and female has weak role like showing pity. The names and other values and customs are related to majority language community.

In unit fourteen, there is a story 'Reunion of the family'. Where females have loving role. In page no. 160 pictures show the courageous and risky activities done by males not female. The names and other choruses are from foreign language community and Brahmin and Chhetri language community. In unit fifteen, there is poem 'Past and present' by Thomas Hood and the author and picture included in this picture are males. In picture of page no. 171 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 omen and they are not allowed to do. In unit sixteen, there is one text on 'Jitiya festival' which little representation of minority language community that is 'Tharu' not other minority culture, where women have to go on fasting for the betterment of their family. The men are left free culturally. Only women are governed by the values and customs.

In unit seventeen, there is drama, the character and chores of this drama belongs to Brahmin and Chhetri language community. The picture of page no. 190 also indicated the hard role of chopping tree for males not for females. In unit eighteen, there is one excerpt from foreign language community. It is taken from Shiv Khera's 'you can win'. The author and saying of great male philosopher 'Aristotle' represents males. Pictures of page no. 201 show that when women cannot do risky task. If they attempt, they become fail. In unit nineteen, there are bar chart and pie chart. Where data shows that number of girls is increasing in comparison to boy per

year. Now, because of awareness, the females' participation in each and every sector is being increased.

Through my observation, I found that most of the authors are males and The names, character, religious sites, values and customs, food, clothing, celebrations, art and literature are from foreign language community and Hindu religious community. There is less representation of minority language community in lesson and activities. I have included some picture in appendix section which shows cultural behaviours.

### **Review of Empirical Literature**

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is going to conduct a research. Here are some of the previous studies which have been reviewed considering them as related literature and also as evidence to the present study.

Lamichhane, (1999), carried out a research on an analysis of "New English Textbook for Grade 8". The objectives of his research were to find out whether the language materials used in the new English textbook of grade 8 are sufficient to meet the objectives set out in the curriculum related to spoken and written English or not. He used the questionnaires for the data collection and the data were collected from 40 lower secondary English language teachers. Here, non-random sampling was used and survey design was used. He found out that the textbook is appropriate and is based on psycholinguistics principles. The materials have been organized systematically from known to unknown, simple to complex, individually relevant to distantly and shorter to longer ones.

In this way, Khatiwada (2011) conducted a research on "An Analysis of course book; Reason to write; strategies for success in academic writing". His main objective was to analyze the course book in terms of academic aspects and writing skill mentioned in the book. He utilized only secondary data to complete his study. He found that the book followed task-based approach and took learner's roles as active participator. He also found that some items prepared in the book did not match the local context of Nepal.



Likewise, Pokharel (2011) carried out a research on "An Analysis of the language functions covered in the English textbook for grade one". The objective of his study was to analyze and compare the language functions covered in the English textbook of grade one in terms of coverage of language functions, forms, and structures and contextualization of the functions on the given exercises. He used a checklist and questionnaire for research tools. He used both primary and secondary data in his study. He came to know that vocabulary items were not sufficient. The order of presentation of language functions in the textbook was not found according to the curriculum.

Furthermore, Belbase (2015) conducted a research on an "Analysis of the Textbook Writing Skills: A Problem Solving Approach". The objectives of his study were to analyze English textbook, writing skill: a problem-solving approach for BBS second year in terms of external evaluation (intended audience, the proficiency level, the context, organization of language) and internal evaluation (the presentation of language, grading and sequencing, test and exercises, appropriateness of materials, provision of self-study). The researcher used unstructured, qualitative and non-participant observation. While selecting the sample, two stages were followed. First, different books were selected and among these books the researcher selected the particular book for study by adopting the judgmental method of non-probability sampling method. After selecting the textbook, for the study every chapter of this book was selected using census method. In order to achieve the objectives of study, a three staged model of evaluation of MC Donough and Shaw (2003) was used. He found that writing skill was contextual, the book was organized in a meaningful way. It contained the strong presentation of writing skills. It was based on problem solving approach which also contained meaningful and mechanical exercises. But the book also contained some weaknesses as it lacked some general overview of the authors in the text, it concentrated on writing activities only. It also lacked adequate materials for further practice. But he concluded that the book had more advantages than the weaknesses.

In this way, Gyanwali (2015) conducted a research on an analysis of the "Textbook How to Teach Grammar". The objective of the study was to analyze the academic aspects such as language, content, exercise, material organization, and

illustration of the textbook "How to Teach Grammar" for M.Ed. First Year Students. The researcher used the checklist as the tool for data collection. The researcher used the questionnaire as the research design as it is the most famous design in the field of education. The population of his study was all the academic persons. The study showed that the textbook "How to Teach Grammar" was good in some aspects except some weaknesses. He found that the textbook was designed from the point of view of developing self-confidence of the students who are curious and confused about the grammar. Though, the textbook was claimed to be written to provide the guidelines of teaching grammar some minor lacking such as lack of adequate exercises, communicative activities, have become the obstacles to the textbook.

Likewise, Tharu, (2015) carried out a research on entitled "An Analysis of the Textbook Learning English". His main objectives were to examine the textbook in terms of its peripheral and academic features. He utilized only secondary data to complete his study. He used observation checklist and questionnaire as data collection tools in his study. The researcher found that the textbook 'Learning English' was good in terms of its academic features except some lacking while the peripheral features of the book are not of satisfactorily good quality.

Likewise, Giri (2016) conducted a research on an "Analysis of Language Functions Included in English Textbook for Grade Twelve". The objectives of his study were to find out the context through which language functions have been presented in the textbook *Meaning into Words* and to analyze contextualization of exercises given to practice each functions for learners. He used the observation and intensive study as data collection tool. The purposive non-random sampling was used in this study. He found out that the language functions such as making plans and experience, narrating actions/events, talking about the past, identifying persons/objects. Similarly, making comparison and contrast, expressing wishes, giving directions, predictions, and announcing were found. He also found that language functions have been presented in linear way. He also found that there was systematic revision of the functions as the book has revision units in between.

In this way, Shahi (2017) conducted a research on an "Analysis of the Textbook of Grade Nine". The objectives of his study were to analyze English textbook of grade nine in terms of content, language skills, and exercises. He used the

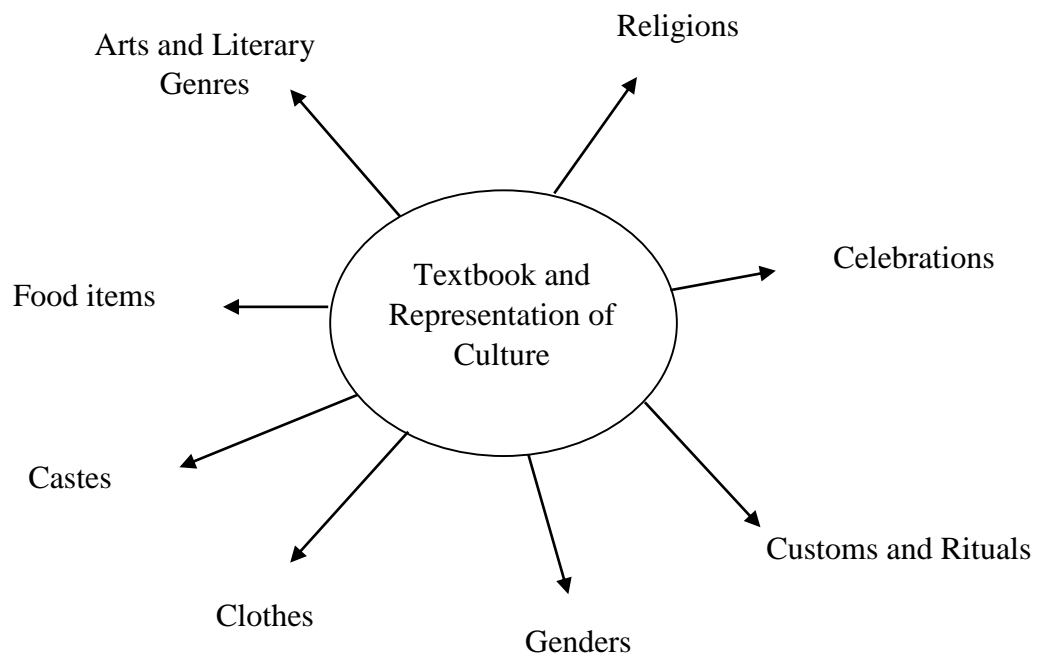
checklist on the basis of the framework given by McDonough and Shaw (2003). He used the purposive non-random sampling for data collection. The researcher adopted survey research design in order to complete this study. The researcher found that the book was designed from the point of view of developing communicative skill of the learners particularly for those who are curious to learn the English language in day to day life. Almost all the lessons were designed to develop the communicate aspect of the learners. However, it was found that the textbook was relatively easy and difficult level did not match with the level of the students' communicative ability. There was lack of availability of reference, technology instruments, and clear objectives which can lead the minimizing of students' role as active participator. Information gap activities and jigsaw activities were not included in the textbook which are taken as paramount activities in the communicative textbook. Though there are sufficient exercises, communicative activities can lead minimization of the students' role as active participants. However, some of the pictures and illustrations were not clear.

Similarly, Dhimi (2018) conducted research on an "Analysis of Grade X English Textbook from Gender Perspective". The objective of this study were to explore the representation of male, female and third gender in textbook and to find out the strengths and weakness of the textbook. He used the purposive non-random sampling for data collection. He made an observation checklist himself under eight different criteria and on the basis of that criteria he interpreted the Grade X English textbook from a gender perspective. He analyzed and interpreted it qualitatively and descriptively. The result showed that in pictures and other activities of the textbook males were portrayed as powerful, aggressive, courageous, risk takers and so on. But females had been portrayed as powerless, coward, symbol of beauty and thing of commodity.

Though many researchers have analyzed the textbooks from the perspectives of McDonough and Shaw, no study has been conducted on culture yet in Nepal. It means that in the context of Nepal no researchers have conducted their research on culture. So, I felt the need to analyses our textbooks from cultural perspectives. A good textbook should represent all the culture equally in an inclusive way. So, I am interested to look at the representation of culture in the textbook of grade X.

## Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study. Textbook and explicitly and implicitly directed by culture and the culture incorporates language, religion, customs, rituals, celebrations, gender, caste, ethnicity, literary genre, food variety and clothing. While developing curriculum and textbook subject expert and curriculum developers should address and incorporate these things in curriculum and textbook.



## Implications of the Review of the Study

Though many researchers have analyzed school level textbooks before this study, none of the researcher has analyzed any school level textbook form culture perspective. So, this study will be beneficial for the textbook designers, writers, teachers and other stakeholders. Similarly, the review of related empirical and theoretical literature plays a significant role for research in any study because these significantly support the researcher to precede the study in right direction.

There is complementary relationship between language and culture. No one is able to use or learn any language without being acquainted with the culture of its

speakers. Based on this inseparability of culture and language, learning or teaching a language is by necessity learning or teaching culture.

While designing curriculum and text book an intercultural approach should be applied. So, there should be balance between home culture and target culture as well as majority cultures and minorities cultures. No one can separate native culture while teaching target language. So, there should be balance between native culture and target culture while teaching English and designing textbook.

The culture dynamic in its nature however it is impossible to separate it from history. and there is always interaction between native culture and target culture. I also know that culture is influenced by subjectivity, political scenario and power generated by different language community. When there is injustice to minority culture, they will resist to transform the system. When there is transformation in education system, minority group culture content also included in textbook.

Similarly, for developing communicative competence and intercultural competence, the students should be provided such intercultural environment where they can view of the English language in comprehensive way. A thoughtful incorporation of cultures in textbooks may help learners to communicate more successfully in cross-cultural situations. Thus, authenticity of the textbook is most important for appropriateness in designing textbooks. New global textbooks are now similar in design and content because they are following similar guidelines in terms of cultural content.

## **Chapter III**

### **Methodology**

The proposed methods and procedures of this study are as follows:

#### **Research Design**

Research design is a detailed outline of how an investigation takes place. Research design will typically include how data will be collected, what instruments will be employed, how the instruments will be used and what will be the intended means for the data collection.

This analytical study was a quantitative research. In this study I had taken textbook as case on cultural representation. So, I made an observation checklist with eight different parameters and made generalizations with my own experiences as being subject teacher of grade X. On the basis of those criteria I interpreted the Grade X English textbook from a cultural perspective descriptively. I collected the data using an observation checklist required for my study. After collecting data, I analyzed and interpreted it qualitatively and descriptively.

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

The population of this study were grade X English textbook and I myself as English subject teacher of grade X and the sample was English textbook of grade X and the sampling strategy was purposive.

#### **Research Tools**

In this study, I prepared an observation checklist on different eight criteria for analyzing the textbook and then I analyzed the data descriptively.

#### **Sources of Data**

In this study, I collected data through observation checklist. I analyzed the textbook in terms of different criteria of the text with the help of a checklist and making generalization with my own experience.

### **Data Collection Procedures**

To collect the data for this study, I adopted following steps in order. First, the textbook was selected. Then, the textbook was examined and studied in depth. This step of content analysis is called mass observation the result of which was new categorized hypotheses (Cohen & Manion, 1992). In content analysis tradition, the researcher had done two mass observations: the first one was done after choosing the documents (textbooks). The purpose of the first phase was to have a cursory look at the textbooks in order to make sure that the documents contain the data that I was looking for. After the researcher had observed the textbooks, I divided the textbook contents into different divisions, such as representation of culture in lessons, activities and pictures of the text book and then carried out the second mass observation of the content analysis. This second phase of the content analysis was meant to serve the purpose of modifying the original hypotheses which had been formulated before dividing the content into different divisions, such as representation of culture in pictures of the textbook, lesson and activities included in the textbook. Therefore, the original hypotheses and purpose of the study was modified slightly after mass observation. After the textbook was observed, different categories will be chosen for investigation. Finally, the generalization of each category will be evaluated in the form of a content analysis.

Likewise, I put my own generalizations with help of my own experiences and analyzed the result in descriptive way.

### **Data Analysis Procedures**

I analyzed and interpreted the collected data descriptively. The study was focused on finding out the representation of different culture in the textbook with the help of observation checklist.

### **Ethical Considerations**

In my ethical consideration, I followed the following norms of the research:

My entire study had followed the norms of research. I analyzed the data objectively. I gave attention on accuracy, honesty, and truthfulness of data in my study. I had avoided the plagiarism while processing the data for this study.

## Chapter IV

### Results and Discussion

This chapter includes analysis and interpretation of the collected data from the textbook of grade 10. Thematic evaluation has been made after interpreting the data as detailed as possible

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

The textbook of grade 10 has been analyzed and interpreted based on observation checklist descriptively. While exploring the representation of different cultures in the textbook, I have analyzed on the basis of the religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres included in different lessons, activities and pictures of the textbook.

#### **Thematic Analysis of the Textbook in Different Lesson, Exercises and Pictures**

**Religions:** Generally, religions are belief systems that relate humanity to spirituality. It is a collection of cultural systems, belief systems, and worldviews that relate humanity to spirituality and sometimes to moral values. Many religions have narratives, symbols, traditions and sacred histories that are intended to give meaning to life or to explain the origin of life or the universe. They tend to derive morality, ethics, religious laws or a preferred lifestyle from their ideas about the cosmos and human nature. Thus, it is belief in and worship of superhuman controlling power, especially a personal God or gods.

Religions and other belief systems in our environment have an influence on our identity, regardless of whether we consider ourselves religious or spiritual or not. At the same time, other parts of our identity, our history, our approach to other religions and groups considered different wills that influence how we interpret that religion or belief system. In this way, language learning directly and indirectly influenced by the thought process of the students, developed by religion which they follow and get interaction with students who follow different religions. According to CBS (2078 in Glance of Nepal) the entire Nepalese population is composed of 125 ethnic caste groups. There are ten religions practiced in Nepal. They are Hinduism,



Buddhism, Islam, Kirat, Christianity, Prakriti, Bon, Jainism, Bahai and Sikhism. Similarly, Interim Constitution of Nepal (2063) has declared Nepal as a secular country. Thus, if there should be inclusion of all religious groups' customs and rituals in different lesson and activities, they will feel affinity towards textbook. Thus, language learning and cultural understanding will be strengthened.

### **A World Guide to Good Manners: How not to Behave Badly Abroad**

Travelling to all corners of the world is getting easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way. Different people of different countries have their own way of life.

#### **Greetings**

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more you respect the person, the deeper you should bow. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

ENGLISH, Class 10

1

*(Source: Grade 10 English textbook page no: 1)*

This excerpt is taken from unit one. It deals with different religious communities' customs and rituals from foreign countries. So, it only reveals international customs not Nepali customs. Though, Nepal is rich in diverse culture, this lesson lacks inclusion of National culture. Thus, this excerpt and other lessons of this book do not represent the diverse culture of Nepal in equal and justifiable way.

#### **C. Follow-up activities**

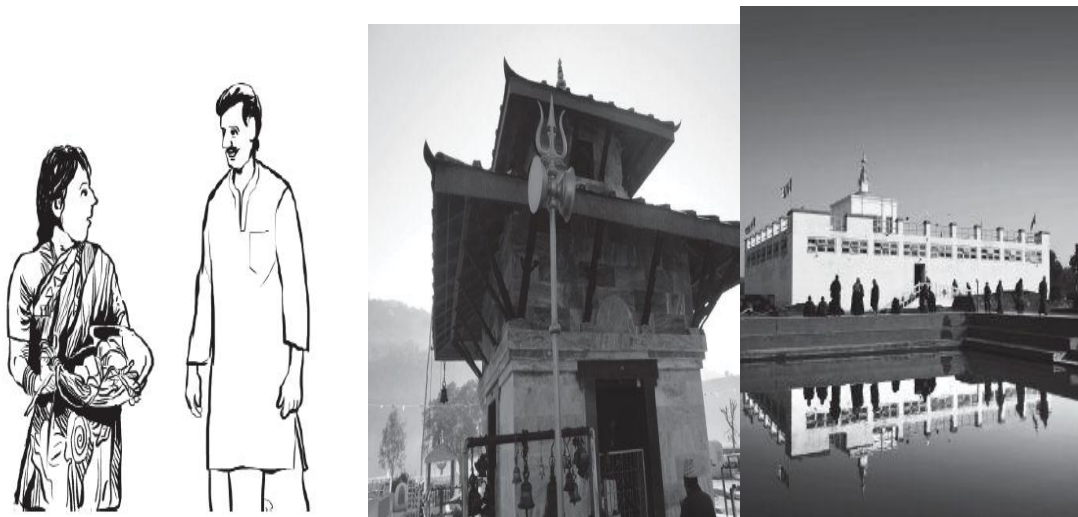
1. **Work in a small group. Think of one or two examples of good manners for the following contexts in your country. Write them in your exercise book, and present them to the class.**
  - a. Greetings
  - b. Clothes
  - c. Food and drink
  - d. Doing business
2. **What advice about cultural behaviour would you give to someone coming to study in your country?**

**Imagine you are in the Pashupatinath area. Tell a tourist what he/she can and cannot do there.**

*Example: You cannot take photographs inside the temple.*

*(Source: Grade 10 English textbook page no: 4, 6)*

Among these two exercises, the first one has tried to develop intercultural communicative competencies among the students. In this exercise the students will get opportunity to know each other's languages, religions, celebrations, customs, rituals, clothes and food items through sharing and interactions whereas in second exercise, they will only be introduced with Hindu religious peoples' customs and rituals which are performed in temple premises.



*(Source: Grade 10 English textbook page no: 19, 64, 89)*

These pictures are taken from page no.19, 64 and 89 respectively. In the first picture, both man and woman are from Hindu religion and they are talking about going to temple and worship there. In this way, second and third pictures reflect the religious sites of Hindu and Buddhist people only. Thus, other religions' religious activities and religious sites are not there.

Similarly, there is much more representations of Hindu community people in different lessons, activities and exercises. There is majority of Hindu and Buddhist people while designing and developing this textbook. The exercise of page no. 6 C in follow up activity includes rules and regulations followed in Pashupatinath premises. It is religious site of Hindu and it also belongs to dominant religion of Nepal. Thus, minority communities' religious sites are not included. It would be better if minority religions' activities are included in different lessons and exercises for students' affinity feeling and language learning enhancement. If it is done students from minorities can learn language faster in happy atmosphere.

**Celebrations:** Celebrations are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in our lives with our loved ones. They play an important role to add structure to our social lives, and connect us with our families and backgrounds. They give us a distraction from our day to day, exhausting routine of life, and give us some inspiration to remember the important things and moments in life. Festivals are started to pass the legends, knowledge and traditions onto the next generation. All festivals are cultural in one way or another. There are many types of cultural festivals such as national, religious and seasonal. They all serve the purpose of bringing happiness in our lives and strengthen our sense of community.

Nepal is a multi-lingual, multi-religious, multi-cultural and multi-ethnic country. Because of these variations, people celebrate different festivals. The Hindu celebrate Dashain, Tihar, Gaura, Teej and Shreepanchami. Similarly, the Buddhists observe Buddha Jayanti, the Christians celebrate Christmas day, Muslims celebrate Eid and Kirats observe Udhauli and Ubhauli. If there is representation of each students' celebration in the textbook they will feel respected and acquire language competency along with enjoyment.

### **Jitiya Festival**

Jitiya is an important festival of Nepali married women of Mithilanchal and Tharu women of all castes. This festival is named after Masabashi's son Jimutavahana, a blessing son of the Sun. Masabashi was an unmarried princess who spent her life as hermit living in a hermitage.

Jitiya falls in the month of Ashwin (September–October). It is celebrated for three days on Saptami (the seventh day) Astami (the eighth day) and Navami (the ninth day). The fasting day, Astami, is called *Jitiya*. The married women take *brata* (fast) for the good fortune of their children, husband and family. In this festival, brothers invite their married sisters to their homes, and the married women go to their *maiti* (maternal home).

(Source: Grade 10 English textbook page no: 174)

This excerpt is taken from unit sixteen. It is only one lesson on celebration in this textbook. It is about Jitiya festival. It is a festival of Tharu community. Thus, other communities' celebrations are not included in different lessons of this textbook but in exercises the authors have tried to explore students ideas by including

following exercises. If all communities celebrations are included in lesson, the students will acquire language skills along with enjoyment.

### C. Follow-up activity

1. **Work in a pair. Discuss the festivals you celebrate. Write in about 200 words about a festival of your own community. Then share it with your friends.**
2. **Do you believe that cultural understanding strengthens the unity of your community and the country as a whole? Give your opinion.**

*(Source: Grade 10 English textbook page no: 174)*



*(Source: Grade 10 English textbook page no: 12, 174)*

These pictures are taken from page no. 12 and 174 respectively. The first picture indicates the marriage ceremony organized by Hindu people. They look Hindu by their clothes and faces and in this way second picture shows the cultural celebration of Hindu women in Jitiya festival. Both picture portray Hindu people's cultural celebration. The celebrations of Buddhist, Christian, Muslim and Kirat are not included in different lessons, activities and pictures of this book whereas the authors have tried to explore students' ideas from discussion and interaction in different exercises.

Similarly, the celebrations included in this textbook are mostly from majority language communities because there is dominance of majority language communities in different lessons, activities and pictures incorporated in the textbook. The pictures



of page no. 12, 19 and 64 show the celebration and religious sites of Hindu religious people. The text of page no. 64 about Jitiya festival of Mithilanchal and Tharu. Thus, minority language communities' festivals are not included in the text.

**Customs and Rituals:** Customs and rituals are specific social behaviors of the particular culture. Each is used to reinforce social bonds and structure. The definitions are somewhat overlapping; both are learned behaviors that may be restricted as to who can and cannot perform them. Similarly, rituals are actions with intentional symbolic meaning undertaken for a specific cultural purpose, such as a rite of passage from childhood to adulthood, and may reinforce broader community social bonds, as in a wedding. Customs may be less formal unwritten laws, such as table manners or following group conventions to dress appropriately for one's age. Both may include religious or secular reinforcement, and performing each correctly often indicates membership or status in a self-defining cultural group.

There are different customs and rituals prevalent in Nepal because there is diversity in terms of language, religion, culture and ethnicity. In my observation, there are number of customs and rituals in Hindu community like woman cannot plough and perform funeral ceremony. Similarly, the bride has to go to groom's house after marriage. Thus, diverse customs of Nepal should be included in the different lessons.

## Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more you respect the person, the deeper you should bow. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

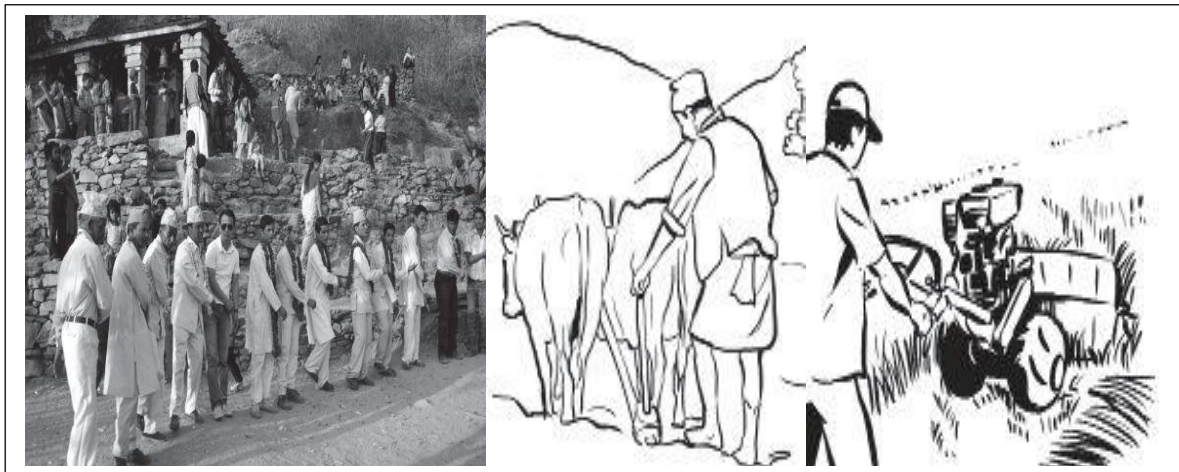
*(Source: Grade 10 English textbook page no:1)*

This excerpt is taken from Unit 1. This shows the foreign countries customs for greeting. It would be better, if authors have given first priority to national culture and then familiarize foreign culture later because language and culture go hand in hand. Thus, authors seem to be unable to address every communities' culture through lesson whereas they have included it in exercises and left it for class teacher. For example:

### C. Follow-up activities

1. **Work in a small group. Think of one or two examples of good manners for the following contexts in your country. Write them in your exercise book, and present them to the class.**
  - a. Greetings
  - b. Clothes
  - c. Food and drink
  - d. Doing business
2. **What advice about cultural behaviour would you give to someone coming to study in your country?**

*(Source: Grade 10 English textbook page no:4)*



*(Source: Grade 10 English textbook page no:64, 174)*

These pictures are taken from page no. 64 and 174 respectively. In the first picture people are performing cultural dance 'Deuda' which is especially popular in Sudurpaschim and Karnali provinces. Similarly, it is performed by Hindu religious people. Similarly, second picture indicates the custom of Hindu people where women are not allowed to perform ploughing even in twenty first era. Thus, it shows that from the old tradition to now only men are assigned to perform ploughing task. Furthermore, ploughing for women is taken as bad omen. So, it reflects the customs and rituals of Hindu people. Similarly, it has been found that most of the customs and rituals incorporated in this textbook are from Hindu religious community which is dominant religion in Nepal. Thus, other minority communities' customs and rituals should be included in equal and justifiable manner.

**Genders:** Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender-based discrimination intersects with other factors of discrimination, such as ethnicity, socioeconomic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is referred to as intersectionality. In this book four genders are observed; male, female, third gender and transgender. Furthermore, the textbook has not included the any concept of third gender and transgender in any lessons. Similarly, it is found that males are given first priority in authorship and other different activities included in the textbook. Thus, such trends should be broken down and equal opportunity should be given to every gender.

#### **Yogamaya: Poet, Teacher, Insurgent**

“Yogmaya had a two-pronged agenda, not just one,” explained Manamaya. “Her first target was the cultural and religious oppression of the time. Her second object was our ruler, the Prime Minister, who along with his generals allowed corruption and inequality to prevail. Our master, Shakti Yogmaya, showed us how these two evils are intertwined, and she feared neither.”

Yogamaya launched a brilliant and a daring political campaign from her base in the hills of East Nepal. It took place during the 1930s, and ended in 1940 with her death, along with sixty eight of her followers who one by one



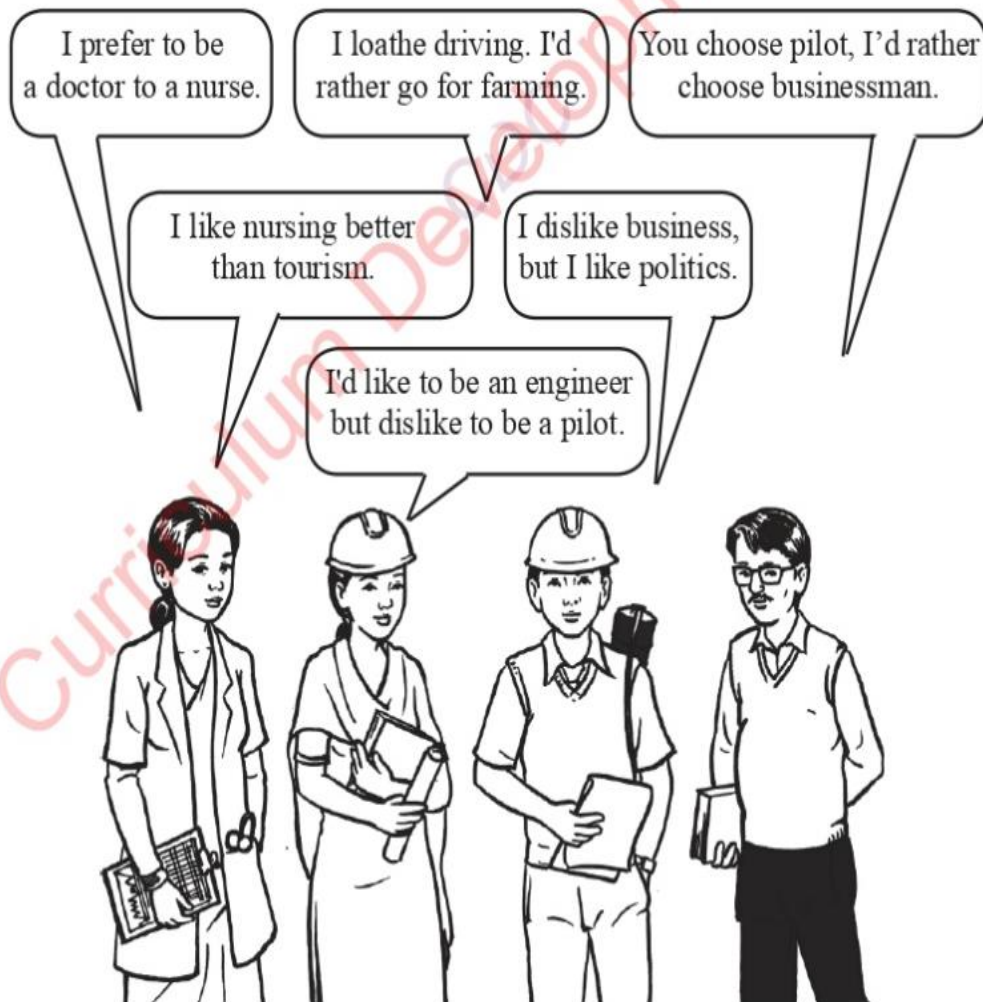
*(Source: Grade 10 English textbook page no:64, 174)*

This excerpt is taken from unit 10. It shows how bravely Yogmaya fought against brutal rulers of Nepal and unnecessary and excessive dominance of men over women. It gives lesson to both men and women. First, women should always fight against injustice and dominance and second men should behave them as human being like a man. Thus, social boundary of gender should be broken down by education system; ensuring equal participation of females' in authorship and other activities

## Speaking

### A. Engage yourself

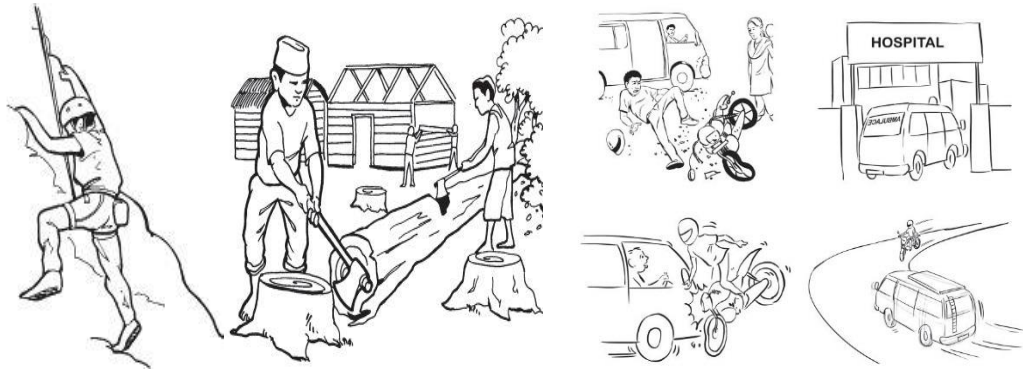
Look at the pictures below, and examine what different people say.



(Source: Grade 10 English textbook page no:126)

This conversation is taken from page no. 126. In this picture, one of the women says that she prefers being a nurse rather than a tourist as her career. And another woman says that she prefers to be an engineer rather than a pilot. But one of the men says that he prefers to be a businessperson and another man prefers to be a pilot. From this we can infer that men are represented as risk takers in the pictures. It is because the businessmen and pilot are supposed to be challenging and risky jobs visa-vise to nursing and engineering. Thus, females are shown as weaker than male to perform risky jobs.





(Source: Grade 10 English textbook page no:48, 114, 152, 160)

The above pictures are taken from page no. 48, 114, 152 and 160. 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. Here, women are given weak and less important roles whereas men are given strong and most important roles. In this way, there is no representation of third gender and transgender.

Furthermore, the pictures and names included in the textbook are from both male and female gender and both majority and minority language community. But, there are very few lessons which represented female side. For example; 'A Secret of Two Sisters' in page no. 97 and 'Yogmaya' in page no. 107. Furthermore, in different pictures also female are given minor or weak role. In this way, in page no 110 a man is taking photo of a woman in different postures and it reveals beauty role of woman. So, among different cultures incorporated in the textbook, there is the majority of male genders in pictures and names. In this regard females' role is represented as weak in comparison to males'. Thus, the equal roles and responsibilities should be

given to women as like men in authorship and different activities incorporated in the textbook.

**Castes:** Caste is a division of society based on differences of wealth, inherited rank or privilege, profession, occupation or race. The Nepalese caste system was the traditional system of social stratification of Nepal. The Nepalese caste system broadly borrows the classical Hindu Chaturvarnashram model, consisting of four broad social classes or varna: Brahmin, Kshatri, Vaishya, Sudra. Taking about this book, in most of the lesson, activities, exercises and pictures; there is dominance of Brahmin and Kshatri caste. There is no representation from minorities castes. Thus, to make justice over minorities castes, there should be equal representation of majority and minority castes in different lessons, activities, exercises and pictures included in the current textbook of grade 10.



*(Source: Grade 10 English textbook page no:48, 114, 152, 160)*

This picture is taken from page no. 19. In this picture a man and a woman are talking about going to Chhinamasta temple. Similarly, the temple is religious site of Hindu and going to temple and worship the God is customs and rituals of Hindu religious people, who are from higher caste, the lower castes people are not allowed to worship and go to temples. Similarly, in the whole book minority castes' and communities' activities are not incorporated equally and justifiably.

The names and pictures included in this book are from higher caste. They are from Brahmin and Chhetri caste. Similarly, there is no representation of Dalit castes or minority communities. Similarly, most of authors in this textbook as well as texts are written by higher castes people and there is less representation lower castes people in authorship and other activities incorporated in the textbook.

**Clothes:** Generally, clothes are items worn on the body made of fabrics or textiles. Talking about past, it has included garments made from animal skin and other thin sheets of materials and natural products found in the environment, put together. The wearing of clothing is mostly restricted to human beings and is a feature of all human societies. The amount and type of clothing worn depends on gender, body type, social factors, and geographic considerations. Garments cover the body, footwear covers the feet, gloves cover the hands, while hats and headgear cover the head. Eyewear and jewelry are not generally considered items of clothing, but play an important role in fashion and clothing as customs.

Thus, the wearing of people differs from one culture to another. So, while including different clothing related lessons, activities, picture and names in the textbook; diversity regarding clothes should be kept in the mind to address different communities' dressing. For example, Brahmin and Cheetri communities' men wear Daura, Daruwal and Dhaka Topi and women wear Sari, Guniyo, Cholo and Blauj. Thus, it is not similar in Newar, Gurung, Tharu and Limbu communities' men and women.

### **Clothes**

Many countries have rules about what you should and should not wear. In Asian and Muslim countries, you should not reveal the body, especially women, who should wear long sleeved tops. In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them together facing the door you came in. This is also true in China, Korea, Thailand and Iran.

*(Source: Grade 10 English textbook page no: 2)*

This excerpt is taken from unit1. Which shows foreign people's customs regarding wearing. It would be better if authors have included Nepalese customs of wearing also. Furthermore, class teacher should raise awareness about different communities' customs of dressing along with his/her further teaching.



*(Source: Grade 10 English textbook page no: 1, 19, 31)*

These above pictures are taken from page no; 1, 19 and 31 respectively. These all pictures indicate clothes of Brahmin and Chhetri community. Generally, Hindu religious community people wear such types of dress and involve in such type of etiquettes. In first the first picture a Hindu man who is in Daura, Coat and Dhaka Topi. Nowadays, this dress is taken as formal dress in our country. In the second picture a woman is talking to her husband about going to temple and worship there. In this picture the woman is in Sari and Blauj and the man is in Daura and Saruwal. These are common dress of Hindu people in Nepal. In this way, third picture also indicates the dress of Brahmin and Cheetri people. Thus, minority communities' dresses like Newar, Tamang, Tharu, and Sherpa are not incorporated in the textbook.

In this way, it has been found that most of the clothing and dresses are from dominant communities i.e. Brahmin and Chhetri. Similarly, the formal dresses used in Nepal are also similar to Chhetri and Brahmin language community. Mostly Daura Saruwal and Dhaka Topi are used for men and Sari, Guniyo, Cholo and Blauj are used for women. Similarly, these dresses are also used by Brahmin and Chhetri language community in Nepal. Thus, other communities dressing content should be included in the different lessons, activities, exercises and pictures of the textbook.

**Food Items:** Though food is eating substance for human being or biological being, we, people are also connected to our cultural or ethnic group through our food patterns. Food is often used as a means of retaining their cultural identity. People from different cultural backgrounds eat different foods. The areas in which families live and where their ancestors originated influence food like and dislikes. These food preferences result in patterns of food choices within a cultural or regional group.

In religion, food is one of the most important parts of religious ceremonies. The role of food in religious culture is an important part of showing respect among their communities and many of these religions obey the religious commandments, hence food is prepared in different ways. The meaning of food is an exploration of culture through food.

Thus, the diversity of Nepal also invites diversity in food items and the author should be liberal and tricky to include food items considering cultural sensitivity of the food.

### **Food and drink**

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, many people prefer not to discuss business while eating. Lunch is a time to relax and socialise, and the Japanese rarely drink alcohol at lunchtimes. In Britain and the United States, it is not unusual to have a business meeting over breakfast, and in China it is common to have business banquets, but you should not discuss business during the meal.

*(Source: Grade 10 English textbook page no:2)*

The above and below extracts are also about food customs of foreign people. Nepal is rich in culture and cultural diversity also invites variation in foods. It would be far better if authors have included Nepali food variety from different communities to address diversity of food culture. So, other food varieties like Newari, Thakali and so on should be included equally and justifiably to make textbook inclusive in terms of food culture. Thus, if students' local food varieties are included in lesson, they will get precious opportunity to learn language through familiar or known knowledge.

## Writing

### A. Engage yourself

Read the following cooking recipe, and discuss the given questions in pairs.

Cooking Recipe for Vegetable Momo	
Ingredients	Quantity
Carrots	50 gm
Cabbage	90 gm
Potatoes	25 gm
Onions	15 gm
Soy sauce	½ tsp
Tasting powder	½ tsp
Momo masala	½ tsp
Garlic and ginger paste	2 gm
Spring onions	5 gm
Salt and pepper	as per requirement
Butter	15 gm
Vegetable oil	20 ml
Flour	120 gm

(Source: Grade 10 English textbook page no:46)



(Source: Grade 10 English textbook page no:141)

This picture is taken from page no 141. This picture indicates eating customs of Brahmin and Chhetri people by their dressing and variety of foods because they are eating less varieties of food. That may be rice, lentil and curry. If this would be other communities' food varieties, there must be much more varieties of foods. In my observation, I have seen different and much more varieties of foods in Newari and Thakali foods. In unit one there is a text about foreign people eating manner and



recipe of making momo and tea. In this way there is no representation food varieties from minority and marginalized communities.

Furthermore, it is also found that most of names of food items are from target language community and majority language communities of Nepal. The food items of minority communities are not incorporated equal and justifiable manner.

**Arts and Literary Genre:** The art is expression or application of human creative skills and imaginations, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. Similarly, literary genres are also creation of creative and imaginary human mind. Both arts and literary genres are related with human life and reveal human happiness and sorrows with the passage of life. Both art and literary genre are similar in most respect, that is why I am including these two in same heading. The four main literary genres are poetry, fiction, nonfiction, and drama, with each varying in style, structure, subject matter, and the use of figurative language. The genre raises certain expectations in what the reader anticipates will happen within that work

The different genres included in this textbook are written by male authors. Particularly, Taking about one of the genres poem from this book. The poets of every poem are from foreign language community and belongs to male gender. For example:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

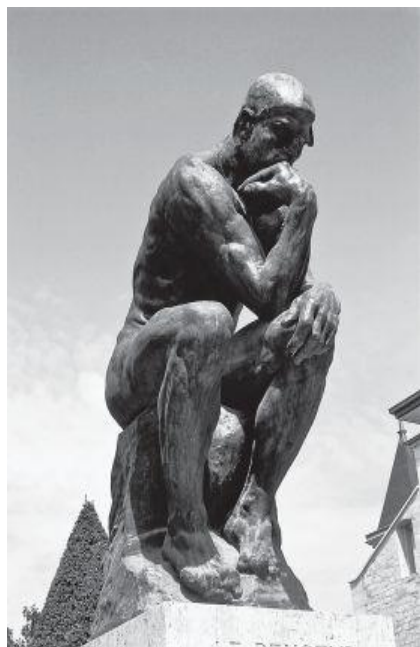
*William Wordsworth*

I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and, I  
I took the one less travelled by,  
And that has made all the difference.

*Robert Frost*

(Source: Grade 10 English textbook page no:60, 95)

The current textbook authors should include some poems and other genres like story, essay from different language communities of Nepal. The female authors and authors from minorities and marginalized communities should be included in authors team.



*(Source: Grade 10 English textbook page no:47, 65)*

These two pictures are taken from page no. 47 and 65 respectively. The first one indicates sculptors of Rodin. This is art from foreign language community. The second one indicates art of making temples by stone in Hindu religion.

It is found that most of the arts and literary genres incorporated in this textbook are from target language and Brahmin and Chhetri community. Most of the arts and literary genres included in the textbook are written by male authors and they also belong to majority language community. Similarly, there are altogether five poems in the textbook and every poem are written by male authors. For example: Tom Wayman, Robert Frost, William Wordsworth, William Blake and Thomas Hood. Similarly, there are some lessons which are written by Nepali authors and they are also males and represent Brahmin and Chhetri language community. Thus, most of the names, characters and pictures in different lessons have represented males and majority language community rather than females and minority language community.



## **. Chapter V**

### **Conclusion and Implications**

This chapter includes conclusion and implications. Based on the analysed data, conclusion of the study has been drawn out and implications related to policy, practice and further research areas have been concluded in detail way.

#### **Conclusion**

The present thesis "An Analysis of Grade X English Textbook from Cultural Perspective" aims to find out representation different culture in this textbook. For the purpose of finding out the inclusiveness of different culture, this research has been carried out. To achieve the objective, the researcher has designed checklist and collected the data accordingly. The parameters of checklist are religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres represented in the text from different culture of Nepal. The researcher himself also teacher at secondary level. So, he has made some generalizations through his reflection. The objective of current secondary level curriculum is to develop communicative competency in the learner both national and international situation, that is why authors have tried their best to make textbook inclusive from cultural perspective. Though, they seem to unable to include all Nepalese students' culture in lessons and activities; tried to explore different culture knowledge through students' participation in exercise sections and leave the responsibility to fulfill in subject teachers' hand. Thus, it is found that there is dominance of Hindu religion and Brahmin and Chhetri communities' people in most of content and activities. So, there is negligence over representation minority communities' culture in the textbook. Similarly, related educational authorities and organizations of English language should follow recent trends, approaches and policies to make textbook inclusive in terms of culture. Thus, textbook should be revised and updated with collecting necessary feedbacks and comments.

## **Implications**

On the basis of analysis and interpretation, the researcher attempts to present some implications for pedagogical implications at the policy, practice and further research related:

### **Policy Related**

- To make the book culturally inclusive, the recent approaches and methods of making textbook should be applied while designing textbook. Moreover, the CDC should be well aware about this fact and CDC should make the appropriate policies to train English language expert to design and select materials which are culturally justifiable and inclusive.
- Ministry of Education, science and technology should make plan and formulate policies to address the minority and marginalized communities' culture.
- Textbook writers should address the existing imbalance in the representation of cultural contents of grade ten current English textbook.
- The government and other relevant agencies need to keep correcting the imbalance in the representation of cultural materials in terms of religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres incorporated in the textbook.
- The current English textbook of grade ten is not well-designed to provide learners with the opportunities to develop their own cultural content. So, the concern authorities should seriously pay attention to address such things.
- The current English textbook has incorporated minorities and marginalized people cultural content in less amount. So, the concerned authorities should pay attention to incorporate cultural content of all cultural community equally.

### **Practice Related**

- The international practices of making English textbook inclusive should be applied.

- Ministry of Education, science and technology should make co-operation with different education commissions and plans and make co-operative environment with different educational authorities while designing textbook.
- CDC should make appropriate revision and updates addressing cultural dimensions English language book with making necessary discussion with different educational authorities and English language teachers.
- English language teachers need to take an important role in selecting English textbooks applicable to the teaching practices under the cultural perspectives.
- Language teachers need to design classroom activities including both the instruction on the mechanics of language and incorporating activities for the awareness of other's cultures.
- According to the situation of the classroom, the English language teachers need to add, omit or replace the contents of the English textbooks, if necessary. They can bring different culture-related materials from the newspapers, articles and cutouts inside the classroom.
- English language teachers need to emphasize the neglected areas of the source cultures, target cultures and international cultures and bring variety while they teaching inside the classroom.
- English teachers as evaluators and users should take an active role to provide feedback, comments for the publishers or the authors.
- The teacher should have acquaintance with the learners' culture and have multicultural perspectives on language teaching and learning.
- English language teachers should assist their learners to develop their intercultural communicative competence through different activities.
- Language educators should have long recognized the necessity of multicultural education in language classes.
- In course of teaching and learning activities, the learners should be insinuated at the proper cultural field where other's culture is recurrent. So, it flourishes their understanding and assists them to approach the course easily and effectively.

**Further Research Related**

- This research has opened the door to carry research on cultural-related ideas such as teachers' and students' perspectives on cultural contexts of grade ten English textbook and effectiveness of theory cultures to the students.
- The grade ten English textbook can be analyzed through concerned stakeholders' perspectives regarding culture.
- The grade ten textbook can be analyzed through Critical Pedagogy.
- This research work would occupy a sort of place in the library and would work as a reference work to study about culture-related issues

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## Appendix-I

### Observation Checklist

Parameters	Yes	No	Remarks
<b>1) Representation of Gender and Name</b>			
a) Representation of Male Gender and Name	✓		Male gender is much represented. Most of the authors are also male.
b) Representation of Female Gender and Name	✓		Less represented. Female author are also less in the textbook.
c) Representation of Third Gender.		✓	
<b>2) Representation caste</b>			
a) Representation of higher caste.	✓		Mostly, in all activities. Most of the authors belongs to higher caste.
b) Representation of lower caste.		✓	
<b>3) Clothing used in text and picture.</b>			
a) Clothing of Target Language.	✓		
b) Clothing of Native Language.	✓		Formal dressing and Brahmin and Chhetri community dressing are
c) Clothing of Majority Cultural Group.	✓		
d) Clothing of Minority Cultural Group.		✓	
e) Clothing of marginalized and disadvantaged group.		✓	

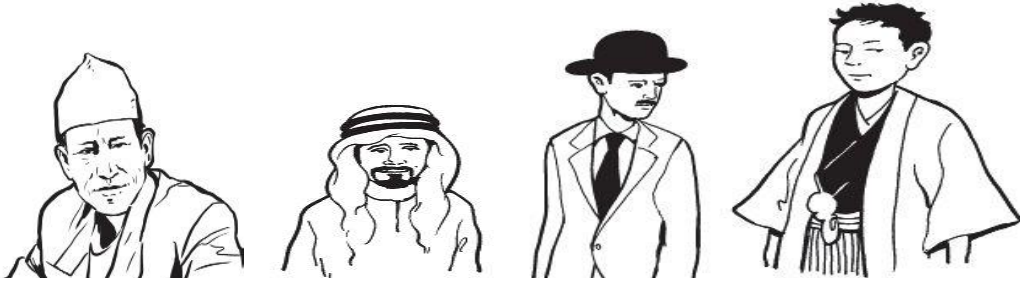
<b>4) Celebration included in text and Picture</b>			
a) Festivities of Target Language Culture.	✓		
b) Festivities of Native Language Culture.	✓		
c) Festivities of Majority Language Culture.	✓		
d) Festivities of Minority Language Culture.		✓	
<b>5) Religion incorporated in text and picture</b>			
a) Religion of Target Language Community	✓		
b) Religion of Native Language Community.	✓		
c) Religion of Majority Language Community.	✓		
d) Religion of Minority Language Community.	✓		Less representation.
e) Religion of marginalized and disadvantaged group.			
<b>6) Customs and Rituals included in text.</b>			
a) Customs of Rituals of Target Language.	✓		
b) Customs and Rituals of Native Language.	✓		
c) Customs and Rituals of Majority Language.	✓		
d) Customs and Rituals of Minority Language.		✓	
e) Customs and Rituals of marginalized and disadvantaged group.		✓	

<b>7) Representation of Food Variety.</b>			
a) Food variety from target language community.	✓		
b) Food variety from native language community.	✓		
c) Food variety from majority language community	✓		
d) Food variety from minority language community.		✓	
e) Food variety from marginalized and disadvantaged group.			
<b>8) Genre based text</b>			
a) Genre from Target Language Community	✓		All poems are from Target language community.
b) Genre form Native Language Community.	✓		
c) Genre form Majority Language Community.	✓		
d) Genre from Minority Language Community.		✓	
e) Genre form marginalized and disadvantaged group.		✓	

## Appendix-II

### Culture Related Pictures

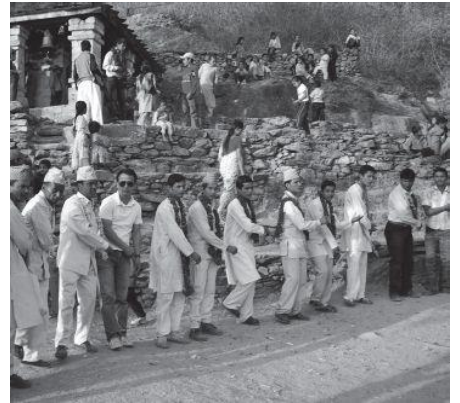
#### Religions



#### Celebrations



## Customs and Rituals



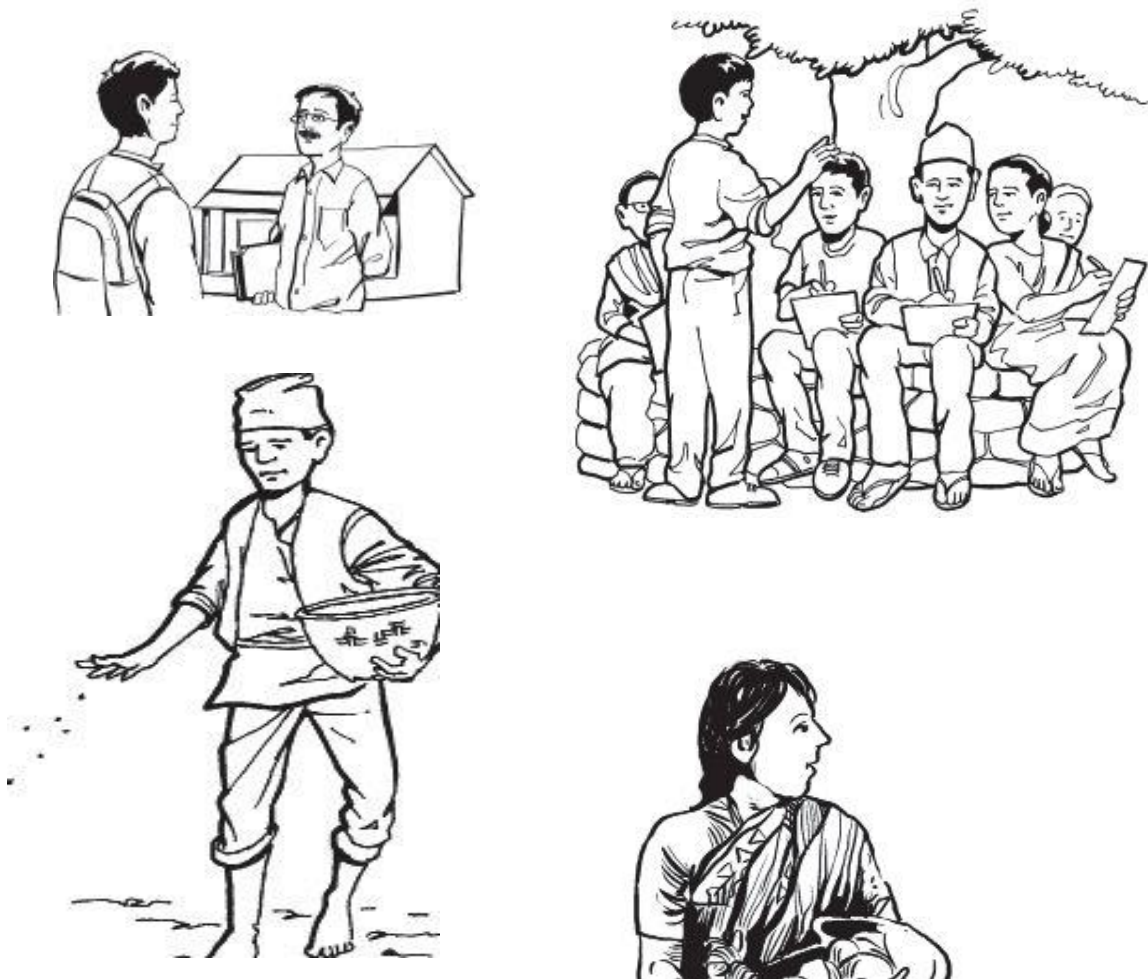
## Genders



## Castes



## Clothes





## **Foods**



## **Arts and Literary Genres**

