

CHAPTER – ONE

INTRODUCTION

Every person in this world is living by carrying his/her own culture. Language and culture are tightly bound (associated). Language works as a means to transfer culture from one place to another and from one tribe of people to another. Nowadays English has become a strong means to transfer its native language speakers' culture to other language speakers because it has become the language of the world. According to Karn (2006), it is on everyone's lips. Those who are able to communicate in English are taken to be well educated, intelligent and so on whereas those who lack the ability to use English think themselves to be educationally backwarded and seek to learn it in order to grow academically and professionally. "The use of English in Nepalese society has become a marker of culture of civilization" (Sharma, 2006, p.24).

Today's Nepalese society is a mixed society of different culture. A learner of a different language becomes automatically a learner of different culture because learning a language means learning a culture itself. Culture is a reflection of a society. Human beings use language to show and express their way of living which itself is their culture and value.

This study deals with the text book analysis. It is mainly concerned with the cultural elements and vocabulary items associated to the cultural elements in the textbook of English for grade X which has been revised and rearranged as needed in the course of time. "Cultural Elements and Associated Vocabulary Present in the English Textbook for Grade X" is based on the revised one.

1.1. General Background

Language is a means of communication through which we can express our feelings, thoughts and emotions, share our ideas and views and fulfil our wants and desires. Language is complex in its nature; however, it is surprising that it is acquired unknowingly from the very beginning of human life. It is only the language which distinguishes human beings from other species. By the medium of this we can transfer our history, thoughts, literature, culture, tradition, norms and values as well as human achievements from one generation to another generation. It is extremely complex and versatile code for human communication. There are an unidentified number of languages spoken in the world. So no one can expect human civilization without language. If we talk of the origin of language it dates back to the origin of human species. From the beginning language is used as an obedient servant for the human being. Human beings used language for different purposes. At first it might have been limited, fixed and simple in its coding system. As human life evolved from its savage life to the modern age of this 21st century so did the language. Now a days language has become a very vast phenomenon.

As far as the English language is concerned, it is widely used in the world. It is understood and spoken by more than half of the population of the world as a first, second and foreign language. It is used as a native language by more than 400 million people of the world. Almost 60% of the world's advanced research is done in the English language and the rest is quickly translated into it. English has covered most of the fields of today's human life.

McCrum et al. (1986) found:

Over 100 countries treat English as a foreign language, about a third of world's newspapers are published in countries where English has special status, and majority of those will be in English and English is the medium of the vast treasure of world's knowledge and pleasure. More than half of the world's books are in English. Further more, some sixty percent of the radio broadcasts are beamed in English and English is the medium of eighty percent of the information stored in the world's computer.

(as cited in Karn, 2006, p.73)

Undoubtedly it is a gateway to visit the whole world. The English language is the only key to face challenges on various fronts of science, economics, commerce, as we strongly depend on English for our knowledge in these areas. It is the language of mass media, official instructions and of education in many countries. It is also language of computer, e-mail, internet and SMS (short message system). For anyone who wants to develop his career universally and competently, the knowledge of English is inevitable.

In this 21st century English has become the attraction of the people of the whole world. It has become so because most of the developments and advances that happen in this world today are explained and published in the English language. Any literate person, who wants to keep himself in

touch with the progress and advancements of this century in any area of the happenings is compelled to know and understand English.

As far as Nepal is concerned, English has got more priority nowadays. How we can say this is that more and more students are attracted to read English as a major subject in schools and colleges, hosts using English in any sort of public as well as private programmes and ceremonies, people are using English while hosting programmes in TVs and FMs. As Bhattarai (2006) says “In Nepal English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854” (p11). So by this we can say that the historical background of English in Nepal is not so long. At that time there were no any universities and colleges. After this long time now we have so many colleges and universities. The English language has been paid high value from the beginning to the higher level of formal education. English has become a must to get a better job inside as well as outside the country for Nepalese and to fill the gap of this need there are so many English language institutions around the country. The English language has become a compulsory language to keep us in touch with e-mail, internet as well as the whole world and so has our country given priority to English language nowadays.

1.1.1. English Language Teaching Then and Now in Nepal

English language teaching, in the context of Nepal, has been realized as a necessary discipline from the past. So, it has been taught as compulsory and optional subjects from class one to bachelor level. Even it is taught from pre-primary level in private schools. English language teaching in

Nepal entered with the establishment of Durbar High School in 1854 (1910 B.S) after Junga Bahadur Rana returned from Britain's first visit. He was highly influenced from the education system of Britain. Durbar High School was established only meant for educational the Rana children and some of their favourite courtiers. Only after the establishment of democracy in 1959 (2006 B.S.) education became free for all public which opened the door of education to every Nepalese people to learn English i.e. to get English education. In spite of its short history, English language teaching in Nepal has passed many ups and downs. There were a lot of problems such as lack of sufficient number of textbooks or other supplementary materials, lack of trained teachers and so on. The main weakness of that time was that English was not directed by any goals. After National Education System Plan (NESP) 2028 in Nepal, the revised curriculum, has suggested that the main goal of language learning is to communicate in it. So the communicative skills oriented English courses are more beneficial than literature oriented courses. Therefore, communicative skills have become the main motto of present curriculum in every level.

Nowadays Nepal has given more importance to English and kept it at the heart of educational planning. Appropriating the significance of ELT Kansakar (1998) writes, "Since the teaching of English in Nepal has assumed greater importance in view of the developmental needs of the country. ELT has now become an essential component in Nepal's educational strategy" (as cited in Sharma, 2006, p.25)

By this statement we mean to lead a country to developmental process it needs highly qualified man power. In this century because of the development of scientific inventions, e-mails, internet etc. and the concept of global village one has to be familiar with English to be a qualified member of a country. So to reach that goal now Nepal has given greater importance for teaching of English.

Though Nepal has tried to educate its people through English and kept it as a compulsory subject form the beginning to higher level of formal education, still there are two vast different schooling systems in its achievement in Nepal. They are Nepali medium government owned public schools and English medium private schools. According to Bhattarai (2006), "the product of latter type of schooling feel more comfortable in using English for personal development, communication, understanding the target culture through video, cinema and for some years now through especially internet and e-mail" (p.13).

English medium schools teach every subject except Nepali through English whereas Nepali medium schools teach through Nepali and even English also in the out-dated grammar translation method. The English medium schools give very good result in SLC in comparison to Nepali medium schools. With this poor result and achievement of the students form Nepali medium schools, they have very low access to every sector of the life like getting jobs in FM stations, different projects, organizations, institutions and in modern technology like email/internet over in higher education also.

A bitter truth is that the different schooling systems have created a division among the people in the societies like rich and poor, advanced and marginalized. Despite this, they have given higher value to the teaching and learning of English. Why people are doing so is that the quality of a student who comes from English medium school is far better than the one from Nepali medium school. This helps him/her to get better jobs inside as well as outside the country.

1.1.2. Textbooks and their Roles

A textbook can be defined as an instructor or a guide of a journey. It is a very essential teaching and learning material for the teacher and the learner respectively. It is one of the most important aspects of the whole educational programme or a backbone of the whole educational system. According to Sheldon (1988, p.237) it is the “visible heart of any ELT program” and to Hutchinson and Torres, (1994, p.315) “an almost universal element of teaching” (as cited in Awasthi, (2006, p.1). “It a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt” (Awasthi, 2006, p.1).

Teachers, According to Gabrielatos (2004, P.28) take textbooks as “the bible, a guide, a crutch, a necessary evil or a burden” (as cited in Awasthi, 2006,p.1). By this statement we get the meaning that a textbook can be a very useful aspect of the educational program as well as a bad tool. The same has been the case with the textbook of English in the educational system of our country. The textbooks that have been developed or designed to meet the goals of our school level curriculum are based on communicative approach. The main objective of those textbooks is to

develop our students' communicative competence. The textbooks are very useful tools in the hand of a teacher. The textbooks are considered very easy from the students' side because in teaching and learning process there is a need of student-centered methods to achieve the goal and objectives of the curriculum but it is very difficult for the teachers to achieve the objectives of them because the books demand very careful and tactful classroom management from the side of teachers. So they take it as a burden because most of the teachers are inexperienced and untrained.

Each and every academic field is guided by its curriculum which is a master plan including of teaching aims, contents, methods of teaching evaluation technique, time allocation, textbook etc. As we notice the definition of curriculum, all the textbooks which are written to meet the objectives of the curriculum are only supplementary parts of it. So, textbooks are perhaps the key means that support the whole educational programme, pointing out the importance of textbook Harmer (1997) found:

A textbook has obvious advantages for both teacher and students.

Good textbooks often contain lively and interesting materials, they provide a sensible progression of language items clearly showing what has to be learnt so the students can revise grammar of functional points that they have been concentrating on. (p.257)

This statement emphasizes not only on the importance to a textbook both teacher and student but also on the efficiency of the writers of textbook. This supposes that the schools are well facilitated and the teachers are

trained but it is not still applicable in the context of Nepal where more than half of the total teachers are untrained and more than 70% schools are at the miserable condition and can not afford extra expenses. Therefore, nothing can replace the textbook. So as Bhattarai (2001) says, "Textbooks are prepared by a team of writers, evaluated by a team of experts and updated or modified from time to time. However, there are no records of follow up studies, studies on the effectiveness of textbooks and textbook evaluation"(p.III).

Textbooks provide a frame work of the actions that the teachers and the students have to do and fix the time limit of programme. Textbooks always keep the teachers in track. They help the teachers to find the teaching learning materials more. Though the text books are not all in all in the teaching and learning process to some extent they provide the content and activities that have to be done in teaching/learning process. Generally, textbooks contain a kind of readymade tasks for the teacher and students. A textbook helps a teacher to complete and provide the content of an academic session to the students within time. Textbooks help to achieve the goals and objectives of the whole educational programme. So, the textbooks are very useful tools in the hand of a teacher.

Textbooks should be revised and moderated at least in 5 and at most in 10 years because education should have a nature to address the problems aroused in the course of change in every new steps of complex human life.

1.1.3. Relation Between Language and Culture

Language is a means of communication and culture is a way of living. In this vast world people live with different life styles and they have different values and norms of living. So, culture is the reflection of a society and it is an established value and norm. It is a mirror of a society. It is a learned or to be learned behaviour. Culture represents the different human behaviour of living being, like speaking, food, clothing and enjoying of a group of people. Human being is the base of society and culture. Without human being there can be no imagination of society and without human behaviour there can be no imagination of culture. If we go back to the history of human development, Ramapithecus was the first human in the earth. Human development occurred from Ramapithecus to modern people of the 21st century. Now the human being is the most intellectual and rational animal. The first man or the ancient human used a kind of language for communication and they had a kind of life style. Now people use different languages throughout the world for communication and we have diverse culture among the different groups of people. So what we can say is that the development of language and culture occurred parallelly. Now throughout the world people enjoy the culture of their own and live in their own style. This is because of language and communication.

Language is a social phenomenon so is culture. These two entities are inter-related to one another. Language and culture come together to determine one's own identity and help to establish particular type of norms and values which differentiate him/her from the other groups. It is

a common property owned by a certain group of people at a particular time.

No one wants to forget himself and his identity which are internalized convictions and cannot venture to go against them. Even if he adopts second language culture the people who are the hosts for that culture do not accept him like from their own native culture. The reason is that no two cultures are exactly the same nor languages. So, it is necessary to consider over the culture of EFL learners. Teaching cannot bring changes in them until and unless they internalize norms and values of the target language culture. It is only possible after they get time to conceptualize the target culture locally in their native culture.

Geographically Nepal is small in size but it accommodates diversity in its culture and languages. There are more than 90 languages spoken as mother tongue and English has been used as a foreign language. And it is taught from the very beginning to higher level of our education system that means it is taught as a compulsory subject from grade one to Bachelor level. A large number of young generations are attracted to English. They code-mix English most of the time while talking to their friends. They are not only using English but also enjoying the festivals of English people like Christmas, New Year Eve, Valentine Day etc.

1.1.4. Education and Culture

Education and culture are two different disciplines and are complementary to each other. Education is the important factor of social change and social development. Culture is the social process and value

and norms. Culture brings for the change and development in education. Education and culture are interrelated.

Language is a medium to express and exchange our ideas, messages, information and emotion. Without language we can not think of the existence of education and culture. People use language for different purposes. Language has a lot of functions to do for the development of societies as well as human beings. Language is a bridge to connect our feelings and thinking patterns to the others'. With the help of language, education provides a systematic management to transform culture from one cultural tribe of people to another. Education helps for the transmission of culture from one generation to another and one ethnic group of people to another. But while doing so we need a medium that is a language.

English has become a language of the world because it is used by most of the people. We Nepalese are learning the English language not as a native language but as a second or foreign language. We are learning it through formal education. Our nation thought of the importance of English and implemented it as the core as well as a major subject from the beginning to higher level of our education system. And it is also true that learning a language of others is automatically learning of their culture. So while learning English academically we are learning and adopting their culture. So enjoying festivals or occasions like Christmas, English New Year, Valentine Day, Friendship Day and eating western food items and wearing western types of clothes are the result of learning English as second or foreign language that has been kept in our educational system

and moreover watching and listening to English TV programmes and English songs respectively.

So education, culture and language are interrelated. Education not only transforms the culture but also reforms according to the needs of the time. In this work language serves as a co-worker.

1.1.5. Secondary Level Curriculum and Textbook of Grade X

The main purposes of secondary level English curriculum are to enable students' communicative competence to exchange ideas with people of any nationality who speak or write English and to make them acquainted to vast treasures, literature as well as other materials found in written and spoken English.

Keeping in view the above purposes, the present curriculum has been prepared to make the courses of secondary level more applicable to societies inside as well as outside Nepal. Language is used to get the things done. Different things can be done through using language which is called its function. There are different functions of language such as requesting, asking for permission, commanding etc. A single language function can be expressed through more than one grammatical structure. Simpler structures are used in primary level and more difficult structures are used in the grades IX and X. In short, the curriculum has tried to support, promote and strengthen interest of the nation. Teaching techniques and methods have been changed to meet the needs of teaching and learning process in modern time. To achieve the communicative competence is the main objective of the present curriculum. The textbook

of grade X English is written by a group of experts and suggested and supported by a number of linguists and subject specialists. It is the textbook of English by the Nepalese writers. It seems that the book is quite useful and good tool to achieve the objective of the curriculum if it is handled by skilled and qualified man powers. The book demands the students' talking time more than teachers' talking time. Most of the activities that have to be done are student-centered. A teacher has to skilfully manage the classroom. It is clear that a good textbook always needs to be up dated to tackle the current challenges of the day-to-day life and should be revised accordingly.

1.2. Review of the Related Literature

In the Department of English Language Education we find some studies have been carried out on textbook analysis in terms of vocabulary used in and vocabulary achievement by the learners of certain grade. No research has been carried out of this kind in the Department of English Language Education. However, an attempt is made here to review the literature on some of the textbook analysis and vocabulary achievement which is more or less related to this study can be observed as follows:

Chudal (1997) has, in his M.Ed. thesis entitled "A study of English vocabulary achievement of the students of grade six", studied English vocabulary achievement of the students of Grade six with the objectives of making comparisons of vocabulary achievement and findings of the study are stated descriptively. The study has found that the students' English vocabulary achievement was poor in total. However, the boys' vocabulary achievement was better in comparison to the girls'. Similarly,

the students from urban areas were better than the students from rural areas.

Lamichhane (1999) in his M.Ed carried out a research on the topic “An Analysis of New English Textbook for Grade VIII”. He has done this study to find out the treatment of speaking and writing skills made in grade VIII English book. He also observed the physical aspect of the text book but not other skills and aspects. He found out that the textbook is appropriate and based on psycholinguistic principles.

Khatri (2000) has studied vocabulary achievement of the students of grade VIII under the thesis topic "A study of English vocabulary achievement of the students of grade eight. The objective of the study was to investigate the achievement of English vocabulary of the students of grade VIII. The study has found that the students’ achievement of nouns and verbs was 67.9 percentage and 59 percentage respectively.

Similarly, Bhattarai (2001) has made an evaluation report of the existing textbooks for grade VI-X under the topic "Evaluating textbooks: English for grade VI-X" which is based on textbook analysis. It has shown that many defects are found in the textbooks such as paper in an inferior quality, covers are all dull, binding is weak, type size is determined without consideration, presentation of the materials is poor, lacking systematicity and regularity. They are reprinted without correcting and editing properly.

Similarly, Kattel (2005) has, carried out his M.Ed thesis entitled “A Study on the Vocabulary Items used in the New English Textbook for Grade

Three” with the objectives of analyzing vocabulary items used in English textbook for grade three. His finding has shown that 693 different vocabulary items were used in the textbook. Out of different parts of speech 314 different nouns were found to be used. This shows that nouns occupied the highest number of vocabulary items. Conjunctions were found to be used least in number. Only six conjunctions were found in the textbook.

Thapa (2008) has carried out her M.Ed thesis entitled "A study on the vocabulary items used in my English book IV" and analysed the vocabulary items used in My English Book IV. Six hundred and eighty three vocabulary items belonging to major word classes were found to be used and out of them 322 are nouns. The verb 'like' occurred 84 times with the highest number of frequency.

Paudel (2009) in his M.Ed carried out a research on the topic "Culture specific vocabulary incorporated in the English textbook". He has done this to find out the vocabularies and analyze them in terms of culture used in the textbook. He find out that altogether 121 different vocabularies items associated with culture and among them nouns are 111 in number and no adverbs at all. And he found that among different culture specific words 'dance' has the highest frequency which occurs 4 times in the textbook.

The rigorous observation above shows that many studies have been carried out in the areas of textbook analysis, vocabulary analysis as well as vocabulary achievement but not an exact research work on the cultural elements and associated vocabulary in English textbook for grade X. So

this study is a new one in our department and the area remains new to be studied.

The researcher attempts to analyze the cultural elements and associated vocabulary items used in the English textbook prescribed for grade ten students. It is prepared by Curriculum Development Center, and published by Janak Education Materials Center Limited Sanothimi, Bhaktapur.

1.3. Objectives of the Study

This study was initiated by the following objectives.

- i. To find out and analyse the presentation of cultural elements in terms of target language culture and native language culture in the textbook for grade X.
- ii. To find out the vocabularies and analyze them in terms of ecology, material, religion, social life and concept of people.
- iii. To suggest some pedagogical implications.

1.4. Significance of the Study

Culture is a mirror which reflects an image of a society and language is a means to transfer culture from one place to another i.e. one tribe of people to another. In a language there are words which are the building blocks of the language. So this study has tried to flash the light on to those cultural elements and associated vocabulary in the English textbook for grade X. The researcher hopes that the result of this research would be

fruitful and significant tool to the textbook evaluators, students, teachers, textbook writers, curriculum designers and all those who are directly or indirectly involved in the teaching and learning English. Above all, this research study will be significant to highlight the value of English textbook for the tenth graders in the field of language teaching and will act as a guide for further study on vocabulary analysis.

1.5. Definition of Specific Terms

Caste Specific Culture: The culture of a particular caste of people.

Content Words : The words which refer to thing, quality, state or action and they have meaning (lexical meaning) when the words are used alone.

Complex Words : Polymorphemic words with a root and one or more than one derivational affixes.

Compound Words : Polymorphemic words with at least two bases which are both words, at any rate, or root morphemes.

Conceptual Terms : Those terms which are non-concrete or whose concept can be given by definition and they are common within a system of language shared by members of a speech community.

Cultural Elements : The texts which are related to different people's behaviour, activities, way of

thinking, life styles, festivals, lodging and food etc.

Culture : The total set of beliefs, attitudes, customs, behaviour, social habits, etc. of the member of a particular society.

Culture Fair : State or quality of a text or test item which does not favour member of a particular cultural group because it is based on assumptions, beliefs and knowledge which are common to all the groups being tested or written too.

Culture Shock : Strong feelings of discomfort fear or insecurity which a person may have when they enter another culture.

Conventionalized

Multiword Forms : Group of words that occur and serve specific functions.

Derivation : The formation of new words by adding affixes to other words or morphemes.

Ecology : The relationship of plants and living creatures to each other and their environments. It includes geographical features, plants, animals, hills, seasons, lakes, rivers, etc.

Foreign Culture : The culture related or found in other or abroad countries.

Frequency	: The reoccurrence of words
Function Words	: Function words are words which have little meaning on their own but they show grammatical relationships in and between sentences (grammatical meaning)
Lexemes	: Lexemes are vocabulary items that are listed in the dictionary.
Major Words	: Nouns, verbs, adverbs, adjectives.
Material Culture	: An item under cultural categories which is related to objects used in a particular culture.
Morpheme	: A minimal linguistic unit which can not be further segmented.
National Culture	: The culture related to our nation Nepal.
Parts of Speech	: Groups of words which are similar in function.
Polymorphemic Words	: Words with more than one morpheme.
Religion Specific Culture	: The culture within a particular religion.
Religious Culture	: The terms that are used in religious activities, myths, names of God and religious beliefs.
Social Culture	: Social culture is related to social organizations and relation between people and particular community.

**Textbook for
Grade Ten**

: A book for English prescribed for Grade Ten students to be studied as a compulsory subject published by CDC and written by Vishnu S. Rai, Ishwor Shrestha and Krishna R. Hamal.

Vocabulary

: The words used in the English textbook for Grade Ten.

Word Forms

: Physical realization or representation of lexemes.

CHAPTER – TWO

METHODOLOGY

The methodology that the researcher followed to accomplish this study is presented in the following sections.

2.1. Sources of Data

There are two types of sources of data, namely primary and secondary data. The researcher applied the following sources of data to accomplish his study according to his need and purpose.

2.1.1. Primary Source of Data

As required by the nature of the study, the researcher did not make use of any primary sources of data in this research.

2.1.2. Secondary Sources of Data

The study was completely based on secondary sources of data. The researcher used English textbook prescribed for grade X, research reports, journals, other different books, articles and dictionaries also to carry out the study, like the Journal of NELTA (2006) Volume 11, Number 1-2, Chambers 21st Century Dictionary, Robinson (1996), and A Textbook of Translation, Newmark (1988) etc..

2.2. Process of Data Collection

For the collection of data the researchers applied the procedures given below.

Firstly, the researcher intensively studied the English textbook prescribed for the grade ten students. He pointed out all the culture related items or texts used in the textbook. He categorized them under national and foreign culture, caste and religion to which the culture items belong. Then he divided the cultural elements found in Nepal in terms of geographical territory under the Himalayan region, Hilly region, Terai region and eastern, central and western Nepal.

Secondly, the researcher listed out all the vocabulary items associated to the cultural elements as well as scattered among the texts present in the text book. Then he grouped the words under A-Z alphabet to find out whether the words were repeated.

Thirdly, the researcher further divided the culture related vocabulary items into five different cultural categories i.e. the words related to Concept, Ecology, Material, Religions and Social life. Then the researcher divided the words of different groups into four parts namely noun, verbs, adverbs and adjectives while doing so he used Oxford Advanced Learner's Dictionary and Brihat Nepali Sabdakosh to categorize the content words in terms of parts of speech.

Then the researcher counted the frequency of occurrence of each and every vocabulary items associated to culture. While counting the frequency of occurrence of the content words, the word which is used in the textbook for the first time was written as it was. When the same or variant forms of the same word (i.e. lexeme) were found, + mark was assigned after the written words mentioning their forms like singular, plural etc. Then the total number of frequency of occurrence of each and

every vocabulary item was counted. For example, dance, danced, dances were counted as a lexeme 'dance'. Similarly, compound nouns were counted as a word and proper nouns other than the forms of Gods and Goddesses, rivers, animals and famous man made structures used in the textbook were not included in the data.

The researcher then, classified the listed culture related vocabularies under Eastern culture and Western culture with their typicality. To do so he used Chambers 21st Century Dictionary. Then he divided the culture related terms into Nepalese culture and non-Nepalese culture if they were typical.

The total collected data were tabulated and analyzed and interpreted descriptively using simple statistical tools like percentage.

2.3. Limitations of the Study

The study was limited in the following ways:

- i) The study was limited to the cultural elements and associated vocabulary items used in the text book of English for grade X the revised one published by CDC. (Listening texts are not studied)
- ii) The study was limited to the study of the cultural elements on the basis of caste, religion and geographical territory.
- iii) The study was further limited to the study of the culture associated vocabulary items on the basis of frequency of occurrence, parts of speech and philosophy mainly through Western and Eastern Cultural perspective.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

The main objective of this study was to analyze the cultural elements or items and associated vocabulary items which directly or indirectly reflect the culture used in the English textbook prescribed for the students of grade ten by the government of Nepal and prepared and published by the Curriculum Development Center (CDC). For that, the researcher under this heading has attempted to study the collected data (i.e. all the cultural items and the total content words which reflect the particular culture). The collected cultural elements were divided under different headings on the basis of national boundary, caste, religion and geographical territory in Nepal.

The collected culturally bound words were divided into four major parts of speech to check whether they belong to major parts of speech or not. These culturally bound words were further divided into five categories namely the words related to ecology, material, concept of people, social life and religions. The cultural elements and the cultural associated words were studied and analyzed from different perspectives in terms of the following variables:

- i) Categorization of cultural elements in terms of national boundary, caste, religions and geographical territory in Nepal.
- ii) Cultural categorization of content words.
- iii) Frequency of occurrence of the content words in terms of parts of speech.
- iv) Eastern and Western culture related words.

3.1. Cultural Elements Found in the Textbook for Grade Ten

Altogether there are 37 texts including poems, drama, letters, newspaper articles, rules and regulation and passages which are more or less related to culture. It is actually a difficult task to pick out cultural elements from the large number of texts because the concept of culture; is concerned with many different disciplines such as philosophy, sociology, anthropology and cultural studies. There are two basic views of culture the humanistic concept of culture and the anthropological concept of culture. The humanistic concept of culture captures the cultural heritage as a model of refinement, an exclusive collection of community's masterpieces in literature, fine arts and music, etc. The anthropological concept of culture refers to the overall way of life of a community or society, i.e. all the traditions, explicit and implicit designs for the behaviour of members of the society.

Culture in anthropological sense is a group's dominant and learned sets of habits and totality of this group, non-biological inheritance, social norms and values, etc. The cultural elements found in the text belong to the anthropological concept of culture. In fact it is quite a challenging job to define caste and the ways of living of different groups of people living in different geographical territories. The cultural elements found in the textbook for grade X are listed below in the table number 1.

Table No. 1

Cultural elements present in the textbook

S.N.	Cultural elements	Topic	Unit No.	Page
1.	Religious rules for eating meat in Nepal (Hindu, Muslim & Buddhist)-(food)	About Nepal	Before you begin	9
2.	Life of the poor people in Terai region – (way of living)	Power Domination	Revision 1	29
3.	Sama-Chakewa – (Festival)	Festivals	5	36
4.	Teej – (Festival)	Festivals	5	36
5.	Chandi Naach – (Festival)	Festivals	5	37
6.	Marriage-(Social custom)	Career	6	44
7.	Farming-(way of living)	Village	10	81
8.	People’s behaviour-(way of living)	Cultural differences	11	83
9.	Religious views to Health-(way of thinking)	Health	16	124

In the topic ‘About Nepal’ the text is about the religious rules for eating meat, as Hindus do not eat beef, Muslims do not allow their followers to eat pork and Buddhists prohibit the killing of any animals but allows the eating of meat. The words related to this element are beef, pork, Muslims, Buddhists and Hindus.

The text put in revision one talks about the difficult situation the poor people go through in the Terai region. The associated words are Zamindar, Mahajan, Vampire, Omen, Cowherd god Krishna, Granary, Katahar.

The text ‘Festivals’ put in unit 5 gives a brief information about the three different festivals of the people of different communities. The text talks about 'Sama-Chakewa' which is celebrated specially in the eastern Terai. The words associated to this festival are Sama, Chakewa, Betel, Dio and

Basket. The text also talks about 'Teej' which is celebrated mostly by married Hindu women in some parts of the Terai region and Hilly region and the words dance, Maiti and Purohita are associated with this festivals. The text also contains 'Chandi Naach' which is celebrated by Rai people, the Kirat followers, in eastern hilly region of Nepal. The words Priest and Baishak-Purnima associated with Chandi Naach.

The text 'Career' put in unit six gives some information about early marriage system in Nepal and late marriage system in the abroad. The words Horoscope and hug associate with this cultural element.

The text 'Village' put in unit 10 gives information about the way of farming in the Terai region. The associated words with this element are Bullock cart, Sowing basket, Harrow, Mattock, Plough, Stone grinding mill, Wooden handled reaping sickle and Yoke.

The text 'Cultural Differences' put in unit 11 gives some people's behaviour which are acceptable in one society and culture and are not accepted in another. The words kiss, bargain and Alcohol associate with this cultural element.

The text 'Health' put in unit 16 talks about the religious views to health of only, the Hindu, the Taoist and the Buddhist. The words related to this cultural element are Hindu, Buddhist and Taoist.

3.2. The Cultural Elements in Terms of National Boundary

In terms of national boundary the cultural elements can be categorized under the following topics:

3.2.1. National Culture

It refers to the cultural elements found and practiced inside the country Nepal. The cultural elements which are found inside Nepal listed from the textbook are as follows:

- i) Life of the poor farmers in Terai region.
- ii) Sama-Chakewa
- iii) Teej
- iv) Chandi Naach
- v) Farming
- vi) Religious rules for eating meat in Nepal.

Altogether there are 6 cultural elements which cover 66.66% of the total cultural elements found inside Nepal.

3.2.2. Foreign Culture

It refers to the cultural elements found and practised outside Nepal and mainly in English speaking countries here.

There are no any cultural elements which are typically found and practised mainly in English speaking countries as well as others. There are three cultural elements which are practised generally all over the world, so they can be grouped as universal culture. They are:

- i) Marriage.
- ii) Religious views to Health.
- iii) People's behaviour

These types of cultural elements are only three listed from the book which cover 33.33% of the total cultural elements.

In the cultural element ‘marriage’, the text gives information about the views to marriage in Nepal and abroad. It talks about the early marriage system in Nepal and late marriage system in other countries.

In the cultural element ‘Religious views to Health’, the text gives information about the views of different religions to health. It talks about what Hindus, Buddhists and Taoists think the ‘health’ is.

In the cultural element ‘People’s behaviour’ the text gives information about the people's behaviour of Eastern as well as Western culture.

3.3. Cultural Elements in Terms of Caste

Under this heading the cultural elements are categorized as they are related to any specific caste. The listed cultural elements from the textbook for grade X can be categorized as follows.

Table No. 2

Categorization of cultural elements according to caste

S.N.	Cultural elements	Caste
1.	Teej	Bhramin & Chhetri (mainly)
2.	Chandi Naach	Rai people
3.	Sama-Chakhewa	Tharu
4.	Religious rules for eating meat in Nepal	Not any specific caste
5.	Life of the poor farmers in Terai region	Not any specific caste
6.	Marriage	Not any specific caste
7.	Farming	Not any specific caste
8.	Religious views to Health	Not any specific caste
9.	People’s behaviour (way of living)	Not any specific caste

Table No.2 shows that there are only three cultural elements found in the textbook which are associated with the people of a specific caste. There are 9 cultural elements among them 6 are not associated with any castes and so are not specific to any caste.

The table shows that 11.12% of total cultural elements is of mainly Bhramins and Chhetri, 11.11% is of Rai people and 11.11% is of Tharu people. Similarly, 66.67% of the total cultural elements is not found of any specific caste.

3.4. Cultural Elements in Terms of Religion

Under this heading the cultural elements are categorized as they are related to any specific religion. The listed cultural elements from the textbook for grade X can be categorized as follows:

Table no. 3
Categorization of cultural elements according to religion

S.N.	Cultural elements	Religion
1.	Religious rules for eating meat in Nepal	Hindu, Muslim & Buddhist
2.	Sama-Chakewa	Hindu
3.	Teej	Hindu
4.	Chandi Naach	Kirat
5.	Religious views to Health	Hindu, Buddhist, Taoist
6.	Life of the poor people in Terai region	Not any specific religion
7.	Marriage	Not any specific religion
8.	Farming	Not any specific religion
9.	People's behaviour	Not any specific religion

There are such cultural texts in the textbook for grade X which make the representations of different cultural elements but do not associate to a particular religion. They give mixed information about different religions. One cultural text gives information of different religions like, the cultural element listed in serial number 1.

The Table No. 3 shows that there are 4 cultural elements found in the textbook for grade X which are related to Hindu religion which cover 44.44% out of 9 cultural elements. Out of the same 4 elements, 2 are related to Buddhist, which is 22.23% of the total elements, 1 is related to Muslim which is also 11.11% of the total elements, 1 is related to Taoist, out of 9, 1 element is related to Kirat which is 11.11% and there 4 other cultural elements which are directly or indirectly related to different religions but not specific to any particular religion which covers 44.44%.

3.5. Cultural Elements in Terms of Geographical Territory in Nepal

In terms of geographical territory in Nepal the cultural elements are categorised as they are practised in a particular region. They are categorised as follows.

Table No. 4
Categorization of cultural elements according to geographical territory

S.N.	Cultural element	Region
1.	Sama-Chakewa	Eastern Terai Region
2.	Chandi Naach	Eastern Hilly Region
3.	Teej	Mainly in Hilly Region and some parts of Terai Region.
4.	Life of the poor people in Terai region	Terai Region.
5.	Farming	Terai Region.
6.	Religious rules for eating meat in Nepal	Not specific to any region
7.	Marriage	Not specific to any region
8.	Religious views to Health	Not specific to any region
9.	People's behaviour	Not specific to any region

The above table no. 4 shows that out of listed 9 cultural elements 3 are totally associated with Terai region, which covers 33.33%. One cultural element is associated with eastern hilly region that covers 11.11% and one of the cultural elements is associated to hilly and Terai region which is 11.11%. There are other four cultural elements which are not bound to any geographical territory which cover 44.45%.

While classifying the cultural elements found from eastern, central and western Nepal among 9 cultural elements only two are found from eastern Nepal, which is 22.22% and other 7 are not found to any parts of Nepal which is 77.77% of total cultural elements.

3.6 Content Words in Terms of Cultural Categories

There are a large number of content words in the textbook which are more or less related to culture. Picking out typical cultural words from the vast ocean of words is a challenging job because the concept of culture is concerned with many different disciplines such as philosophy sociology, anthropology and cultural studies.

According to Newmark (1988) cultural language can be distinguished from universal language and personal language. Cultural terms or the languages are the terms or languages which are used or spoken in particular communities. Adapting Nida (1964) he has made the following classification.

- i) Ecology
- ii) Social culture
- iii) Organizations, customs, activities, procedures, concepts.
- iv) Gestures and habits.

Keeping the above mentioned classification of culture, the culture specific words found in the textbook and the coverage of culture in mind the cultural terms, in general, can be categorized under five topics as follows:

3.6.1 Culture Specific Words Related to Ecology

The cultural terms, which come under this category fall under ecology i.e. the relation of plants and living creatures to each other and the environment. Here the words are related to geographical features, animals, plants, hills, lakes, rivers, etc.

The words which reflect culture in terms of ecology listed from the textbook are as follows:

Alligator	Bagmati	Barking deer	Betel
Blue bulls	Bullock	Cane	Chakewa
Chital	Chugla	Cuckoo	Elephant
Fly-catcher	Gazelle	Giant horn bill	Himalayan
Himalayas	Hog deer	Horse	Jungle cat
Katahar	Langur	Nightingale	Palm civet
Peafowl	Red jungle fowl	Rhino	Rook
Sama	Sambar	Sloth bear	Striped hyena
Tiger	Thames	Sun koshi	Wild dog
Wood peaker	Zebra		

3.6.2 Culture Specific Words Related to Material

This category refers to the things that are made by human and are famous within a cultural community such things are kept under this category which includes foods, clothes, housing, transport and communication the people of a particular community use and which reflect their typicality.

The words listed from the textbook which reflect the material culture are as follows:

Aachar	Alcohol	Basket	Beef	Bullock cart
Bungalow	Castle	Chapatti		Daalbhaat
Daurasuruwal	Dio	Drum		Eiffel Tower
Granary	Harrow	Hut		Left-over
Lentil-gravy	Lunch	Madal		Mattock
Plough	Pork	Red fort		Shorts

Sowing- basket	Sprig-muslin	Steamed - vegetable	Stone grinding- Mill
Thatched roof	Trousers	Villa	Wine
Wooden handled reaping sickle		Yoke	

3.6.3. Culture Specific Words Related to Social Life

This category includes those words which are concerned with organizations and relation between people and communities. The words reflect the typical life style of a particular social group of people. The topics like work, social traditions, sculptures, paintings, carvings and monuments, social norms and values, historical facts and political administrative and customs and activities come under social culture.

The words listed from the textbook which reflect the culture within social culture are as given below:

Baishakh	bargain	Beggar	Birthday
dance (as verb also)	Folk-song	Hug	In-law
kiss	Loot	Ma	Naach
Namaste	Outing	Pa	Pen-friend
Pop-song	Rock-music	Rodighar	Servant
Thug	Week-end		

3.6.4. Culture Specific Words Related to Religions

This category involves, religious beliefs, names of gods and religious activities and festivals.

The words related to religious culture found in the textbook are listed below:

Bhaitika	Buddhist	Chandi Naach	Chhath
Christian	Christmas	Cowherd Lord Krishna	
Dashain	Gaijatra	Gaura	God
Hindu	Holi	Horoscope	Islam
Jews	Jyotishi	Lhosar	Mela
Monk	Morning prayer	Muslim	Omen
Priest	Purohita	Purnima	Radha
Ramjan	Sama-Chakawa	Taoist	Teej
Vow	Yama	Yoga	

3.6.5. Culture Specific Words Related to Concept of People of Different Communities

The culture related words under this category are related to the concept of people within a certain speech community or across communities because concept is a part of common system of language shared by members of a speech community. The words related to concept are quite abstract types because their concepts can be given only by definition.

The culture specific words found in the textbook and related to concept are listed below:

Balidan	Khalasi	Mahajan	Maiti
Untouchability	Vampire	Widow	Zamindar

3.6.6. Culture-associated Terms and Their Representation in the Textbook

Culture associated words are divided into five different categories. The coverage of the different types of cultural words present in the textbook of English for grade X are tabulated in the following table.

Table No. 5
Categorization of cultural words

S.N.	Cultural Categories	No. of Words	Percentage
1	Words related to Ecology	38	27.33
2	Words related to Material	36	25.89
3	Words related to Social life	23	16.54
4	Words related to Religions	34	24.46
5	Words related to Concept	8	5.75
	Total	139	100

Table No. 5 shows that cultural categorization under ecology contains the highest number of words. It has got 38 words and covers 27.33% among the total culture related words. Similarly, there are 36 words related to material which is 25.89% and there are 34 words related to religions which is 24.46%. In the same way, there are 23 words related to social life which is 16.54% and there are only 8 words related to concept which is 5.75%.

3.7 The Vocabulary Items in Terms of Frequency of Occurrence

The data was analyzed in terms of frequency of occurrence under the following sub-headings:

3.7.1 Frequency of Occurrence of the Words Related to Ecology

The cultural words which are related to ecology are categorized into four different groups in terms of parts of speech while counting the frequency of occurrence. They are as follows:

i. Frequency of Occurrence of the Nouns

There were altogether 37 vocabulary items found in the text book which belong to nouns as cultural terms within ecology. Table No. 6 presents nouns with their frequency of occurrence.

Table No. 6
Frequency of the nouns related to ecology

S.N.	Nouns	Singular	Plural	Frequency
1	Alligator	-	2	2
2	Bagmati	1	-	1
3	Barking deer	1	-	1
4	Betel	1	-	1
5	Blue bull	-		1
6	Bullock	1	1	2
7	Cane	1	-	1
8	Chakewa	1	-	1
9	Chital	1	-	1
10	Chugla	1	-	1
11	Cuckoo	3	-	3

12	Elephant	-	2	2
13	Fly-catcher	1	-	1
14	Gazelle	1	-	1
15	Giant hornbill	1	-	1
16	Himalayas	-	2	2
17	Hog deer	1	-	1
18	Horse	1	-	1
19	Jungle Cat	1	-	1
20	Katahar	1	-	1
21	Langur	1	-	1
22	Nightangle	1	-	1
23	Palm civet	1	-	1
24	Peafowl	1	-	1
25	Red Jungle fowl	1	-	1
26	Rhino	-	2	2
27	Rook	-	1	1
28	Sama	1	-	1
29	Sambar	1	-	1
30	Sloth bear	-	1	1
31	Striped hyena	1	-	1
32	Sun Koshi	2	-	2
33	Thames	1	-	1
34	Tiger	-	3	3
35	Wild dog	1	-	1
36	Wood peaker	1	-	1
37	Zebra	1	-	1

Table No. 6 shows that there are two words, Tiger and Cuckoo, which have the highest frequency of occurrence. Each of them appear 3 times each in the textbook. 'Tiger' all the time appears in plural form and 'Cuckoo' all the time in singular form. There are 10 nouns which come in plural forms, 26 nouns occur in singular form and only one noun occurs in singular and plural form. Out of 37 different nouns in this section, 7 (18.90%) occur two times and 28 (75.60%) take place only one time in the text book.

ii. Frequency of Occurrence of Verbs

There were no verbs found to be used under culture based on ecology. So verb has no occurrence under ecology within culture used in the textbook.

iii. Frequency of Occurrence of Adjectives

There is only one adjective found in ecological section. It was the 'Himalayan' which is used as an adjective related to culture to be used in the textbook two times.

iv. Frequency of Occurrence of Adverbs

There was not a single adverb in this category. So, the adjective has no occurrence as a culture related term in the section ecology.

3.7.2 Frequency of Occurrence of the Words Related to Material

The frequency of occurrence of material culture was divided into four parts of speech, namely, nouns, verbs, adjectives and adverbs.

i. Frequency of Occurrence of the Nouns

There were 36 nouns found in the textbook related to material culture. They are presented in the following table with their frequency of occurrence.

Table No.7

Frequency of the nouns related to material

S.N.	Nouns	Singular	Plural	Frequency
1	Aachar	1	-	1
2	Alcohol	2	-	2
3	Basket	2	4	6
4	Beef	1	-	1
5	Bullock cart	1	-	1
6	Bungalow	3	-	3
7	castle	1	-	1
8	Chapatti	1	-	1
9	Daalbhaat	3	-	3
10	Daurasuruwal	2	-	2
11	Dio	-	1	1
12	Drum	2	-	2
13	Eiffel tower	1	-	1
14	Granary	1	-	1
15	Harrow	1	1	2
16	Hut	1	-	1
17	Left-over	1	-	1
18	Lentil-gravy	2	-	2
19	Lunch	3	-	3
20	Madal	2	-	2

21	Mattock	1	1	2
22	Plough	1	1	2
23	Pork	1	-	1
24	Red fort	1	-	1
25	Short	-	3	3
26	Sowing basket	1	-	1
27	Sprig-muslin	1	-	1
28	Steamed vegetable	1	-	1
29	Stone grinding mill	2	-	2
30	Thatched roof (house)	1	-	1
31	Travellers Rest (Inn)	1	-	1
32	Trousers	-	9	9
33	Villa	1	-	1
34	Wine	1	-	1
35	Wooden handled reaping sickle	1	-	1
36	Yoke	1	-	1

Table No. 7 shows that the noun 'Trousers' has the highest number of occurrence. It appears 9 times in the textbook. It occurs only in the plural form. The noun 'Basket' in the table appears 6 times in the textbook. Four of the nouns occur 3 times. Ten of the nouns occur 2 times. The remaining 20 nouns out of 36 appear only one time in the text book.

This trend of occurrence of nouns shows the balanced frequency of occurrence in the textbook from the group of nouns.

ii. Frequency of Occurrence of the Verbs

Generally material words do not function as action words. So no verbs are found in the frequency of occurrence of the verbs in the category related to material used in the textbook.

iii. Frequency of Occurrence of Adjectives

The frequency of occurrence of the adjectives is nil because there was not a single adjective found within this category.

iv. Frequency of Occurrence of Adverbs

There were not any adverbs found in material section. So, it has no occurrence in this item.

3.7.3 Frequency of Occurrence of the Words Related to Social Life

Social culture was divided into four parts of speech and their frequency of occurrence is listed below.

i. Frequency of Occurrence of the Nouns

There were altogether 19 vocabulary items related to nouns within social culture and used in the textbook. Nouns with their frequency of occurrence are presented in the following table.

Table No. 8
Frequency of the nouns related to social life

S.N.	Nouns	Singular	Plural	Frequency
1	Baisakh	1	-	1
2	Beggar	1	1	2
3	Birthday	2	-	2
4	Dance	1	-	1
5	Folk-song	2	-	2
6	In-law	1	2	3
7	Loot	1	-	1
8	Ma	2	-	2
9	Naach	1	-	1
10	Namaste	2	-	2
11	Outing	1	-	1
12	Pa	1	-	1
13	Pen-friend	2	-	2
14	Pop-song	1	-	1
15	Rock-music	1	-	1
16	Rodighar	1	-	1
17	Servant	3	-	3
18	Thug	-	4	4
19	Week-end	2	-	2

Table No. 8 shows that 'Thug' receives the highest frequency of occurrence i.e. 4 times. The words 'In-law' and 'Servant' occur 3 times each. 7 nouns out of 19 have two frequency of occurrence. Similarly, among 19 nouns 9 nouns have a single frequency of occurrence. So, it is clear that nouns have balanced and fair distribution in terms of frequency

of occurrence under social culture. There is only one noun which occurs only in plural form. Two of the nouns out of 19 occur both in singular and plural form and the rest 16 occur in singular form only.

ii. Frequency of Occurrence of the Verbs

There were only 5 verbs listed below within social culture. They were found to be used in the textbook. The verbs within social culture are listed below to find their frequency of occurrence.

Table No. 9
Frequency of the verbs related to social life

S.N.	Verbs	Infinitive	V-ed	V-en	V-ing	V-s/es	Freq.
1	Bargain	1	-	-	1	-	2
2	Dance	1	-	-	2	1	4
3	Hug	-	-	-	-	1	1
4	Kiss	1	1	-	-	-	2

Table No. 9 shows that out of 4 verbs 'dance' has the highest frequency of occurrence that is 4 times. Out of 4 verbs, 2 verbs (i.e. 50%) have 2 times of frequency of occurrence. And 1 verb, (i.e. 25%) has only one frequency of occurrence. This is obvious those verbs are in good balance under this item.

iii. Frequency of Occurrence of the Adjectives

No adjective was found under this section. So, the adjective has no frequency of occurrence within the cultural term related to the social life in the textbook.

iv. Frequency of Occurrence of the Adverbs

No adverb was found under this section. So, adverbs have no occurrence within this item of culture.

3.7.4 Frequency of Occurrence of the Words Related to Religion

While counting the frequency of occurrence of the culture-related terms within this item the words were further divided into four major parts of speech under the following sub-headings.

i. Frequency of Occurrence of the Nouns

After the listing of nouns, there were 32 nouns found to be used on cultural terms related to religions. Table No. 10 presents nouns with their frequency of occurrence.

Table No.10

Frequency of the nouns related to religions

S.N.	Nouns	Singular	Plural	Frequency
1	Bhaitika	1	-	1
2	Buddhist	1	1	2
3	Chandi Naach	1	-	1
4	Chhath	2	-	2
5	Christmas	1	-	1
6	Cowherd god Krishna	1	-	1
7	Dashain	2	-	2
8	Gaijatra	1	-	1
9	Gaura	1	-	1
10	God	2	-	2

11	Hindu	2	3	5
12	Holi	3	-	3
13	Horoscope	1	-	1
14	Islam	1	-	1
15	Jews	1	-	1
16	Jyotishi	1	-	1
17	Losar	1	-	1
18	Mela	1	-	1
19	Monk	2	-	2
20	Morning prayer	1	1	2
21	Muslim	-	1	1
22	Omen	1	-	1
23	Priest	-	1	1
24	Purohita	-	2	2
25	Purnima	2	-	2
26	Radha	1	-	1
27	Ramjan	1	-	1
28	Sama-Chakewa	3	-	3
29	Taoist	-	2	2
30	Teej	3	-	3
31	Yama	1	-	1
32	Yoga	1	-	1

Table No. 10 clearly shows that among 32 vocabulary 'Hindu' has the highest frequency of occurrence which is 5 five times. Three of the words have 3 times of occurrences. Out of 32 vocabulary items 9 have 2 frequency of occurrence and 20 have 1 frequency of occurrence. It shows that single time frequency has the highest number of words. Three words occur only in plural forms. Three words occur in both of the forms and other 26 words occur only in singular form.

ii. Frequency of Occurrence of the Verbs

There is only one vocabulary item related to the religions found in the verb item. It has only one frequency of occurrence. It is neither in the past form nor in the gerund form. It has bare infinitive form. The vocabulary used as verb is 'vow'.

iii. Adjectives with Their Frequency of Occurrence

There was only an adjective 'Christian' found under this item. It appears only one time in the textbook.

iv. Adverbs with Their Frequency of Occurrence

There is no presence of the adverbs in this category. So, adverbs have no frequency of occurrence in terms of culture in the textbook.

3.7.5 Frequency of Occurrence of the Words Related to Concept

There were altogether 8 conceptual terms found within the conceptual terms. They are listed below in terms of major parts of speech.

i. Nouns with their Frequency of Occurrence

Nouns have the highest position in comparison to other parts of speech. There are only nouns in this section. Nouns with their frequency of occurrence are listed in the following table.

Table No. 11

Frequency of the nouns related to concept

S.N.	Nouns	Singular	Plural	Frequency
1	Balidan	1	-	1
2	Khalasi	3	-	3
3	Mahajan	2	-	2
4	Maiti	2	-	2
5	Untouchability	1	-	1
6	Vampire	2	-	2
7	Widow	1	-	1
8	Zamindar	5	-	5

Table No. 11 shows that 'Zamindar' is the word which has the highest frequency of occurrence, i.e. 5 times. The word 'Khalasi' has 3 frequency. Out of 8, 3 vocabularies have 2 time frequency of occurrence and 3 vocabularies have only one frequency of occurrence.

ii. Verbs with their Frequency of Occurrence

No verb was found in this category. So, the verbs have no frequency of occurrence here.

iii. Adjectives with their Frequency of Occurrence

There were not any adjectives found here. So, adjective has no occurrence at all.

iv. The Frequency of Occurrence of Adverbs

The presence of the adverbs in terms of culture related to concept was nil. So, adverbs have no frequency of occurrence in this section.

Conceptual terms boost up reasoning capacity but in the textbooks the presence of conceptual terms seems to be weak. The number of conceptual terms is not sufficient for the uppermost level of school education.

3.8 Culture-related Terms in terms of Geographical Territory

In terms of Geographical Territory the data was analyzed within two broad sections. They are Eastern Culture and Western Culture.

3.8.1 Eastern Culture

The term 'Eastern Culture' generally means the culture of the Asian countries or non-English speaking countries or in fact to those countries which share to some extent similar cultural similarities. There were 102 Eastern cultural words out of 139 which is 73.38%. There were not any typical cultural words of any country except China, India and Nepal. There are two typical Chinese words they are 'Monk' and 'Taoist' which is 1.96% of eastern words. The words Ma, Pa, Red fort, Chapatti, loot and Thug are typical Indian words which cover 5.84% of eastern cultural words. There are nearly 94 typical Nepalese words. Nepalese culture and Indian culture are similar so there are some words which are to both countries.

Table No. 12

Distribution of eastern culture related vocabulary

S.N.	Countries	No. of Words	Percentage
1	China	2	1.98
2	India	6	5.94
3	Nepal	94	92.07
	Total	102	100

In comparison Chinese culture related words are the least and Nepalese culture-related words have the highest number. It is clear that Nepalese culture-related words are optimum. The textbook attempts to allocate Nepalese culture's portion very high than the other. It can be judged that the textbook tries to render the flavour of Nepalese culture.

3.8.2 Western Culture

To divide the world as Eastern world and Western world is a difficult task. Generally, the term western culture means the culture of the European and American countries or simply English speaking countries because here English is our main concern. There were not any words typical to any countries in the western world. There were 37 words more or less typical to western culture which is 26.61% of the total vocabularies. They are as follows:

Alligator	Alcohol	bargain
Beef	Beggar	Birthday
Cane	Castle	Christian
Christmas	Dance	Drum
Eiffel tower	Gazelle	God
Hug	Kiss	Lentil gravy

Lunch	Omen	Outing
Pen-friend	Pop-music	Pork
Priest	Rook	Rock-music
Servant	Sprig-muslin	Themes
Travellers Rest	Villa	Vampire
Vow	Week-end	Wine
Zebra		

To sum up, we can say that the textbook has the more culture-related words from eastern culture than from western. The words from western culture do not represent a single country but they try to give flavour of English culture. Among eastern cultural words there are maximum words from Nepalese culture because there are only two words from China and six words from India.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main objectives of this research was to find out the cultural elements in terms of caste, religion and geographical territory and associated vocabulary items used in the textbook of English for Grade Ten in terms of parts of speech, frequency, categories and types of culture.

To carry out the research, textbook of English for Grade Ten was intensively studied. Then all the cultural elements were listed from the book and tabulated to find their typicality to any caste, religion and geographical territory. Then all the culture associated words listed from the textbook were counted and tabulated to find out their word class, number of frequency, cultural categories and types of culture.

On the basis of the study and interpretation, the findings of the present study are summarized below.

1. There are altogether 9 cultural elements found in the textbook for grade X. They are as follows :
 - i) Religious rules for eating meet in Nepal
 - ii) Life of the poor people in Terai region
 - iii) Sama-Chakewa
 - iv) Teej
 - v) Chandi Naach
 - vi) Marriage
 - vii) Farming

viii) People's behaviour

ix) Religious views to 'Health'

2. Out of 9 cultural elements 3 are festivals and 3 are related to the way of living, one is related to food, one is related to social custom and one is related to way of thinking.
3. There are 6 cultural elements found to be practised within Nepal and other 3 are of universal type.
4. Out of 9 cultural elements 3 are related to specific castes such as Bhramins and chhettri, Rai and Tharu people while the other 6 elements are not any caste specific.
5. Out of 9 cultural elements 2 elements are related only to Hindu religion, 1 is to Kirat and there are such other 2 elements in which 1 is related to Hindu, Buddhist and Muslim and the other is related to Hindu, Buddhist and Taoist. And other remaining 4 elements are not specific to any religion.
6. Out of 9 cultural elements 3 are from Terai region, 2 from hilly region and others are not specific to any region. While talking about eastern, central and western Nepal there are only 2 elements from eastern Nepal where as there are not any specific elements from central and western Nepal.
7. Altogether 139 different vocabulary items associated with culture are found in the textbook of English for Grade Ten.
8. In terms of part of speech among the collected cultural words nouns occupy the highest number of vocabulary items in the textbook. Out of 139 different vocabulary items related to culture, 132 (94.96) were nouns, 5 (3.59%) verbs, 2 (1.43%) adjectives and no adverbs are found to be used in the textbook of English for class ten. (See appendix-I)

9. There are not any adverbs found in the textbook related to culture.
10. In terms of the frequency of occurrence, the word 'Trousers' has the highest number of frequency among all the words found in the text under study. It appears 9 times in the textbook, the nouns Zamindar and Hindu occur 5 times each, Basket occurs 6 times, Thug and the verb dance occur 4 times each and the words Khalasi, Teej, Sama-Chakewa, Holi, Servant, In-law, shorts, lunch, Daalbhaat, Bungalow, have occurred 3 times of each.
11. There are only 2 adjectives found in the textbook related to culture. (See Appendix-I)
12. In the different categories of culture; cultural terms related to ecology contains the highest number of nouns. It contains 37 nouns and 1 adjective and the terms related to concept contain the least number of nouns. It contains only 8 nouns.
13. To talk about the number of words used as verbs, the ones related to social life are the highest in number. There are 4 verbs from social life section and one is from religion section. There are not any verbs from other sections.
14. There are 102 (73.38%) words from eastern culture and within eastern culture Nepal possesses the highest position in its typical Nepali words and there 37 (26.61%) western cultural words found in the textbook. (For eastern cultural words see Appendix-II)
15. There are 6 typical words from India and 2 from china.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, the following recommendations have been made.

1. As we are teaching and learning English as foreign language, there are not any cultural elements typical to those English speaking countries so English cultural elements must be added.
2. New generation in Nepal imitates western culture because of learning English and watching TV, listening to English songs and from different media but our textbook does not contain any cultural elements of western world so to eradicate the misconception regarding western culture such elements should be included in the textbook.
3. Among the cultural elements from Nepal most of them are only related to Hindu followed by Buddhist and Muslim. It is not fair so other religious cultural elements need to be added. Every religion must be in good balance because our country is a secular country now.
4. Nepal has diversity in caste system i.e. there are people of different castes living in Nepal but the cultural elements from Nepal are related to Bhramin and Chhetri, Rai and Tharu people, so this distribution is also unfair. The cultural element must represent the other disadvantaged and marginalized caste of people to highlight them in national arena.
5. Though western part of Nepal and the Himalayan region are known as remote areas of Nepal but there are not any cultural elements from western Nepal and the Himalayan region in the textbook so the cultural elements from these parts also must be added to make the students know about the underprivileged society.
6. Culture-related terms are scattered mostly in individual form throughout the lessons in the textbook. So the words cannot draw

attention in teaching learning that is why they should be accumulated or gathered in the specific areas with cultural elements.

7. Unfamiliar culture associated terms must be given with clear information or definition in the textbook so that non-native speakers can understand them easily.
8. The culture-related words found in the textbook are not scientifically distributed since all the major parts of speech do not exist in the textbook. Most of the words are nouns so other major parts of speech need to be included in the textbook, if possible.
9. Most of culture associated words come from Hindu religion so other religious words also are necessary to be used in the textbook as they exist in the society.

Western culture related words are a few in the textbook so they should be added to help the student know about the life of western people and their culture.

REFERENCES

- Awasthi, J.R. (2006). Text book and its evaluation. *Journal of NELTA* 11,1-10.
- Bhattarai, G.R. (2001). *A thematic analysis of research reports*. Kathmandu: Ratnapustak Bhandar.
- Bhattarai, G.R. (2001). *Evaluating textbooks: English for grade VI-X*, Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R. (2006). English teaching situation in Nepal. *Journal of NELTA* 11,11-16.
- Brown, H.D. (1994). *Principles of language learning and teaching*. New Jersey: Prentise Hall.
- Chudal, N.P. (1997). *A study of English vocabulary achievement of the students of grade six*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Crystal, D. (1996). *A dictionary of linguistics and phonetics*. New York Basil Blackwell.
- Ghimire, B.P. (2003). *An analysis of the link English course for PCL first year and grade eleven*, An unpublished M.Ed.thesis, Tribhuvan University, Kathmandu, Nepal.
- Harmer, J. (1983). *The practice of English language teaching*. London: Longman.
- Hornby, A.S. (1998). *Oxford advanced learner's dictionary*. (Sixth Edition). Oxford: OUP
- Karn, S.K. (2006). English: then, now and in the days ahead. *Journal of NELTA* 11, 73-79.
- Kattel, L. (2005). *A study on the vocabulary items used in the new English textbook for grade three*: An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.

- Khatri, M.B. (2000). *A study of English vocabulary achievement of the students of grade eight*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Kumar, R. (1996). *Research methodology*: London, Sage Publication.
- Lamichhane, P.B. (1999). *An analysis of the new English textbook for grade VIII*. An unpublished thesis, T. U. Kathmandu, Nepal
- Newmark, P. (1988) *A textbook of translation*. New York: Prentice Hall.
- Paudel, G.P. (2009). Culture specific vocabulary incorporated in the English text book. An unpublished thesis, T.U. Kathmandu, Nepal.
- Rai, V.S. (1998). *English language teaching materials and practice*. Kathmandu: Bhundipuram Prakashan.
- Richards, Jack et al. (1999). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Robinson, M. (1996). *Chambers 21st century dictionary* (fifth edition). Allied: ACL
- Sharma, C. (2001). *Foundations of education*. Kathmandu: M.K. Publication.
- Sharma, K.C. (2006). English in Nepal from the past to the present. *Journal of NELTA* 11, 24-33.
- Thapa, R.K. (2008). *A study on the vocabulary items used in my English book IV*. An unpublished M.Ed. thesis, Saptagandaki Multiple Campus. Bharatpur, Nepal.
- Toury, G. (1987). *Translation across culture*. New Delhi: Bahri Publication.
- Trudgil, P. (1983). *Sociolinguistics: an introduction to language and society*. London: Penguin.
- Wardhaugh, R. (1986). *An introduction to sociolinguistics*. Cambridge: Basil Blackwell.