

**ANALYSIS OF GRADE NINE AND TEN ENGLISH
TEXTBOOKS FROM CULTURAL PERSPECTIVES**

**A Thesis Submitted to Department of English Education
Sukuna Multiple Campus, Sundarharaincha, Morang
In Partial Fulfillment for the Master of Education in English**

Submitted by

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Faculty of Education

Tribhuvan University

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This is to certify that **Mr. Sunil Magar** has prepared this thesis entitled **Analysis of Grade Nine and Ten English Textbooks from Cultural Perspectives** under my guidance and supervision.

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DECLARATION

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

Date: 20th March, 2018

.....
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DEDICATION

This research work is dedicated

to

MY PARENTS AND MY ENTIRE FAMILY

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Sunil Magar

ABSTRACT

This research entitled "Analysis of Grade Nine and Ten English Textbooks from Cultural Perspectives" aims to analyze and interpret English textbooks through cultural perspectives. A content analysis of these textbooks was conducted, using three broad aspects of culture i.e. 'cultural dimensions', 'cultural categories' and 'cultural themes' as the evaluation framework. Grade nine and ten English textbooks were the main source of this research work. The necessary data was collected through the checklist and analyzed descriptively. Analyzing the grade nine and ten English textbooks, I came to find out that there were imbalances in representing textbook materials consistent with students' intercultural communicative competence (ICC). First, with regard to cultural dimensions, English textbooks seriously under-represented aspects of culture as 'communities' and as 'persons'. Second, in the analysis of cultural categories, both English textbooks had relatively less intercultural interaction (ICC) elements, constraining the opportunities to reinforce students' cultural perspectives. Third, an analysis of the cultural themes revealed that there were imbalances in representing 'products' (Big C) and 'practices' (Little C) in the textbooks. Grade nine textbook did not have any representations as 'Big C' and 'little C' in the ICI category, but 1.67% portions were seen in grade ten textbook in the same category.

This research work comprises of five chapters. The first chapter consists of the introductory part. It consists of the general background of the study, statement of the problem, objectives of the study, significance of the study, and delimitations of the study of the research. The second chapter consists of the review of the related literature, implications of the review and the conceptual framework of the study. The third chapter consists of methodology and the procedure of the study. Likewise, the fourth chapter contains the analysis and interpretation of the data. It consists of the separate table, figures and analysis of the grade nine and ten English textbooks. Finally, chapter five includes findings, recommendations and pedagogical implications of the study.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>List of Abbreviations</i>	<i>xiii</i>
CHAPTER – ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	4
1.4 Significance of the Study	5
1.5 Delimitations of the Study	5
CHAPTER – TWO: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY	6-40
2.1 Review of Theoretical Literature	6
2.1.1 Development of English in Nepali Education System	7
2.1.2 The Relationship Between Culture and Language	9
2.1.3 Culture in ESL/EFL Classroom	12
2.1.4 Defining the Textbook	15
2.1.4.1 Types of Textbook	16
2.1.4.2 Textbook Analysis	17

2.1.4.3 Methods of Textbook Analysis	19
2.1.5 An Introduction to the Grade Nine and Ten English Textbooks	20
2.1.6 Objectives of Grade Nine and Ten English Textbooks	22
2.1.7 Table of Contents of Grade Nine English Textbook	22
2.1.8 Table of Contents of Grade Ten English Textbook	23
2.1.9 Rationale for Textbook Analysis from a Culture Perspective	24
2.1.10 Acculturation Theory	25
2.1.11 Holliday's Culture-sensitive	28
2.1.12 Intercultural Approach	29
2.1.13 Socio-cultural Theory	31
2.2 Review of Empirical Literature	32
2.3 Implication of the Review of the Study	39
2.4 Theoretical/Conceptual Framework of the Study	40

CHAPTER – THREE METHODS AND PROCEDURES OF THE STUDY 41-42

3.1 Design and Methods of the Study	41
3.2 Population, Sample and Sampling Strategy	41
3.3 Study Area/Field	42
3.4 Data Collection Tools and Techniques	42
3.5 Data Collection Procedure	42
3.6 Data Analysis and Interpretation Procedure	42

CHAPTER – FOUR ANALYSIS AND INTERPRETATION OF RESULTS 43-62

4.1 Holistic Analysis of Culture-related Terms of Grade Nine and Ten English Textbooks	43
4.2 Grade-wise Analysis of Cultural Dimensions of Grade Nine English Textbook	44
4.3 Grade-wise Analysis of Cultural categories of Grade Nine English Textbook	45

4.4	Grade-wise Analysis of Cultural Themes of Grade Nine English Textbook	46
4.5	Grade-wise Analysis of Cultural Dimensions of Grade Ten English Textbook	48
4.6	Grade-wise Analysis of Cultural Categories of Grade Ten English Textbook	49
4.7	Grade-wise Analysis of Cultural Themes of Grade Ten English Textbook	50
4.8	Unit-wise Descriptions of the Grade Nine English Textbook through Cultural Dimensions	51
4.9	Unit-wise Descriptions of the Grade Nine English Textbook through Cultural Categories	53
4.10	Unit-wise Descriptions of the Grade Nine English Textbook through Cultural Themes	55
4.11	Unit-wise Descriptions of the Grade Ten English Textbook through Cultural Dimensions	56
4.12	Unit-wise Descriptions of the Grade Ten English Textbook through Cultural Categories	58
4.13	Unit-wise Descriptions of the Grade Ten English Textbook through Cultural Themes	59
4.3	Summary of the Findings	60
CHAPTER-FIVE CONCLUSIONS AND RECOMMENDATION		63-66
5.1	Conclusions	63
5.2	Recommendation	64
5.2.1	At the Policy Level	64
5.2.2.	At the Practice Level	65
5.2.3	At the Further Research Level	66
References		67-71
Appendices		

LIST OF TABLES

Table No.	Topics	Page No.
Table 1	Holistic Analysis of Culture-related Terms Grade Nine and Ten English Textbooks	43
Table 2	Grade-wise Analysis of Cultural Dimensions of Grade Nine English Textbook	44
Table 3	Representation of Cultural Categories in Grade Nine English Textbook	45
Table 4	Representation of Cultural Themes in Grade Nine English Textbook	46
Table 5	Grade-wise Analysis of Cultural Dimensions of Grade Ten English Textbook	48
Table 6	Representation of Cultural Categories of Grade Ten English Textbook	49
Table 7	Position of Cultural Themes of Grade Ten English Textbook	50

LIST OF FIGURE

Figure: 1 Conceptual Framework of Textbooks Analysis of Grade Nine

and Ten

40

LIST OF ABBREVIATIONS

B.C.	:	Before the birth of Christ
C1	:	First Culture
C2.	:	Second Culture
CDC	:	Curriculum Development Committee
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESA	:	Engage Study Activate
ESL	:	English as a Second Language
IC	:	International Culture
ICI	:	Intercultural Interaction
ISBN	:	International Standard Book Number
NEPC	:	National Education Planning Commission
PTB	:	Punjab Textbook Board
SC	:	Source Culture
SLA	:	Second Language Acquisition
SLL	:	Second Language Learners
TC	;	Target Culture
TL	:	Target Language
UC	:	Universal across Culture
ZPD	:	Zone of Proximal Development
2LL	:	Second Language Learning