

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is the most unique gift that sets human beings apart from the rest of living beings. It is the greatest property of human civilization whereby human beings can perform several things- communication, thinking, information sharing and creation. It is a means of human communication which is completely distinctive and versatile from animal communication. In the absence of language, we cannot imagine the civilization of world as we have today. Perhaps, it is the most significant asset of human life.

In Wardhaugh's (1972) words, 'A language is a system of arbitrary vocal symbols used for human communication.' So, language is vocal symbols which are produced arbitrarily by human to communicate systematically. Communication is a process of transmitting and interchanging ideas, knowledge and thoughts information from one person to another. 'Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.' (Sapir, 1921 as cited in Lyons, 198, p.3). Similarly Richards (1985) defines language as system of structured arrangements of spoken or written form of symbols in terms of morphemes, words and sentence.

Language, in its little strict sense, is a means of communication among human beings by using speech sounds. In this sense, it is as old as human race. So far as verbal communication with distinct sound is concerned, it dates back to 6500 B.C. (Verma & Krishnaswami, 1994, p.5 as cited in Tumbahang, 2066). Hockett (1958) says complex system of habit and "it is the totality of the utterances that can be made in a speech community" (Bloomfield, 1980, p.102). By the consideration of the aforementioned definitions of language, we conclude that the minimum adequate working definition of language is 'an arbitrary, voluntary vocal system of human communication.'

There are 6604 languages (including extinct ones) in the world that are used for communication (Crystal, 1997, p.286). Although no language is superior and inferior in the other languages and all languages possess equal status. English is a major international language, one of the six official languages of the United Nations and the chief means of international communication. English is the most widely used language all over the world. So, it is supposed to be passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world. English language is often called link language or lingua-franca since it is used to communicate with the people who are of different linguistic background. The use of English is especially widespread in international trade so much so that it has become the standard language of world business. Furthermore, English is due to the impact of global education that has got the status of global language. English as a foreign language (EFL) classroom is thought to be ideal for global education. Educational institutions in the world –in English speaking countries and non-English speaking countries altogether–have been using English as the main language of instruction quite for a long time. It has reached unprecedented heights in the recent years.

There are some reasons for how English has achieved the growing popularity in the present world. Crystal (2003, p.59) presents the status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century. It is the latter factor which continues to explain the world position of the English language today. As a result of the military, economic, scientific, political, and cultural influence of the British Empire during the past few centuries, it is used extensively as a second language and as an official language in Commonwealth countries and many international organizations. As the US began to grow as a world superpower English began to flourish everywhere. The United States has spread the English language alongside its economic, technological and cultural

influence. Likewise, English has adopted many words from several other languages over many centuries. Crystal (2003) estimates that English has borrowed words from over 350 other languages and thus has a powerful influence in the countries where those languages are spoken. As a result it has gradually enriched itself in such a way that it offers with the richest vocabulary in the world.

Because English is spoken so widely, it has often been referred as the world language. It is used by surprisingly large number of speakers. It is the primary language spoken in some countries. While it is not an official language in most countries, it is currently the language most often taught as a foreign language. According to Graddol (1997), there are three kinds of English speakers: those who speak it as the first language, those for whom it is a second or additional language and those who learn it as a foreign language. Among them about 375 million people speak it as the first language; equally 375 million people speak it as a second language; and about 750 million people speak it as a foreign language (as cited in Crystal, 2003). This shows that the total number of English speakers in the world is about one and a half billion, which occupies a large proportion of the world's population.

English is being one of the most influential and/or dominant international languages. It is now becoming a global language because of the power of people who speak it. Moreover, its spread has accelerated due to the growing need for global communication. English has so developed that it is used worldwide in its various regional intra-language forms or varieties. Such varieties of English are nowadays termed as 'world English's ' However, the majority of competent English speakers are not native speakers, but second language users, and therefore the inner circle has lost much its linguistic power. English is recognized as a world English's or global language instead of talking about Inner, Outer and Expanding Circle English's for teaching purpose. Harmer (2007) writes, "World English is the one that belongs to everyone who speaks it, but it is nobody's mother tongue."

1.2 Statement of the Problem

Nepal is a cultural mosaic of people with many distinct races and languages. History can give valuable appreciation of the distinct identities or smaller nations that are assimilated within Nepal. We know that our country, Nepal is multicultural, multi-religious, multilingual and multiethnic country. Though our country has diversity, there is still unity among us. So, we can say proudly that here is 'Unity in Diversity'. It is quite impossible to include everyone's culture in the textbook. Whoever cultures are included here, in the English textbooks, are representative only through where students know about the distinction cultures that exist in the present world.

The following issues related to grade nine and ten English textbooks will be the major problems that my research addresses.

- i. To what extent do English textbooks for grade nine and ten students support the interplays among the five cultural dimensions, articulated by products, practices, perspectives, communities and persons?
- ii. Are sources of cultural information included in the English textbooks represented in such a way that the 'cultural categories' support a cultural perspective?
- iii. What are the patterns of using the 'cultural themes' defined as 'Big C' and 'Little C', in grade Nine and Ten English textbooks ?

In the context of cultural perspective, the representation of culture-related contents in English textbooks plays an important role in developing learners' intercultural communicative competences, since part of language learning is understandable, the different aspects of the culture in which language is used.

1.3 Objectives of the Study

The objectives of the study are as follows:

- i) To analyze grade nine and ten English textbooks from the cultural perspectives such as 'cultural dimensions', 'cultural categories' and 'cultural themes'.
- ii) To suggest some pedagogical implications and recommendations.

1.4 Significance of the Study

This study is significant in a sense that culture of the students, teachers, schools and society is crossing cutting issues in this modern era. There have been neglected or ignorance of the students' cultures, classroom cultures, school's cultures as well as teacher's cultures. So, this analytical study makes the readers realize how they are represented in such remarkable textbooks. Similarly, the findings of this study would be significant for the syllabus designers, textbook writers, and people who are interested in this field. The prescribed syllabus should not be in favor of any culture. The textbook writers and designers, and teachers should fairly deal regarding the cultural issues of the students. This study will be equally helpful to the stakeholders, concerned authorities, language planners and methodologists if they are interested in it.

1.5 Delimitations of the Study

This analytical study is limited to only the analysis of grade nine and ten English textbooks regarding the cultural dimensions, cultural categories and cultural themes. The other area of culture is not be touched. Each units of grade nine and ten English textbooks are analyzed and interpreted through cultural dimensions, cultural categories and cultural themes and made the holistic comparison between them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of the Theoretical Literature

As commonly used, the word "culture" is defined in terms of the behavior patterns of the rich and elite, a meaning derived from the German 'Kultur. (Hiebert, 1975, p. 25). It denotes the proper, sophisticated, refined way of acting. Because of their interest in all of humankind, anthropologists have broadened the definition of culture and freed it from value judgments, such as good or bad. There has been considerable debate about a precise definition of the concept, but from the anthropological approach culture is defined as "the integrated system of learned patterns of behaviors, ideas and products characteristics of a society."(ibid)

It is believed that Sir Edward B. Tylor gave the first definition of culture. He defines culture as "That complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." (as cited in Yule, 1999, p.112). Likewise, Brown (2000) states, 'Culture refers to "the ideas, customs, skills and arts and tools that characterize a given group of people in a given period time' (p.177). Reviewing different definitions of culture from different scholars, Broody (2003) divided culture into two concepts 'Big C' and 'Little C'. The former one represents formal culture (i.e. a set of facts and statistics relating to the art, history, geography, education, festivals and customs of a target speech society) whereas the latter one refers to the routine aspects of life and encompasses everything as a total way of life (Lee, 2009, p.78). Furthermore, Bennett, Bennett and Allen (2003) and Peterson (2004) stated that 'Big C' and 'Little C' are related to 'objective culture' such as products and practices and that culture representing people's belief and views needs to be classified into 'subjective culture.'

Moran (2001) stated five factors of cultural dimensions: products, practices, persons, perspectives and communities. He defined culture as "the evolving way of life of a group of persons, consisting of a shared set of perspectives on the world, and set within specific social contexts" (Moran, 2001, p. 24). This study defined culture as the interplay of products, practices, perspectives, communities and persons (ibid).

Cortazzi and Jin (1999) proposed three sources of cultural information to be included in language textbooks: **a)** Target Culture materials (TC), **b)** Source Culture materials (SC) and **c)** International Culture materials (IC). First, target culture materials include the culture of a country where English is spoken in L1 such as the United States, Great Britain, and Australia. The second source materials refer to the learner's own culture as content. Last, international culture materials are from various cultures in English and Non English speaking countries. McKay (2004) and Chao (2011) added two other categories such as Intercultural Interaction (ICI) and Universality across culture (UC). The former one includes the comparison, reflection, or awareness of the differences and similarities between the local/source and the target/international culture through activities such as case studies, problem-solving, role play to help students develop positive attitude, knowledge, skill and awareness in international communication and the latter one includes general knowledge/content that is not specific to any particular culture or country.

2.1.1 Development of English in Nepali Education System

The history of English shows that it did not become what it is in an overnight effort. It took hundreds of years to change into what it is today. According to Phyak (2012, p.6).

Nepal never had an English colonial history nor has it recognized English as an official language in its constitutions until now. Yet, the

English language has already become a principle component of the Nepali education system. Two key forces—globalisation and neoliberalism—have contributed in this regard.

Though 1853 is generally considered the year when English education started in Nepal, the English language is found to have existed from much earlier. The Christian missionaries who entered Nepal in the early 17th century had made efforts to translate even the sacred Hindu scriptures and scripts in the local language and in English. After two years of Rana Prime Minister Jung Bahadur's arrival from Britain in 1851, he arranged for two of the English teachers, Rose and Lord Canning from Britain, and had them teach his brothers and nephews on the ground floor of Thapathali Durbar in 1853. However, during this period, education was limited to the members of the Royal family and people closer to them. Ordinary citizens were deprived from the education. After the restoration of democracy in 1951, Tri-Chandra College started teaching English courses under the supervision of Patna University, India.

There was no certainty in curriculum and syllabus design of English in the school levels until 1971. In 1956, National Education Planning Commission (NEPC) avoided English from the school curriculum. The first university of the Country, Tribhuvan University, established in 1959, gave a little priority to English. In 1961, the Panchayat government-funded All Round National Education Committee prescribed English; one paper for lower secondary level and two papers for secondary level as compulsory subjects. But after a decade, National Education system plan of 1971 reduced the weigh-tage of English courses from 200 marks to 100 marks in high school level. This plan also reduced the credit hours of teaching English from 15 to 10 from high school to university levels. At that time English was no longer taught as a compulsory school subject.

In the last few decades, English language teaching has made a significant development in Nepal. The positive change can be noticed in terms of structure

of education, pedagogies and institutions of higher learning. At present English is taught from grade one to bachelor's degree level as a compulsory subject. At master's degree and master of philosophy levels various universities of the country offer a two year specialization in master of Education in English and master of English literature.

While the formal side of education had been making little progress; political changes paved the way for learning English informally. With the end of the Rana regime, Nepal opened its door to foreigners. In consequence the flow of foreigners for tourism, business, research, development, religion and education increased rapidly. The number of multinational companies and international non-governmental organizations increased due to Nepal's membership in various international organizations such as the World Trade Organization, the World Bank, and the United Nations. These days because of the advanced development of science and technology, transportation and communication, tourism, English has reached rural places, where local people are seen to be talking in broken English as in their daily communication.

2.1.2 The Relationship Between Language and Culture

Both language and culture are concepts that seem to have posed great difficulties for scholars to define. Besides, there seems to be an inevitable relationship between these two concepts.

Ardila-Rey (2008) maintained that: "Language and culture are inextricably linked with each other" (p. 335). Likewise, Brown (2007) pointed out the interrelatedness of language and culture:

Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquisition of reading knowledge

of a language for examining scientific texts), is also the acquisition of a second culture (p. 189-190).

In the same vein, Kramersch (1998) viewed that language is the main means whereby people conduct their social lives and when it is used in context of communication, it is bound up with culture in various and complex ways. Another author, however, considers one as the container of the other. Kuang (2007, p. 75) wrote: “Language is the carrier of culture and culture is the content of language.”

An understanding of the relationship between language and culture is important for language learners, users, and for all those involved in language education. As asserted by Elmes (2013) for language teachers and learners in general, an appreciation for the differences in opinion regarding the relationship between language and culture can help to illuminate the diversity of views held toward the use of language (as cited in Jiang, 2000). It is generally agreed that language and culture are closely related. Language can be viewed as a verbal expression of culture. It is used to maintain and convey culture and cultural ties. Language provides us with many of the categories we use for expression of our thoughts, so it is therefore natural to assume that our thinking is influenced by the language which we use. The values and customs in the country we grow up in shape the way in which we think to a certain extent. Language, in light of what was claimed by Jiang (2000) is the mirror of culture in the sense that people can see a culture through its language. Another metaphor used culture to symbolize language and culture is the iceberg. The visible part is the language, with a small part of culture; the greater part, lying hidden beneath the surface, is the invisible aspect of culture. This author's understanding of language and culture is conveyed through the following three new metaphors.

a) From a philosophical view

language	+	culture	a living organism
flesh		blood	

Language and culture makes a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape.

b) From a communicative view

language	+	culture	swimming (communication)
swimming skill		water	

Communication is swimming, language is the swimming skill, and culture is water. Without language, communication would remain to a very limited degree (in very shallow water); without culture, there would be no communication at all.

c) From a pragmatic view

Language	+	culture	transportation (communication)
vehicle		traffic light	

Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.

Many linguists explore the relationship between language and culture. Nida (1998) holds the view that language and culture are two symbolic systems. As announce by Jiang, everything we say in language has meanings, designative or sociative, denotative or connotative (Jiang, 2000). Every language form we use has meanings, carries meanings that are not in the same sense because it is associated with culture and culture is more extensive than language. People of different cultures can refer to different things while using the same language forms. For example, when one says lunch, an Englishman may be referring to 'hamburger' or 'pizza', but a Chinese man will most probably be referring to steamed bread or rice. The word dog in

English, and the character 'gou' in Chinese, refer to the same kind of animal. However, most English people associate dog with man's best friend, a good companion, being kept as a pet, together with many commendatory idioms, such as lucky dog. Most Chinese people, by contrast, associate 'gou' with watchdogs, defending the household from thieves, a noisy animal, together with such derogatory idioms as 'gou tui zi' ('hired thug').

Thus, regarding the intertwined relationship between language and culture, most notably in English language teaching teachers should be more conscious to deal with classroom culture as well as his/her students' culture. In this regard, Kramersch (1993) has in one of her studies focused on the relationship between cultural knowledge, communicative competence and language learning. Kramersch says that if studies in foreign languages are supposed to include intercultural awareness, then the cultural context of the target language must be explored and, more importantly, clarified. A problem with today's textbooks, according to Kramersch, is that they all too often portray a culture, meaning that language is connected to one, or very few cultures. If a textbook has this simplistic approach to culture, then the teacher's own cultural values are easily transferred to the pupils if they are in line with the textbooks. As a solution Kramersch suggested that a third place is created where students can, based on their own cultural experiences, explore the cultures which they come across in the textbooks/education. This means that the individual student will be able to reflect on the differences and diversity between cultures without the interference of the teacher's cultural value.

2.1.3 Culture in ESL/EFL Classroom

Sowden, (2007) has thrown light on the increasingly culture sensitive-becoming approach to English language teaching. He observed that there is not a single best method of teaching a second language, various methods of including communicative approach, in the past has led many to the pragmatic conclusion that informed eclecticism offers the best approach for the future.

Due to the lack of any scientific or objective method of language teaching, it has been realized that we must let the learners determine how they should learn and be guided by that. With this shift of emphasis from teacher-centred to student-centred approach, teaching to learning, there has appeared a growing awareness of the role played by culture in the classroom. In the past, the term 'culture' tended to mean the body of social, artistic, and intellectual traditions associated with a particular social, ethnic or nation group. However, Sowden has used the term culture in its much more broad sense referring to Holliday's (1994) argument that the typical teacher in the expatriate teaching situation will be involved in a variety of cultures: those of the nation, of the specific academic discipline, of international education, of the host institutions, of the classroom, and of the students themselves. To be effective expatriate teachers must take account of all these culture and how they influence the attitude and study styles of their students. The expatriate teachers should not impose their own culture but work with the cultures that they encounter in the host educational environment. They should adapt their teaching styles so as to make them fit for the local cultures of the learners. Sowden argues that the both national and expatriate teachers should take account of not only of the cultures of their students and their environment, but also the cultures that they bring to the classroom. The teacher's culture incorporates their underlying beliefs, assumptions and knowledge.

Learning a second or foreign language necessarily involves learning about the cultures with which it is associated. As Sowden has quoted from Kramsch (1939), "If language is seen as a social practice, culture becomes the very core of language teaching." However, it does not mean that the learners should assimilate them into the new culture without maintaining their identity. Effective language learning will take place when teachers and learners are constantly engaged in creating a culture of a third-kind through the give-and-take of classroom dialogue. This is what we call intercultural approach to

second language education which aims at intercultural communicative competence.

Menard-Warwick (2009) has defined culture as the understanding and practices that are shared within groups of people while nothing that these shared understandings and practices are loosely bounded, constantly changing, and subjectively experienced. By discursive faultlines she means the areas of cultural difference or misunderstanding that become manifest in classroom talk. She has concluded her report in the following words:

In her observations of the six classrooms in California and Chile suggest that many second and foreign language students and teachers are finding numerous ways to question and reconstruct cultural representations as they enter into dialogue with each other, with course texts, and with the media. Although members of classroom communities could achieve a greater degree of interculturality if they spent more time listening to each other, the observation in the present study provide concrete examples of how language learners appropriate global discourses to their own ends. This study shows that, despite unequal relationship between societies, many learners indeed find ways to construct voices in their second languages. (Menard-Warwick, 2009, p. 44).

Nowadays, English is gradually becoming a language for international communication. As a consequence, it is necessary to decide on which culture to teach to learners of English all over the world. Wandel (2003) argued that if the role of English is considered a world language, two main shifts regarding the cultural dimension of educational work seem unavoidable: (1) EFL- teaching must enhance its cultural and geographical scope and include other English-speaking cultures apart from the UK and the USA. Thus areas/countries such as South Africa, Nigeria, Australia, Canada, India and their cultural background must be taken into consideration and will start playing an increasingly more relevant role in the EFL-classroom. (2) On the other hand, educating students to make use of English as a *lingua franca* also means developing their intercultural sensitivity. Students should be allowed to get to know a number of

different outlooks and perspectives. They ought to be provided with tools to analyze fundamental aspects of cultures (p. 73).

2.1.4 Defining the Textbook

Textbook is an important tool that the teachers and the students use to fulfill the objectives of curriculum. They are also known as one of the teaching materials used in the classroom teaching. Thus, it is a document that helps to fulfill the objective set in the curriculum. Harmer (1983, p.117) says,

A textbook has obvious advantage for the teachers and students. Good textbooks often contain lively and interesting materials: they provide a sensible progression of the language item clearly showing what has been studied so that students can revise grammatical and functional points. A textbook is the body of knowledge. It is organized and simplified purpose of learning. It is the most important tool because it can determine not only what will be taught but also it will be taught.

Grant (1987, p.12) says , "Textbook is used to refer to a course book which aim at covering all aspects of the language and supplementary textbook devoted to particular topic or skill areas." Likewise Hilton (1996, p. 1470) states, "The textbook is a kind of book. It seldom expresses new knowledge for that is not its function. Its essential function is rather to make the knowledge which does exist available for the students in a selected and ordered way."

It is the 'visible heart of any ELT program' (Sheldon, 1988, p.237); 'an almost universal element of teaching' (Hutchinson & Torres, 1994, p.315); and a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt. (as cited in Awasthi, 2006)

On the basis of aforementioned definitions, we can conclusion that a textbook is a body of knowledge. It is organized and simplified for the purpose of learning. It is a guide which helps the learners to achieve their objectives. It is

taken as one of the most important teaching tool because it determines both 'what' and 'how' of teaching.

Textbooks are the primary agents of conveying the knowledge to the learners. One of the basic functions of textbook is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

2.1.4.1 Types of Textbook

There are varied natures of textbooks. So it is more difficult to provide crystal clear categorization of the textbooks. Regarding the types of the textbooks, Grant (1987, p. 12) has presented two board categories of the textbooks. They are: i) Traditional Textbook, and ii) Communicative Textbook.

i) Traditional Textbooks

Traditional textbooks do not mean that those which were used in the past and were no longer in use, and still they are being written, published and used in many parts of the world including developing countries like Nepal, Bhutan etc.

It emphasizes the translation of L₁ and L₂ and appreciates literary tasks. It also focuses on the determination of teacher's role and student's role. The teacher's role is authoritative and student's role us passive.

Grant (1987, p. 13) points out the following characteristics for the traditional textbook.

- a) They tend to focus reading and writing activities rather than listening and speaking.
- b) They tend to emphasize the forms or patterns of language(the grammar),more than the communicative functions of language, the jobs we do using it, for

example, asking for information, making request, apologizing, asking the way.

- c) They often make use of great deal of L₁.
- d) They emphasize importance of accuracy.
- e) They tend to focus rather narrowly on syllabus and examination.
- f) They are often attractive to some teacher because they seem easy to use and are highly examination oriented.

ii) Communication Textbooks

Communicative textbook are those textbooks which provide the opportunities for the students to use the language in the classroom that can be used in real live situation. It emphasizes communicative competence of the student. Grant (1987, p.14) presents the following characteristics of communicative textbooks.

- a) They emphasize the communicative function of the language.
- b) They try to reflect students' need and interest.
- c) They emphasize the skill in using the language, not just the forms of language and they are therefore, activity-based.
- d) They emphasize fluency, not just accuracy
- e) They encourage works in groups and pairs and therefore, make demands on teacher's organizational abilities.
- f) They tend to be very specific in their definitions of aims.
- g) Both context and method reflect the authentic language of everyday life.
- h) They usually have good balance among the four language skills, but may emphasized listening and speaking more than a traditional textbook does.

2.1.4.2 Textbook Analysis

No textbook is absolutely good or bad. The quality of textbook can be analyzed in terms its different components such as contents, exercises, tasks, organization and physical features. An accurate analysis of these aspects helps to evaluate and choose the textbook.

An ELT textbook can be analyzed in term of several different areas. Harmer (2008) suggests nine main areas which teachers have to consider while analyzing textbooks such as price, availability, layout and design, methodology, skills, syllabus, topic, stereotyping and teacher's guide which is controlled by four stage procedure such analysis, piloting, consultation and gathering opinions.(p.119) Some of the most common areas or criteria as:

1) Appropriateness

It refers to the feature of the textbook which is appropriate to a particular group of students in terms of its contents, language, exercises, and methodology. It suggests the following things to be consider while analyzing ELT textbooks.

- a) The content should be appropriate to the level, needs, and culture of the student.
- b) It should include relevance topics, world knowledge and all skills and aspects of language.
- c) The language used in the texts, instructions and exercises should be clear and accurate.
- d) The texts and materials should be appropriate or the cultural situation of the students

2) Organization

The organization of the ELT textbook refers to the sequence of tasks, exercises, and activities. Basically, this criteria of textbook or coursebook analysis suggest that:

- a) There should be integration of language skills and aspects within the lesson sequences.
- b) The textbook chapters should be organized according to the contents and objectives directed by the specific syllabus.
- c) Different features such as pre-reading tasks, reading passages, exercises, activities, glossary, worksheets, appendices, etc. should be organized properly.

3) Physical Features

Different physical features are the basic criteria for textbook analysis. These refer to the features such as price, availability, layout, design, etc. A good textbook is supposed to have:

- a) reasonable price
- b) good range of availability
- c) clear letters, pictures, illustrations, and white spaces
- d) attractive layout and design
- e) good quality of paper

4) Supplementary materials

This is another important criteria for textbook analysis. This criteria suggests that a good textbook needs to include following additional materials.

- a) workbook and worksheets
- b) games and puzzles
- c) audio-visual materials (CDs, DVDs)
- d) songs and rhymes
- e) specific blogs/websites
- f) Teacher's guide

Thus, textbook analysis is an intensive work that requires research and creative skills to view different aspects of a textbook. The criteria that we have discussed above can be used in a analysis of an ELT textbook.

2.1.8.3 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)

1. 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.

2. 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.

3. 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.

2.1.5 An Introduction to the Grade Nine and Ten English Textbooks

The authors of Grade nine English textbook are Bishow Raj Joshi, Lalmani Joshi and Parbati Dhungana. The subject matter and language of this book were edited by Chandra Kanta Bhusal and Kunti Adhikari. The layout and illustrations of the book were done by Shree Hari Sharestha and Kuldeep Bahadur Gurung. It was published by Government of Nepal, Minister of

Education, Curriculum Development Centre, Sonathimi, Bhaktapur. Its ISBN is 978-9937-601-34-4 and first edition was in 2016. It was printed by Janak Education Materials Centre Ltd., Sanothimi, Bhaktapur.

This English textbook contains a variety of materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. There is uniformity in the present of the activities which will make it convenient for the students.

The Grade ten English Textbook is originally written by Bishow Raj Joshi, Parbati Dhungana and Chandra Kanta Pandit. The subject matter and language of this textbook were edited by Chandra Kanta Bhusal and Ramesh Prasad Ghimire. Its ISBN is 978-9937-601-35-1. It 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 this textbook as much user friendly as possible.

Grade ten English Textbook is published by Curriculum Development Centre (CDC), Sanothimi, Bhaktapur in 2017 A.D. as a first edition. This textbook comprises altogether nineteen units. Each unit contains all four language skills viz. reading, writing, listening and speaking; grammar and at last project work for the students. It is based on Engage Study Activate (ESA) sequence.

Both English textbooks of grade nine and ten have been developed in line with the Secondary Level English Curriculum, 2071 (2014) by incorporating the recommendations of various education commissions and the feedback obtained from schools, workshops and seminars, interaction programs attended by teachers, students and parents.

2.1.6 Objectives of Grade Nine and Ten English Textbooks

Both English textbooks of grade nine and ten have the following aims and objectives:

- a) To make education objective-oriented, practical, relevant and job oriented.
- b) To instill the feelings of nationalism, national integrity and democratic spirit in the students and equip them with morality, discipline and self-reliance, creativity and thoughtfulness.
- c) To develop students' linguistic and mathematical skill, knowledge of science, information and communication technology, environment, health and population and life skills.
- d) To bring the feeling of preserving and promoting arts and aesthetic, humanistic norms, values and ideas.
- e) To make the students aware of respect for ethnicity, gender, disabilities, languages, religions, cultures, regional diversity, human rights and social values so as to make them capable of playing the role of responsible citizens.

2.1.7 Table of Contents of Grade Nine English Textbook

Grade nine English textbook comprises altogether fifteen units. Each units are based on language functions incorporating four skills .The table of contents of the grade nine English textbook are presented as below.

Table of Content

Unit	Subject	Page No.
1	Making Plans and Expressing Intentions	1
2	Suggesting, Advising and Persuading	2
3	Making Requests and Responding to them	27
4	Expressing Condolence and Sympathy	41

		23
5	Criticizing and Expressing Degrees of Probability	56
6	Making Offers and Responding to them	72
7	Giving Instructions and Describing Purpose	82
8	Talking about the Past: Narrating Past Events	93
9	Giving Directions	102
10	Interpreting Graphs, Charts and Diagrams	113
11	Describing an Object or a Place: Talking about Present	131
12	Expressing/Inability	141
13	Expressing Congratulations	155
14	Asking for Permission	167
15	Apologizing and Responding to an Apology	182
	Glossary	200

2.1.8 Table of Contents of Grade Ten English Textbook

Grade ten English textbook contains altogether nineteen units, which incorporate four language skills, project works and fun corner. The content of table of grade ten English textbook is present as follow

Table of Content

Unit	Subject	Page No.
1	Giving, Withholding and Reporting Permission	1
2	Reporting Statements	13
3	Reporting Questions	23
4	Reporting Commands	34
5	Giving Advice and Warnings	48

6	Expressing Conditions (I)	59
7	Expressing Conditions (II)	71
8	Asking for Reasons, Purposes and their Responses	83
9	Expressing Unexpected Results	94
10	Describing Events	107
11	Expressing Preferences	119
12	Talking about Personal Experiences	133
13	Talking about the Past (I): Narrating Past Events	145
14	Talking about the Past (II): Interrupted Continuous Actions	154
15	Talking about the Past (III): Comparing Past and Present	165
16	Confirming and Denying	174
17	Agreeing and Disagreeing	183
18	Indicating Time and Motions	192
19	Interpreting Tables and Charts	203
	Glossary	216

2.1.9 Rationale for Textbook Analysis from a Culture Perspective

This research study is based on the grade nine and ten which analyses from multicultural perspectives such as cultural dimensions, cultural categories and cultural themes.

Textbooks represent the ‘tangible’ curriculum that is closest to students’ hearts and minds, thus the messages that textbooks deliver have a powerful impact on learners (especially in early years) and on the society more broadly. As printed materials, they benefit from the respect people commonly have for the printed

word: in many societies, one tends to think that whatever is written or printed in a book, including a textbook, must be right and true.

Given their important potential as learning resources especially in contexts where assessment is commonly very much focused on the rote memorization and reproduction of prefabricated discourses, textbooks can easily become vehicles for promoting biases, including gender biases, culture etc. Such biases can be promoted in an explicit or a more subtle way. Consequently, it is important to explore what elements in textbooks (such as gender biases, culture etc.) may hinder gender equality and cultural inclusiveness and make specific recommendations on what should change so that textbooks can contribute more to the development of open-mindedness and culture-sensitive attitudes and approaches.

Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also their design, visual elements, pedagogical approach and other aspects. Cultural analysis of textbooks should consequently take into account all these issues in a comprehensive manner.

2.1.10 Acculturation Theory

According to the Brown (1980a: p.129) "Acculturation is the process of becoming adapted to a new culture." (as cited in Ellis, 1992, p. 251). It is the most important aspect of SLA because language is one of the most observable expressions of culture. Schumann's (1978) acculturation theory of second language learning equates second language learning with second culture learning. The central premise of the Acculturation Model is:

.....second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language. (Schumann 1978c: 34, as cited in Ellis 1992, p.251).

Acculturation, and hence SLA, is determined by the degree of social and psychological distance between the learner and the target language culture. The former one is the result of a number of factors which affect language group whereas the latter one is the result of various affective factors which concern the learner as an individual.

Schumann's (1978) acculturation model includes seven social variables and four affective variables which presumably affect the quantity and quality of contact that second language learners have with the target language community, thus affecting SLA. The claims which he makes for each of the socio-cultural variables include the following:

- 1) **Social dominance:** If the second-language learning (2LL) group is politically, culturally, technically or economically dominant to or subordinate to the target language (TL) group, social contact between the two groups will tend not to be sufficient for optimal target language acquisition. If they are nearly equal in status, then there will be more contact between the two groups and thus, acquisition of the target language will be enhanced.
- 2) **Assimilation, preservation, and adaptation:** The best condition for L2 acquisition is obtained when the 2LL group wants to assimilate into the TL group. The second best condition occurs when the 2LL group wants to adapt to the TL culture for intra-group interaction without assimilating to it. The least favorable conditions obtain for acquiring the L2 when the 2LL group wishes to remain separated linguistically and culturally from the TL group.
- 3) **Enclosure:** The more the 2LL groups share social institutions such as schools, churches, workplaces, clubs, and others with the TL group, the more favorable the conditions will be for L2 acquisition.

- 4) Cohesiveness and size:** The smaller and less cohesive the 2LL group, the more likely the contact with the TL group and the more favorable the conditions for L2 acquisition.
- 5) Congruence:** The more similar the culture of the two groups, the more likely there will be social contact and thus language acquisition.
- 6) Attitude:** The more positive the views of the 2LL group toward the TL group, the more favorable will be the conditions for L2.
- 7) Intended length of residence:** The longer L2 learners plan to remain in the L2 environment, the more likely it is that they will feel the necessity of learning the TL.

The four affective variables included in Schumann's acculturation model are: **1)** language shock, or the degree to which speaking the new language makes the learner feel foolish or comical; **2)** culture shock, the extent to which the learner feels disoriented and uncomfortable with extended residence in a new culture; **3)** ego permeability, the ability of the learner to accept a new identity associated with the belonging to a new speech community, and **4)** motivation, the degree and type of desire experienced by the learner to acquire the L2. Of these, only motivation seemed particularly applicable to the situation involved in this research and therefore it will be the only one included in the data collection. In Schumann's model high levels of motivation, both integrative and instrumental (Gardner, 1985; Gardner & MacIntyre, 1991), contribute positively to second language acquisition. Since attitudes toward the L2 community are closely related to integrative motivation we decided not to measure that aspect of motivation independently. Schumann argues that "the degree to which a learner acculturates to the TL group will control the degree to which he acquires the second language" (Schumann, 1978, p. 34), but he makes his claim only for the context of natural SLA, i.e., where learning takes

place in the environment where the L2 is spoken and without direct language instruction (1986, p. 385 as cited in Graham and Brown, 1996, p.240).

Although Schumann makes his claims without regard to which language is the language of the majority group in the natural learning environment, most studies which have explored any aspect of the model have done so looking at the acquisition of a majority language by a minority group (e.g., the acquisition of English by Costa Rican immigrants, the acquisition of German by immigrant Italian and Spanish workers, etc.). By contrast, our study examines the applicability of these variables to L2 acquisition where the L2 is the minority language.

2.1.11 Holliday's Culture-sensitive

Holliday's (2010) culture-sensitive approach to language teaching deals with making the methodologies and materials appropriate to the culture of the host educational environment. This approach, thus, takes account of only the home culture of the learners. For achieving appropriate methodology learning about the classroom, i.e. learning what happens between people in the classroom is a must. However, learning about the classroom- and which means learning about the precise nature of a particular classroom culture, or the other cultures which influence it, or the form which this influence takes- is not a matter just for theorists and university researchers or say not something that teachers can get from the literature. It is something to be done in the situation in which teaching and learning have to take place.

This implies that the process of learning what happens between people in a particular classroom is largely in the hands of the teacher, just as the act of teaching is in the hands of the teacher. Therefore, it is the teacher who should learn about the classroom through ethnographic action research, and the other parties such as curriculum developers, textbook or material writers, head of the departments and so on should base their decisions about the nature of classroom methodology upon the findings of the action research, collaborating

with the teacher. Another implication is that a methodology to be appropriate it must be sensitive to the prevailing cultures surrounding any given classroom.

2.1.12 Intercultural Approach

Intercultural approach is a new approach to language teaching, with special reference to English as a second or foreign language teaching, that shows intercultural awareness in language education, emerged in the 1980s called intercultural approach.

Intercultural approach to language teaching is different from Schumann's (1978) acculturation theory of second language learning as well as Holliday's (2010) culture-sensitive approach to language teaching though they contribute a lot to the development of it. However, the intercultural approach takes account of both the home cultures the learners and target culture, including all other cultures the learners are to encounter with. Thus, the intercultural approach regards both acculturation and culture-sensitivity or cultural awareness as important aspects of second language education. Intercultural approach to language education attempts to equip the language learner with cultural knowledge. Corbett (2003), the intercultural approach to language education provides the learner with methodologies for exploring cultural differences enabling them to observe, interpret and understand the cultures they encounter and the differences between them and their own. According to Corbett (2003, p.10), intercultural approach assumes that:

- ❖ Cultural topics (e.g. exploring how personal and group identities and values are constructed) are interesting and motivating;
- ❖ Acculturation (the ability to function in another culture while maintaining one's own identity) is important,
- ❖ Cultural awareness-raising is an aspect of values education,
- ❖ Intercultural language education should cast a critically reflective eye on its own workings.

The intercultural approach to language education recommends the reconsideration of long-established goal of language teaching, namely a native-speaker like linguistic competence. It is not satisfied even with the goal of communicative approach to language teaching, i.e. native-speaker like communicative competence. It expands the goal of native-speaker like communicative competence into intercultural communicative competence. Intercultural communicative competence is simply the communicative competence for intercultural situation. It is the ability to interact in a second language effectively with the people from other cultures. Corbett (2003, p. 2) defines intercultural communication competence as follows:

Intercultural communicative competence includes the ability to understand the language and behavior of the target community, and explain it to members of the 'home' community – and vice versa. In other words, an intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding. This aim effectively displaces the long-standing, if seldom achieved, objective of teaching learners to attain 'native speaker proficiency'. Obviously, one key goal of an intercultural approach remains language development and improvement; however, this goal is wedded to the equally important aim of intercultural understanding and mediation.

Thus, the intercultural learner becomes not just a competent speaker and hearer of a second language code but a mediator or diplomat between different socio-cultural groups that use different languages or language varieties. That is to say, he/she achieves intercultural communicative competence.

2.1.13 Socio-cultural Theory

Lev S. Vygotsky, a psychologist in Russia who began his work following the Russian Revolution of 1917, is most closely identified with socio-cultural theory. Vygotsky, argued: “The social dimension of consciousness is primary in time and in fact. The individual dimension of consciousness is derivative and secondary” (Vygotsky, 1979, p. 30). From this perspective, mental functioning

of the individual is not simply derived from social interaction; rather, the specific structures and processes revealed by individuals can be traced to their interactions with others.

Socio-cultural theory views language as a 'tool for thought'. It is therefore critical of 'transmission' theories of communication, which present language primarily as an instrument for the passage back and forth of predetermined messages and meanings. Dialogic communication is seen as central to the joint construction of knowledge (including knowledge of language forms), which is first developed inter-mentally, and then appropriated and internalized by individuals. Similarly, private speech, meta-statement, etc., are valued positively as instruments for self-regulation, that is, the development of autonomous control over new knowledge. In addition to these general claims regarding the functions for which language may be used, we have already noted the rejection by socio-cultural theorists of the classic Saussurean idea of language as an autonomous abstract system, and hence implicitly of Chomsky's distinction between competence and performance (Dunn and Lantolf, 1998 as cited in Mitchell & Myles, 2004, p. 220). However, socio-cultural theorists of SLL do not offer in its place any very thorough or detailed view of the nature of language as a system - a 'property theory' is lacking. What is the relative importance within the language system of words, of pragmatic functions, or of grammar? Is language a creative, rule governed system, or a patchwork of prefabricated chunks and routines, available in varying degrees for recombination? With some exceptions (e.g. Ohta, 2001, who argues for a significant role for prefabrication and the appropriation of readymade interactional routines, at least in early language development), socio-cultural researchers have had little to say in detail on these issues. Indeed, most socio-cultural studies of language development within the Zone of Proximal Development have focused on individual lexical items or morphosyntactic features as defined in traditional descriptive grammars, as we have seen in some of the transcripts quoted earlier (Donato, 1994). This limitation is

recognized by researchers in the field (Aljaafreh and Lantolf, 1994, p. 480, as cited in Mitchell and Myles, 2004, p.220); if this tradition is to realize its ambitions to transform SLL research, it will need to locate itself more explicitly with respect to linguistic theory.

2.2 Review of Empirical Literature

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

Bohara (2004) conducted a research entitled 'Textbook Analysis of English for Grade One.' The main purpose of his study was to analyze the English Textbook for Grade one in terms of vocabulary items, sentences types, and verb pattern schema, language functions, illustrations, language skills, materials and physical aspects. The researcher counted all the vocabulary items and tabulated them to find their words class, number of frequency number of syllable, pronunciation and consonant clusters. Likewise, the researcher counted and listed all the sentences of the textbook according to their types, verb pattern schemes and functions. Similarly, illustrations were observed and analyzed descriptively. Lastly, the researcher has analyzed the physical aspects of the textbook descriptively. He found that there are 217 vocabulary items, representation of the different world classes. Among them the word class 'noun' has the highest number and only the cardinal numbers are found in the textbook.

Dahal (2006) carried out research work on the topic, "English for Grade X: A Textbook Analysis." He has touched all the aspects of the grade ten textbook. His research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak and the hand drawn pictures of the textbook do not clarify abstract concepts. The textbook lacks drill and do not provide any model of post card writing questionnaire, bio-data, notes and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text types.

Giri (2009) has carried out research on analysis of symphony for grade five. His objectives of the studies were to analyze the text book in terms of physical and academic features. He conducted the research on ten teachers and 80 students who were teaching and reading in grade five private boarding schools. He also used opened ended questionnaires to collect the data. He found that the content of the book is interesting and understandable to the students. He found that subject matter and exercises given in the book are not sufficient to make the learners practices.

Shah (2012) has conducted her research work entitled "Gender Inclusion: A Neglected Aspect of the English Textbooks in Pakistan." The principal objective of her study is to investigate the gender inclusion in the textbook used for teaching English language at the secondary level in Pakistan. The major finding of her research work is that in the textbooks in Pakistan especially in Grade 9 and 10 English, published by the Punjab Textbook Board (PTB), there is a widespread discriminatory representation of women.

Reimann (2009) conducted a research work entitled "A Critical Analysis of Cultural Content in EFL Materials." His study aims at exploring and describing the type of cultural content found in English Language textbooks in Japan. For the purposes of his study, cultural awareness raising has been defined as any activity which actively seeks to engage learners and broaden their understanding, increase sensitivity and promote flexibility and tolerance of otherness and cultural diversity. Cultural content and materials were generally

presented out of context and without any representative or anchoring information which the students could use to gain relevance from their own culture and experiences.

A common problem in text books in Japan is that they are too prescriptive in nature. Most texts are crammed with exercises and explanations designed to be teacher friendly and avoid the problem of running out of materials to teach. For a student centered and controlled book which would foster autonomy and encourage student to actively engage with the content, simple is best. Texts need to be much more open-ended and flexible. Much of the content and ideas should come from the students and many of these activities would be more effective if the students had the freedom to do what they wanted with them. Awareness raising activities cannot be teacher centered or controlled. Therefore the ideal text in considering this would merely provide a theme, some questions for stimulation and a task. EFL writers should try to build conceptual bridges between the culturally familiar and the unfamiliar in order not to give rise to conflicts in the learner's 'fit' as he or she acquires English. Such bridges can be built, among other ways, through the use of comparisons as techniques of cross-cultural comprehension or the exploitation of universal concepts of human experience as reference points for the interpretation of unfamiliar data. In comparison to other countries, texts in Japan tend to focus primarily on language structures and avoid the inclusion of any context or cultural information. This is largely a result of examination practices, the requirement for language to be quantifiable on a paper test and the experience and qualification of most non-native English teachers many of whom are uncomfortable teaching more abstract elements of language and culture. In recent years, to counter this, there has been a move to make materials more global. As a result many texts are saturated with cultural information without consideration of accuracy, purpose, presentation or practicality.

Ahmed and Narcy-Combes (2011) carried out a research work on the title "An Analysis of Textbooks from a Cultural Point of View". Their research work analyses textbooks from a cultural point of view. This research study has focused on cultural reflection in ESL textbooks being used in Pakistan written by foreign authors. It stresses upon the needs for cultural sensitivity on the part of authors. The research has also highlighted some cultural views which exist in one culture

but, at the same time, may not be acceptable to the members of another culture. The research further investigates whether the authors of textbooks who belong to a specific culture can represent C1 and C2 in an appropriate way in a textbook. The analysis also focuses on cultural reflection both in text and visual material used in the textbooks. The research study concludes with the idea that ESL textbook authors should have an awareness of both C1 and C2. In this way, the textbook authors can realize the similarities and differences between two cultures. The awareness of both cultures on the part of authors can also overcome the problem of stereotypes or general assumptions about a culture. Their research study concludes with the following recommendation, that the authors both from C1 and C2 should work in collaboration, in order to have the culturally familiar textbooks. This can help to overcome the problem of cultural unfamiliarity between the textbook authors and ESL learners.

Risager (2014) has conducted the research work entitled "Analyzing Culture in Learning Materials." He presents three commonly used types of analytical approach, illustrating each of them by a couple of small examples of actual analyses. The three types of approach are: thematic analysis, intercultural analysis and power and empowerment analysis. Each is based on its own view of culture and cultural learning – views that all co-exist in present-day language subjects: Thematic analysis typically means that culture is regarded as a large number of topics, e.g. in relation to everyday life, society and history. For this reason, cultural learning is mainly regarded as the acquisition of factual, 'objective' knowledge as a necessary supplement to communicative competence. Intercultural analysis typically means that culture is regarded as a diversity of the various perspectives of individuals and groups, their various types of knowledge about the world by virtue of their different life stories. Cultural learning is therefore mainly seen as developing the awareness of the learner about various socio-cultural perspectives and identities and their implication for (intercultural) communication, empathy, cooperation and conflict resolution. Power and empowerment analysis typically means that culture is regarded as an arena for conflicts and ideologies, and cultural learning is therefore mainly seen as developing the learner's capacity to reflect on the major political and social issues of society, and cultural learning is

thereby a contribution to his or her development as a critical and involved citizen and world citizen. All three views of culture and cultural learning can be relevant and useful, and to a certain extent they overlap each other. Many analyses include several of them in one way or other. But it is important to be aware of how one weighs up the various analytical approaches in relation to each other: Is it (a lack of relevant) factual knowledge that is mostly centre stage in the analysis? Or is it the diversity of perspectives on and challenges to intercultural communication? Or is it the critique of power and ideology?

Kim, and Jiwon (2015) carried out research work on the topic "An analysis of Culture-related Content in English Textbooks." This study investigates the representation of culture-related contents in five English textbooks for second year middle school students in Korea from a multicultural perspective. A content analysis of these textbooks was conducted, using three broad aspects of culture, the 'cultural dimensions', 'cultural categories', and 'cultural themes', as the evaluation framework. An imbalance in the representing textbook materials consistent with students' intercultural communicative competences was found to exist. First, with regard to cultural dimensions, current English textbooks appeared to have less content on 'communities' and 'persons', though these two dimensions were considered as important factors in gaining an understanding of different cultures. Second, the sources of cultural information can be used as a means to evaluate cross-cultural perspectives embodied in the textbooks. The finding indicates that the contents on intercultural interaction (ICI) were seriously under-represented in the current English textbooks. To improve the imbalance, English textbooks should include more cultural materials that provide opportunities to compare the differences and similarities among various cultures and countries. Third, when it comes to the cultural themes, the current textbooks tended to have relatively more content on 'little c' at the expense of 'Big C'. As Brody (2001) points out, 'Big C' and 'little c' should be synergically incorporated to provide learners with a broad spectrum of cultural themes. For English teachers, the representation of culture-related content in the textbooks should be considered an essential part of teaching practices since language and culture cannot be separated in multicultural classrooms. In this respect, English teachers need to take an active role in selecting appropriate textbooks and in redressing the imbalances

in the representation of cultural materials by providing corrective feedback for authors.

Ajideh and Panahi (2016) conducted a research on the title "An Analysis of Culture-Related Content in English Textbooks from Iranian Students Entitled 'Prospect' and 'Vision' Series." His research study tries to examine the cultural representation in ELT textbooks used in Iran. Throughout the study, this issue was put under investigation using Ramirez and Halls' modified version model. His study revealed that the textbook developers had only home culture in their minds which is inadequate in fostering intercultural communicative competence and with respect to their culture treatments, there are no considerable differences among the textbooks: That is, a similar condition was observed. Throughout the textbooks, 'pictures' with source culture references and sentences in 'conversation' sections also with home culture references covered the largest portions and only rare of the target culture appeared.

Kalakheti, (2016) carried out a research on "My English Book Grade Five Textbook Analysis." The main objectives of his study were to analyze the textbook in terms of its physical and academic aspects and to highlight the strengths and weaknesses of the grade five textbook. He has interviewed 10 teachers and 60 students of the different community based schools of Sukuna Resource Centre. Most of teachers have agreed that the printing and the quality of paper is praiseworthy and cover page of the textbook is not attractive and binding is not strong enough. The strengths parts of grade five textbook are: suits the mental level of the learners, subject matter is interesting and understandable to the learners, well organized the contents, connection between reading text and exercises, well selection and gradation of learning materials and encourage the students to learn more; and the weaknesses of the textbook are: subject matter does not talk about human rights, technological words has not introduced, exercises not sufficient and grammatical items are not enough. Finally he has recommended that interesting language games, more grammatical items, meaning of difficult words, natural colored pictures, creative tasks to the learners should be included in the grade five textbook.

Lamichhane (2017) accomplished a research on 'Gender Inclusiveness in Secondary Level English Textbooks.' The objective of this study was to identify the gender inclusiveness in secondary level English textbooks. She selected grade nine and ten English textbooks by using purposive sampling strategy for her analytical study. Observation checklist was the one and only tool for her data collection. She classified male and female characters separately and found out the ratio; and analyzed the roles of the characters presented in the textbook. She found that there was more reading texts and pictures in favor of male than the female, among 78 reading texts, 37 texts were male favoring, 13 texts were female favoring and rest 28 texts are presented in a balanced or neutral way. At last, she concluded that looking through the eye of gender inclusiveness, female characters are not presented as much as the male characters in the Grade nine and ten English textbooks.

2.3 Implication of the Review for the Study

All the researches are founded on the concept of previous research. Therefore, review of literature is essential and considerable about the research study which serves as indicator of researches in the selected areas or fields.

The previous study become as a platform for my research study. Hiebert's (1975), Yule's (1999), Brown's (2000), Broody's (2003), Lee's (2001), Bennet, Bennet and Allen(2003) and Peterson's (2004), Moran's (2001), Cortazzi and Jin's (1999), Mckay's (2004) and Chao's (2011) study provide me an insight of cultures and help me to build the concept of the background of theoretical literature study, selection of topic, formulation of objectives and to build the conceptual framework of the study. Form the literature review of Bohara (2004), Dahal (2006), Giri (2009), Reimann (2009), Ahmed and Narcy-Combes (2011), Shah (2012), Risager (2014), Kim and Jiwon (2015), Kalakheti (2016) and Lamichhane (2017), I got ideas for the selection of topic, formulation of objectives, research methodologies and structure of thesis to accomplish this research and it also assisted me to cope up with the research problem, broaden the knowledge regarding the research area and analyze and interpret the collected data in the systematic way. They are also implemented to establish a point of departure for future research and to avoid needless duplication of costly research effort.

2.4 Theoretical/Conceptual Framework

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

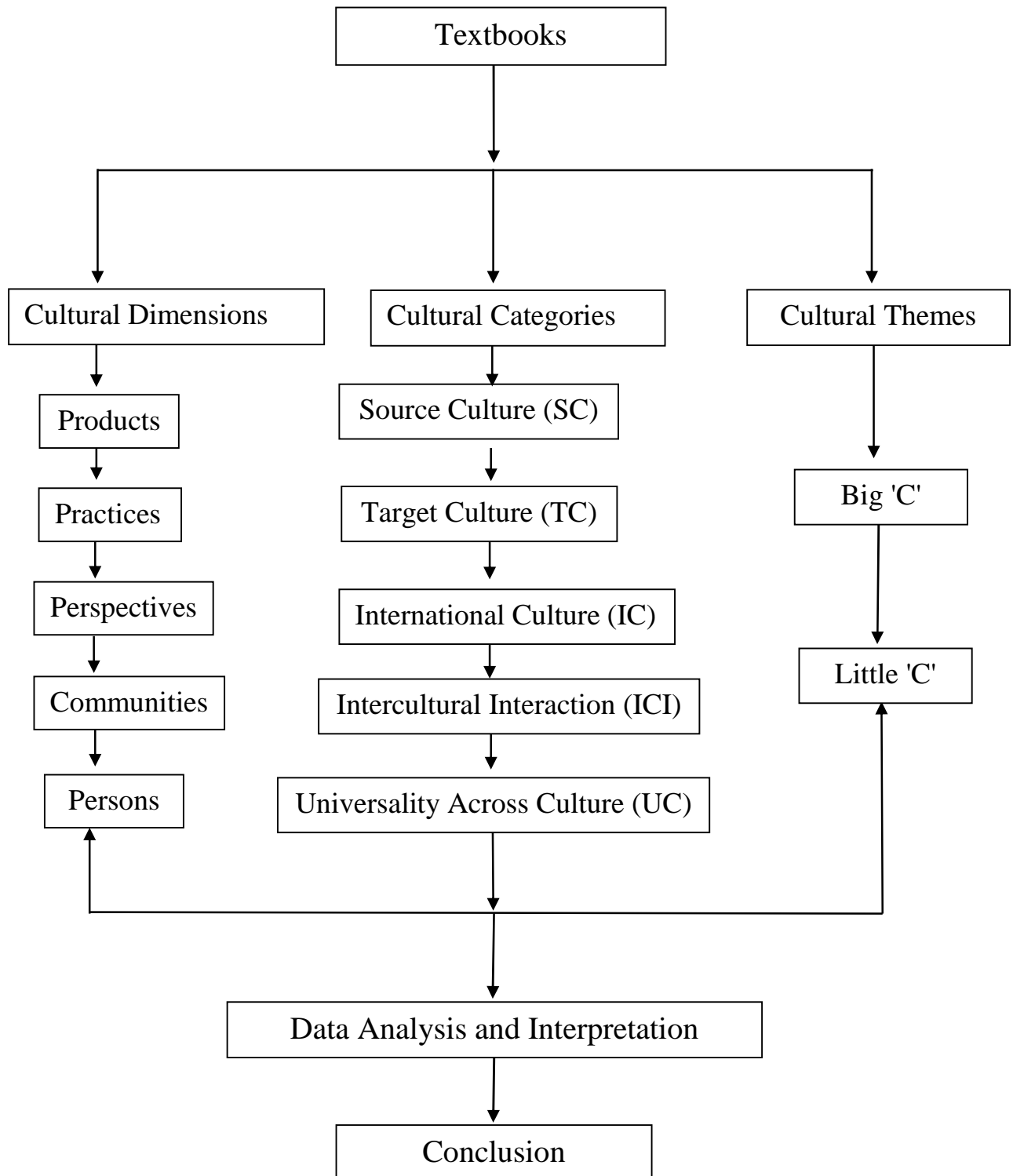


Figure1: Conceptual Framework of Textbooks Analysis of Grade Nine and Ten.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The proposed methodology for this research were as follows

3.1 Design and Method of the study

The research that I carried out was on "Analysis of the Grade Nine and Ten English Textbooks from cultural perspectives." This analytical study was a quantitative research. I studied whether the grade nine and ten English textbooks were appropriate or not in terms of cultural perspectives according to the needs and demands of the time and interest of the readers. The purpose of my study was to describe, analyze, interpret and deal with the 'cultural dimensions', 'cultural categories' and 'cultural themes' in order to achieve required information. My study did not bring any hypothesis for testing, rather I used quantitative data which was analyzed in the three steps: data organization, description of organized data and the interpretation of the described data. Furthermore, I had been limited within the framework of cultural dimensions, cultural categories and cultural themes related ideas, concepts and theories of different scholars.

3.2 Population, Sample and Sampling Strategy

All the Secondary level textbooks were designed for the universe. But it was almost impossible and impractical to study all the books to arrive at generalization. In one hand, it took a long time to study and on the other hand, expected characteristics of the books could not be measured in totality. So, I selected grade nine and ten English textbooks by using purposive sampling strategy for my analytical study. Grade nine English textbook has fifteen units and grade ten English textbook has nineteen units and each units has its four language skills such reading, writing, listening, speaking, project work and fun corner. My research study is only based on reading skills of every unit of grade nine and ten English textbooks.

3.3 Study Area/Field

In this research work, I had studied the grade nine and ten English textbooks analytically through the cultural dimensions, cultural categories and cultural themes. I studied each and every unit (Reading texts) of both textbooks through multicultural perspectives such as cultural dimensions, cultural categories and cultural themes.

3.4 Data Collection Tools and Techniques

Observation checklist is the one and only tool for data collection. I had intensively read and re-read the grade nine and ten English textbooks to elicit the required information before analyzing and interpreting the facts.

3.5 Data Collection Procedure

I adopted the step wise methodological procedures to collect the required data. Textbooks were used as a baseline data for the content analysis. I, fully involved in the entire analytic procedure, such as developing coding schemes, coding cultural contents, and analyzing the results, to improve the reliability in data analysis.

According to Moran's (2001), under the first schemes, cultural dimensions were divided into five sub-dimensions: products, practices, perspectives, communities and persons. Second, to analyze cultural categories of the grade nine and ten English textbooks, source of cultural information were coded into five origins: Source Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI), and Universality across Culture (UC), Chao (2011). Third, to examine the extent to which cultural material in English textbooks satisfied the diversity of cultural themes, the culture was divided into 'Big C' and 'Little C' (Brody, 2003)

3.6 Data Analysis and Interpretation Procedure

I analyzed and interpreted the collected data descriptively using appropriate tools, tables and diagrams in order to achieve the set objectives of the study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

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

4.1 Holistic Analysis of Culture-related Terms of Grade Nine and Ten English Textbooks

This section deals with the holistic analysis of culture-related terms of grade nine and ten English textbooks. First of all, I had analyzed and interpreted the collected data from holistically in terms of cultural perspectives.

The following table presents holistic analysis of culture-related terms of grade nine and ten English textbooks.

Table 1

Holistic Analysis of Culture-related Terms of Grade Nine and Ten English Textbooks

S.N.	Cultural Perspectives	Percentage
1	Cultural Dimensions	40.30%
2	Cultural Categories	58.53%
3	Cultural Themes	1.17%

The above table illustrates the holistic analysis of culture-related terms of Grade nine and ten English textbooks through cultural perspectives such as cultural dimensions, cultural categories and cultural themes. According to the table, cultural dimensions contained 40.30% and cultural categories contained 58.53% whereas cultural themes contained only 1.17%. It means, the grade nine and ten English textbooks are not balanced in terms of cultural dimensions, cultural categories and cultural themes.

4.2 Grade-wise Analysis of Cultural Dimensions of Grade Nine English Textbook

In this section, I had analyzed and interpreted grade nine English textbook as grade-wise analysis of culture dimensions. The following table shows the grade-wise analysis of cultural dimensions of grade nine English textbook.

Table 2
Grade-wise Analysis of Cultural Dimensions of Grade Nine English Textbook

Cultural Dimensions				
Products	Practices	Perspectives	Communities	Persons
50.60% (760/1502)	25.30% (376/1502)	15.31% (230/1502)	2.66% (40/1502)	6.40% (96/1502)

The above table illustrates the analysis of grade nine English textbook through cultural dimensions, which are extended to five factors i.e. culture as Products, Practices, Perspectives, Communities and Persons.

The table reveals that there are 1502 culture-related words in the contents of grade nine English textbook. Out of them, 'Products' were the most frequently used dimension, which occupied 50.60% (760 words) of the cultural dimensions. Similarly, 'Practices' were also found to be one of the cultural dimensions frequently described in the grade nine English textbook, comprising of 25.03% (376 words) of the entire cultural content. Likewise, the table clearly reflects that 'Perspectives' were found to be frequently used, which accounted for 15.31% (230 words) of the cultural dimensions, whereas words referring to 'Communities' and 'Persons' were considered to be least frequently used of the entire cultural content. More specifically, the percentages of

'Communities' and 'Persons' were only 2.66% (40 words) and 6.40% (90 words) respectively of the total content represented.

On the whole, an analysis of the 'cultural dimensions' indicates that imbalances exist in the current culture content of the grade nine English textbook. The representation of cultural aspects was significantly skewed to 'Products', 'Practices' and 'Perspectives' which accounted for 90.94% of cultural dimensions. According to the table grade nine English textbook paid less attention to the other two aspects, 'Communities' and 'Persons' failing to show a broad spectrum of cultural dimensions.

4.3 Grade-wise Analysis of Cultural Categories of Grade Nine English Textbook

This section comprises the grade-wise analysis of cultural categories of grade nine English textbook which is summarized in the following table:

Table 3

Representation of Cultural Categories in Grade Nine English Textbook

Cultural Categories				
Source Culture (SC)	Target Culture (TC)	International Culture (IC)	Intercultural Interaction (ICI)	Universality across Culture (UC)
30.17% (670/2221)	1.66% (37/2221)	2.07% (46/2221)	0.32% (7/2221)	65.78% (1461/2221)

The table shows the analysis of grade nine English textbook through cultural categories, which are classified into five sub-categories: Source Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI), and Universality across Culture (UC). The above table clearly elucidates that there are 2221 words related to the cultural categories. Among them UC

contained 65.78% (1461 words) as a higher proportion followed by SC which occupied 30.17% (670 words) of the cultural categories. Similarly, TC contained 1.66% (37 words), IC occupied 2.07% (46 words) and ICI accounted only for 0.32% (7 words). According to the table, there was also imbalance with regard to cultural categories. So, we can conclude that the textbook was not well designed or paid less attention to the intercultural issues and learners' intercultural communicative competence (ICC).

4.4 Grade-wise Analysis of Cultural Themes of Grade Nine English Textbook

This section analyzes the representation of cultural contents in grade nine English textbook through cultural themes. The following table shows the grade-wise analysis of cultural themes of grade nine English textbook.

Table 4
Representation of Cultural Themes in Grade Nine English Textbook

Cultural Themes									
SC		TC		IC		ICI		UC	
Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"
28.26% (13/24)	23.91% (11/24)	10.87% (5/7)	4.35% (2/7)	4.35% (2/3)	2.17% (1/3)	–	–	15.22% (7/12)	10.87% (5/12)
52.17% (24/46)		15.22% (7/46)		6.52% (3/46)		–		26.09% (12/46)	

The table 4 displays the analysis of grade nine English textbook through cultural themes, such as SC, TC, IC, ICI and UC, and each of them incorporates Big "C" (products) and Little "C" (practices), which refer to 'objective culture' and 'subjective culture', respectively.

According to the table, the content related to the SC is the most frequently represented in the grade nine English textbook, as compared to the other four

cultural themes. More specifically, the SC materials accounted for 52.17%, and the representation of the TC, the IC and the UC was 15.22%, 6.52%, and 26.09%, respectively. On the other hand, ICI did not have any proportion of cultural content. With this regard to the cultural themes, there is imbalance in selecting culture-related content, since textbook represents various cultural content collected from all around the world such as SC, TC, IC, ICI and UC.

However, when it comes to the pattern of presenting 'Big C' and 'Little C' across the cultural themes, grade nine English textbook seems to have maintained relatively balance between the 'Big C' than 'Little C'. Specifically, the SC occupied 28.26% as 'Big C' and 23.91% as 'Little C', the TC category consisted of 10.87% of the 'products' materials with 4.35% of 'practices' materials, indicating that both aspects of culture are well integrated in the English textbook. With regard to the IC category, the textbook tends to have balance content on 'products' (4.35%) and on 'practices' (2.17). ICI did not have any proportion on 'Big C' and 'Little C', which shows no concentration on the ICI, provides learners with the opportunities to their own intercultural communicative competence (ICC). Finally, for the UC category, the percentages of 'Big C' and 'Little C' are 15.22% and 10.87%, respectively. It clearly shows that both aspects of culture are properly combined in the grade nine English textbook.

4.5 Grade-wise Analysis of Cultural Dimensions of Grade Ten English Textbook

This section deals with the grade-wise analysis of cultural dimensions of grade ten English textbook, which is shown as follow.

Table 5
Grade-wise Analysis of Cultural Dimensions of Grade Ten English Textbook

Cultural Dimensions				
Products	Practices	Perspectives	Communities	Persons
37.78%	35.53%	14.27%	5.08%	7.35%
(818/2165)	(769/2165)	(309/2165)	(110/2165)	(159/2165)

The above table shows the analysis of grade ten English textbook through cultural dimensions, which are extended to five factors such as culture as Products, Practices, Perspectives, Communities and Persons.

The table reveals the 2165 cultural-related words in grade ten English textbook. Out of them, 'Products' were the most frequently used dimension, which accounted for 37.78% (818 words) of the cultural dimensions. Similarly, 'Practices' occupied the second position of cultural dimensions frequently described in the grade ten English textbook, comprising of 35.53% (769 words) of the entire cultural content. Likewise, the table clearly reflects that 'Perspectives' were found to be the third frequently used, which accounted for 14.27% (309 words) of the cultural dimensions, whereas 'Communities' and 'Persons' were considered to be the least frequently described cultural dimensions. More specifically, the percentages of 'Communities' and 'Persons' were only 5.08% (110 words) and 7.35% (159 words), respectively of the total content represented.

On the whole, an analysis of the 'cultural dimensions' indicates that imbalances exist in the current culture content of the grade ten English textbook. The representation of cultural aspects was significantly skewed to 'Products', 'Practices' and 'Perspectives' which accounted for 87.58% of cultural

dimensions. According to the table, grade nine English textbook paid less attention to the other two aspects, 'Communities' and 'Persons' failing to show a broad spectrum of cultural dimensions.

4.6 Grade-wise Analysis of Cultural Categories of Grade Ten English Textbook

In this section, grade-wise analysis of cultural categories of grade ten English textbook, is shown as below.

Table 6

Representation of Cultural Categories of Grade Ten English Textbook

Cultural Categories				
Source Culture (SC)	Target Culture(TC)	International Culture(IC)	Intercultural Interaction (ICI)	Universality Across Culture (UC)
34.31% (1065/3104)	3.57% (111/3104)	1.35% (42/3104)	0.29% (7/3104)	60.90% (1877/3104)

The above table clearly elucidates that there were 3104 words related to the cultural categories. Among them UC contained 60.90% (1877 words) as a higher proportion, followed by SC which occupied 34.31% (1065 words). Similarly, TC contained 3.57% (111 words), IC occupied 1.35% (42 words) and ICI accounted only for 0.29% (7 words). According to the table, there was also imbalance with regard to cultural categories in grade nine English textbook. So, we can conclude that the textbook was not well designed or paid less attention to the intercultural issues and learners' intercultural communicative competence (ICC).

4.7 Grade-wise Analysis of Cultural Themes of Grade Ten English Textbook

This section analyzes the representation of cultural contents in grade ten English textbook through cultural themes. The following table shows the grade-wise analysis of cultural themes of grade ten English textbook.

Table 7
Position of Cultural Themes of Grade Ten English Textbook

Cultural Themes									
SC		TC		IC		ICI		UC	
Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"
18.33% (11/21)	16.67% (10/21)	8.33% (5/7)	4.35% (5/8)	5% (3/8)	5% (3/7)	1.67% (1/2)	1.67% (1/2)	18.33% (11/22)	18.33% (11/22)
35% (21/58)		15.22% (7/46)		6.52% (3/46)		3.33% (2/58)		36.67% (20/58)	

The above table reveals that the content related to the UC was most frequently presented in the grade ten English textbook, as compared to the other four categories. More specifically, the SC materials accounted for 36.67%, followed by SC, TC and IC, which occupied 35%, 13.33%, and 11.67%, respectively. Similarly, ICI had only 3.45% portion of cultural content. With this regard to the cultural themes, there is imbalance in selecting culture-related content, since textbook represents various cultural contents collected from all around the world such as SC, UC, TC, IC and ICC.

However, when it comes to the pattern of presenting 'Big C' and 'Little C' across the cultural themes, grade ten English textbook seems to have maintained relatively balance between the 'Big C' and 'Little C'. Specifically, the SC category contained 18.33% and 16.67% as 'Big C' and 'Little C',

respectively. The TC category occupied 8.33% of the 'products' materials with 5% of 'practices' materials, indicating that both aspects of culture are well integrated in the English textbook. With regard to the IC category, the textbook tends to have balanced content on 'products' (5%) and on 'practices' (6.67%), experiencing a similar balance to the SC category. ICI has little portion on 'Big C' (1.67%) and 'Little C' (1.67%), which shows less concentration on the ICI. Finally, for the UC category, the percentages of 'Big C' and 'Little C' are 18.33% and 18.33%, respectively.

4.8 Units-wise Descriptions of the Grade Nine English Textbook through Cultural Dimensions

Grade nine English textbook comprises altogether fifteen units. In the textbook 'Products' were the most frequently used dimensions, which accounted for 50.60% of the cultural dimensions as a whole. When taking close observation at the representation of products across all fifteen units, the representation of culture-related content was skewed towards the products dimension, with 97.39% for unit- 7, 77.33% for unit-15, 64.79% for unit-11, 64.44% for unit-1, 61.58% for unit-9, 61.54% for unit-14, similarly, 56.41% for unit-6, 56.25% for unit-8, 55.88% for unit- 4, 50% for unit-3, 44.15% for unit- 5, likewise, 31.25% for unit-12, 28.53% for unit-10, 26.57% for unit-13, and 24% for unit-2. Among the fifteen units, unit-13 has least portion (26.57%) whereas unit-7 has the highest portion (97.39%) of the products dimension.

In terms of Cultural practices, unit-13 contained the highest proportion of cultural practices, that is 47.34% in total, followed by units 2, 10, 1, 3, 12 and 14 which occupied 44%, 39.64%, 35.56%, 34.63%, 30.26% and 23.08%, respectively. The least proportion of cultural practices was found in other units except unit-7 since this unit did not have any word referring to cultural practices. The least proportion of cultural practices were in units 5, 15, 6, 8, 9, 4, and 11 which occupied 4.51%, 9.33%, 12.82%, 15.63%, 17.53%, 18.60% and 19.72%, respectively.

In a frequency analysis, 'perspectives' was also found to be one of the cultural dimensions frequently described in grade nine English textbook, comprising of 15.31% of the entire cultural content. However, the use of perspectives shows the widest range of variances across the fifteen units of the English textbook. Particularly, unit-12 had the highest proportion of cultural perspectives that is 35.71%, followed by units 5, 10 and 8, which contained 30.63%, 27.93% and 20.31% respectively, and remaining other units had the least proportion except units 1 and 7 since they did not have any word related to the cultural perspectives. Unit-15 contained 2.67%, unit-14 included 7.69%, unit-3 occupied 9.23% and unit-13 contained 11.59%. Likewise, unit-12 contained 12.68%, unit-4 incorporated 13.95%, unit-2 occupied 13.33%, unit-6 contained 15.39 and unit-9 occupied 19.53%.

'Communities' as cultures refer to the specific social contexts, circumstances and group through which members engage in cultural practice. Religious ceremonies and social and cultural clubs are examples of content that would be included in the 'communities' category. As a whole, it contained only 2.66% out of the total percent as communities' dimension of the grade nine English textbook. More particularly, unit-2 occupied the highest proportion that is 10.67% among the fifteen units whereas others occupied the least proportion of cultural communities. Units 4, 7, 13, 3, 5, 15 and 10 occupied 5.81%, 4.35%, 4.35%, 4.35%, 3.07%, 2.70%, 2.67% and 0.90%, respectively. Unit-1, 8, 9, 11, 12 and 14 did not have any frequency of communities as cultural dimensions.

'Persons' refer to the individual members who represent the particular cultures and communities. It seems to be the second least representation cultural dimensions of the English textbook of grade nine. It accounted for 6.40% out of the total per cent of cultural dimensions. When taking a close look at the representation of 'persons' across the fifteen units of the textbook, unit-1 did not have any portion, whereas unit-7 had the least representation that is 0.87% and unit-5 had the highest proportion, that is, 18.02% followed by units 6 and 13,

which occupied 12.82% and 11.11%, respectively, whereas other units had less than 10%, representation.

In short, an analysis of the 'cultural dimensions' indicates that there is imbalance in the current cultural content of grade nine English textbook. The representation of cultural aspects is significantly skewed to 'products', 'practices', and 'perspectives' which accounted for 90.94% of cultural dimensions. It indicates that current grade nine English textbook paid less attention to other two aspects, 'communities' and 'persons', failing to show a broad spectrum of cultural dimensions. (For details, see appendix-VII).

4.9 Units-wise Descriptions of the Grade Nine English Textbook through Cultural Categories

In this section, each unit of grade nine English textbook was analyzed through cultural categories. Source Culture (SC) refers to the student's and the teacher's culture or Nepali culture. Altogether SC comprises 30.17% representation of culture-related content of grade nine English textbook. More specifically, the highest proportion of SC was found in units 9 and 14, that is 100%, followed by units 13, 11, 15, 4 and 5, which occupied 61.71%, 50%, 36.84%, 34.38% and 31.25%, respectively. Other remaining units 2, 8, 3 and 10 had the least proportion, which occupied 20%, 13.0%, 11.63% and 4.55%, respectively. Units-1, 6, 7, and 12 did not have any representation of culture-related content referring to SC.

As a whole, TC comprised only 1.67% portion out of total representation. When taking a close observation at the representation of 'TC' category across the fifteen units of grade nine English textbook, unit 5 had the highest proportion of TC, that is, 37.5%, followed by unit 2, 15 and 4 which occupied 20%, 15.79% and 15.63%, respectively. Unit-1, 3, 6, 7, 8, 9, 11, 12, 13 and unit-14 did not have any representation referring to TC category of cultural categories.

IC is the third sub-category of the cultural categories, which comprised 1.62% out of the total representation of the cultural categories. More specifically, Unit 10 occupied the highest proportion, that is, 52.58% followed by units 3, 2, 5, 15 and 4, which contained 25.58%, 16%, 15.62%, 10.53% and 1.56%, respectively. Units-1, 6, 7, 8, 9, 11, 12, 13, and unit 14 did not have any representation regarding to culture-related words.

ICI includes the comparison, reflection, or awareness of the differences and similarities between local/source and the target/ international culture through activities such as case studies, problem solving and role play to help students develop positive attitude, knowledge, skills and awareness in international communication. It comprised only 0.32% of total representation of cultural categories. Except unit-10 which contained 15.90%, remaining all fourteen units did not have any proportion referring to ICI category of cultural categories.

In grade nine English textbook, the total percentage of UC accounted for 66.55% of textbook materials, which is the highest percentage among the five sub-categories of cultural categories. More specifically, units-1, 6, 7 and 12 had 100% representation as UC category of cultural categories, followed by other units 8, 3, 11, 4, 2, 13, 15, 10 and 5 which occupied 86.96%, 62.79%, 50%, 48.44%, 44%, 39.29%, 36.48%, 18.18% and 15.62%, respectively. On the other hand, units 9 and 10 did not have any representation of culture-related words regarding to UC category.

In conclusion, an analysis of the cultural categories indicates that there is also imbalance among five sub-categories of current grade nine English textbook. It seems to have paid more attention on UC and SC which occupied 66.55% and 30.17% respectively, but less attention was paid on ICI, IC and TC, which contained 0.32%, 1.62% and 1.67%, respectively. Grade nine English textbook

is not well-designed to provide learners with the opportunities to develop their own ICC. (For details, see appendix-VIII).

4.10 Units-wise Descriptions of the Grade Nine English Textbook through Cultural Themes

In this section, I reviewed whether each unit in the textbook was related to the concept of 'Big C' and 'Little C' and then examined how these were dealt within the five cultural categories. For an analytic purpose, a topic representing formal culture (i.e. cultures associated with arts, history, geography, business, or customs of a target society) was classified as 'Big C'. On the other hand, a topic dealing with individual aspects of lives or personal beliefs/views was sorted as 'Little C' and 'Little C' differed across the five cultural categories, as shown in appendix IX.

As whole, the content related to the SC was most frequently presented in the grade nine English textbooks, as compared to the other four categories. More specifically, the SC materials accounted for 52.17%, followed by UC, TC and IC which occupied 26.09%, 15.22% and 6.52%, respectively. In addition, this English textbook did not have any representation related to the ICI.

However, when it comes to the pattern of presenting 'Big C' and 'Little C' across cultural themes, all fifteen units had more materials on 'Big C' than on 'Little C'. In particular, for the SC categories the percentage of 'Big C' was 28.26% of the entire culture-related materials, while the corresponding number for the 'Little C' was 23.9%. Likewise, for the TC categories the percentage of 'Big C' was 10.87% and 'Little C' was 4.35%. For the IC and UC categories, the percentage of 'Big C' was 4.35%, and 15.22% respectively, while the corresponding number for the 'Little C' was 2.17%, and 10.8% respectively. On the other hand, ICI categories did not have any percentage of 'Big C' and 'Little C'.

At last, this finding indicates that the content on the SC tended to put more value on the cultural topics related to the learners' domain, such as daily life, and practices. On the other hand, the ICI categories tended to have no value on the cultural topics.

4.11 Units-wise Descriptions of the Grade ten English Textbook through Cultural Dimensions

'Products' were the most frequently used dimensions in all nineteen units of the grade ten English textbook, which accounted for 37.70 % of the cultural dimensions as a whole. When taking close observation at the representation of products across all nineteen units, the representation of culture-related content was skewed towards the products dimension. Among the nineteen units, unit 19 had the highest representation, that is, 70%, followed by 64.71% in unit 15, 63.13% in unit 4, 53.93% in unit 7, 53.04% in unit 8, 52.11% in unit 16, 50% in unit 18, 47.83% in unit 12, 46.23% in unit 9, 37.04% in unit 6, 35% in unit 10. Likewise, 33% in unit 14, 31.91% in unit 17, 30.95% in unit 3, 30.78% in unit 5, 25.45% in unit 13, 20% in unit 11, 13.51 in unit 2 and 10.61% in unit 1.

With regard to the representation of the practices dimensions, the role of 'practices' in English textbook was significant in terms of the percentage of cultural dimensions. 'Practices' contained 35.53% as a whole. Among the nineteen units, unit 1 contained the highest portion, that is, 60.06% of the cultural practices followed by units 2, 4, 13, 11, 10, 14, 9, 5, 12, 19, 7, 6, 16, 17, 3, 15, 8 and 18, which occupied 54.73%, 47.69%, 43.64%, 43.08%, 41%, 37%, 36.79%, 36.15%, 34.06%, 32.5%, 27.53%, 25.93%, 25.35%, 21.28%, 20.20%, 17.65%, 15.53% and 8%, respectively.

'Perspectives' of cultures often termed as subjective culture, can be understood as the world views maintained by the members of a particular society, such as values, belief, and myths. In a frequency analysis, perspectives was also found to be one of the cultural dimensions frequently described in grade ten English

textbook, comprising of 14.27% of the entire cultural content. However, the use of perspectives shows the widest range of variances across the nineteen units of the English textbook. Particularly, unit 18 had the highest representation of cultural perspectives, that is, 40%, followed by units 1, 17, 5, 2, 3, 14, 15, 6, 9, 4, 7, 13, 12, 10, 8, 11 and 16, which occupied 27.68%, 21.28%, 20.77%, 19.05%, 13%, 11.67%, 11.11%, 8.49%, 7.30%, 7.27%, 6.52%, 6%, 5.22%, 4.62%, and 1.41%, respectively. Unit 19 did not have any word referring to cultural perspectives.

When analyzed the cultural communities, the grade ten English textbook incorporated only 5.08% content words referring to the communities. The unit-wise analysis revealed that unit 6 had the highest representation (19.26%) of the cultural communities followed by 19.13% in unit 8, 12.67% in unit 16, 10% in unit 18. Similarly units 3, 15 and 18 did not have content representing cultural communities and other remaining units had lower representation of communities below 10%. The lowest representations were in units 1 and 5, which occupied only 0.31% and 0.77%, respectively.

'Persons' seemed to be second least frequency used as cultural dimensions of the English textbook of grade ten. It accounted for 7.35% out of the total percent of cultural dimensions. When taking a close look at the representation of 'persons' across the nineteen units of the textbook, unit 17 contained the highest portion of cultural persons (21.28%) followed by units 13, 14, 11 and 5, which occupied 20%, 16%, 13.85% and 11.54%, respectively. Other remaining units had lower representation of persons below 10%. Units 1 and 18 had the lowest representation, which contained only 1.89% and 2%, respectively.

In short, an analysis of the 'cultural dimensions' indicates the imbalance prevalent in the current cultural content of grade ten English textbook. The representation of cultural aspects was significantly skewed to 'products', 'practices', and 'perspectives' which accounted for 87.58% of cultural dimensions, as a whole. It indicates that current grade ten English textbook

paid less attention to other two aspects, 'communities' and 'persons', failing to show a broad spectrum of cultural dimensions (For details, see appendix-X).

4.12 Units-wise Descriptions of the Grade Ten English Textbook through Cultural Categories

When analyzed the cultural categories of grade ten English textbook unit-wise SC comprised of 34.31% representation of culture-related content. More specifically, units 3, 9, 15 and 18 did not have any representation of culture-related content as cultural categories. However, unit 13 had the highest representation (100%) of content related to SC, followed by 81.21% in unit 12, 53.95% in unit 16 and 50% in both units 2 and 10. Similarly, 31.25% in unit 19, 25% in unit 14, 19.26% in unit 6, 16.63% in unit 17, 12.5% in unit 2 and other remaining units had the representation below 10%. Unit 8 and 5 had the least proportion of SC, which occupied 3.6% and 4.94%, respectively.

The analysis of TC showed that it comprised only 3.58% portion out of total representation. When taking a close observation at the representation of 'TC' category across the nineteen units of grade ten English textbook. Units 6, 9, 11, 12, 13, 14, 15, 16 and 18 did not have any representation.

The grade ten English textbook had the representation of IC, which was the third sub-category of the cultural categories, which comprised 1.35% out of the total representation of the cultural category. In particular, units 6, 7, 8, 9, 11, 12, 13, 14, 15, 18 and 19 did not have any representation of culture-related content as IC category whereas unit-1 had 20%, unit 2 occupied 7.5%, unit 3 incorporated 2.17%, unit 4 occupied 13.39%, unit 5 contained 1.23%, likewise, unit 10 had 18.18%, and unit 16 contained 5.56% representation of IC.

In the textbook, ICI comprised only 0.29% of total representation of cultural categories. Among nineteen units only units 2 and 4 had representation of culture-related content, which occupied 12.5% and 3.48 %, respectively. Other seventeen units did not have any representation of ICI category.

Similarly, the total percentage of UC accounted for 60.47% of textbook materials, which is the highest percentage among the five sub-categories of cultural categories. More specifically, units 8 and 13 did not have any representation as UC category of cultural categories, whereas units 9, 15 and 18 had 100% representation, followed by 92.31% in unit 11, 86.96% in unit 3, 80.74% in unit 6, 75% in unit 14, 72.22% in unit 17, 69.14% in unit 5. Similarly, 65.22% in unit 4, 62.5% in unit 2, 60.47% in unit 19, 46.67% in unit 1, 46.05% in unit 16, 26.67% in unit 10, and 18.79% in unit 12 had representation of UC in the textbook.

In conclusion, an analysis of the cultural categories indicates that there is also imbalance among five sub-categories of current grade ten English textbook. It seems to have more emphasis on UC (60.47%) and SC (34.31%), but less emphasis on TC, IC and ICI. Among the five sub-categories, ICI had the least emphasized, which accounted for only 0.29% out of the total representation. (see in appendix-XI)

4.13 Units-wise Descriptions of the Grade Ten English Textbook through Cultural Themes

When analyzed culture themes in grade ten English textbook, the content related to the UC and the SC was most frequently represented in the textbook, as compared to the other three categories. More specifically, the UC materials accounted for 36.67%, followed by SC which occupied 35%, TC which occupied 13.33%, IC which occupied 11.67% and ICI had the least representation, which occupied only 3.33%.

However, when it comes to the pattern of presenting 'Big C' and 'Little C' across cultural themes, all nineteen units had more materials on 'Big C' than on 'Little C'. In particular, for the SC category the percentage of 'Big C' was 18.33% of the entire culture-related materials, while the corresponding number for the 'Little C' was 16.67%. Likewise, for the TC category the percentage of

'Big C' was 8.33% and 'Little C' was 5%. The percentage of 'Big C' and 'Little C' had same, that is, 1.67% of the ICI category and the percentage of 'Big C' and 'Little C' had same, that is, 18.33% of the UC category. On the other hand, in IC category, the percentage of 'Little C' was 6.67 and 'Big C' was 5%.

At last, this finding indicates that the content on the UC and SC tended to put more value on the cultural topics related to the general content. On the other hand, the ICI categories tended to have less value on the cultural topics.

4.3 Summary of the Findings

On the basis of the analysis and interpretation, the following findings have been drawn regarding the analysis of culture-related content of grade nine and ten English textbooks.

- a. While analyzing grade nine and ten English textbooks from cultural perspectives, as a whole both textbooks occupied 58.53% in cultural dimensions, 40.30% in cultural categories and 1.17% in cultural themes.
- b. There were altogether 1,502 words related to cultural dimensions i.e. products, practices, perspectives, communities and persons in grade nine English textbook. Out of total words, 760 words (50.60%) belonged to the products, 376 words (25.03%) belonged to the practices, 230 words (15.31%) to perspectives, 40 words (2.66%) to communities and 96 words (6.40%) belonged to persons.
- c. Products were most frequently used (50.60%) in grade nine English textbook followed by practices (25.03%) and perspectives (15.31%).
- d. Communities (2.66%) and Persons (6.40%) were the least frequently used in grade nine English textbook.
- e. There were serious imbalances in the representation of culture-related content.
- f. There were altogether 2,221 words related to the cultural categories in grade English textbook. Among them, 670 words (30.17%) belonged to SC, 1461 words (65.78%) belonged to UC, and 37 words (1.66%) belonged to TC, 46 words (2.07%) to IC and 7 words (0.32%) to ICI.
- g. Grade nine English textbook paid special attention to UC (65.78%) and SC (30.17%) than others categories.

- h. There was less concentration to TC and IC, and almost no attention on ICI in the grade nine English textbook.
- i. While analyzing grade nine English textbook from cultural themes as "Big C" and "Little C", both of them had relatively balance or properly combined, except ICI.
- j. ICI had paid no attention on "Big C" and "Little C" in grade nine English textbook.
- k. The content on SC, UC, TC and IC represented 52.17%, 26.09%, 15.22% occupied by TC and 6.52%, respectively in grade nine English textbook.
- l. There were altogether 2165 words related to the cultural dimensions in grade ten English textbook. Out of them, 818 words (37.17%) belonged to the products, 769 words (35.53%) belonged to the practices, contained 309 words (14.27%), communities occupied 110 (5.08%) and 159 words (7.35%) belonged to the persons.
- m. Products were most frequently used, followed by practices and perspectives, which occupied 37.78%, 35.53% and 14.27%, respectively.
- n. Communities and persons were least frequently used, which occupied 5.08% and 7.35% respectively in the grade ten English textbook.
- o. Grade ten English textbook also has imbalance in terms of cultural dimensions.
- p. There were altogether 3,104 words related to the cultural categories in grade ten English textbook. Out of total, SC belonged to 1065 words (34.31%), 111 words (3.57%) belonged to the TC, 42 words (1.35%) belonged to the IC, 7 words (0.29%) belonged to the ICI and 1877 words (60.90%) to the UC.
- q. Grade ten English textbook gave more value on UC (60.90%) and SC (34.31%).
- r. Less emphasis was given to TC (3.57%), IC (1.35%) and almost no emphasis was given to ICI (0.29%) in grade ten English textbook.
- s. There were relatively balanced between 'Big C' and 'little C'.
- t. The content on SC represented 36.21% and UC contained 34.48%, TC occupied 13.79%, IC contained 12.10%, whereas ICI contained only 3.45% in grade ten English textbook.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Conclusions

The present thesis "Analysis of Grade Nine and Ten English Textbooks from Cultural Perspectives" was carried out to analyze grade nine and ten English textbooks from cultural dimensions, cultural categories and cultural themes. The researcher went through a number of the related literature of previous theses carried out in the Department of English Education, TU and the other articles, different books related to my research topic.

The present study evaluated whether current grade nine and ten English textbooks supported multicultural perspectives on language learning. As evidenced by the findings, imbalance in the representation of culture-related contents in terms of cultural dimensions, cultural categories, and cultural themes exists. First, with regard to cultural dimensions, current English textbooks were well incorporated in terms of 'products', 'practices' and 'perspectives'. However, there is serious imbalance in the representation of culture-related content in two additional cultural dimensions that is 'communities' and 'persons', though these two dimensions were considered as important factors in gaining an understanding of different cultures. As Moran (2001) argued, 'persons' and 'communities' should be considered the key factors to develop learner's ICC, since well known icons or individuals could serve as a channel to represent the different cultures of other countries. Second, the sources of cultural information can be used as a means to evaluate cross-cultural perspectives embodied in the textbooks. The finding indicates that the contents on intercultural interaction (ICI) were seriously under-represented in the current English textbooks. As Byram (1997) and Scollon and Scollon

(1995) mentioned, intercultural communicative competences can be enhanced when students are exposed to a culturally rich environment in which they internalize the norms of different cultures. To improve the imbalance, English textbooks should include more cultural materials that provide opportunities to compare the differences and similarities among various cultures and countries. Third, when it comes to the cultural themes, the current textbooks tended to have relatively more content on ‘Big C’ at the expense of ‘Little C’. As Brody (2001) points out, ‘Big C’ and ‘Little C’ should be synergically incorporated to provide learners with a broad spectrum of cultural themes.

In a nutshell, for English teachers, the representation of culture-related content in the textbooks should be considered an essential part of teaching practices since language and culture cannot be separated in multicultural classrooms. In this respect, English teachers need to take an active role in selecting appropriate textbooks and in redressing the imbalances in the representation of cultural materials by providing corrective feedback for authors.

5.2 Recommendations

On the basis of the study, its analysis and findings, the researcher attempts to present some recommendations for pedagogical implications at the policy, practice and further research levels:

5.2.1 At the Policy Level

The following are the policy related implications of the study:

- a. Textbook writers should redress the existing imbalance in the representation of cultural contents of grade nine and ten English textbooks.
- b. The government and other relevant agencies need to keep correcting the imbalance in the representation of cultural materials in terms of cultural dimensions, cultural categories and cultural themes.

- c. Both English textbooks of grade nine and ten are not well-designed to provide learners with the opportunities to develop their own ICC. So, the concern authorities should seriously pay attention to redress such things.
- d. Both English textbooks incorporated few famous people, icons and topics associated with 'communities' and 'persons'. So, the concerned authorities should pay attention to incorporate such things.
- e. Current English textbooks of grade nine and ten need to reinforce 'persons' and 'communities' as to correct the imbalance in the representation of the cultural dimensions. So, the concerned authorities should draw attention in such things.

5.2.2 At the Practice Level

- a. English language teachers need to take an important role in selecting English textbooks applicable to the teaching practices under the cultural perspectives.
- b. 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.
- c. 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.
- d. 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.
- e. English teachers as evaluators and users should take an active role to provide feedback, comments for the publishers or the authors.
- f. The teacher should have acquaintance with the learners' culture and have multicultural perspectives on language teaching and learning.
- g. English language teachers should assist their learners to develop their intercultural communicative competence through different activities.

- h. Language educators should have long recognized the necessity of multicultural education in language classes.
- i. 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.

5.2.3 At the Further Research Level

- a. This research has opened the door to carry research on cultural-related ideas such as teachers' and students' perspectives on cultural contexts of grade nine and ten English textbooks and effectiveness of theory cultures to the students.
- b. 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.

REFERENCES

- Ahmed, F. & Narcy-Combes, M.F. (2011). *An analysis of textbooks from a cultural point of view*. France: University of Nantes. Retrieved on 9th February, 2017 from, [http://www.Textbook%20Analysis 20 culture/A3_V5_TESOL.pdf](http://www.Textbook%20Analysis%20culture/A3_V5_TESOL.pdf)
- Ardila-Rey, A. (2008). Language, culture, policy, and standards in teacher preparation: Lessons from research and model practices addressing the needs of CLD children and their teachers. In M.E. Brisk (Ed.), *Language, culture, and community in teacher education* (p. 331-351). New York, NY: Lawrence Erlbaum.
- Awasthi, J.R. (2006). Textbook and its evaluation. *Journal of NELTA*, (11), 1-2.
- Bennett, J.M., Bennett, J.M. & Allen, W. (2003). Developing intercultural competence in the language classroom. In D.L. Lange and R.M. Paige (eds.), *Culture as the core: Perspectives on culture in second language learning*, (p.62-77). Greenwich, CT: Information Age Publishing.
- Bloomfield, L. (1980). *Language*. Delhi: Motilal Banarasi Dass.
- Bohara, S. (2004), *Textbook analysis of English for grade one*. An Unpublished M.Ed. thesis, Tribhuvan University, Kathmandu, Nepal.
- Brody, J. (2003). A linguistic anthropological perspective on language and culture in the second language curriculum. In D. Lange and R. M. Page eds.), *Culture as the core: Perspectives on culture in second language education*, (p.37-52).Greenwich, CT: Information Age Publishing.
- Brown, H.D. (2007). *Principles of language learning and teaching*. New NY: Pearson Education.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. ClevedonL Multilingual Matters.

- Carroll, J. (2000). *A way of thinking about culture: An exercise*, Oxford Centre for Staff and Learning Development, Oxford Brookes University, Retrieved on 9th February, 2017 from, http://www.brookes.ac.uk/services/ocslid/resources/culture_exercise.html
- Chao, Tzu-chia. (2011). The hidden curriculum of cultural content in internationally published ELT textbooks: A closer look at new American inside out. *The Journal of Asia TEFL* 8(2):189-210.
- Corbett, J. (2003). *An intercultural approach to English language teaching*. Clevened. Multilingual Matters.
- Cortazzi, M., and Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (ed.), *Culture in the second language teaching and learning*, (p.149-176). Cambridge: CUP.
- Crystal, D. (1997). *The Cambridge encyclopedia of language*. Cambridge: CUP.
- Crystal, D. (2003). *English as a global language* (2nd ed.) Cambridge: CUP.
- Dahal, M.N. (2002). *English for grade X: Textbook Analysis*. An Unpublished M.Ed. thesis. Tribhuvan University, Kathmandu, Nepal.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford : OUP.
- Giri, R.P. (2009). *An analysis of symphony for grade five*. An Unpublished M.Ed. thesis. Tribhuvan University, Kathmandu, Nepal.
- Grant, N. (1987). *Making the most of your textbook*. London: Longman.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.) England: Longman.
- Harmer, J. (2008). *How to teach English*. England: Longman.
- Hiebert, P.G. (1976). *Cultural anthropology*. New York: University of Washington.

- Hockett, C.F.A. (1958). *A course in modern linguistics*. Oxford and I.B.S. Publishing Co. Ltd.
- Holliday, A. (2010). *Appropriate methodology and social context*. Cambridge: CUP.
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54(4), 328-334. Retrieved on 9th April, 2017 from, <http://www.CatiaFerreira07-13-50207.pdf.com>
- Kalakheta, B.K. (2016). *My English book grade five textbook analysis*. An Unpublished M.Ed. thesis, Kathmandu, Nepal.
- Kim, S.Y & Jiwon, P. (2015). *An analysis of culture-related content in English textbooks*. Korea: Mokpo National University and Daegu University. Retrieved on 9th February, 2017 from, <http://www.5pdf.com>
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford : Oxford University Press.
- Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- Kuang, J.F. (2007). Developing students' cultural awareness through foreign language teaching. *Sino US English Teaching*, 4(12), 74-81.
- Lado, R. (1957). *Linguistics across cultures: applied linguistics for language teachers*, Ann Arbor, MI: University of Michigan Press.
- Lamichhane, B. (2017). *Gender inclusiveness secondary level English textbooks*. An Unpublished M.Ed. thesis, Sukuna multiple Campus, Morang
- Lee, K.Y. (2009). Treating culture: What 11 high school EFL conversation textbooks in South Korea. *English Teaching: Practice and critique*. 8, 76-96.

- Lyons, J. (1981). *An introduction: language and linguistics*. Cambridge: CUP.
- McGrant, L. (2002), *Materials evaluation and design for language teachers*, Edinburgh University Press.
- McKay, S. L. (2004). Teaching English as an international language: The role of culture in Asian contexts. *The Journal of ASIA TEFL*.1(1), 1-22.
- Mitchell, R. & Myles, F. (2004). *Second language learning theories* (2nd ed.). Great Britain. Hodder Arnold.
- Moran, P.R. (2001). *Teaching culture: perspectives in practice*. Boston, MA: Heinle & Heinle.
- Newman, D., Griffin P., & Cole, M. (1989). *The construction zone: Working for cognitive change in schools*. Cambridge, England: CUP.
- Nida, E. (1998). Language, culture, and translation. *Foreign Languages Journal*, 11(3), 29-33.
- Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.
- Phyak, P.B. (2012, June 24). Multilingualism and English teachers: *The Kathmandu Post*, p. 6.
- Reimann, A. (2009). *A critical analysis of culture content in EFL materials*. Japan. Retrieved on 9th February, 2017 from <http://www.28-8-remain.pdf.com>
- Richards et al. (1985). *Longman dictionary of applied linguistics*. Essex: London.
- Risager, K. (2014). *Analyzing culture in learning material*. Retrieved on 9th February, 2017 From, http://www.sprogforum_59_risager.pdf.com

- Shah, S.F. (2012). *Gender inclusion: A neglected aspect of the English textbook in Pakistan*. Retrieved on 9th February, 21017 from, <http://www.ijsscom/sites/default/paper-13.pdf>
- Tudge, J., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (p.207–228) Mahwah, NJ: Erlbaum.
- Tumbahang, M.K. (2066). *Nepali and English code mixing in the Limbu Language*. An Unpublished M.Ed. thesis, Sukuna Multiple Campus, Morang.
- Schumann, J.H. (1978). The acculturation model for second language acquisition. In R.C. Gingras (Ed.), *Second language acquisition and foreign language teaching*. (p. 27-50). Washington, DC: Center for Applied Linguistics.
- Sowden, C. (2007). Culture and the good teachers in the English language classroom. *ELT Journal*, 61 (4), 304-310.
- Verma S.K. & Krishnaswamy N. (1994). *Modern linguistics*: E.C
- Vygotsky, L.S. (1979). Consciousness as a problem in the psychology of behaviour. *Soviet Psychology*, 17(4), 3–35.
- Wandel, R. (2003). Teaching India in the EFL-classroom: A cultural or an intercultural approach? In M. Byram & P. Grundy (Eds.), *Context and culture in language teaching and learning* (p. 72-80). Tonawanda, NY: Multilingual Matters.
- Wang, J-h.(1981). Some cultural factors affecting Chinese in treaty negotiation, (p. 97-112). In R. P. Anand (ed.) *Cultural Factors in International Relations*. New Delhi: Abhinav.
- Wardhaugh, R. (1972). *An Introduction to Sociolinguistics*. New York: Basil Blackwell.
- Yue, M. (1999). *Applied linguistics*. Nanjing: Nanjing University Press.

Appendix-I

Sample Model of Cultural Dimensions

Grade IX

Subject : English

Unit: 2

Lesson Topic : Nima's Letter to Her Brother (Letter)

1. Products :

Examples: letter, international language, English language ,
radio, English dictionary, audio-visual materials, lingua-franca, The
River Dee Field, Chester, UK, home, Loshar, knowledge, programmes,
Nepal

2. Practices :

Examples: performance, verbally or written form, results,
practices, values, culture, listening to radio programmes, copying
people for pronunciation, listen to any new word, buy a new
English dictionary.

3. Perspectives :

Examples: sentiments, understanding, excited, conscious,
communicate, respect, fraternity, attribute, world peace,
guess, suggest

4. Communities :

5. Persons :

Examples: Nima, Lhakpa, teacher, friends, people, native
speakers, parents, individuals

Appendix-II

Sample Model of Culture Categories

Unit: 4 Lesson Topic: A Disaster (One-act Play)

1. Source Culture (SC) :

Examples: Pratik, Kumar, Paru, Gayatri, Rajamati, Dharmendra, Baba, Aama, Norbu, Gorkha, Dharahara, Basantapur Durbar Square, Patan Durbar Square, Kathmandu, Bhaktapur, Lalitpur, Sindhupalchok, Nepal's earthquake, our government, Baishak, national

2. Target Culture (TC) :

Example: Australia

3. International Culture (IC) :

Example: International level

4. Intercultural Culture (ICI) :

5. Universality across Culture (UC) :

Examples : disaster, earthquake, tremors, F.M. radio, Richter Scale, network, people, epicenter, Oh God!, Hurry up!, worry, temples, house, today, Saturday, human casualty, evening, day, moaning, and sobbing, tents, blankets, overnight, tonight, open sky, valley, family, post earthquake, dumfounded, destroyed, death, toll, reports, sky crappers, graveyards, children, grown-ups, hide and seek, emergency bag, sinful people, world, truck, old citizens, government, rescue, belief, teams, donations, goods, food, clothes, local clubs, institutions and organizations, siren, ambulance, resettlement, nations

Appendix-III

Sample Model of Cultural Themes

Unit : 14

Lesson Topic : Permission Granted (Conversation)

1. 'Big C' (Products) :

Examples:

Study room, laptop, sitting room, garden, bus, driving license, invitation card, table, sports day, study, new jersey, bike, save our time, books, examination, four gold medals, hat-trick, 400 meter race, world, common sense, plenty of push, soul, mind, body, thin, pale, narrow chest, poor eyesight, hunch back, broad chest biceps

2. 'Little C' (Practices):

Examples:

Practice, physical exercise, holistic development, games practice, disturb, intellectual growth, cultivate mind, develop your body, agreement, kidding

Appendix-IV

Sample Model of Cultural Dimensions

Grade X

Unit: 1

Lesson Topic: A World Guide to Good Manners: How not to
Behave Badly Abroad

1. Source Culture (SC) :

2. Target Culture (TC) :

Examples:

American, Canadian, Britain, United States, Hamburger

3. International Culture (IC) :

Examples :Japan, Asia, Thailand, Muslim countries, China,
Korea, Spain, Latin American, Mexico, Greece, Italy, France,
India and Middle East, Russia, Ireland, Iran, Chopsticks

4. Intercultural Culture (ICI)

5. Universality across Culture (UC) :

Examples : Global village, people, countries, business, business
card, lunch, dinner, breakfast, socialize, alcohol, business
meeting, business banquets, company, country, language,
person, afternoon, evening, colleagues, restaurants, bars,
nightclubs, women, body, long sleeved tops, house, shoes,
door, hands, greeting, chest, eye, nose, respect, praying and
bowing, conversation, singing and dancing, bowl, professional
duty, introduction.

Appendix-V

Sample Model of Cultural Categories

Unit : 16

Lesson Topic : Jitiya Festival

1. Source Culture (SC) :

Examples:

Jitiya, Nepali married women, Mithilanchal, Tharu women, Masabashi's son, Jimutavahana, Ashwin, saptami, astami, navami, brata, maiti, khari, chilo, shero, cow's dung' dar, upas, kush, ongthan, datkhat, parwan, darkatoni, puja

2. Target Culture (TC) :

3. International Culture (IC) :

4. Intercultural Interactional (ICI) :

5. Universality across Culture (UC) :

Examples:

Princess, son, sun, hermit, hermitage, September-October, fortune, children, husband, family, festival, brothers, sisters, homes, women, river, pond, morning, leaf of sponge guard, worship, oil, home, legendary, figures, house, cockcrow, fish, curd, bitten rice, fruits, food, idols, devotees, stray, water, sing and dance, milk, legendary deity, eagle, and jackal, offspring, red crimson, good relationships, ethnic groups, harmony, society, social, solidarity.

Appendix-VI

Sample Model of Cultural Themes

Unit : 13

Lesson Topic : The Chimney Sweeper (Poem)

3. 'Big C' (Products) :

Examples: Chimney, soot, tongue, mind, hair, night, coffins, river, sun, bags, clouds, wind, brushes and morning.

4. 'Little C' (Practices):

Examples: sold, duty, harm, cold, shine, goodbye, scarcely, cry, weep, sweep, cried, curled, shaved, lamb's back, bare, spoil, set them, all free, green plain, leaping, laughing, sight, run, and locked up.

Appendix-VII

Cultural Dimensions						
Units	Lesson Topic	Products	Practices	Perspectives	Communities	Persons
1	The Wind and the Leaves	64.44% (29/45)	35.56% (16/45)	—	—	—
2	Nima's Letter to Her Brother	24% (18/75)	44% (33/75)	13.33% (10/75)	10.67% (8/75)	8% (6/75)

3	An Interview with a Doctor	50% (65/130)	34.63% (45/130)	9.23% (12/130)	3.07% (4/130)	3.07% (4/130)
4	A Disaster	55.88% (95/172)	18.60% (32/172)	13.95% (24/172)	5.81% (10/172)	6.39% (11/172)
5	A Debate (I)	57.81% (37/64)	7.81% (5/64)	17.19% (11/64)	3.13% (2/64)	14.06% (9/64)
	Opening a Cinema: Local People's View (II)	25.53% (12/47)	–	48.94% (23/47)	2.13% (1/47)	23.40% (11/47)
		44.15% (49/111)	4.51% (5/111)	30.63% (34/111)	2.70% (3/111)	18.02% (20/111)
6	Dictionary Entries	56.41% (22/39)	12.82% (5/39)	15.39% (6/39)	2.56% (1/39)	12.82% (5/39)
7	Email and Creating Email ID (II)	95% (38/40)	–	–	5% (5/40)	–
	Some Useful Gadgets and Implements (II)	98.67% (74/75)	–	–	–	1.33% (1/75)
		97.39%	–	–	4.35%	0.87%

		(112/115)			(5/115)	(1/115)
8	The Trick of the Fox	56.25% (36/64)	15.63% (10/64)	20.31% (13/64)	–	7.81% (5/64)
9	Manechauka: A Place that Holds a Memory	61.58% (60/97)	17.53% (17/97)	19.53% (19/97)	–	1.03% (1/97)
10	Greeting Cultures Around the World	28.83% (32/111)	39.64% (44/111)	27.93% (31/111)	0.90% (1/111)	2.70% (3/111)
11	How Fruits Taste the Best	64.79% (46/71)	19.72% (14/71)	12.68% (9/71)	–	2.81% (2/71)
12	Universal Etiquette	31.25% (35/112)	30.26% (34/112)	35.71% (40/112)	–	2.68% (3/112)
13	A Spiceman of Movie Review on: 'Jhola' (I)	33% (33/100)	44% (44/100)	8% (8/100)	5% (5/100)	12% (12/100)
	A Spiceman of Book Review on: 'Lord of	20.56% (22/107)	50.47% (54/107)	14.95% (16/107)	3.74% (4/107)	10.28% (11/107)

	the Flies' (II)	26.57% (55/207)	47.34% (98/207)	11.59% (24/207)	4.35% (9/207)	11.11% (23/207)
14	Permission Granted	61.54% (48/78)	23.08% (18/78)	7.69% (6/78)	–	7.69 (6/78)
15	New Articles	77.33% (58/75)	9.33% (7/75)	2.67% (2/75)	2.67% (2/75)	8% (6/75)
	Total	50.60% (760/1502)	25.03% (376/1502)	15.31% (230/1502)	2.66% (40/1502)	6.40% (96/1502)

Appendix-VIII

Cultural Categories						
Units	Lesson Topic	Source Culture (SC)	Target Culture (TC)	International Culture (IC)	Intercultural Interaction (ICI)	Universal Across Culture (UC)
1	The Wind and the Leaves	-	-	-	-	100% (95/95)
2	Nima's Letter to Her Brother	20% (5/25)	20% (5/25)	16% (4/25)	-	44% (11/25)
3	An Interview with a Doctor	11.63% (5/43)	-	25.58% (1/43)	-	62.79% (27/43)
4	A Disaster	34.38% (22/64)	15.63% (10/64)	1.56% (1/64)	-	48.44% (31/64)
5	A Debate (I)	23.53% (4/17)	58.82% (10/17)	5.88% (1/17)	-	11.77% (2/17)
	Opening a Cinema: Local People's View	40% (6/15)	13.33% (2/15)	26.67% (4/15)	-	20% (3/15)
	(II)	31.25%	37.5%	15.62%	-	15.62%

		(10/32)	(12/32)	(5/32)		(5/32)
6	Dictionary Entries	–	–	–	–	100% (331/331)
7	Email and Creating Email ID (II)	–	–	–	–	100% (331/331)
	Some Useful Gadgets and Implements (II)					100% (333/333)
						100% (664)
8	The Trick of the Fox	13.04% (3/23)	–	–	–	86.96% (20/23)
9	Manechauka: A Place that Holds a Memory	100% (10/10)	–	–	–	–
10	Greeting Cultures Around the World	4.55% (2/44)	9.09% (4/44)	52.27% (23/44)	15.90% (7/44)	18.18% (8/44)

11	How Fruits Taste the Best	50% (2/4)	–	–	–	50% (2/4)
12	Universal Etiquette	–	–	–	–	100% (572/572)
13	A Spiceman of Movie Review on: 'Jhola' (I) A Spiceman of Book Review on: 'Lord of the Flies' (II)	100% (17/17)	–	–	–	100% (11/11)
		–	–	–	–	
		61.71% (17/28)				
14	Permission Granted	100% (572/572)	–	–	–	–
15	New Articles	36.84% (7/19)	15.79% (3/19)	10.53% (2/19)	–	36.84% (7/19)
	Total	30.17% (670/2221)	1.67% (37/2221)	1.62% (36/2221)	0.32% (7/2221)	66.55% (1478/2221)

Appendix-IX

Units	Cultural Themes									
	Source Cultures (SC)		Target Cultures (TC)		International Cultures (IC)		Intercultural Interaction (ICI)		Universal Across Cultures (UC)	
	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"	Big "C"	Little "C"
1	–	–	–	–	–	–	–	–	–	1
2	1	1	1	1	–	–	–	–	0	1
3	1	–	–	–	–	1	–	–	1	1
4	1	1	1	–	–	–	–	–	–	–
5	1 1	1 1	–	–	–	–	–	–	–	–
6	1	1	1	–	–	–	–	–	–	–
7	–	–	–	–	–	–	–	–	1 1	–

8	1	1	-	-	-	-	-	-	-	-
9	1	1	-	-	-	-	-	-	-	-
10	1	-	1	1	1	-	-	-	1	-
11	1	1	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	1	1
13	1	1	-	-	-	-	-	-	1	1
14	1	1	-	-	-	-	-	-	-	-
15	1	1	1	-	1	-	-	-	1	-
Total	13	11	5	2	2	1	-	-	7	5
	24		7		3		-		12	
Total %	28.26 %	23.9 1%	10.87 %	4.35 %	4.35 %	2.17 %	-	-	15.22 %	10.8 7%
	(13/46)	(11/46)	(5/46)	(2/46)	(2/46)	(3/46)			(7/46)	(5/46)
	52.17%		15.22%		6.52%		-		26.09%	
	(24/46)		(7/46)		(3/46)				(12/46)	

Appendix-X

Cultural Dimensions						
Units	Lesson Topic	Products	Practices	Perspectives	Communities	Persons
1	A World Guide to Good Manners: How not to Behave Badly Aboard	10.06% (32/321)	60.06% (191/321)	27.68% (88/321)	0.31 (1/321)	1.89% (6/321)
2	A Debate	13.51% (20/148)	54.73% (81/148)	20.27% (30/148)	2.70% (4/148)	8.78% (13/148)
3	The Ant and the Grasshopper	30.95% (26/84)	44.05% (37/84)	19.05% (16/84)	–	5.95% (5/84)
4	Memoirs of my Visit to France	63.13% (125/198)	20.20% (40/198)	7.58% (15/198)	4.04% (8/198)	5.05% (10/198)
5	A Letter to Kunsang (I)	15.39% (10/65)	47.69% (31/65)	27.69% (18/65)	–	9.23% (6/65)
	Movie Review: "2012" is a	46.15% (30/65)	24.62% (16/65)	13.85% (9/65)	1.54% (1/65)	13.85% (9/65)

	Perfect Disaster (II)	30.78% (40/130)	36.15% (47/130)	20.77% (27/130)	0.77% (1/130)	11.54% (15/130)
6	Did I Miss Anything? (Poem- I)	14.05% (8/57)	43.86% (25/57)	26.32% (15/57)	–	15.79% (9/57)
	Achham (Brochure - II)	53.85% (42/78)	12.82% (10/78)	–	33.33% (26/78)	–
		37.04% (50/135)	25.93% (35/135)	11.11% (15/135)	19.26% (26/135)	6.67% (9/135)
7	News Articles	53.93% (96/178)	27.53% (49/178)	7.30% (13/178)	4.49% (8/178)	4.49% (8/178)
8	Human Trafficking	53.04% (61/115)	15.65% (18/115)	5.22% (6/115)	19.13% (22/115)	6.96% (8/115)
9	The Road not Taken (Poem-I)	28.57% (6/21)	57.14% (12/21)	4.76% (1/21)	4.76% (1/21)	4.76% (1/21)
	A Scary Secret of Two Sisters (Story- II)	50.59% (43/85)	31.76% (27/85)	9.41% (8/85)	1.18% (1/85)	7.06% (6/85)
		46.23% (49/106)	36.79% (39/106)	8.49% (9/106)	1.89% (2/106)	6.60% (7/106)

10	Yogamaya: Poet, Teacher, Insurgent	35% (35/100)	41% (41/100)	6% (6/100)	8% (8/100)	10% (10/100)
11	Parents (Story)	20% (20/65)	43.08% (28/65)	4.62% (3/65)	7.69% (5/65)	13.85% (9/65)
12	I Wandered Lonely as a Cloud (Poem-I)	42.55% (20/47)	31.91% (15/47)	17.02% (8/47)	6.38% (3/47)	2.13% (1/47)
	An Interview (II)	50.55% (46/91)	35.16% (32/91)	11.09% (1/91)	4.40% (4/91)	8.79% (8/91)
		47.83% (66/138)	34.06% (47/138)	6.52% (9/138)	5.07% (7/138)	6.52% (9/138)
13	The Chimney Sweeper (Poem)	25.45% (14/55)	43.64% (24/55)	7.27% (4/55)	3.64% (2/55)	20% (11/55)
14	Reunion of the Family (Story)	33% (33/100)	37% (37/100)	13% (13/100)	1% (1/100)	16% (16/100)
15	Past and Present (Poem)	64.71% (22/34)	17.65% (6/34)	11.67% (4/34)	—	5.88% (2/34)
16	Jitiya Festival	52.11% (37/71)	25.35% (18/71)	1.41% (1/71)	12.67% (9/71)	8.45% (6/71)

17	Sushila's Determination (Drama)	31.91% (13/47)	21.28% (10/47)	21.28% (10/47)	4.26% (2/47)	21.28% (10/47)
18	Habit Cultivation	50% (50/100)	8% (8/100)	40% (40/100)	–	2% (2/100)
19	Interpreting Tables and Charts (I & II)	70% (28/40)	32.5% (13/40)	–	10% (4/40)	7.5% (3/40)
	Total	37.78% (818/2165)	35.53% (769/2165)	14.27% (309/2165)	5.08% (110/2165)	7.35% (159/2165)

Appendix-XI

Cultural Categories						
Units	Lesson Topics	Source Culture (SC)	Target Culture (TC)	International Culture (IC)	Intercultural Interaction	Universality across Culture (UC)
1	A World Guide to Good Manners: How not to Behave Badly Aboard	8.33% (5/60)	25% (15/60)	20% (12/60)	–	46.67% (28/60)
2	A Debate	12.5% (5/40)	5% (2/40)	7.5% (3/40)	12.5% (5/40)	62.5% (25/40)
3	The Ant and the Grasshopper	–	10.87% (5/46)	2.17% (1/46)	–	86.96% (40/46)
4	Memoirs O my Visit to France	9.56% (11/115)	4.35% (5/115)	13.39% (20/115)	3.48% (4/115)	65.22% (75/115)
	A Letter to	8.89%	–	–	–	91.11%

	Kunsang (I)	(4/45)				(41/45)
5	Movie Review: "2012" is a Perfect Disaster (II)	–	55.55% (20/36)	2.78% (1/36)	–	41.67% (15/36)
		4.94% (4/81)	24.69% (20/81)	1.23% (1/81)	–	69.14% (56/81)
6	Did I Miss Anything? (Poem- I)	–	–	–	–	100% (218/218)
	Achham (Brochure- II)	100% (52/52)	–	–	–	–
		19.26% (52/270)	–	–	–	80.74% (218/270)
7	New Articles	50% (15/30)	23.33% (7/30)	–	–	26.67% (8/30)
8	Human Trafficking	3.6% (2/55)	96.36% (53/55)	–	–	–

9	The Road not Taken (Poem-I)					100% (143/143)
	A Scary Secret of Two Sisters (Story-II)					100% (39/39)
10	Yogamaya: Poet, Teacher, Insurgent	50% (11/22)	9.09% (2/22)	18.18% (4/22)	—	22.73% (5/22)
11	Parents (Story)	7.69% (2/26)	—	—	—	92.31% (24/26)
12	I Wandered Lonely as a Cloud (Poem-I)	—	—	—	—	100% (155/155)
	An Interview	100% (670/670)	—	—	—	—

	(II)					
		81.21% (670/825)	–	–	–	18.79% (115/825)
13	The Chimney Sweeper (Poem)	–	–	–	–	100% (232/232)
14	Reunion of the Family (Story)	25% (7/28)	–	–	–	75% (21/28)
15	Past and Present (Poem)	–	–	–	–	100% (138/138)
16	Jitiya Festival	53.95% (41/76)	–	–	–	46.05% (35/76)
17	Sushila's Determination (Drama)	16.63% (3/18)	5.56% (1/18)	5.56% (1/18)	–	72.22% (13/18)
18	Habit Cultivation	–	–	–	–	100% (507/507)

19	Interpreting Tables and Charts (I & II)	31.25% (5/16)	6.25% (1/16)	–	–	62.5% (10/16)
Total		34.31% (1065/3104)	3.58% (111/3104)	1.35% (42/3104)	0.29% (9/3104)	60.47% (1877/3104)

12	-	-	-	-	-	-	-	-	1	1
13	-	-	-	-	-	-	-	-	2	2
14	1	1	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	1	1
16	1	1	-	-	-	-	-	-	-	-
17	1	1	-	-	-	-	-	-	-	-
18	-	-	-	-	-	-	-	-	1	1
19	1	-	-	-	-	-	-	-	-	-
Total	11	10	5	3	3	4	1	1	11	11
	21		8		7		2		22	
Total %	18.3 3% (11/ 60)	16.67 % (10/6 0)	8.33% (5/60)	5% (3/60)	5% (3/6 0)	6.67% (4/60)	1.67 % (1/60)	1.67 % (1/6 0)	18.3 3% (11/ 60)	18.3 3% (11/ 60)
	35% (21/60)		13.33% (8/60)		11.67% (7/60)		3.33% (2/60)		36.67% (22/60)	