

**An Analysis of Compulsory English Textbook of Grade Eleven**

2022

BinayGuragain

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

**Submitted by  
Binay Guragain**

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

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## **Recommendation for Acceptance**

This is to certify that **Mr. Binay Guragain** has prepared this thesis entitled **An Analysis of Compulsory English Textbook of Grade Eleven** under my guidance and supervision.

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## **Declaration**

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

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## **Dedication**

Dedicated to my parents who brought me in this world, and to all the well-wishers who have helped me in need.

## Acknowledgements

I would like to express my sincere gratitude to my supervisor **Dr. Tara Datta Bhatta**, Professor at the University Campus, Faculty of Education, T.U. Kirtipur, Kathmandu for his unconditional support and valuable guidance throughout the research which made possible the completion of this work.

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## Abstract

The title of this research is **An Analysis of Compulsory English Textbook of Grade Eleven**. The main objectives of this study were to examine the quality of compulsory English textbook in terms of its content, and to find out strengths and weaknesses by using Ur's framework of textbook analysis. This research was based on critical discourse analysis as a research design and made use of mixed method approach in data analysis and interpretation. Data were collected being based on different criteria viz. sexism, ageism, social orientation, and values as suggested by Penny Ur. Collected data were analyzed being based on three dimensional model of discourse analysis proposed by Fairclough. The findings show that the strong points of this textbook are that it. However, when it comes to the social orientation of people and characters used in the texts, it lacks the representation of such diversity. In addition to this, the textbook also lacks in one case the representation of women in the speaking activity.

This thesis includes five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and defining key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implication of literature review and conceptual framework. Similarly, chapter three consists design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with analysis of data and interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

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## **Chapter I**

### **Introduction**

This research study is entitled '**An Analysis of Compulsory English Textbook of Grade 11**'. This study is concerned with the analysis of grade 11 English textbook taking into consideration the Textbook Analysis Framework proposed by Ur (2009). In this study, I have analyzed the document that is the textbook itself by developing a set of questions based on the criterion proposed by Penny Ur. This chapter consists the background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms.

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

Textbooks are still one of the most commonly used resources in language classrooms. There are still a huge number of teachers who use textbooks as the only resource material to teach language in classrooms as they do not have any other alternatives. Textbooks supported by various teaching resources constitute the material basis for teaching and learning in classrooms worldwide (Christiansen & Weninger, 2015). Therefore, the selection of the learning items in the textbook should be given a high priority and should be done in a careful and systematic way. More specifically, the textbook designed for the language learners should be considering the level of language that the students of it in general might have, how interesting the content is for that level of language learners and so on.

The development of textbook goes through a number of steps. However, one of the most important parts is the view that a textbook writer himself/herself possesses. Here, the views that a writer possesses about the significance of any textbook, the language being used and the views regarding that language itself are also equally important. Furthermore, the textbook developer on his hand has the responsibility to know the language awareness of the students. This is to say, he/she needs to know if the language learners have the required level of language to study the materials that they have designed. While transitioning from one level to another, it should be done in such a way that their current level is also not ignored and at the

same time it is a little challenging too. This is to say, evaluation and analysis of a textbook are very important factors. In this vein, Mahmoud (2013, p. 55) states that “in selection of a new textbook, it is important to conduct an evaluation to ensure that it is suitable.”

Although the Curriculum Development Centre has decided to use this particular textbook, one must consider a thoughtful and systematic analysis of any textbook prescribed by the governing body. This is to say, the textbook should at least fulfill some basic criteria in order for it to be a good language textbook for the level it is prescribed for. The aspects such as the socially and educationally acceptable approach to teaching the language, the variety in the selection of contents, the sequential development of chapters, and also without leaving the aspect of covering the syllabus is a very challenging task. In addition to these, the more technical aspects like the drawings, the quality of the paper as well as the layout of it are also important when it comes to visual appeal, which cannot be ignored. With this in mind, this study is carried out as a thorough analysis of the textbook taking in the criterion prescribed by Ur.

### **Introduction to the compulsory English textbook of grade 11**

The textbook is written by Mohan Singh Saud and edited by a number of experts working in the field of English education in Nepal. It is published by the Curriculum Development Centre, Ministry of Science, Technology and Education. It was first published in 2020. The textbook is divided into two sections – Language Development and Literature.

***Language Development.*** This section contains 20 chapters which are diverse in terms of their themes. Each chapter attempts to give exposure to the learners of all four language skills namely reading, writing, listening and speaking. The aspects of language are also incorporated sufficiently in the chapters. The speaking activity contains in it the most of the language functions. All the chapters have necessary number of images. However, these images are not colored and therefore may not appear attractive.

***Literature.*** This section includes the major genres of literature. There are 7 short stories written by famous and influencing writers of English literature. In the

same way, 5 poems are given, among which one is written by a Nepali writer writing in English language. Similarly, 5 essays and 3 one act plays are also included in this section. Up until grade 10, the students were only exposed to the language input of English whereas in this textbook of grade 11, an introductory part from English literature is also given. The reason for this is to familiarize and eventually get the learners interested in the field of literature and its various genres.

### **Statement of the Problem**

Considering the changing needs of the students and teachers, the Curriculum Development Centre has recently prescribed a textbook of Compulsory English for grade 11 students. This textbook includes in it a myriad of topics and aims to develop all four-language skills of the students. Not only this, its aim is also to generate a lifelong interest in the students on different genres of literature, more specifically on English literature.

At a time like this, a large number of textbooks and other useful resources that are internationally acclaimed for their better language input along with visually appealing materials are easily accessible through the internet and also at a cheaper price. The governmental body that deals with textbook writing and publishing in Nepal has prescribed this textbook to all the 11<sup>th</sup> grader students. National Curriculum Framework (2019) envisions developing the human capital dedicated to nation, nationality, national integrity and Nepali specialty (p.2). Therefore, from this study, I have thoroughly analysed the recently prescribed Compulsory English textbook of grade 11 utilizing the framework put forth by Penny Ur in her book 'A Course in Language Teaching: Practice and Theory'. I have analysed the strengths and weaknesses of the textbook using the guidelines provided by her.

### **Objectives of the Study**

The objectives of this research are as follow:

- To examine the quality of Compulsory English Textbook in terms of its images, conversations, and texts using Penny Ur's (2009) framework of textbook analysis.

- To find out strong and weak points by using Ur's(2009) framework
- To suggest some pedagogical implications to it

### **Research Questions**

On the basis of the objectives, my research questions are:

- How are males and females presented in the speaking and listening parts of grade eleven textbook?
- How are adults, youths and children presented in the images of the textbook?
- What are the values and social orientations presented in the textbook?
- Are the people of various ethnicities presented in a diverse way?
- What consistent types of occupations are assigned to the characters?

### **Significance of the Study**

Nepal Curriculum Development Centre (CDC) has been developing and publishing books for school education since its establishment. It updated the National Curriculum Framework (NCF) in 2019 with a few amendments to address the needs of the learners. The book prescribed as the compulsory English for grade 11 textbook attempts to follow the guidelines given by the NCF which it claims to address the emerging needs of the learners. In this study, I have examined thoroughly the peripheral and the academic aspects of the contents of this book utilizing Ur's Framework of Textbook Analysis.

This study, thus, is significant to the teachers who are teaching in the classroom so that they can be aware of the qualities and use the materials in a more careful and therefore can attain the aims that it claims to achieve. Similarly, it can. With this study, the teachers and the textbook developers will have a clear picture of the nuances in developing textbooks and teaching them so that they can improve their practices in the future.

### **Delimitations of the Study**

No study and investigation can be made limitation free because of several constraints such as economic, social, and constraints of time. So this study cannot be an exception. This study had following delimitations:

- ) This study is based on the analysis of the English textbook of grade 11 only through the lenses of 4 models of analysis proposed by Ur (2009)
- ) Only self-observation tool was used for the analysis of the textbook
- ) This study makes use of the three dimensional model of discourse analysis of Fairclough
- ) The criterion for this analysis is based on Ur's Criterion of Textbook Analysis

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

For the readers' intelligibility, following points are provided with its operational definitions:

***Sexism:*** prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.

***Ageism:*** prejudice or discrimination on the grounds of a person's age.

***Social orientation:*** the occupation, social class, ethnic affiliation, etc. of people

***Values:*** the regard of people or even materials such as values of material gain, moral issue, justice, environmental concern, etc.

***Analysis.*** Detailed study of something in order to understand something better



## Chapter II

### Review of Related Literature and Conceptual Framework

Literature review is a precursor to the introduction of a research paper that allows a critical and in-depth evaluation of previous researches and the existed theories of a particular area of research. As a result, it helps researcher to establish why he/she is pursuing this particular research by reading various related papers. This chapter includes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and finally conceptual framework.

#### Review of Theoretical Literature

Any research work is based on certain theoretical assumptions or principles. Theories are formulated to explain, predict and understand the phenomenon and existing knowledge within the limits of the critical bonding assumptions. This section deals with the researchers' theoretical knowledge in order to analyze any textbook about the topic and study areas.

**Introduction to textbook.** A standard source of information for formal study of a subject and instrument for teaching and learning is generally called the textbook. The educational system all over the world widely uses this as the most important reference and resources for students learning there. Nearly, all teachers rely on textbooks as the basis for their plans because they provide a sense of security about what to teach. It helps teachers to organize their learning and is the main instructional material for them to use in the classrooms.

Teachers and students both use them on a regular basis, therefore textbooks are highly important aids for them. According to Sadker et al. (2009, p.88) "students spent as much as 80 to 95 percent of classroom time using textbook and the teacher make majority of their instructions and decisions based on the textbooks" Both students and teachers spend their most of the time in class by using textbook and they feel comfortable to carry and use it rather than other materials. In the words of

Brugeilles and Cromer (2009 p.15) “textbooks are still the cheapest of available media, and they are easy to carry and use.”

In the same way Ur (2009, p. 129) states “a course book provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and process.” Textbook as a framework regulates time and the program. It provides readymade teaching texts and learning tasks. For new teachers, it functions as security, guidance and support. It is the cheap way of providing learning materials. Learners can even learn independently and it may also be a helpful in keeping the focus. In relation to the usefulness of textbook, Ansary and Babail (2002, p.2) has put forwarded the following for and against arguments. The arguments for using a textbook are:

- ) A textbook is a framework which regulates and times the programs,
- ) In the eyes of learners, no textbook means no purpose ,
- ) Without a textbook, learners think their learning is not taken seriously,
- ) In many situations, a textbook can serve as a syllabus,
- ) A textbook provides ready-made teaching texts and learning tasks,
- ) A textbook is a cheap way of providing learning materials,
- ) A learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
- ) For novice teachers a textbook means security, guidance, and support.

There are some counter-arguments about using the textbook are mentioned below:

- ) If every group of students has different needs, no one textbook can be a response to all differing needs,
- ) Topics in a textbook may not be relevant for and interesting to all,
- ) A textbook is confining, i.e., it inhibits teachers’ creativity,
- ) A textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,

- ) Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all.

Textbooks are viewed as reference source for students and a syllabus.

According to Cunnings worth (1995, p.7) “textbooks are an effective resource for self-directed learning and self-study.” (as cited in Bojanice and Topalov, p. 139). Moreover, he views textbook as a valuable resource for presentation material (written and spoken) and a source of ideas and activities for learner practice and communicative interaction. In order to gain confidence and demonstrate new methodologies, generally new and less experienced teachers make use of textbooks frequently.

**Types of textbooks.** There are a large number of categorization done by a number of scholars on the variety of textbooks. Grant (1987) states that there are mainly two types of textbook. They are:

***Traditional textbooks.*** Textbooks that are based on the behavioristic model of learning are generally referred to as the traditional textbooks. They view learning as the process of forming habits. In other words, traditional textbooks are based on the notion language learning is just like learning other kind of skills. It focuses on teaching grammar and assumes written form of the language is perfect for of that language. It demands authoritative teacher and focuses on reading and writing rather than speaking and listening. In addition to this, it allows the use of mother tongue in the classroom and neglects the communicative function/aspect of language.

***Communicative textbooks.*** In order to overcome the drawbacks of traditional textbooks, communicative textbooks was developed. This kind of textbook aims to develop communicative abilities of the learners. It focuses on teaching language rather than about the language. Teaching the functions of language is the focus of communicative textbooks. It tries to treat all four language skills equally and focuses on both accuracy and fluency. To some extent it addresses the needs and interest of the learners. It includes language function as making request, greeting, showing direction, writing letter and notes and so on since its ultimate goal of communicative textbooks is communicative ability. It demands the teacher to have the role of

facilitator and manager and prefers the use of authentic texts. It involves students working in group, pair and project work. It creates plenty of opportunities for the students to play with language in the classroom and eventually make them able to use the language in real life contexts where the language is spoken.

In a nutshell, both types of textbooks contain particular information regarding the various aspects of language and their goal is to develop language skills among learners and make them able to use that language. From my analysis, the compulsory English textbook of grade eleven is found to be communicative one. However, both communicative and traditional textbooks are developed to facilitate learners in the process of learning.

**Different approaches to textbook analysis.** English Language Teaching materials can be analyzed and evaluated by using different methods and approaches. Different methods and approaches have been suggested by different scholars. McGrath as cited in Sharma (2010, p.408-412) presents three methods as the basic categories for textbook analysis.

***The impressionist method.*** This is known as the very basic level of textbook analysis where the information needed to analyze is obtained from the syllabus of the course book, publisher's view on it and analyst's own general impression about the book. It is concerned to obtain a general impression of the material and involves the analysis of contents, layout, price, organization, design of units and lessons, examples and pictures and so on. It is not intended to seek for the in-depth information about the course book that's why it is considered as the superficial analysis. It basically focuses on three aspects of the textbook viz. qualities, dimensions and the essential components of the textbook.

***The checklist method.*** It is more specific way of analyzing a textbook where a textbook is analyzed by making the observation checklist being based on various criteria. Through this method, a textbook can be analyzed more deeply and concisely. Like impressionistic method it is not limited only on making the general impression of the textbook. A checklist consists of a list of items which is used for comparison, identification or verification of the materials. It is more specific in comparison to the impressionistic method. It includes a comprehensive set of criteria based on the basis

such as linguistic, psychological and pedagogical principles underlying modern approaches to language learning. Checklist method is considered to be more specific, systematic, in-depth, cost effective, formative, and explicit.

***An in-depth method.*** The in-depth method, as the name suggests, is a method of analyzing a textbook examining a given feature of the textbook thoroughly by employing intensive strategies and detailed checklist. It requires a good deal of time and expertise while the checklist method gives information on overall aspects of the information on the representative samples of the book. It focuses on specific features and involves close analysis of one or more extracts and aspects of the course book. It also makes the use of checklist, criteria and systematic procedures. It is not only limited to general components such as quality, layout, content, and tasks but is more concerned with the quality and relevance of these components.

**A brief review of present grade eleven compulsory English textbook.** The newly prescribed compulsory English textbook of grade eleven by Curriculum Development Center (CDC) under Ministry of Education. This book is written by Mohan Singh Saud and was first published in 2020. The textbook is divided into two sections. The first section is Language Development and the second section is Literature. The first one primarily focuses on the rigorous teaching of English and the second section primarily focuses on introducing the learners with the different genres of English literatures and attempts to generate a lifelong interest in it.

**Three dimensional model of discourse analysis by Fairclough.** The three dimensional model for critical discourse analysis proposed by Fairclough (1989, pp. 109-140) consists the description, interpretation, and explanation. Each of them is briefly discussed below.

***Description.*** Here, the formal properties of the text are analyzed. It deals with the use of language, grammar, choice of vocabulary, textual structure and so on. Analysis at the description stage differs from analysis at the interpretation and explanation stages. In Fairclough's words (1989, p.26) "in the case of description, analysis is generally thought of as a matter of identifying and labelling the formal features of the text in terms of the categories of a descriptive framework." This is the stage where text is seen as unproblematically given and analyst simply label or figure

out the features used in the text by the author. Analyst simply describes what he/she see in the text and think worth describing. The set of formal features we find in a specific text can be regarded as particular choices from among the many options. Texts have concern with social values and they are associated with the significance of the text. Thus, description needs to be complemented with interpretation and explanation.

***Interpretation.*** This stage includes the participants' process of text reproduction along with the aspect of interpretation. Fairclough has used the term interpretation for both interactional process and a stage of analysis. Interpretation is concerned with the relationship between text and interaction. It views text as a resource in the process of interpretation. According to Fairclough (1989, p. 141) "interpretations are generated through a combination of what is in the text and what is in the interpreter in the sense of member resources which brings to interpretation." So in this sense, interpretation is the cognitive process of analyst. Formal features of the text are cues that activate elements of interpreters' member resources. To be specific, interpretation is a matter of assigning meaning to the language/utterances used in the text. He also talked about the schema, frame and script under it. Schema presents the various types of the activities and modes of social behavior, frame represents various topics and subject matter and the subjects and relationships among them are presented by scripts. There are interdependencies between the three. A particular schema predicts particular subject, particular subject position and relationship and therefore particular frames and scripts. To round off, interpretations make explicit what for participants is generally implicit.

***Explanation.*** This final stage of Fairclough's three dimensional model is concerned with the relationship between interaction and social context, with the social determination of the process of production and interpretation and social effects. It is the stage where text/discourse is analyzed in terms of the social effects that the particular text has. It relates the text with their social effects. To be exact, explanation is the process of digging out or finding out the relationships between interactions and more durable social structures which shape and are shaped by these events. This is the stage where we are often looking at the same features from different perspective not looking different features of the discourse at different features and levels.

**Penny Ur's criteria for textbook analysis.** In general, any course conveys a 'hidden curriculum'. There are some underlying messages that go beyond factual information. These may have to do with religious or political beliefs, or with attitudes towards certain kinds of people, nationalities, or cultures. It is very important for teachers to be aware of these kinds of hidden messages. According to Ur (2009, p. 199) this awareness is needed for two main reasons; first "for the sake of one's own professional integrity and second because learners who identify with groups who are discriminated against in course content may actually feel disadvantaged and learn less well."

Favourable or unfavourable attitudes may be expressed through various means. One can have some hidden course book content: for example, if the characters learners are asked to identify with in a book belong to a particular ethnic group, or express opinions that reflect a particular political stance. Another can be because of its invisibility: for example, if the examples in the course book are consistently based on male protagonists. Another can be explicit remark that is discriminatory.

There are many prejudices which we normally reject are very deeply ingrained in our thinking: so much so that we may betray them without even realizing it. Therefore it often actually takes a conscious effort to counteract them; and indeed both teachers and course book writers these days are far more aware of the hidden curriculum of course content, and make efforts to see that the messages coming across are ones that every concerned authority should feel comfortable with.

In order to analyze any textbook of these 'underlying messages in a course book', Ur (2009) suggests the following aspects.

**Sexism.** It is a prejudice or discrimination based on an individual's sex or gender. Textbooks are often the most frequent interaction that children have with others but still females are being dominated, relegated and underrepresented in textbooks as like in other sectors like economic, political, educational and social sectors. Though textbooks are the primary source for the presentation of societal values to the children females are presented inferior to the males. Gooden & Gooden (2001, p. 90) states "Gender stereotyping in the textbook has detrimental effects of children's perception of women's role. Therefore females have been portrayed in a

narrow and biased way for many years.” Here, they mean to say biased and unequal presentation of men and women in the textbook develop superior and inferior feelings from the early childhood among males and females respectively.

**Ageism.** The stereotyping, prejudice and discrimination against someone based on their age is ageism. The representation of older people in comparison to younger ones in the textbooks can be an interesting way to look at. The comparison can show if the older and younger people are represented in proportion to the societal data. Nelson (2004) states that “Because of historical and cultural changes today’s elders are seen as low status, which elicits perceptions of incompetence and passivity.” To counter this, the education related materials should be aimed towards not stereotyping the ages and age based discrimination.

**Social orientation.** By observing the social orientation, that is, the aspects such as wealth, social class, ethnic affiliation, occupation, cultural background and so on and comparing these if they reflect more or less the social background of most of the students. The pictures and the texts sometimes may be misleading or also may be acceptable role models for the students. Mallea & Young (1984) state, “The child’s basic political and social orientation is established during his years in school; thereafter his ideology may change in complexity, but rarely in its general direction.” Therefore, the proportionate content and the discussion in the textbook about the social orientation of people and the students themselves should be of utter importance.

**Values.** The kind of values that the characters or narrators in the texts have is also important. As an example, the values include if the characters in stories are only interested in material benefits (travel, cars, clothes, entertainment) or if they are concerned with personal relationships. Instead, whether they care about social and moral issues such as the environment, peace, justice/injustice is important to discuss. Therefore, Ur (2009) states that “ask yourself if you approve of the values the book conveys and if the educational message is an acceptable one for your students.” The values that textbooks promote or demote have its consequences.



## **Review of Empirical Literature**

A number of research studies have been carried out by many researchers on textbook analysis. Those previously carried out researches work as the foundation for this study therefore some of them have been reviewed here.

Another study by Huang (2011) titled ‘Aging Education in Elementary School Education in Taiwan’ states that with the advent of an aging society, the older population is gradually increasing and people are living longer than ever before. However, older people are often portrayed in school textbooks as insignificant, unhealthy, sad, passive, and dependent. That is, ageism emerges in school textbooks in subtle ways. Under this circumstance, children may continue to learn from the school textbooks that growing old is a pathetic thing. Then, as adults, they are more likely to avoid older people, practice age discrimination, deny their own aging, and develop lower self-perceptions in their later lives. Therefore, the study systematically assessed the elementary school textbooks in Taiwan for aging-related content. In addition to the review of the school textbooks in Taiwan, this study also compared its results with other related studies conducted in western countries. Finally, comparisons among the different studies in the field were made to illustrate the current status of aging education in school textbooks in Taiwan.

Abdollahzadeh & Baniasad (2010) carried out a very significant entitled “Ideologies in the Imported English Textbooks: EFL Learners and Teachers’ Awareness and Attitude” This study examined the ideological prompts present in the imported instructional English textbooks in Iran and the learner’s attitudes towards English. Further, the instructors’ awareness of these ideologies was examined through a questionnaire. To find the ingrained ideological values, the researchers made a content analysis of conversations, texts, and pictorial prompts of the two books they selected for the study. After this, they categorized the ideologies and analyzed them statistically. The findings show that imported textbooks tend to represent particular ideologies and cultural values. The most prevalent ideologies were hegemony of English, sexism, and cultural stereotypes. The English language teachers were aware of the ideologies in them but were not really concerned about raising awareness of these ideologies to the learners.

Another study carried out by Tiwari (2013) entitled *A Textbook Analysis of Lotus English Reader Grade VI* attempted to analyze the textbook in terms of its physical aspects, academic aspects and the needs and interest of the learners. In the process of this study, the researcher collected data from primary and secondary sources. The findings of this study are based in teachers' and students' perceptions on the textbook. The findings are, the textbook incorporates interesting readings; data based factual information derived from native Nepali and English culture, and it is able to motivate the learners. The textbook to a great extent exhibits authenticity of reading materials, 70% of the respondents agree with it and it incorporates some para orthographic texts such as table and diagram, therefore, it provides the learners with a reading experience. But glossary, a very important part of a language textbook is not given; all teachers and students have negative response on it. The exercise is sufficient for the students in developing academic skills, since 70% of the respondents agree with it.

Another research done by Porreca (1984) entitled 'Sexism in Current ESL Textbooks' has examined the problem of sexism in ESL materials-how sexism is manifested in ESL textbooks and with what consequences. Following a review of research on the relationship between language and sexism, a recent content analysis of the 15 currently most widely used ESL textbooks (according to a compilation of textbook lists from 27 ESL centers) is described. The study has focused on the categories of omission in text and illustrations, firstness, occupational visibility in text and illustrations, nouns, masculine generic constructions, and adjectives. The findings are then summarized and analyzed, and the two least sexist textbooks and the main problem areas in the others are discussed. Thus certain sexist usages of English, which are by no means obligatory, were accepted as normal and standard.

Another prominent research conducted by Khadka (2019) entitled *Feminist Analysis of English Textbook for Grade Nine* attempts to analyze critically the representation of females in the English Textbook of Grade Nine. The major objectives of this research were to explore the representation of males and females and to explore gender based differences in terms of status, roles, occupations and activities. Data were collected and an analysis was made based on four key principles suggested by Lazar and Fairclough's three dimensional critical discourse

analysis framework. After the completion of this research it has been found that females are exploited, relegated and dominated in the English textbook of grade nine and females are presented as weak, secondary, and inferior to the males.

This paper by Feng (2017) titled 'Infusing Moral Education into English Language Teaching: an Ontogenetic Analysis of Social Values in EFL Textbooks in Hong Kong' investigates the representation of social values and their ontogenetic development in English as a foreign language textbooks in Hong Kong. Adopting a social semiotic approach, it considers social values in textbooks as semantic categories which are constructed by complex semiotic discursive resources, and develops an explicit framework to model what values are selected and how the values are constructed. Analysis of 19 textbooks from Primary 1 to Secondary 4–6 shows that the social values change from the personal domain (e.g. good hygiene and healthy lifestyle), through the interpersonal domain (e.g. politeness and respect), to the altruistic concern for all mankind. The result also suggests that the textbooks are more concerned with the didactic education of good citizens than with cultivating children's critical thinking. The analytical framework and the findings can be used for the explicit instruction and critical analysis of social values in English language teaching.

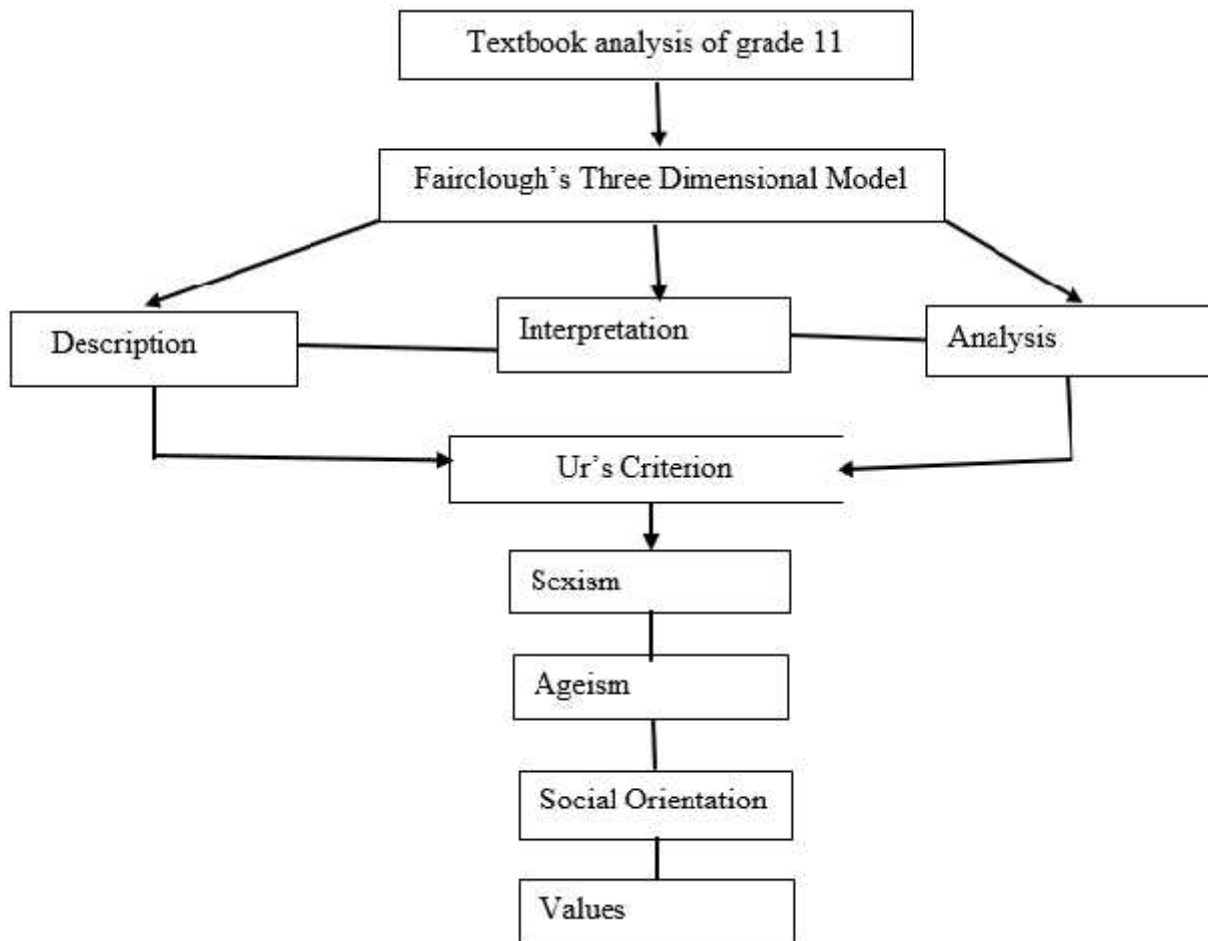
These researches put a light of perspective on the issues of sexism, ageism, social orientation, and values that are prevalent in the language textbooks, sometimes without the notice of the language textbook writers.

### **Implication of the Literature Review**

The literature that I have reviewed helped me conceptualize the basic theoretical grounding to conduct this study. In the same way, the study of different research papers related to my study, in terms of their observation of different ideologies embedded in textbooks in general and EFL textbooks in particular, helped me know the recent development in this field. For theoretical literature review, I studied scholars from Penny Ur to Fairclough. These have helped me to understand generally confusing terms like ageism, social orientation and their influences on shaping students learning. These have enabled me to organize my study by helping me conceptualize the research design, tools and so on.

## Conceptual Framework

A conceptual framework is an analytical tool which deals with the hypothetical variables of the research. It is used to make conceptual distinction and organize ideas. Therefore this conceptual framework provides guideline for this research. The following conceptual framework will help understand the overall concept of this research study:



## **Chapter III**

### **Methods and Procedures of the Study**

To fulfill the objectives of the study, following methodologies will be applied in this research process.

#### **Design and Methods of the Study**

It is the chief responsibility of a researcher to adopt an appropriate research design to meet the objectives of the study. It is believed that not all research designs are necessarily appropriate for all research topics.

This study was based on mixed method research design. This is a textbook analysis. In general, textbook analysis is the systematic process of analyzing a textbook by selecting a particular theory or perspective where various aspects of the textbook are critically examined. In this research both qualitative and quantitative research designs were adopted to analyze the textbook of grade eleven. First of all, I had collected data by critically observing the images and pictures used in the textbook and by in depth reading and analyzing the language used in the textbook. This study was based on the secondary data which was obtained from the contents of the textbook. After collecting data I had analyzed and interpreted it by using mixed methodology. Collected data were analyzed being based on Fairclough's three dimensional model (1989). This framework for analysis of text and discourse consists of the description, interpretation and explanation. Interpretation means the schema, frame and script. Schema presents various types of activities, frames represent various topics and subject matter and the subjects and relationship among them are presented by scripts. Content analysis was used to analyze how the criterion put forward by Ur (2009) like sexism, ageism, social orientation and values are presented in the textbook.

#### **Research Tools**

In this study, I used self-observation using a set of questions based on the criterion and focused reading as research tools. I had critically observed the pictures, images, and some texts in the textbook. I had read the textbook multiple times to analyse the content and language used in the textbook.

## Sources of Data

Since this study was library based research, I used only secondary sources of data/literature review. As secondary sources of data I used books, articles, journals, dictionary, web sites and theses related to textbook analysis based on critical discourse analysis as well as content analysis following the criterion proposed by Penny Ur. For examples the book titled *An introduction to sociolinguistics* by Wardhaug (2008), *Language and power* by Fairclough (1989), *Ageism: Stereotyping and prejudice against older persons* by Nelson (2004). Likewise, I have also gone through numbers of articles by popular scholars for example, *Sexism in current ESL textbooks* by Porreca (1984), *Infusing moral education into ELT* by Feng (2017) and so on.

## Data Collection Procedures

This research was based on reading, quoting and analysing the quotes form critical aspects. Data collection procedures were as follows:

- ) Firstly, I read and reread the selected textbook.
- ) I noted down the sentences, characters, topics and images related to issues of sexism, ageism, social orientation and values
- ) Then I put critical eyes on selected images, topics content and sentences using the questions that I have developed based on Ur's framework

## Data Analysis and Interpretation Procedures

In this research, collected data were analysed using mixed methodology. In the first part, data were analysed using quantitative data analysis procedure and presented in figures and in the second part data were critically analysed, described, interpreted and presented.

## Ethical Consideration

I did not use the data from the textbook without referencing them. I had analyzed the data objectively. I had given attention on accuracy, honesty and truthfulness of data in my study. To accomplish my research work, I had considered the ethical values and norms of the research study. I attempted to `keep the study safe from the plagiarism.

## **Chapter IV**

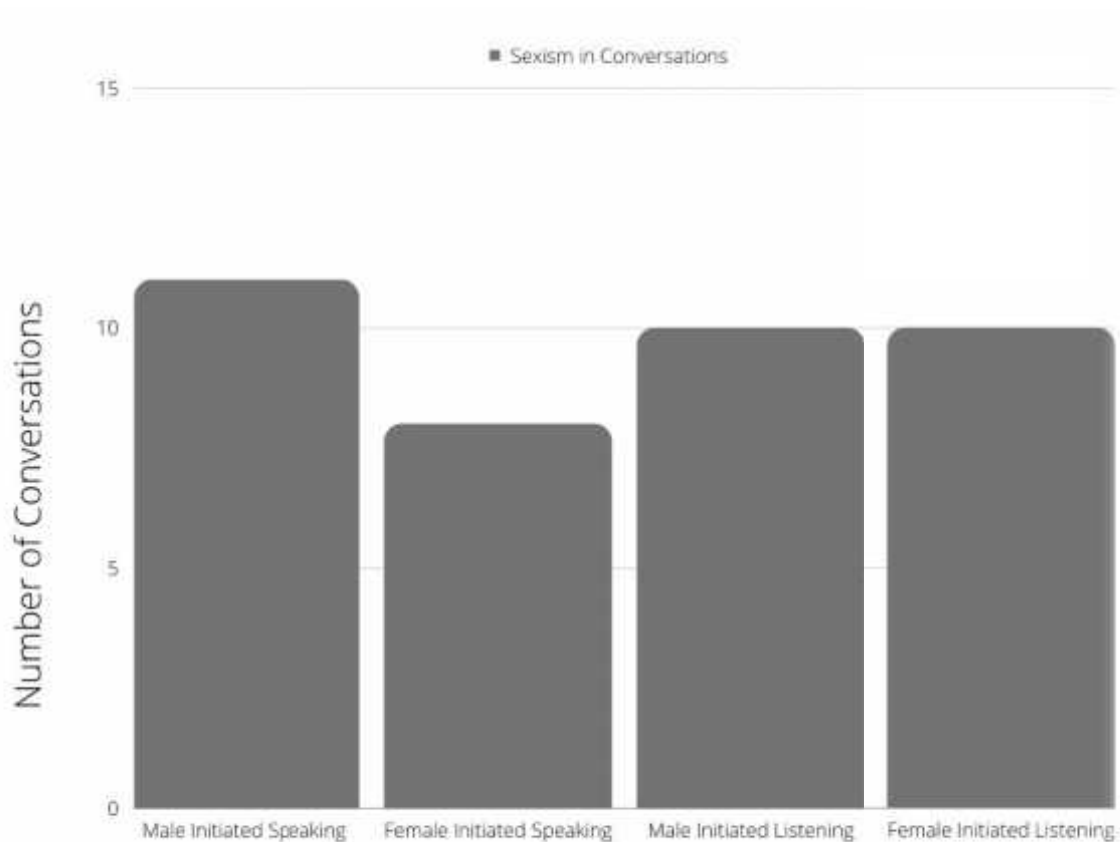
### **Results and Discussions**

This fourth chapter deals with the presentation, analysis and interpretation of the collected data.

The English textbook of grade 11 was analyzed from Ur's (2009) framework of textbook analysis. Similarly, I have critically analyzed the images, pictures and texts used in the textbook. To find out the prevalent sexism, ageism, social orientation and values present in the textbook, I have critically observed and analyzed the roles assigned to the males and female characters. I have also observed the representation of older people in the textbook. In addition to these, I have also tried to see the values portrayed in the textbook and the social orientation expressed by the characters in the textbook. All of these have been done based on the questions that are developed following the criterion suggested by Penny Ur.

#### **Sexism in the Conversations**

The data collected shows that the conversations that are in the textbook in listening as well as speaking parts, the conversations started by males is higher by a small margin from the conversations initiated by female characters. In other words, from the total number of conversations in speaking activity which is 19, there are 11 conversations started by males whereas 8 conversations begin with female characters. However, in listening activities, out of 20 conversations in listening activity, impressively 10 conversations were started by males and the same numbers of conversations were started by female characters. This is in percentile, a whopping 50 percent which is exactly equal in number. The following figure represents the overall data:

**Figure 1**

The data presented above shows that the textbook writer is very conscious about the choices that he has made over the selection of materials in regards to the listening conversation. However, there is a small gap of equal representation in speaking conversations. In other words, the majority of women initiating the conversations is lower when it comes to speaking but the listening activity is properly designed because the conversations initiated in it are equal in number that is 10 by both. The following example from the page no. 29-30 shows the conversations in speaking activity:

*Gopal: Excuse me, are you busy? I need your help.*

*Asta: Sure! What can I do for you?*

*Gopal: Can you tell me how to operate a washing machine?*

*Asta: First open and put clothes into the washing machine. Then put washing detergent into the detergent compartment.*

*Gopal: Just a moment, let me write this down.*



*Asta: Add bleach or fabric softener in its compartment. And then choose programme and select temperature according to the fabric type.*

*Gopal: Can you repeat it?*

*Asta: Add bleach or fabric softener in its compartment. And then choose programme and select temperature according to the fabric type.*

*Gopal: Ok, after that?*

*Asta: You just press START. But remember! Don't open the door while on function.*

*Gopal: Thank you, Asta.*

*Asta: Not at all.*

The above conversation is initiated by a male character. However, the female character is giving instructions on how to use the washing machine. The male, in this case, does not seem to be in power when it comes to using a household appliance.

### **Images and Visibility of Adults and Youths in the Textbook**

In general ageism refers to the way we think, way we feel and discriminate others or oneself based on age. By collecting the number of pictures and their portrayal of adults and youths in the compulsory English textbook of grade 11, out of 48 pictures of people in the Language Development section of the book, 20 pictures are of adults and 28 pictures have young people. In this data, the young adults, the pictures portraying people who are likely to be below the age of 18 have been excluded. Here are few images of this representation:

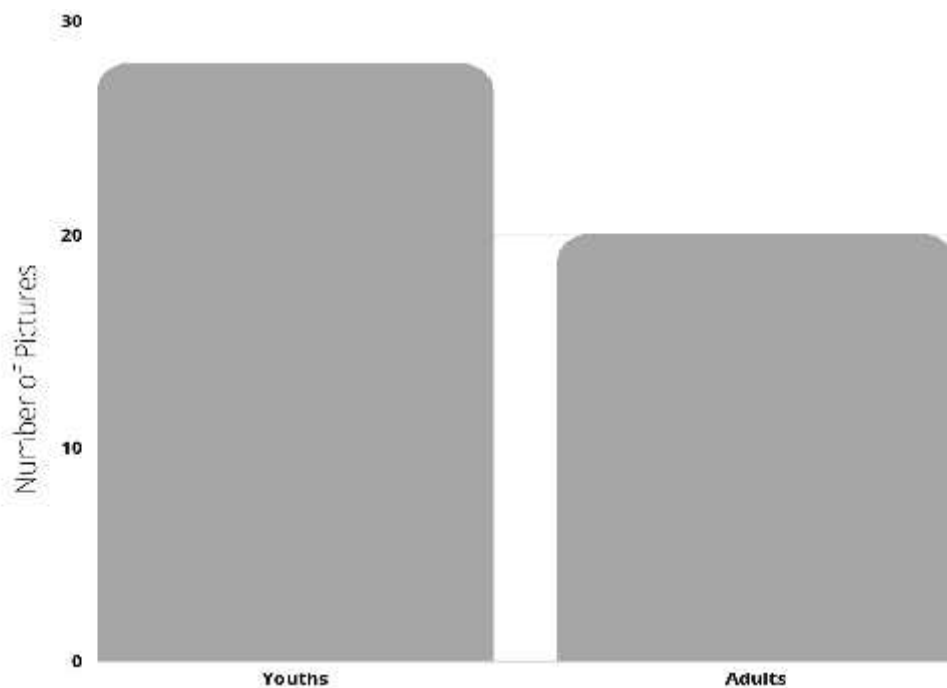
**Figure: 2**





The first picture given above is taken from the page no. 88 from the chapter '*The Tattered Blanket.*' These pictures show the old women who are in pitiable conditions whereas in the latter picture, which is taken from page no. 50 from the chapter '*The Looking Glass.*' Here the youths are shown as having a good time partying at the beach. The difference in the representation of youths and adults in the picture is shown in the graph below.

**Figure: 3**



The above mentioned bar graph clearly shows that the youths are represented in larger proportion to the representation of adults. This representation is to some extent is accurate if one attempts to compare it to the existing statistical data in the

society. To sum up this in percentile, 41.7% is of adults whereas more than a half of the total pictures, that is, 58.3% is of the youths who seemingly appear to be above 18 and below 40 years of age.

***Children in the textbook.*** The textbook has a number of pictures that have some pictures of adults, some of youths, while a very small portion of images are of the children as well. The children are shown in the images as curious and motivated. The following images show how the children are portrayed in the textbook:

**Figure:4**



The first picture given above is from the chapter '*Foresters Without Diplomas*' given on page no. 62. This picture shows the children being curious and motivated to explore their surroundings in a positive manner. In the same way, the character in the story '*Through the Looking Glass*' by Lewis Carroll is shown in the

second and third images. These images show the kids and the inborn instinctive nature as they are seen in the pictures exploring and wondering.

### Representation of People of Diverse Ethnic Groups and Occupations

These aspects represent the social orientation of the people in the English textbook. In the chapters the ethnic groups are represented in a less diverse way if we consider the diversity of the country as well as my students. In one of the conversations in the book on page number 11, the characters are of people from Himalayan region. However, their names are the only things that show they are from there, there is no discussion of the geographical region.

**Figure: 5**

<b>Ali:</b> Hello Anju, are you coming to Rita's house tonight?	<b>Pasang:</b> Hello Lhakpa, I didn't see you in school yesterday.
<b>Anju:</b> No, I'm afraid. I can't.	<b>Lhakpa:</b> That's because I didn't come.
<b>Ali:</b> Why? Don't you want to join us at the birthday party?	<b>Pasang:</b> Really? Why?
<b>Anju:</b> Of course, I would love to. But I have a speech contest tomorrow. I have to prepare for that.	<b>Lhakpa:</b> I was sick. I had a fever and my father took me to hospital to check whether I had dengue fever or not.
<b>Ali:</b> Ok, I understand! I wish you all the best.	<b>Pasang:</b> I am sorry to hear that. And then? It's negative, isn't it?
<b>Anju:</b> Thanks.	<b>Lhakpa:</b> Yes, but I still have cough.
<b>Ali:</b> You're welcome, Anju.	<b>Pasang:</b> I wish you a quick recovery. Get well soon.
	<b>Lhakpa:</b> Thank you. I hope so.

However, when it comes to the representation of people of diverse ethnic background of the world, it is well represented. As an instance, the first chapter of the language development is of the speech delivered by *Malala Yousoufzai* titled *Education First* whose concern is from Pakistan. In the same way, the chapter of *Renaissance* to the chapter of *Qin Dynasty* of China show the diversity of ethnicities of the world. However, the diversity when it comes to Nepal and its concerns are ignored. The majority of chapters included – ranging from *Language Development* to *Literature* – are not written by Nepali writers and are not about Nepal. Out of 20 chapters, only two chapters are written or related to Nepalese society. In the same way, the Literature section also comprises of 20 chapters, including in it all the commonly known genres of literature. There too, only one chapter, a poem, titled

*Corona Says* is written by *Vishnu S Rai*, a Nepali writer. There are many good translations of Nepali literary pieces in English nowadays but this has been mostly ignored.

**Figure: 6**



**Terracotta Army**



**Qi Shi Huangdi**

The occupations that are assigned to the characters portrayed, unlike in regards to the representation of ethnicity of people, has been properly presented. In the first section of the book, Language Development, for example, the chapter on page number 62, *Foresters without Diplomas*, is an autobiographical essay about *Mathai's Green Belt Campaign*, which is about women's initiation to protect and develop the greenery in Kenya. Here, the women, are illiterate and mostly from the underprivileged community. The inclusion of this essay in the textbook shows that women who do not have proper employment have also made a huge contribution to the preservation of natural heritage. Similarly, the personal essay, *What is Poverty*, by *Jo Goodwin Parker*, given on page number 274, is about the rural poverty that the writer faced and how she, who grew up in such a harsh and painful situation. The concern of teacher and education in the first chapter is also the representation of, generally ignored occupation, the occupation of a teacher and their role. Therefore, I think, in this regard, the textbook compiler has been careful about this aspect.

### **The Expression of Values in the Texts Selected**

The textbook, as it has been developed following the Secondary Education Curriculum (2019), follows the strict guidance put forth by the syllabus. The values, in this context, represents, as Ur (2009) has stated “ whether the character's interests are on material benefits such as cars, clothes, travel and entertainment, or personal relationships, or even with social concerns such as environment, peace, humanity.”

These concerns, interestingly, have been addressed in the book. It is so because the syllabus clearly guides the textbook writers to follow such themes ranging from Education and Humanity to Science and Technology. The Secondary Education Curriculum (2019) states that “there will be a wide variety of texts on different issues – both local and global of mainly contemporary concerns, which include gender issues, diaspora, science and technology, depletion of natural resources, etc.” As a result, the same has been followed in the development of textbook.

Therefore, going through the textbook, the values that are being expressed in it quite accurately address the needs of the students. These values, mostly related to single themes of the chapters, challenge the stereotypes of different aspects. The chapter, for an instance, *Shall there be Peace?* written by *Herman Hesse* about World War II that many leaders attempted to stop. This essay, challenges the commonly expressed message by the media, stating that war and dissatisfactions should be avoided by negotiations not by violence. However, this unknown historical fact encourages students to rethink the conventional way of thinking about violence and its generalization.

Likewise, the chapter on *Critical Thinking* entitled ‘*What is the Soul?*’ questions the values generally referred to the concept of soul. Here the philosophical as well as psychological aspect of the concept of soul has been expressed by *Bertrand Russel*, a famous mathematician and philosopher of the West. The writer expresses that the prevalent non-scientific concept of the soul is being analyzed nowadays by scientific methods. The kind of values being expressed in this is to challenge the conventional way of believing something without questioning its empirical validity.

Similarly, the unit on *Ecology and Development* entitled *Foresters without Diplomas* is an essay by *Wangari Mathaai* from Kenya. Her autobiographical essay expresses the values that are in urgent need for the youths of this generation. The women, in the essay, who are mostly illiterate and do not have the formal training as foresters, challenge the traditional males’ roles and develop the forests in their community. The values expressed here are strong as this talks about initiation and success of the supposedly backward and in often cases, ignored people.

The chapter on the unit of *Democracy and Human Rights* of Nelson Mandela's *1994 Inauguration Speech* is all about the abolition of apartheid governments and discriminatory laws. The concept of justice, of equality and peace are the values expressed by the chapter. The unit of Immigration and Identity, the chapter of the book review '*Identity Crisis in Immigrants*' is a review of the book by V.S Naipaul '*Half a Life*' expresses the lost identity that a person whose root has been changed is an interesting and new concept to the students of grade 11. This can help understand the difficulties that immigrants and people from other communities face in a new situation. This may help the students develop the feeling of sympathy and positive attitudes towards such people in the community.

## Chapter V

### Conclusions and Implications

#### Conclusions

The objective of my study entitled ‘An Analysis of Compulsory English Textbook of Grade 11’ was to analyze the English textbook of grade eleven using the analysis framework suggested by Penny Ur (2009). I have attempted to find the strengths and weaknesses of the textbook following the criteria and the framework suggested by Ur (2009) which incorporates in it the four parts that can be used to analyze any language textbook. These parts are sexism, ageism, social orientation, and values. By using these, a set of questions have been developed, as the criteria to analyze various aspects of the textbook. These aspects include the number of males and females initiating the conversations in listening and speaking parts of the book. In the same way, the number of pictures that comprise adults and youths, are also collected. This addresses the criterion of ageism. Likewise, the social orientation have been explored by observing the ethnic affiliation of the people/characters in the text and the representation of such diversity and if there is a consistent type of occupation assigned to them. Finally, the values expressed in the texts are explored by looking at the interests of the characters like material benefits, personal relationships, ecological concern, and moral issues.

- ) Starting with the sexism in the textbook, there is no sexist language and the representation of the women in the conversations of both listening and speaking activities is equal. Therefore, in terms of sexism, the textbook, in overall, is proportionately presented.
- ) The picture analysis of adults and youths shows that the ageism is not present in the textbook. Here, the adults and youths are well represented if compared to the proportion of them in the real society as well as the classrooms.
- ) The social orientation involves the representation of different ethnic background and the occupation here. In this case, analysis of the chapters shows that not many ethnically diverse people have been represented in the texts. The characters are also mostly from the Western society and the writers of the texts too are not diverse.



- J The occupational representation in the textbook shows that the occupations assigned to the people/characters are well represented. The occupations that are often ignored have also been addressed through the texts.
- J The grade 11 textbook also is appropriately designed and expresses the values of the people in need. These values are the concerns for personal relationships, the interest in environment, peace, justice, humanity, and moral issues. Therefore, the values represented in the texts selected are mostly positive and challenge the stereotypes prevalent in the classrooms as well as in the society.

Textbooks are not only the materials for teaching and learning procedures rather they are considered as the agents that transfer some underlying messages in the texts that may or may not perpetuate the violence, sexism, racism, injustice and other issues. Textbooks have great role in shaping the behavior and ideology of the children since they are the most frequent interaction that children have with others. Moreover, textbooks are equally significant for the socialization and social change. Textbooks as change agents, play crucial role in the progress, change and innovation. However, still in some cases like in an ethnically diverse country like ours, the contents and the content writers are not properly represented. The representation of women in comparison to men is also still low when it comes to the content selection as well as the characters/people in the chapter. Therefore, the book authors and writers should pay due attention on such issues while writing and publishing the textbooks.

### **Recommendations**

On the basis of the findings mentioned above, the following recommendations have been made:

**Policy related.** The textbook of grade 11 is appropriately designed in terms of its expression of different social values that the characters and people in general have. However, in terms of its general representation of people from differing ethnic background, the book is lowly maintained and should be edited so that it properly represents the diversity of the country and the society. Moreover, equal attention should be paid on promoting diversity through the representation of female writers and their content.

**Practice related.** There are number of practical implications of the findings and discussion of this study. From the above analysis and findings, it has been cleared that English Textbook of Grade Eleven reveals the misrepresentation of ethnically diverse people. The voices of the people and the representation of them would engage the readers in learning rather than simply learning about someone from a distant place whom no one feels culturally connected to. Here are a few pedagogical implications that can be useful in the process of teaching and learning:

- ) As change agents, textbooks implicitly convey ideas and notions about the social norms and values which get transferred to the learners
- ) In terms of teaching these texts, a teacher should be aware of the lack of representation of diversity as well as a lack of equal representation of women writers from Nepal, and should try to connect the knowledge learnt there relating it to the Nepalese contexts.
- ) Instead of using some examples and pictures given in the textbook, the teacher should use other examples and pictures and also the examples, roles, activities, duties, occupations assigned to the people of different ethnic as well as cultural backgrounds.
- ) Most importantly, the teacher should use more diverse content or bring experiences from students who are also a small representation of the societal diversity.

**Further research related.**The presented study is limited to my personal judgement of the English textbook of grade eleven being based on the three dimensional approach of textbook analysis by Fairclough and the criterion proposed by Penny Ur. The findings are derived from the critical content and picture analysis using the four criterion proposed by Ur. They are sexism, ageism, social orientation, and values. However, the textbook have been analyzed from all of these criterion very briefly. In the days to come, the same textbook can be analyzed from only one of the criterion being based on only one skill of language learning such as reading, writing, listening speaking and the aspect of language learning.

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## Appendix

### Criteria for the analysis based on Ur's framework

The following set of questions were developed to analyze the textbook of grade eleven.

- ) How many male conversations are initiated by males in listening and speaking activities?
- ) How many conversations are initiated by females in listening and speaking activities?
- ) How many pictures are there of the adults over the age of 40?
- ) How many pictures seemingly are there of the youths over the age of 18 and below 40?
- ) Does the division reflect what you would estimate to be the proportion of young adults in the society?
- ) Read the texts in the book. What are their ethnic affiliations and the occupations assigned to them?
- ) Do the kinds of people shown in these texts reflect more or less the social background of most of the students?
- ) Are the characters in the texts mainly interested in the material benefits?
- ) Are they mostly concerned with personal relationships?
- ) Do they care about social or moral issues such as environment, peace, and justice/injustice?