

**FEMINIST ANALYSIS OF ENGLISH TEXTBOOK
FOR GRADE NINE**

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

**Submitted by
Prabin Khadka**

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

2019

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Date of Submission: 17/04/2019

DECLARATION

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

Date: 16/04/2019

.....
Prabin Khadka

RECOMMENDATION FOR ACCEPTANCE

This is to certify **Mr. Prabin Khadka** has prepared this thesis entitled **Feminist Analysis of English Textbook for Grade Nine** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to

My parents who brought me in this world and devoted their entire life
to make me what I am today.

ACKNOWLEDGEMENTS

From the core of my heart I would like to extend my sincere gratitude to my respected teacher and thesis supervisor **Mr. Jagadish Paudel**, Lecturer, Department of English Education at T.U. Kirtipur, for providing me invaluable suggestions, constructive feedbacks and encouragement to complete this thesis in a convenient way. I shall ever remain indebted to him for his excellent and helpful guidance and supervision.

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Prabin Khadka

ABSTRACT

The research entitled **Feminist Analysis of English Textbook for Grade Nine** was an attempt 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. In order to collect data, self- observation and focused reading were used as research tools. Data were collected being based on eight different criteria viz. role assigned to males and females, occupations and activities assigned to males and females, use of sexist language, order of presentation, no. of male and female writers, images and visibility, cloths and hair style and no. of male and female pictures. This study employed both quantitative and qualitative data analysis procedures. Collected data were analyzed being 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 thesis consists of five different chapters along with the references and appendices at the end. Each chapter is divided into necessary heading and sub-headings. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter incorporates the review of related theoretical literature, review of empirical literature, implications of the review on the study and conceptual framework. Likewise, the third chapter includes design and methods of the study, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter includes the analysis and interpretation of data. And the last fifth chapter presents the findings, conclusions and recommendations. This research is concluded with the references and appendices.

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