

CHAPTER ONE

INTRODUCTION

This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

Textbooks are the formal manual of instruction of a particular subject which is used by both the teachers and students to make teaching and learning process easier, productive and meaningful. Textbooks are undoubtedly the most widely used teaching materials used in the classroom. Therefore, they are highly significant. Textbooks aim at providing learners with necessary knowledge, language, skills and information regarding various areas. Sheldon (1987, p.23) defines textbook as “A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.” Here he means to say textbooks are designed by keeping the learners in mind. The ultimate goal of textbook is to help language learners to achieve linguistic and communicative abilities. According to Musteata (2009, p.2) “textbook is a specific instrument of the mass information”. It means a single textbook contains plenty of information regarding various areas. One can get mass information through textbook since it is full of information.

Similarly, Ur (2009, p.128) defines textbook as a “framework which leads learners and teachers in a specific direction.” She has taken textbooks as a road map through which teachers and learners know where they are going and where they should go. Textbooks are written to meet the aims and objectives specified in the curriculum. It includes the subject matter defined by the curriculum. It consists of different figures, pictures, illustrations, and the subject matters which are organized systematically.

Similarly, Hutchinson and Torres (1994, p.315) state “the textbook is an almost universal element of teaching.” Generally textbooks are considered to be more

reliable and valid in comparison to other materials. It is believed that textbooks are based on facts and prepared by the team of experts. A textbook is viewed as a resource since it contains a set of materials and activities available to the teacher from which one can choose. It works as a trainer for the novice and less experienced teachers who need valuable instructions, support and guidance. As an authority, a textbook seems as valid, reliable, written by experts and authorized by ministry of education or curriculum development center. Regarding the purpose of the textbook, Byrd (2000) says:

Textbooks embody two kinds of information, which are thematic/topic content (family, school, etc.) and linguistic content (grammar, vocabulary, skills). The user of textbooks engages with the content of the document to obtain the linguistic knowledge needed so as to communicate a foreign language. (p. 425)

It means that as a student one can obtain two kinds of knowledge from the single textbook. A textbook provides us knowledge and information about what is happening around us and on the other hand it helps us to develop our communicative skills. Text book includes the various aspects of the language for example grammar, vocabulary and different skills viz. reading, writing, speaking and listening which are very essential in communication.

The majority of the teachers feel secure using textbook as a basis and framework for their teaching. It makes teacher clear about what should be taught in the classroom. Novice or less experienced teachers can use it as framework of reference as they slowly become more attentive to individual students' need. Textbooks are also helpful for developing critical thinking, independence and creativity.

On the other hand, text books are also considered to be too rigid and assumed that it kills the creativity of the students and teachers as well. It restricts teaching learning process to some extent. Use of text as an end, over dependency on textbooks, use of

unauthentic textbooks hinders in students learning. So, it is better to use textbooks as starting point or supporting material rather than and end product.

Textbook analysis is the systematic analysis of the text materials including structures, the focus, content, picture and so on. Sharma (2012, p.407) in his book states that when we try to look at the course book from different criteria regardless to its relevance, strength or weaknesses there we are carrying out an analysis of the textbook. Textbook analysis is important for the reformation of it and also it is essential to find out the strengths and weaknesses which ultimately help textbook writer and publisher in the days to come. Primarily textbooks are for the students rather than teachers. So, textbook should be appropriate and suitable to the students to whom it is designed and written. A good text book should meet the need and interest of the learners. He further argues a textbook can be analyzed at three different levels. The first level focuses on what is there, second level on what is required of users and third level is concerned with what is implied. Grath (2000) suggested three different methods for textbook analysis viz. impressionistic method, checklist method and in-depth method as cited in Sharma (2012, p. 408).

Here, in this research I have analyzed grade nine English textbook from feminist perspective. Lazar (2007) on her article discusses how females are dominated and exploited in the discourses. The central concern of feminist critical discourse analyst is with critiquing discourses which sustain a patriarchal social order. Since, textbook is a form of discourse is not only teaching and learning material it is an agent of social change; it should be free from any sort of biasness and prejudice. There in a textbook we can find some kind of cultural, gender or linguistic discrimination or biases. So, textbook analysis helps to make a text unbiased. Although the primary function of textbooks is to convey information about a specific subject area, textbooks also attempt to instruct children ethical and moral values. They portray what is good, desirable and justice. They provide the children/students with a vision of the future and support them in establishing personal goals for the future. "Gender-biased language in textbooks can affect students adversely and it creates an oppressive world for them because this gender-biased language most often is unjustified and unfair."

(Cameron, 1990, p. 13). Studies of gender and language have found that gender bias and gender stereotypes in written text and pictures have deleterious effects for female students. These effects include feelings of exclusion, devaluation, alienation and lowered –expectations. We believe that there are a lot of textbooks which present females only as housewives or show fewer females than males in their texts and illustrations. Educators are concerned about sexism and writers' attitudes in textbooks because some textbooks may have destructive effects on students' personality. A biased representation of female and male can lead to students' sense of what is normal for women and men in our society. In other words, the content of the textbooks helps to reinforce gender as a social division and perpetuate inequalities between men and women. The content of the textbooks, the issues, sentence models and examples must be represented in such a way that both male and female learners feel that they are equally valuable for society. Textbooks should not impose on the readers the idea that male students have more social prominence than females. However, a glance at the current EFL textbooks reveals a gender-biased approach in the design of the book contents. There seems little balance and equality between male and female students in the content of the textbooks.

1.2 Statement of the Problem

The use of text book goes beyond the four walls of the classroom. Textbook does not only provide factual information about subject matter, but also it helps to shape the behavior and the ideology of children/students through which they are guided. It has great impact on shaping children's behavior that is why it is considered as the agent of social change. Textbooks have key role on shaping the values, attitudes and social skills essential to achieve and practice equality including gender equality.

But in a present scenario textbooks are being used as a vehicle for practicing and promoting different kind of biases including gender biases. To be more specific, males are using textbook as a means to dominate and exploit females. The visibility, status and perceive potential of boys and girls, men and women are portrayed in textbooks in unbalanced way. Females in the textbooks are presented in such a way that they seem

powerless, helpless, weak, and dependent upon male and only limited to household works. If we analyze the pictures and language used in the textbook we find the gender biases. Such type of discrimination and domination in the text has negative impact in the society which definitely affects the environment of the society. Therefore it is essential to address the voices of the females in the textbooks.

Critical textbook analysis is one of the most few researched area in our context. Some studies have been done on textbook analysis. However, studies on textbook analysis from feminist perspective are very few in number. A number of studies and researches have been carried out on textbook analysis but most of them focus on physical aspects, language skills and academic aspects of the textbook. Shahi (2015) analyzed the same textbook of grade nine but in-terms of physical and academic aspects. Similarly, Dhimi (2018) and Kunwar (2018) carried out a research on textbook analysis from gender and feminist perspective respectively. However, none of them has studied and critically analyzed the textbook of grade nine from feminist perspective. They have adopted Craswell and Fairclough model to interpret and analyze the data. My study is more critical and specific in a sense that I have analyzed the collected data being based on the four key principle of feminist approach suggested by Lazar (2007) along with Fairclough's three dimensional models. In our Nepalese context, textbooks are considered to be the first and must material by the students and teachers. Since we belong to patriarchal society we are not free from gender biases. Females in our society are being dominated and exploited physically, mentally, socially and economically by the so called males in a various ways by the various means. Text books are being used as a means to promote male superiority over females. Since textbooks play crucial role in shaping and developing positive attitudes and behavior they should be value free and should be made free from any kind of biases. But unfortunately pictures, figures and language in a textbook are used and presented in such a way that presents females as weak, powerless and dependent and males as physically, emotionally, mentally and socially strong, powerful, independent and superior than females from every perspective. To promote gender equality firstly such type of bias in the textbooks should be analyzed and eliminated

from it. So I became very interested and feel the need for the analysis of the textbook from feminist perspective.

1.3 Objectives of the Study

The objectives of my study were as follows:

-) To explore the representation of males and females in the English textbook of grade nine.
-) To explore gender based differences in the English textbook of grade nine.
-) To find out the status, role, occupation and activities assigned to the male and female in the textbook.
-) To suggest some pedagogical implications.

1.4 Research Questions

This study had following research questions

-) How are males and females presented in grade nine textbook?
-) Are males and females presented in a balanced way?
-) Are there any gender based differences in the textbook?
-) What kind of roles, activities and occupations are assigned to the males and females in the textbook?
-) Are there any kind of domination and relegation over females in the textbooks by the use of pictures and language?
-) What can be some pedagogical implications of the study?

1.5 Significance of the Study

The findings of this study are beneficial for the curriculum designers and syllabus designers. They can take advantage of this research to find out the practices of gender

biases in the textbooks and to eliminate from it. Furthermore they can pay close attention to the issue of gender and equality. Similarly, the results of this study will be equally significant for the textbook writers. Textbook writers can be more conscious regarding the representation of males and females in a balanced way while writing a textbook.

Moreover, this study is significant for the teachers, trainers, institutions, supervisors, subject experts, evaluators, policy makers and others who are directly and indirectly related and involved in the process of the textbook designing, writing, developing and teaching. Last but not the least, this study will be highly significant for the students and the researchers who are interested in textbook analysis and feminism.

1.6 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 text book from feminist perspective only.
-) This study is based on the analysis of the English textbook of grade nine only.
-) Only self-observation tool was used for the analysis of the textbook.
-) This study is based on the four key principles suggested by Lazar (2007) and three dimensional model by Fairclough (1989).

1.7 Operational Definitions of the Key Term

Feminism: It is the set of ideas and beliefs and a sociopolitical movement which raises their voice against gender inequality and aims to promote gender equality throughout the world.

Feminist analysis: In this study feminist analysis refers to the analysis of female representation and visibility in terms of pictures, occupations, activities, roles, order of presentation and so on in the English textbook of grade nine.

Textbook: In this study textbook refers to the prescribed English textbook for grade nine in Nepal.

Textbook analysis: In this study textbook analysis refers to the process of examining the different aspect of English textbook of grade nine to find out whether it is relevant, suitable, appropriate and effective for the target readers.

Representation of females: In this study representation of females refers to the visibility of female characters in pictures, conversations, and texts in the grade nine English textbook.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of the Theoretical Literature

Literature review includes the scholarly writings of different people in the related field. It also includes the review of books, articles, journals, and other sources relevant to a particular issue, areas, or research or theory and provides description, summary and critical evaluation of these works in relation to the research problem being investigated.

2.1.1 Introducing Textbook

The textbook is a book used as a standard source of information for formal study of a subject and instrument for teaching and learning. It is considered as one of the most important reference and resources for students learning in the educational system. All most all teachers generally relied 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 materials in their classroom.

Textbooks are highly important teachers' aids since they are used in classroom as a regular basis. They have authoritative power and available to anyone. 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 material. 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."

Hutchinson and Torres (1993, p. 13) on their article state textbook “as an organized and pre- packaged set of teaching/ learning materials.” Textbooks are developed and organized in such a way that suits the level, interest and needs of the learners. They offer a framework of guidance and orientation. However, a single textbook always does not meet the diverse needs of the learners. Textbook as a tool a teacher should poses the knowledge not only regarding how to use it, but also how to make it useful.

Similarly, 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 the novice teacher it functions as security, guidance and support. It is the cheap way of providing learning materials. Textbook makes learner independent and without a textbook they may be out of focus.

Regarding 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.

The counter-arguments are:

-) 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.

Cunningsworth views textbook as reference source for students and a syllabus.

According to Cunningsworth (1995, p. 7) “textbooks are an effective resource for self-directed learning and self-study.” (as cited in Bojanic 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. Textbooks support less experienced teachers to gain confidence and demonstrate new methodologies.

2.1.2 Textbook as an Agent of Change

It is the fact that textbook is an essential and important for teaching and learning process. Moreover, textbook is equally significant for the socialization and social change. Textbook as a change agent plays crucial role in innovation, change and progress. Hutchinson and Torres (1994, p. 323) argue:

People can only accommodate a certain amount of change at any one time. The textbook can introduce changes gradually within a structured framework enabling teachers and learners to develop in harmony with the introduction of

new ideas. In other words, the textbook can be not just a learning program for language content, but also a vehicle for teacher and learner training.

It means textbooks introduce change gradually with-in a structured framework and create a supportive environment. Role of the textbook is not only considerable in day to day use but it has significant role in the process of change. In a narrow sense, textbooks provide a framework for the teachers about what to teach and for student what they are supposed to learn. But broadly speaking textbooks shape the behavior of the students and prepared them for the change.

In a society there may exist different types of superstitions and stereotypes regarding gender, culture, race and so on. No any society is free from a kind of discrimination, biases and a kind of traditional notion no matters that can be on the basis of gender, caste, race, ethnicity, culture, religion or something else. So, textbook helps to eliminate these things from the society and helps to create a society free from any kind of injustice and discrimination i.e. ideal society.

Moreover, we are in 21st century and this era is the era of science and technology. Present world is changing and progressing so rapidly beyond our expectation and change. We cannot even think and imagine the pace of change and progress, so it is really difficult to move and change with it. However, textbook helps us to walk along with this changing world and helps us to accommodate us with this modern changing world by keeping us up to date. So, in this way textbooks functions as a change agent.

2.1.3 Types of Textbooks

Different scholars have categorized textbook into different types being based on different basis. But here I have mentioned the types of textbooks suggested by Grant (1987). He has categorized textbooks into two broad types:

a. Traditional textbooks

Traditional textbooks are based on behaviorism which assumes language learning is the process of habit formation. 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 form of that language. It demands authoritative teacher and focuses on reading and writing rather than speaking and listening. Moreover, it allows the use of mother tongue in the classroom and neglects the communicative function/ aspect of language.

b. Communicative textbooks

Communicative textbooks are opposite of traditional textbooks and developed to overcome from the shortcomings of traditional textbooks. It aims on developing communicative abilities among 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 their real life.

To sum up, 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, English textbook of grade nine is found to be communicative one. However, both communicative and traditional textbooks are developed to facilitate learners in the process of learning.

2.1.4 Approaches of Textbook Analysis

ELT 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 (2012, pp.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

As its name suggest in-depth method of analyzing a textbook examines a given feature of the textbooks in depth 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, tasks etc. but more concerned with the quality and relevance of these components.

2.1.5 A Brief Review of Present Grade Nine English Textbook

The present grade nine English textbook is prescribed by Curriculum Development Center (CDC) under Ministry of Education. This book has been written by three writers viz. Bishow Raj Joshi, Lalmani Joshi, and Parbati Dhungana. It was published on 2016 and published by Curriculum Development Center and printed at Janak Education Material Center Ltd. The textbook includes altogether fifteen units and contains variety of materials from various genres and the engaging exercises which help learners to achieve the competency and learning outcomes set in the curriculum. In order to make it user friendly, much more attempts have been made. Different pictures can be seen in the textbook.

In each unit, there are various activities for the students to develop language skills and aspects. Each unit contains different types of exercise to develop four language skills viz. reading, writing, speaking and listening and grammar is also included in each unit. In order to, conduct listening activities even without audio player listening script is given at the end of each unit. The activities which contain all skills and aspects of language have been incorporated in the exercise as part of the textbook. The book is designed by keeping communicative competence in the mind. So, the textbook is claimed to be communicative. By the end of the book, there is glossary for both

students and teachers so that, they could consult it when they feel difficulty to find out the meaning of the words. Not only meaning, but also the pronunciation is given along with the meaning and phonetic symbols. Both students and teachers can use it whenever they encounter with difficult vocabularies. By the end of every unit there is a section called fun corner which includes logical questions, jokes, puzzles and riddles and makes student refreshed.

Regarding the physical aspects of the textbook, it has loose binding and the paper quality is medium. In the layout of the book we can see a picture of a boy and a girl reading newspaper and writing respectively. Inclusion of both male and female in the cover page obviously gives a positive message. Though, other pictures included in the textbook are not colorful, layout page is colorful to some extent which made the textbook quite attractive but the layout page is not so thick and strong. The price of the textbook is so cheap i.e. Rs. 87.30 N.C. In conclusion, even though it is not so good in terms of physical aspects it is appropriate in terms of pedagogical aspects since it includes various, text, activities and exercise for the overall development of the students.

2.1.6 Traditional Gender Role

Before talking about the traditional gender role the differences between sex and gender should be understood. In many cultural contexts the differences between girls and boys and men and women are regarded as natural. Sex is biological whereas gender is socially constructed. Society categorizes them as masculine and feminine to do certain things, duties, responsibilities and expect certain attitudes and behavior from them. Brugeilles (2009, p. 27) defines sex as “Sex refers to the biological differences between males and females. It relates to the observable differences between the genitals and to their physiological functions in procreation.” It means sex is related to observable genital differences. It is biological and can be easily observed. On the other hand, Brugeilles defines gender as

Gender is related to culture and the social division into 'masculine' and 'feminine'. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society. Definitions of masculine and feminine vary enormously- demonstrating their social origin- since every society develops its classification on the basis of its own criteria and principles the concept of masculinity and femininity are not developed independently of each other but are mutually dependent. (2009, p. 27)

The gender ideology is often used synonymously with the concept such as gender attitude, gender norms, gender power and gender structures. It also appears in discussion of feminism to be exact the notion of gender has originated in relation to feminist analysis. Gender role has been constructed through social and political process that play out as innumerable performances and practices of masculinity and femininity, which in turn are embedded in and enforced by the social and political structures and institutions. These manly and womanly practices and associations need not to be tied to human. Biological sexes male and female become cultural constructs of women and men who perform masculinity and femininity.

Gender role refers to the social constructed culturally specific behavior and expectations for women and men. Tyson (2006) states that traditional gender roles cast men as rational, strong, proactive and decisive; they cast women as emotional, weak, nurturing and submissive. These gender roles have been used successfully to justify inequalities, which still occur today, such as excluding women from equal access to leadership and decision making in micro level to macro level i.e. in family as well as in politics, academia and corporate world, paying men higher wages for doing the same job than women. Many people today believe such inequalities are the things of the past because anti discriminatory laws have been passed, such as the law guarantees women equal pay for the equal job. However, such laws are frequently side

stepped. Generally it is assumed that women are not fit for career areas such as science, mathematics and engineering and kept them far from it.

It means that women are still discriminated and dominated in many societies across the world. Males are thought to be strong, powerful, intellectual, rational and able to do any job. But females are thought to be weak, emotional, irrational, and so on. They are supposed to be fit in some selected job or they can perform some selected work. They are believed not to do good at mathematics and science as men do and since are thought to be weak and inferior and are not paid as much as men are.

Tyson (2006) further states that we have so far examined how patriarchal ideology works to keep women and men in traditional gender roles and thereby maintain male dominance. That patriarchal ideology functions in this way is a belief shared by all females even if they disagree about other issues. Women are oppressed by economically politically, socially and psychologically. In every domain where patriarchal reigns, women are other: she is objectified and marginalized, defined by her differences from male norm and values, defined by what she lacks that men have.

Tyson further puts that patriarchy is thus definition, which promotes the belief that women are innately inferior to men. This belief in the inborn inferiority of women is a form of what is called biological essentialism because it is based on biological differences as men and women. Feminists do not deny the biological differences between male and female rather celebrate the differences indeed. But they do not argue that such differences as physical size, shape, and body chemistry make men naturally superior to women: for example more intelligent, more logical, more courageous or better leader. Feminism therefore distinguishes between the word sex, which refers to our biological constitution as female or masculine. In other words, women are not born female and men are not born male rather these gender are constructed by the society.

It is the wide spread belief that women are by birth inferior. Males have stereotypical thoughts that men are more strong, courageous, rational hence superior. But the

feminist accept only the biological differences between males and females and against the socially constructed notion i.e. gender. Tyson states

The belief that men are superior to women had been used, feminist have observed, to justify and maintain the male monopoly of position of economic, political, and social power, in other word, to keep women powerless by denying them the educational and occupational means of acquiring economic, political and social power. That is, the inferior position long occupied by women in patriarchal society has been culturally, not biologically, produced. For example, it is a patriarchal assumption, rather than a fact, that more women than men suffer from hysteria. But because it has been defined as female problem, hysterical behavior in men won't be diagnosed as much. Instead, it will be ignored or given another, less damaging name, for example, shortness of temper. (2006, p. 186).

In the above statements, Tyson has discussed that superior position occupied by men in patriarchal society has been culturally, not biologically produced. Women are not biologically inferior to men, but they made so. There is male monopoly and women are deprived from social, political and economic power to be given. Men hold some power to make decision in the home, community and in larger context. A patriarchal society function in this way is a belief shared by all feminist even if they disagree about other issues.

While biology determines our sex, culture determines our gender. For most feminist the word gender refers not to our anatomy but to our behavior as socially programmed men and women. All the traits associate with masculine and feminine behavior are learnt, not inborn. Our society taught men like and women like behavior from the day of the birth.

Hooks (2000) views patriarchal society has deep and great influence on the way we think, we speak, see ourselves, view the world and we behave. For feminist patriarchal ideology is the root cause of such domination, suppression and discrimination to women. So women are dominated, suppressed thus are back-warded in all most all societies of the world from the past to the present. That is why feminists are strongly in opposition of patriarchal ideology and patriarchal society. There is domination of males in social, political, cultural and economic sectors. From the very beginning, the society assigns different roles to males and females to be played and have to be performed the roles accordingly.

Wardhaugh (2008) shows the differences between males and females in terms of chromosomes, politeness, language use, voice, life expectancy and so on. Moreover, he argued that females use more polite language and have good communication skill in comparison to men. Regarding the differences between men and women Wardhaugh states

There are differences between men and women which is hardly a matter of dispute. Females have two X chromosomes whereas males have an X and Y; this is a key genetic difference and no geneticist regards that differences as unimportant. On an average, females have more fat and less muscles and live longer. The female's voice usually exhibit difference ranges of verbal skills. However, we also know that many of the differences may result from different socialization practices. Differences in voice quality may be accentuated by beliefs about what men and women should sound like when they talk, and any differences in verbal skills may be explained in great part through differences in upbringing. (2008, p.316).

Of course it is the well accepted fact that men and women are different biologically and genetically. There are differences in skills, voice, way of using language,

politeness, communication skill, and so on between males and females. Females tend to have good communication skills in comparison to men. So females are considered as better and faster language learner than the males. It means that men and women show different types of behavior and characteristics. They have different skills and they have different roles to be played in the society than the males.

Similarly, Holmes (2008) focuses on language variation in relation to gender. It is often observed that the men and the women do not speak the exactly same way. They vary in terms of linguistics features such as pitch, choice of words, discourse patterns etc. and social and contextual features such as formal/informal, standard/vernacular and so on. It is claimed that women use more information checks and conformation checks. Similarly, it is assumed that women use more formal and polite forms and styles of language. (as cited in Sharma (2010, p. 90).

Regarding the differences between men's and women's language varieties Holmes states that (as cited in Sharma 2008, pp.157-158).

The linguistic forms used by women and men contrast-to different degrees- in all speech communities. These are other way too in which the linguistic behavior of women and men differs. It is claimed women are more linguistically polite than men, for stance, and that women and men emphasize different speech functions. . Women and men do not speak in exactly the same way as each other in communities where the language is shared by men and women; particular linguistic features occur only in the women's speech or in the men's speech. These features are usually small differences in pronunciation, or in morphology.

Holmes argument shows that the language have noticeable gender based characteristics in various level including phonological, morphological, grammatical,

contextual and so on. It is claimed that women use more tag questions, more hedges like you know, well, you see etc. and cracks less jokes than men. Furthermore, women tend to use empty objectives such as charming, divine, nice etc. and they often avoid strong swear words like fudge, my goodness and so on. Women are said to have their own vocabulary for emphasizing certain effects on them, words and expressions such as so good, such fun, lovely precious, adorable, darling and fantastic. Additionally, the English language makes certain distinction of a gender- based kind, e.g. actor-actress, waiter-waitress, masters- mistress and so on. Some of these distinctions are reinforced by entrenched patterns of usage and semantic development. For example, master and mistress have developed quite different ranges of use and meaning. Other pair of words which reflect similar distinction are man-woman, lady-gentleman, bachelor-spinster, and even widow-widower.

Wardhaugh (2008) argues that women's speech is thought to be trivial, gossip laden, corrupt, illogical or highly suspect; nor it is necessarily more precise, cultivated, or stylish- or less profane than men's speech. It means women's speech is of less importance which does not contain information mostly and contains trivialities. Apparently men gossip just as much as women do; but the thing is that men's gossip may be just different. Wardhaugh (2008) presents an interesting example from English women being advised to speak more like man in order to fill a position previously filled only by men. Margaret Thatcher was told that her voice did not match her position as British prime minister. She sounded to 'shrill'. She was advised to lower the pitch of her voice, diminish its range and speak more slowly and thereby adopt an authoritative, almost monotonous delivery to make her heard.

Sharma (2010) views the sexist practice as another form of domination over females which refer to the usual instance of male dominance in the use of language. For example, there is no any word like chairwoman, policewoman, spoke-woman but the words like chairman, policeman and spoke man do exist. This type of male dominance can be observed in different level and aspect of language use. The female get surname from her husband and before her name Ms. or Mrs. It is added to show whether she is married or not but there is only one form Mr. for the males to refer both married and

bachelor man. Similarly, in every societies male dominated ideologies are made more common for example be like man, act like man, be brave like man, do if you are man, don't be coward as woman and so on. The females are presented as weak like women's tongue wage like lamb's tale, a fearful like a lady and so on.

2.1.7 Feminist Criticism

Feminism is the set of beliefs and ideas that belongs to a broad social and political movement to achieve greater equality for women. Feminist criticism and theories aim to change the world by promoting women's equality. According to Tyson(2006, p. 83) "Feminist criticism examines the ways in which literature and other cultural productions reinforces or undermines the economic, political, social and psychological oppression of women." Feminist critics want to end such kind of discrimination and dominance. Their ultimate goal is to bring equality between men and women throughout the world. Feminist are struggling for equality from many years back. Gender issues play a part in every aspect of human production and experience, including the production and experience of literature where we are consciously aware or not. Moreover, it is a theoretical and socio-political movement addressing the systematic in equal treatment of women. It is a political perspective on gender. The concept of feminism was originated in 18th century and was firstly concerned with women's political rights, such as voting rights etc. But now the notion is explored in every field. Now it focuses on the unequal treatment of women in workplace, society, organization and even in the public discourses. Feminism began with an attack upon discrimination where they are excluded and dominated because of their gender and they demand that people not to be judged on the basis of their sex.

Feminism is the set of social theory or political movement and ideology which believes that all type of oppression, domination and discrimination upon women should be ended to establish equality among the people in the world. It shares common goal that is to define and advance political, economic, personal and social rights for women.

Hooks (2000, p.3) defines feminism as “Feminism is a movement to end sexism, sexist exploitation, and oppression.” It means that feminism is the struggle to end every kind of domination, oppression and exploitation over females. Feminist ultimate goal is to end sexist practice and patriarchal ideology and to establish equal rights and opportunity in every field. Similarly, in the words of Mills (2005, p.2) “Most feminist hold a belief that women as a group are treated oppressively and differently from men and they are subject to personal and institutional discrimination.” It means women are being suppressed and dominated from home to society in social institutions and work place in different forms. To be more specific, females are underrated and oppressed from micro practices to macro practices.

Feminism includes the acting, speaking, writing and advocating on behalf of women’s issues and rights to identify and eliminate injustice to females. It is a governing ideology; feminism gives shape and direction to the women’s movement and shaped by it. Women are dominated and exploited socially, politically, economically and physically by the males from long time back. As a result, the notion of feminism came in its existence to raise their voices against such domination and discrimination. They are against of patriarchal society. For them the major cause and root of such in equality and domination is the patriarchal ideology and patriarchal society. Goal of the feminist is to eliminate every kind of domination and discrimination against females from the society and to establish ideal society where people are not judged on the basis of their sex. So in this sense feminism can be said the ideology of oppressed like Marxism and colonialism. Feminist are guided by the aim of providing equal rights and status to the women in the society.

Lazar (2007) states feminist criticism as a political perspective on gender, concerned with demystifying the interrelationships of gender, power and ideology in discourse. Feminist critical approach offers a wide range of tools and strategies for detailed analysis of contextualized uses of language on texts and raises the voice against patriarchal society and male stereotype culture and raises the awareness. Furthermore, it is concerned with unblocking the injustices and inequalities seen in the discourses and texts by studying and analyzing the sexist language used in the text. It also

critically analyzes the discourse which sustains a patriarchal social order, relation of power that systematically prevailed. Gender inequality is overtly seen in the physical violence against female sexual harassment and devaluing of women but feminist approach examines how power and dominance are practiced in a variety of ways through the use of language and images in the text. Since it is a social justice and equality in case of gender offers a critical perspective on discursive representation of the prevailing structural relations of power. Feminism is guided by the aims like to develop and uncover a female tradition of writing, to interpret symbolism of women's writing, critically assess the work of women writers and their writing, to resist sexism in literature and so on. Moreover feminist approach aims to examine how power and dominance are discursively produced and resisted in varieties of ways through textual representation of gender social practices and how gender ideologies and relation of power get produced, reproduced, negotiated and contested in the representation of social practices. It reflects the critique on how females are treated, dominated, oppressed in the text.

Lazar (2007) further states that feminism is a problem oriented discipline as it focuses on gender problem. It also suggests the usefulness of language and discourse studies for the investigation of feminist issues in gender and women's study. While analyzing a text from feminist perspective language is critically analyzed together with other semiotic modalities like visual image, gesture and so on and also critically analyze the gender biased language i.e. sexist language used in the text. It tries to seek how females are treated and how they should be treated. So feminism is concerned with the marginalization of all women.

Nepal is also male dominated society where females are oppressed politically, economically, educationally, psychologically and socially. Our society is guided by the patriarchal ideology and there is male monopoly in every sector. Women are taken as secondary parts of the society and they are thought to be weaker and coward by men. Men use women as their tool and use whenever they want/need and ignore their interest and wants. Women are being deprived from getting equal rights and opportunities. They even do not have right on birth control and treated as if women

are machine for giving birth to a child. Different national and international organizations and government of Nepal are conducting different types of programs in order to bring equality between males and females by empowering females but the situation has not been changed much. Still many women are being dominated, exploited and oppressed in different forms.

2.1.8 Fairclough's Three Dimensional Model of Discourse Analysis

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

Description

Description is the first stage which is concerned with the formal properties of the text. 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 labeling 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 se 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

The stage of interpretation is concerned with participants' process of text reproduction as well as 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 the generated through a combination of what is in the text and what is in the interpreter in the sense of member resources (MR) which latter 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 MR. 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

It is the third and last stage of Fairclough’s three dimensional models. Explanation 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.

2.1.8 Key Principles of Feminist Analysis

Lazar (2007, pp.144-150) mentions four key principles of feminist critical discourse analysis which are briefly described below.

Feminist Analytical Activism

Feminist analytical activism focuses on the achievement of the social order through a critique of discourse. They are guided by the aim of critically analyzing the discourses which sustain a patriarchal social order. Feminist critical analyst aims to bring transformation and raise the critical awareness to uncover the female domination found in the discourses and which sustain a patriarchal social order. Their aim is to raise critical awareness among people about gender inequality through researches and teaching. The work undertaken by the feminist can be undertaken as the academic activism.

Gender as an Ideological Structure

From the feminist perspective, the prevailing conception of gender is understood as an ideological structure that divides people into two classes: men and women based on a hierarchal relation of domination and subordination respectively. The practice of gender ideology and discrimination is hegemonic and routinely exercised in social practices. Gender is socially constructed notion. There is discrimination in terms of hierarchy and domination between male and female. For example use of male nouns and pronoun for generic purpose gives male members symbolic capital where males are visible and females are invisible. Gender ideology and domination is often accepted by every people in the society that is why it is hegemonic. Such gender based ideology helps male to be in the higher position of social hierarchy.

Complexity of Gender and Power Relationship

The relationship between gender and power is very complex and subtle. Feminist CDA aims to uncover the complex relationship between gender and power. Power relations are a struggle over interest which are exercised, reflected, maintained and resisted through a variety of ways, modalities, extends and degree of explicitness. Gender inequality is overtly seen in the physical violence against women, sexual harassment and devaluing women power but cover power relation and gender inequality is difficult to recognize and uncover since it is hegemonic in nature.

Feminist CDA is to examine how power and dominance are discursively produced and resisted in a variety of ways through textual representation of gender.

Discourse in the (de) Construction of Gender

Feminist CDA assumes that discourse is one among several elements of social practices. In the words of Lazar (2007, p. 149) “ the interest of feminist CDA lies in how gender ideology and gendered relations of power get (re) produced, negotiated, and contested in the representation of social practices in social relationship between people.” From her argument it is clear that central concern of feminist CDA is to analyze how power shapes gender ideology and gender structure and how is shaped by it. Feminist analyst focuses on how males and females are presented in the text. Gender is constructed in two ways, co-construction of gender (men and women) and construction of masculinity. The data in feminist CDA include different forms of semiotics such as visual image, layout, gestures and actions in text and talks. Furthermore, they also critically analyze the choices of lexis, clauses/ sentences/ utterances, conversation turns, structure of argument and interaction among discourses.

2.1.9 Representation of Females in the Textbook

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 & Godden (2001, p. 90) states “Gender stereotyping in the textbook has detrimental effects on 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. They further argue that females have been portrayed in a narrow and a biased way for many years. Gender role stereotypes

affects how children perceive themselves and their identity and self-esteem could be affected by negative portraits of their gender.

Since, textbooks have great role in shaping the behavior of the children the language and images can be used to eliminate such stereotypes. Textbooks can be used as a means to eliminate every kind of discrimination and biases including gender biases instead of promoting male superiority over female. If we analyze the pictures and language used in the textbook we find the smell of gender biases. For example the use of male dominated language and sexist language such as chairman, spoke man, policeman etc., the few and under rated representation of female characters and inclusion of more male author's text in the textbooks. Females in the textbooks are presented as weak (psychologically, emotionally, economically, physically), powerless and dependent up on males. Such type of discrimination and domination in the text has negative impact in the society and children's psychology.

2.2 Review of Empirical literature

Several research studies have been carried out by the various researchers on textbook analysis. Those previous carried out researches work as a foundation for this study and some of them are reviewed below.

Similarly, Sharma (2017) carried out a research entitled “ Female Perspective in the Translated Autobiography Essay ‘Jeevan Kaanda Ki Phool’.” His major objectives were to identify the aspects of feminism from an anthology of autobiographical essay in terms of cultural, social and religious aspects, gender aspects, and domination upon women, women rights, and women's place in society. In his research he had collected forty eight female issues related sentences or extracts as a data by using non- random purposive sampling strategy and analyzed by using qualitative data analysis procedures. His major findings of the study were females in our society are dominated, exploited and discriminated politically, culturally, economically, mentally and psychologically. Females are being dominated even by higher, educated, civilized

and respected people due to the patriarchal ideology and females are taken as object of the entertainment.

Likewise, Shahi (2017) carried out a research on “An Analysis of the Textbook of Grade Nine.” The objectives of his study were to analyze English textbook of grade nine in terms of content, language skills and exercise. He used the checklist on the basis of the framework given by McDonough and Shaw (2003). His research was based on survey research design and used purposive non random sampling for data collection. He found that the book was designed from the point of view of developing communicative skill of the learners particularly for those who are curious to learn the English language in daily life. However, the book lacks information gap activities and jigsaw activities which are taken as paramount activities in the communicative textbook. There was not availability of references, technology instrument and clear objectives which can lead the minimizing of students’ role as active participator and also some pictures and illustrations included within the textbook were not clear. However, the textbook of grade nine contain plenty of exercises and communicative activities.

Similarly, Dhami, (2018) carried out a research entitled “An Analysis of Grade Ten English Textbook from Gender Perspective.” The major objective of his research was to find out how males, females and third genders are represented and how the language and images are used in the textbook. He employed both quantitative and qualitative data analysis procedure to complete his study. He collected data by preparing observation checklist and interpreted the collected data based on the idea suggested by Creswell (2012). After the completion of his research he found that the textbook has presented the females stereotypically in terms of writers, characters, topics and plot. In the same way females were presented as weak, powerless and victims. Furthermore, there were no representations of third gender in the whole textbook. He concluded his research by providing some recommendations and pedagogical implications.

Katuwal (2018) carried a research on “A Feminist Analysis of The Color Purple.” Her major objective of the study was to find out the aspects of feminism from the novel. Her study was qualitative and completely based on the secondary sources of data. In order to collect data she had read and re read the selected novel and taken some extracts and analyzed using qualitative data analysis procedures. After the completion of her study what she had found was females are dominated in male dominated society even in so called developed countries. Females are dominated not only by males but also by female themselves and in every aspects of the society like religion, culture, politics etc. females are taken as secondary part.

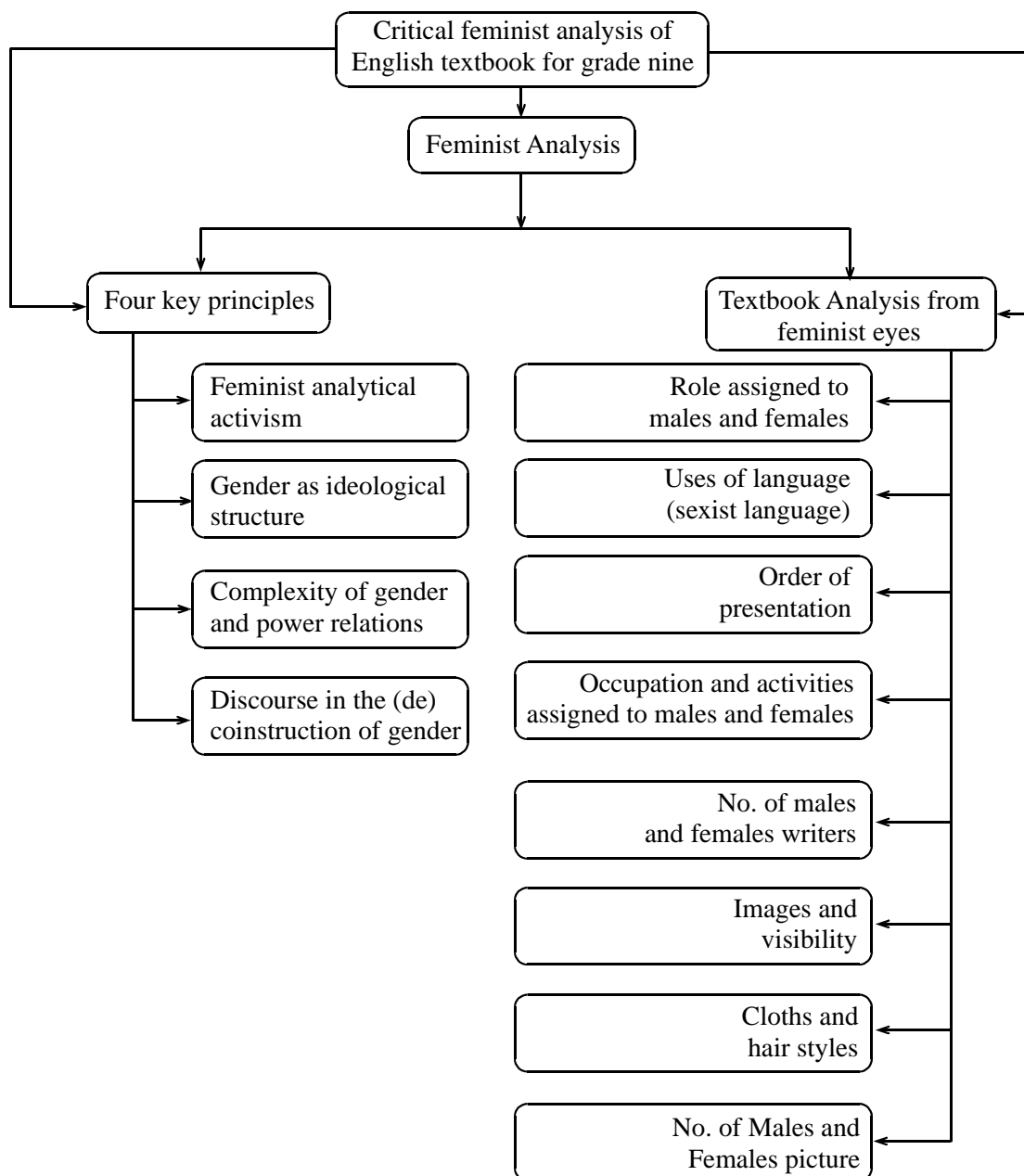
2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, journals, articles, reports and previously done theses and researches. This entire source helps to be clear and focus on research problem, improve methodology and contextualize the findings. Review of the study helps a researcher to form the objectives, research questions to select research tools and data collection procedures, to adopt methodology, and even to analyze collected data. Similarly, from the review of related literature researcher learns which methodologies have proven useful and which seem less promising. To be specific review of the study helps the researcher to be in a track and prevent from being derailed. It is equally important to examine and evaluate what has been explored and what has not been explored yet for finding new area for further research. In order to conduct this research I have gone through several books, articles and journals. The aforementioned studies have their own value and importance in their respective fields. The books of Tyson (2006), Wardhaugh (2008), Carmon (1990) help me to extend my knowledge regarding feminist criticism and about gender. Similarly, from Sheldon (1988) Hutchinson & Torres (1994), Brugeilles (2009) I have got sufficient ideas about textbook and textbook analysis. Likewise, from the study of Kunwar (2018), Shahi (2017), Gyanwali (2015) helped me to gain the theoretical ideas of textbook analysis and feminist criticism.

Furthermore, these researches help me to form objectives, collect data and to analyze collected data.

2.4 Conceptual Framework

Conceptual framework refers to the mental image of the process of what will be done in the research. To put it into another word, conceptual framework is a theoretical mental picture of the researcher towards proposed research. It is also called pathway or roadmap of research which explains relationships between variables or themes of the study. The conceptual framework of this study is as follows.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations.

3.1 Design and Method of the Study

This study was based on the critical discourse analysis research design. 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 tools were adopted to analyze the textbook of grade nine. 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 the four key principles of feminist approach suggested by Lazar(2007) and Fairclough's three dimensional model(1989). Lazar's four key principles of feminist critical discourse analysis are feminist analytical activism, gender as an ideological structure, complexity of gender and power relationship and discourse in the (de) construction of gender. Similarly Fairclough's three- dimensional framework for the analysis of text and discourse consists of the description, interpretation and explanation. Interpretation employs 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 females are presented in the book and images were critically analyzed.

3.2 Research Tools

In this study I used self-observation and focused reading as a research tool. I had critically observed the pictures and images used in the textbook. I had read and re-read the textbook to analyze the content and language used in the textbook.

3.3 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 and feminist criticism or theory for example *Critical theories today* by Tyson (2006), *An introduction to sociolinguistics* by Wardhaugh (2008), *The feminist critique* by Cameron (1990), *Language and power* by Fairclough (1989), *Feminist stylistics* by Mills (2005), *Sociolinguistics* by Sharma (2010). Likewise, I have also gone through numbers of articles by popular scholars for example, *The textbook as agent of change* by Hutchinson and Torres (1994), *Critical discourse studies* by Lazar (2007), *Gender representation in notable children's picture book* by Gooden and Gooden (2001) and so on.

3.4 Data Collection Procedures

This research was based on reading, quoting and analyzing the quotes from critical aspects. Data collection procedure were be as follows

-) First of all, I read and re-read the selected textbook.
-) I noted down the sentences, characters, topics and images related to female issue.
-) Then, I put critical eyes on selected images, topics, content and sentences.
-) And finally, I analyzed them from the eyes of feminist theory.

3.5 Data Analysis Procedures

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

3.6 Ethical Considerations

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 FOUR

ANALYSIS AND INTERPRETATION OF DATA

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

4.1 Analysis and Interpretation of Data

The English textbook of grade nine was critically analyzed from the feminist perspective being based on the four key principles suggested by Lazar and three dimensional frameworks as suggested by Fairclough (1989). Similarly, I have critically analyzed the images and pictures used in the textbook. To find out the representation of females in the textbook I have critically observed and analyzed the roles, activities and occupation assigned to the females, order of presentation, use of sexist language, number of male and female writers, number of male and female pictures and also the cloths and hairstyle males and females had in the pictures. Furthermore, I have analyzed the roles, occupation and activities assigned to the females are primary, independent, prestigious and important as males have or not. In my observation I have found that in the English textbook of grade nine females are presented secondary to males in terms of authors, writers, role and activities and the order of presentation.

4.1.1 The Authors, Writers, Characters and Order of Presentation (firstness).

4.1.2 Writers

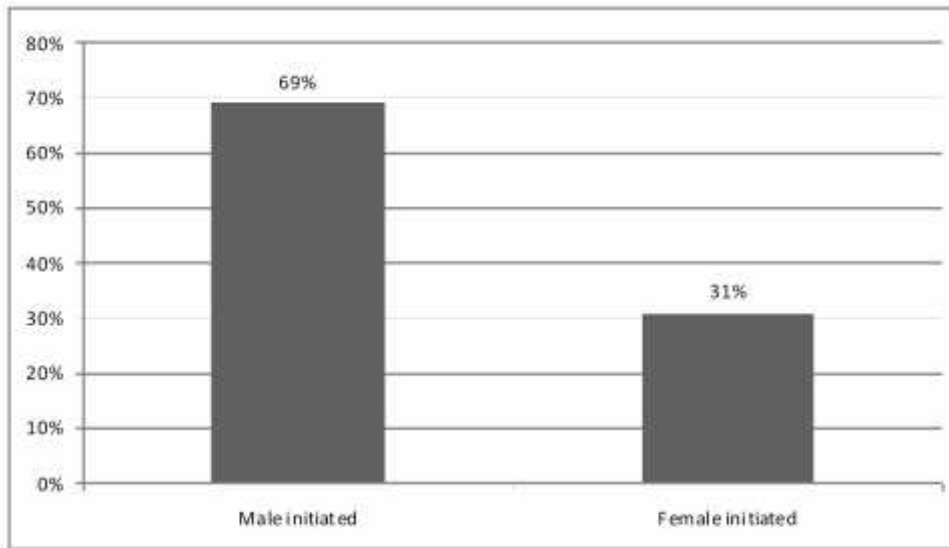
English textbook of grade nine is prepared by the three authors. They are Bishow Raj Joshi, Lalmani Joshi and Parbati Dhungana. Among three two of them are males and only one is female author. It can be interpreted as only few numbers of females are in the position and condition of writing textbooks and the large numbers of males have the access on it.

When I observed the text included in the textbook of grade nine I have found the male dominance on it. There are only three poems included in the textbook with reference to the writer and rest of the texts are anonymous. Among them two poems are composed by males and one is by both male and female. There is no any single text that is written by female solely. It shows that literary work done by the males are primary to the literary works done by females and females works are given less importance and excluded from the canon.

4.1.3 Order of Presentation

In my observation it is found that in most of the cases males are presented prior to the females in the textbook. There are a few instances of female being referred to first in a sentence and conversations, although the pattern could be reserved. In most of the cases male characters and male pronoun is presented prior to the female characters and female pronoun. For example pronoun 'he' is followed by 'she', 'him' by 'her', 'Mr.' is followed by 'Mrs.' / 'Miss' and so on. There are altogether sixteen conversations where eleven conversations are initiated by the male characters and only five is by female characters. It shows the stereotypical gender roles where the females are mentioned in reference to the male characters. And also it shows females are not supposed to speak first rather they are supposed to speak only after listening males. Furthermore, there is male dominance in the speech which can be interpreted as females should speak less and listen more.

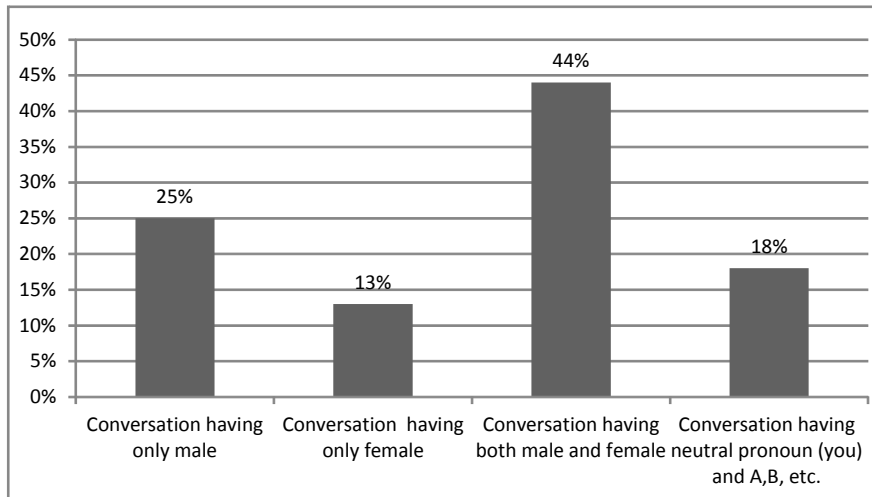
Figure: 1



4.1.4 Participation of Males and Females in the Conversation

From my analysis it is found that there is extreme dominance over females in terms of the participation in the conversation. Conversations having only female characters are few in number. Females in the textbook of grade nine are dominated in terms of participation in the conversation. The number of conversation having only male characters is high in comparison to the number of conversation having only female characters. 44 percent of conversation includes both male and females and 18 percent conversation have neutral pronoun like 'you', 'a', 'b' and so on. The ratio of participation of males and females in the conversation is shown by the following bar-graph.

Figure: 2

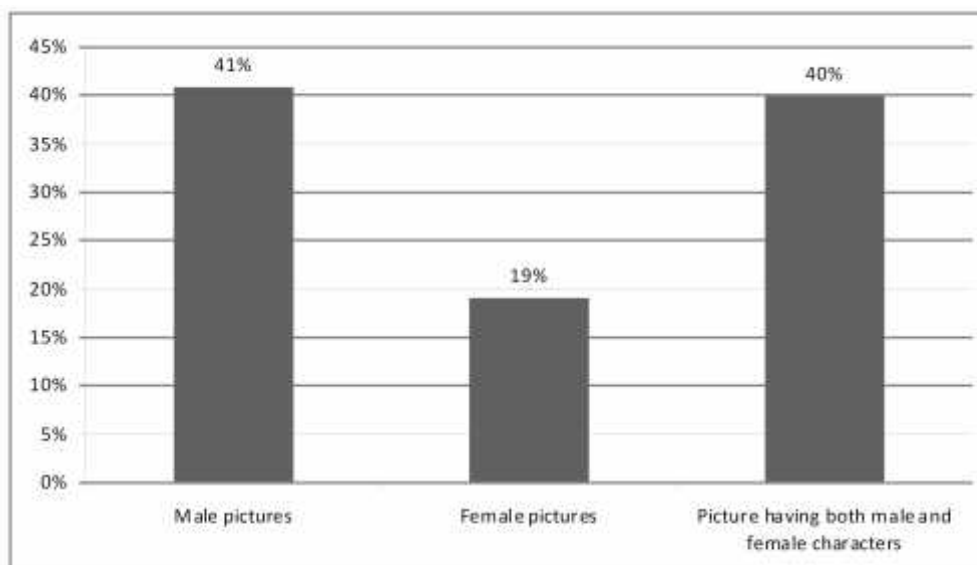


4.1.5 Images and visibility of male and female characters

There is extreme dominance of males in terms of images and visibility in grade nine English textbook. There is no equal representation of female characters in the text and images. There are altogether 61 pictures, among them in most of the pictures i.e. 25 only males are presented and in only 12 pictures there is presentation of females only and rest of 24 pictures includes both males and females

Figure: 3

Number of Male and Female Pictures



4.1.5 Roles, activities, occupations and position assigned to the males and females

The data shows that males are presented as rational, strong, powerful, proactive and independent and females as powerless, dependent, weak emotional and nurturing. In the textbook males are presented in doing wide range of activities. Males enjoy the occupational roles which are higher in status like doctor, engineer, reporter, and photographer and so on. On the other hand, females occupational roles are conventional, nurturing and caring jobs like teacher, salesgirl, mother and caretaker. For example on page no. 27 there is an interview with a renowned doctor by a reporter. Role of both doctor and reporter is portrayed by male characters. Similarly, on page no. 29 there is an example of CV of an engineer where male is portrayed as an engineer and as a reference of CV there is given the name of a male. Similarly,

there is given a notice on page no. 178 where the position of secretary is occupied by the male name. So these data shows that only males are in such prestigious position.

Likewise, there is one act play entitled 'A disaster' on page no. 45. It is about the earthquake where female characters are presented as powerless, helpless, coward and panic but male characters are presented as brave, emotionally strong, courageous and patient. Most of the emotional and panic dialogues are spoken by the female characters like *oh! My god what is going to happen? Oh god! Have mercy up on us. Is this the end of our life? What shall we do? Oh! Dear what a pity? This ambulance takes my breath.* But males are calming and making other characters comfortable. So it shows that females are coward and emotionally weak but males are strong and can handle the difficult situation being patient and calm.

Similarly, there is given a debate between four friends. Four students Ajmera, Uttar, Chandra and Bhim put their own views. Two male characters put their views on going side by side with the development and progress. They argue on keeping up-to date with this modern world and should not limit us on what we already have. On the other hand two female characters are presented in favor of satisfying on what we have. They argue on not being ambitious and we should always have self-satisfaction and cherish what we have. This debate shows females as conventional, traditional and narrow minded but males as modern and broad minded. There is given an example of *Abraham Lincoln* as a successful person as if there is no any woman as successful as *Abraham Lincoln*. As a successful person any successful women could be exemplified.

In page no. 156 there is given a review of two book viz. *Jhola* and *Lord of the flies*. Both of the books were written by male authors. Among two at least one could be included written by female author though. There are number of popular stories, drama, novel and poems composed by female writer. Male author's books are included as if there is no any popular book written by female writers. It shows that women are secondary in literature too. Works done by female writers are excluded from the literary canon. It can be interpreted as women's works are not given importance as

much as male's work. Women are shadowed in every sector including literature. The story 'Jhola' by Krishna Dharawasi is about the sati tradition that was prevalent until 1920s. The story is all about the violence against women. It shows that women are the victim and males are superior to females from many years back. It might develop the inferior feeling among the female students and superior feeling on male students. Instead of including the story of such suffering, story of women's success and glory of women could be included for example *Jiwan Kanda Ki Ful* by Jhamak Kumari Ghimire. It describes the story of successful woman. Moreover, flourishing the success and glory of women is one of the notions of third wave of feminism.

Likewise, there is given a sample of message of congratulations on page no. 165 for receiving annual best athletics award for a boy though the example can be easily reversed. As an example it could be used a female name and picture. It shows the males dominance on sports too like in economic, political, social sectors and presents as female are incapable of playing games. Similarly, on next page there is an announcement of results of international handwriting competition where three students had taken part and among them two are males and one is female student. And as a winner male character is presented. It also keeps females secondary to the males.

4.1.6 Cloths and Hair Style

From my critical analysis I have found men are portrayed as wearing a wide range of cloths from casual to formal even hip-hop dresses in the English textbook of grade nine. But women are found to be in traditional dresses and in school uniform in most of the cases/ pictures. This is because most of the pictures portrayed men in engaging varieties of activities while women are presented in engaging some limited activities. In the English textbook of grade nine women are presented passively like doing household work, and attending school. Regarding the hair style of women it is found that most of the pictures portrayed women having long hair which shows the traditional way of women's life.

4.1.7 Use of (Sexist) Language

Sexist language refers to the usual instances of male dominance in the use of language. Such type male domination can be found in different levels and aspects of the language use. For example policeman, chairman, spoke-man etc. The language used in the English textbook of grade nine is found to be neutral or gender free. There is no use of any sexist language which is one of the positive aspects of the book.

4.2 Critical Image Analysis

Here in this sub-section I have critically analyzed the images and pictures used in the English textbook of grade nine. From my observation it is found that pictures and images are used as a vehicle or means to show females inferior to males.

Figure No. 5



The above pictures are taken from page no. 9 and 167 from the English textbook of grade nine. In the picture a girl is holding a book and a boy is carrying a football and both are seem to be in school uniform. It can be interpreted as females are not interested and capable of playing games rather they are bookish. But the males are capable enough to play games and equally interested in extra- curricular activities. Males do not limit themselves in reading but females do. It presents females in a narrow way.

Figure No. 6



The above pictures are taken from page no. 22, 27 and 108 of the same book. It can be seen that both males and females are assigned different roles. In the first picture a young man is going to buy footwear and a young lady is presented as sales girl. Likewise, in the second picture the role of both reporter and doctor is portrayed by males and in the third picture the role of police is given to a male and the role of driver is given to female though the roles assigned to them could be easily reversed. It presents female engaging in low prestigious job like driver, salesgirl and so on and the males engaging in prestigious job like reporter, police and doctor. From analyzing the above pictures it can be said that grade nine English textbook presents females as incapable of doing prestigious jobs which is like myth indeed.

Figure No. 7



After having a glance ladies in the pictures are seem to be worried or sad. If we look at the picture with critical eyes, use of females (both) in such situation proves that females tend to be emotionally weak in comparison to males.

Figure No. 8



In the first picture two boys are running after the taxi and in the second picture a boy fell off from the tree. Use of only males to show such activities proves that boys can take risks whether they get success or not. It presents males as courageous and take risks but females as coward, weak and afraid of taking risks.

In the similar vein, in third picture some people are going to school or returning from the school. However, most importantly a little girl is holding her hand with an elder man and the boy seems to be the same age walks independently on the road ahead of all. It presents females always depend on males from their early life.

Figure No. 9



The above pictures are all about sports, where players are playing football and cricket and three famous football stars are also presented. Simply, there is nothing wrong with it but if we observe critically we can smell the gender bias. In all pictures there is use of only male players as if females do not play games and there are no any female players as famous as male players. It shows as if games and sports are not for females and keeps females secondary in sports too, but in fact, there are number of female players as famous as male players.

Figure No. 10



The above picture shows the winner, first runner-up and second runner-up of some event. Here, also we can see the male dominance. A male is presented as holding first position and females as second and third position even though there are two female participants. It shows females are always secondary to males and males are always more forward than females in every sector.

Moreover, in the English textbook of grade nine boys are presented doing various activities like playing football, cricket, running, climbing tree, being winner and so on. But females are mostly presented reading, writing, taking care of others, sitting and

gossiping etc. It shows female are passive or less active in comparison to males, they are inferior and capable of doing only some limited easy tasks. For example

Figure No.11



CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter incorporates findings, conclusions and recommendations.

5.1 Findings

The objective of my study entitled ‘Feminist Analysis of English Textbook for grade nine’ was to critically analyze the English textbook of grade nine from feminist perspective and to explore the representation of females in the textbook along with some pedagogical implications. After the analysis of various aspects of the textbook such as number of pictures, number of writers, role and activities assigned to males and females, order of presentation and so on. The textbook of grade nine is found to be biased in terms of gender. It presents females as weak, secondary, dependent up on males, inferior, irrational, powerless and victims and males as independent, superior, rational, powerful and primary. In a nut shell, there is male superiority and domination in the textbook. The findings which have been deduced from the study are presented as following points.

-) Females are dominated, relegated and presented secondary to males in the grade nine English textbook.
-) Males are presented as rational, strong, powerful, proactive and independent and female as powerless, dependent, weak, and emotional.
-) Regarding the roles and activities assigned to the males and females in the textbook it has been found that males are presented in doing wide range of activities. Males enjoy the occupational roles which are higher in status like doctor, engineer, reporter, and so on. On the other hand females and their occupational roles are conventional, nurturing and low prestigious.
-) The grade nine textbook illustrates the extensive dominance of males in terms of writers, the characters, topic focus and the first-ness of characters in the textbook.

-) In the similar vein, regarding the representations of female characters in the textbook, female characters have been presented as weak, victims, dependent and powerless.
-) In most of the pictures females had worn traditional dress or school uniform and had kept their hair long. But in the case of male characters they had worn wide range of cloths from traditional to hip-pop. It means females are presented stereotypically in the pictures of the textbook.
-) Likewise, most of the conversation is initiated by male characters and they are followed by females. It supposed that female should speak less and should speak only after listening to males.
-) Moreover, from the analysis it has been found that most of the texts included in the book are written by the male writers.
-) In the pictures of the textbook males are portrayed and presented as powerful, courageous, risk takers and so on but females have been portrayed as powerless, coward, and weak and so on.
-) There is no use of sexist language. The authors had paid proper attention and used neutral/gender free language.

5.2 Conclusions

Textbooks are not only the materials for teaching and learning procedures rather they are considered as the agent of social change. 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 a change agent play crucial role in the progress, change and innovation. However, still we can smell the gender bias in the textbooks. Females are dominated, relegated and underrepresented in the textbooks and presented inferior to males which consequently develops inferior feelings among female students and superior among male students. Such biased presentation of females in the textbooks reinforces the gender discrimination. Instead of it textbook should be and can be used as a vehicle to develop gender equality and eradicate

gender bias and gender stereotypes that is prevalent in our society. Thus, it is essential to analyze the existing textbooks from different perspective including gender/feminist perspective. So, here in my study I have analyzed the English textbook for grade nine from feminist perspective to find out the female representation and to suggest some pedagogical implications. In order to collect data I have critically analyzed the images, pictures, languages, roles, occupations, activities assigned to the males and females and many more things. And I have found that females are presented inferior, secondary and weak in the English textbook of grade nine. So, the book authors and writers should pay due attention on such issues while writing and publishing the textbooks.

5.3 Recommendations

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

5.3.1 Policy Related

The textbook of grade nine is not appropriate in terms of the presentation of females in the textbook. Education policy makers, textbook writers, publishers and stakeholders should pay due attention on maintaining gender balance in terms of writers, pictures, language, roles and activities assigned to the males and females. Moreover, equal attention need to be paid on promoting gender equality through textbooks since textbooks are the agent of social change and have crucial roles on shaping the behavior of the children.

5.3.2 Practice Related

There are numbers 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 Nine reveals the existence of gender stereotypes. Here, in this section I have listed some pedagogical implications which can be useful in the process of teaching and learning.

-) As a change agent textbook implicitly conveys ideas and notions about the social norms and values which get transferred to the learners as the epitome of acceptable and appropriate female roles in given society. In order to avoid such issues, teacher needs to be aware and careful while selecting and using such teaching learning materials.
-) Likewise, a comparison with the roles and activities of both genders as represented in the textbooks with that which is visible in real life situations may be conducted in classes so as to initiate critical thinking and challenge the stereotypical notions and representations of the texts.
-) Similarly, to build the positive thinking among both male and female students a teacher need to make students clear about the differences between literary world and the real world and the timeline and setting during which text were written so as to clarify the reason behind the roles played by different characters.
-) Moreover, a teacher should use such materials which equally represent males and the females.
-) No matters how females are presented in the textbook, teacher in the classroom should behave equally to both male and female students. Moreover, teacher should address students equally regardless their gender. Teacher need to call or talk to both male and female students equally.
-) In the similar vein, teacher should encourage equally and give equal opportunity to both male and female students to take part in classroom interaction and different extra-curricular activities such as speech, drama, sports and so on and also teacher should have equal academic and behavior exceptions from all students.
-) Instead of using same examples and pictures given in the textbook teacher should use other examples and pictures and also the examples, roles, activities, duties and occupations assigned to the males and females can be reversed and taught.

-) Additionally, when assigning different roles and works to male and female students a teacher should try not to assign tasks that traditionally relate to a specific gender, for example boys moving desks or taking out bins, while girls are asked to tidy up the class.
-) Most importantly teacher should use gender neutral language.

5.3.2 Further Research Related

The presented study is limited to my personal judgment of English textbook of grade nine being based on four key principles suggested by Lazar and Fairclough's three dimensional model. The findings are derived from the critical content and picture analysis from feminist perspective only. In the days to come the same textbook can be analyzed from the other perspectives like cultural or linguistics perspectives.

Furthermore, the textbook can be analyzed from the point view of different language skills such as reading, writing, listening and speaking and aspects of language like vocabulary and grammar. This study can be used to get sound knowledge regarding textbook analysis and feminism.

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APPENDIX A

Criteria of Self-Observation

S.N.	Possible area for consideration
1	Role assigned to males and females
2	Use of language
3	Order of Presentation
4	No. of male and female Writers
5	No. of male and female pictures
6	Occupation and activities assigned to the males and females
7	Images and visibility
8	Cloths and hair style