

CHAPTER ONE

INTRODUCTION

The present study entitled **Critical Discourse Analysis of My literacy Book Series from Gender Perspective** is an endeavor to find out how “My Literacy Book Series” carries some kind of ideology behind it related to the social role, social representation, inclusiveness, social status, etc. and to what extent equality exists between genders in textbook. This chapter mainly deals with background of the study, statement of the problem, objectives of the study, research question, and significance of the study and operational definition of the key words.

1.1 Background of the Study

There are varieties of textbooks with different methodology, syllabi, and pictures which are using all over the world. Textbooks are considered to be the most powerful tools to disseminating different ideologies. Education system, curriculum and textbooks may change according to ruling system of nation. As textbooks are for implementing in the ground level, its developers try to establish certain ideology of the ruling system of that nation. Textbook is developed and implemented by elite people and they are carried with some ideology behind it. Sajid (2015) claims, “Textbook can be the means of reproduce ideology and power relations.” Textbooks of any education are established to fulfill the national and level wise goals and aims of education. These goals are set to support policy and agendas of ruling system. Because of these reasons it can be said that textbook reproduce and reflect the ideology and power relation. No educational policy is unbiased; it carries some political and social ideology and power. Textbook always reflect the society. Society is made with the different people with their hierarchy. The elite and the ruling class maintain their hegemony and consolidate their rule with popularizing the ideologies. In this situation power relation is automatically created.

Textbook is a discourse practiced in society. It is developed and implemented in society. To find out the reality of society textbook can be analyzed. To analyze textbook, we can apply different methods to find out ideology behind it and power relation. Critical Discourse Analysis (CDA) doesn't take anything as granted. It tries to raise question and find out the reality. Here CDA refers to studying and analyzing both written and spoken forms of language, displays diffuse sources of power, dominance, inequality and bias (Van Dijk, 1995). Critical discourse analyses several forms of inequality are expressed enacted legitimated and reproduced by talk and text. It also analyzes the opaque as well as transparent structural relationship, power and control as manifested in language. Among many ways to analyze textbook, CDA is one of the most effective ways. It tries to go in-depth of text and tries to see the inserted and hidden reality as well as transparent one.

I was interested in this research because when I was in my childhood my mother used to teach literacy class in my village. She used to teach there for few months every year. But I found the persons who are going to literacy class are same. More added they are only females. I never found any male going to this class. Then I feel I need to go through the textbook of literacy programs. When I go through these books I found variety of texts, graphic elements, and different diagrams included in it. My Literacy Book is one of the discourses as the form of textbook and implemented in Nepal in order to literate the adults. Literate Nepal Mission 2012 used this book for volunteer as well as for adult learners. The time for literacy class may take 3 months and the participants of class for one volunteer can be 1 to 19. The main objective of implementing this book is to depose the illiteracy from country and make all people literate. It is taken as Non- formal education program. It does not have equivalence with formal education. There are 12 aspects to measure the literacy. They are; to read and write in mother tongue or national language, to read the price list and bill in Nepali or in mother tongue, to read and write the name of their family member and age, to identify and use the number of calculator and mobile, to write the number zero to nine, to count 1 to 100, to keep the records of

financial activities, to read and comprehend simple picture, poster signboard and traffic signal, to participate community level program and express ideas in program, to say time by watch, to say date through calendar, to fill the voucher in bank.

In the context of Nepal, the literacy book had been produced to educate the adults, but those books do not create only literacy. Those books have certain power and ideology. In this study I have analyzed one of the literacy books on the basis of female's position, status, authority and social roles, representation, inclusiveness, which is published by the government agency, non-formal education center Nepal.

1.2 Statement of the Problem

Textbook is the reflection of the policy of government where society is reflected. As women are part of the society but it seems they do not get equal position like males. Adult literacy book is selected to know how women are presented and to find out actual position in society.

The program of adult literacy seems female oriented but when I was in my childhood I have seen that many women going to literacy class. But I feel they didn't get enough benefit from these types of educational programs which it intended. So, to find out the gap between government policy and practice for equal education and participation of females is the main aim of our study. This research study tried to find out how *My Literacy Book Series* portray male and female according to their social roles, status, representation and inclusiveness and to examine how economic, cultural and social reasons affect behind gender gap on social roles. I, as a researcher become interested to this study because in literacy textbook I found not much emphasis in this area. Government invests a lot of budget every year in literacy program and literacy materials. Though I found it emphasizes women most and seems less effective than formal education in the society. So, for this reason I am interested in this research.

As textbooks are implemented in ground level, government may impose some ideology through it. Literacy textbooks are for adults who have left the school and who are deprived of school education. There are many research carried out on textbook analysis of formal education but this research study focused on the ideology behind My Literacy Book Series in relation to women in society, their representation, status, position, roles. It also tried to find out how women have been portrayed in this book. To find out the ideology behind these textbook and analyze how women have been presented and portrayed in these textbooks is the main aim of this study. This research was carried out applying multimodal analysis of CDA. To be more specific it was carried out this research analyzing text, context and picture of this series entitled *Critical Discourse Analysis of My Literacy Book Series from Gender Perspective*.

1.3 Objectives of the Study

This study has following research objectives:

- To investigate how *My Literacy Book Series* portrays male and female according to their social roles, status, representation and inclusiveness in term of discourse and pictorial representation
- To examine to what extent equality exists between genders in the textbook

1.4 Research Questions

This study was guided by the answers of following research questions:

- How does My Literacy Book Series portray males and females according to their social roles, status, representation and inclusiveness?
- How much equality exists between genders in the textbooks?

1.5 Significance of the Study

There are some researches carried out in the field of CDA but I found less emphasis given in the analysis of literacy texts critically utilizing multimodal CDA in the Department of English Education. The reason behind carrying out this research is to analyze how women are represented, what is their position in society, what kind of social roles have been provided to the women through the literacy textbook. This study also finds out the ideology behind this textbook. This study is significant because it throws light on literacy textbooks and provided useful information to the researchers who want to research on the field of CDA and textbook analysis. It is also useful for the teachers as well as the students who use it as material.

It provides information about the situation of women in Nepalese society as represented in literacy textbook. Teachers, textbook writers, syllabus designers, curriculum designers, education planners can utilize the information provided by this study. Other interested persons can also derive information from this study. This study is beneficial for educational policy makers, curriculum designer, textbook developer, teacher as well as researcher who want to research in the field of CDA.

1.6 Delimitations of the Study

This study is delimited in the following criteria:

The area of this study was limited into CDA, Where only two books of My Literacy Book Series published by Non-Formal Education Centre Nepal as literacy textbooks were analyzed. Multimodal analysis of CDA was utilized to analyze text, context and picture of textbook. It is limited to the area of literacy program, specially the literacy textbook. Sample of data was only collected through the My Literacy Textbook Series. Multimodal analysis of CDA of Kress of van Leuween was be utilized as a research design. Data was analyzed only from gender perspective.

1.7 Operational Definition of the Key Terms

Some of the key terms which are most frequently used in this research are defined operationally in this section

Discourse – Discourse is simply defined as the stretches of speaking or writing which possess contextual meaning. In this context literacy discourse, literacy textbook is considered as discourse

Critical Discourse Analysis (CDA) – CDA here is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced and resisted by the text and talk in social and political context. In this study I will try to analyze literacy discourse established in these series of textbook.

Literacy Textbook – Literacy textbook is fundamental tool to strengthen reading skills for adult and adolescent literacy, along with reading comprehension skill to help students to get the most out of what they read.

Multimodality- Multimodality here refers to text context and pictures/signs of my literacy textbook series.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of related theoretical literature, review of empirical literature, implications of study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical background plays very significant role in any research. Therefore, to conduct the theoretical background of textbook evaluation; textbook and ideology, textbook evaluation and CDA, gender and literacy have been reviewed in this section.

2.1.1 Discourse

Discourse can be defined as the circulation of expression, ideas, thoughts and feelings in both speech and written form which carry some meaning. While defining the discourse, Fairclough (1992) defines it as a structured collection of texts and associated practices of textual production, transmission and consumptions located in a historical and social context. So, discourse is generally used to allocate the form of representation, codes, conversations and habit of language that produce specific field of culturally and historically located meanings. In the same way, Cook (1996) defines it as a connection between text and context, which interrelates in away understood as meaningful and united by the participants. His definition gives emphasis to the text and context. Text is an actual use of language and context refers to the place where discourse happens. Without analyzing the text and context together people cannot understand the intended message of the author. Messages of the text depend upon the time, space and context. So, it is significant for both text and context together while analyzing discourse.

So, to be a discourse, any written and spoken text should have met above mentioned criteria. It is upon the nature of discourse. Discourses are analyzed to find out what meaning they carry applying different perspectives. The discourse may have different meaning according to its context where it happens.

2.1.2 Discourse Analysis

This term ‘discourse analysis’ was first introduced by American linguist Zelig Harris in 1952. He explained discourse analysis as a way of analyzing the connected speech and writing. Discourse analysis involves both spoken and written form of language. It is concerned with the study of relationship between language and the context in which it is used. In this regard, Paltridge (2012) states that discourse analysis takes into account the relationship between language and socio-cultural context where language is used. So, only analyzing text is not sufficient to get intended meaning of any discourse. Similarly, Cook (1996) argues that discourse analysis not only focuses on language but also examines the context of communication where it concerns things like; who is communicating with whom; in what kind of society and situation; how different types and acts of communication involved; and their relation with each other. Discourse is not only about the language use, it is also concerned with who uses it in which situation and why. So, in discourse, text and context both have important role.

In this way, discourse analysis can be taken as analysis of both written as well as spoken form of language (discourse). It does not only study the text; form of language but also the context or setting of that text. It also tries to rise why question to it and try to find mentality behind the text (discourse). CDA is advance form of discourse analysis. It tries to studying and analyzing both written and spoken forms of language, displays diffuse sources of power, dominance, inequality and bias. It is a interdisciplinary approach to the study of discourse that views language as a form of social practice.

2.1.3 Critical Discourse Analysis

If discourses are analyzed critically applying different CDA theories it can be taken as CDA. It does not only analyze the form of language but also try to uncover the reason behind why it has been practiced and reflected in society. It also tries to studying and analyzing both written and spoken forms of language, displays diffuse sources of power, dominance, inequality and bias (Van Dijk, 1998). Critical Discourse Analysis examines the way that these diffuse sources are described and recreated within specific social, political, and historical contexts.

Critical discourse emerged from ‘critical linguistics’ developed at the University of East Anglia in 1970s, and the terms are now often interchangeable. CDA was first developed by Lancaster school of linguistics of which Norman Fairclough was the most prominent figure (Wadak and Mayer, 2010). According to Fairclough (1995) CDA is an interdisciplinary approach to the study of discourse that views language as a form of social practice. Scholars working in the tradition of CDA generally assume that social practice and linguistic practice represent one another and focus on investigating how social power relations are established and reinforced through language use. CDA is the analysis of discourse which focuses on how language exercises power in a society. For critical discourse analyst language does have power in written and spoken discourse. In the same way Paltridge (2012) states:

CDA is not only limited to the description and interpretation of the role of language in the society. It tries to explain why and how language does work in society. It begins with an interest to uncover the reality, power behind the discourse and transformation conditions of inequalities. Power comes from the dominance of social institution on the public by controlling over the mind of people causes the reproduction of domination and hegemony. In society, common people are the victim of dominance, as the people or institution who have control over discourse and can determine which one is to believe and which not.

CDA provides theories and methods for the empirical study of the relations between discourse and social and cultural developments in different social domains. Confusingly, the label ‘critical discourse analysis’ is used in two different ways: Norman Fairclough (1995) uses it to describe the approach that he has developed and the label for a broader movement within discourse analysis of which several approaches including his own approach. (Fairclough and Wodak 1997) state that this broad movement is a rather loose entity and there is no consensus as to who belongs to it. While Fairclough’s approach consists of a set of philosophical premises, theoretical methods, methodological guidelines and specific techniques for linguistic analysis, the broader critical discourse analytical movement consists of several approaches among which there are both similarities and differences.

CDA is a field concerned with studying and analyzing both written and spoken text to expose the discursive practices of power, domination, and inequality. Similarly, it examines how these practices are maintained and reproduced with social, political and cultural context.

Multimodality is one of the theories that have been applied in CDA. It does not only study the language practiced in social context and their linguistic features to find out the real meaning behind it. But also tries to investigate the different form of discourses as well as audio visual and semiotic practices of discourses.

2.1.4 Multimodal Analysis of CDA

Discourses represent a kind of knowledge about what goes on in a particular social practice, ideas about why it is the way it is and what is to be done. And discourses represent not only models of the world and why these are legitimate but also reasonable ways of acting in the World. The analysis in CDS typically draws out these discourses showing what kinds of identities, actions, and circumstances are concealed, abstracted, or foregrounded in a text, pointing to the ideological and political consequences of these (Fairclough, 2003). And these are the processes that are keys to multimodal critical discourse studies

(MCDS). Fairclough explains abstraction through an example of a Hamlet cigar advert which conceals the social relations involved in production (landowners and peasant workers) along with the actual production processes to foreground the more sensuous aspects of manufacture where leaves are 'fine', selected 'by hand' and the artistry of the 'blender'. It is this abstraction of actual processes, identities, and circumstance, which for Fairclough, is a sure sign of ideological work.

And for MCDS we can be alert to how different kinds of semiotic resources are deployed in this process of abstraction. Another very useful concept for examining the discursive process of transforming social practice is 'recontextualisation' (van Leeuwen & Wodak, 1999). For these authors, it is useful to think about these discourses as including, or comprising kinds of participants, behaviors, goals, values, locations, times, and sequences of activity. They use the term 'scripts' to describe the vision of what sequence of behavior is associated with a particular discourse. What van Leeuwen and Wodak suggest is important here is the way that actual concrete participants, processes, causality, and settings are 'recontextualised'. That is, they are not represented through actually giving a clear account of events, nor by logical argument, nor by a reasonable assessment of information, but through a process of abstraction, addition, substitution, and deletion. We can look at how these can be used to help us to draw out the recontextualisation and scripts in Fairclough's Hamlet example as we can with regard to war monuments. Researcher can ask which semiotic resources are deployed in the recontextualisation of things such as participants, goals, behaviors, values, etc.

What is of foremost importance in MCDS is the way that different kinds of semiotic resources can be used to communicate the scripts of discourses in the process of deletion, addition, substitution, and evaluation. In the case of the monuments, it is important to think about what tools of analysis best suited the case in question. Social actor analysis and transitivity analysis were suitable to consider who was represented on the monuments and what they were depicted

as doing. The iconography of Barthes (1977) was suitable for circumstance and objects. Metaphorical association for forms and shape – for example, angularity as opposed to curvature can suggest something harder as opposed to the softer organic and gentle. These aspects can be more usefully thought through in terms of Firth (1968) sense of systems of oppositions which communicate an underlying structure of choices. Modality can tell us about levels of details in representations. We can draw on Reading Images for how viewers are encouraged to align with the monument. Linguistic analysis, too, allowed us to deal with the grammar, presuppositions, and connotations in the inscriptions. Contextual information as to why these monuments were erected – the social goings on behind the text – taken from planning and design committees, helped us to understand the motives behind the deployment of these semiotic resources. And all this was placed in the context of the existing research on monuments in Critical Theory, History, and Semiotics.

What we find in the papers in this collection is a range of tools appropriately chosen for the analytical task at hand. But what they have in common is that they dig deeper into communicative activities that help us to reveal discourses in ways not necessarily apparent at a casual viewing. All point to the deployment of semiotic resources in processes of recontextualisation and legitimating, all as a means to foster and maintain a set of social relations that serve the Critical Discourse Studies, (2015) interests of power and consumer capitalism – all in ways that subtly play on the epistemological commitments of modes and the way that they can signify, gloss and abstract.

The paper by Machin and Mayr looks at the way that MCDS can enhance our analyses of factual crime reports on television showing how narration and images serve slightly different roles in the personalization and decontextualization of crime and the legitimization of policing – all serving to distract from the fundamental connection between what is defined in our society as crime and social disadvantage and poverty. The paper by Moran and Lee use a thematic discourse analysis to examine cosmetic surgery as

companies use text and images on their websites to market surgical changes to women's genitals.

This shows that this surgery is naturalized and represented as part of a discourse of health, relaxation, and choice to care for spoil yourself. The paper by Roderick uses mainly social actor and transitivity analysis, along with observations on sound, to look how a flourish of recent adverts, showing robots as workers, reveals contemporary models of workforce relations where employees are invited into a superficial sense of equality through being part of a team, as co-invested workers and as stakeholders. All of this in fact conceals actual remoteness of management often experienced through complex layers of bureaucracy. The paper by Waugh and Catalano uses metonym analysis, in a cognitive linguistic framework, to look at the subtle, yet ideologically powerful, ways that Latino migrants and Wall Street corporate criminals are represented in text and image to shape events and actions, in each case to either criminalize or decriminalize.

Zhang and O'Halloran (1998) states that how the analysis of a range of semiotic resources such as color, links, and the representation of social actors on University WebPages reveal the way that mercerization has changed over the past decade, shifting away from a more corporate type branding which offers resources to one that invites viewers into more personalized relationships with existing students and a shift away from leaning as a challenge and process to the degree as an object and part of an abstracted sense of self-transformation. In our societies semiotic resources are continually used in new and fresh ways, and as is the nature of communication, these will be harnessed by different kinds of interests to disseminate discourses that serve strategic ideological purposes. These discourses will always have a fundamentally multi-semiotic nature, and while people may feel their power in different ways, these may be experienced as fun, play, leisure, and simply as part of the almost invisible micro details of our sociality. I hope that this collection can begin to help us

feel a way to how these can be analyzed as part of the wider project of Critical Discourse Studies.

While conducting research researcher needs to choose a particular modal of research. In the field of CDA multimodal analysis, Multimodality of Kress and van Leuween is one of the popular model to conduct a research .in this research I will apply Multimodality of Kress and van Leuween (2013).

2.1.5 Multimodality of Kress and van Leuween (2013)

Discourses are communicated not only through political speeches and news items but through entertainment media such as computer games and movies, in the social and material culture of everyday life such as fashion, toys, music, architecture, and town planning and in the very ways that we engage our bodies and interaction Machin, (2013). Discourses are communicated through different kinds of semiotic resources, different modes, and realized through different genres. And many people, most frequently experience these discourses as fun, as style, and simply taken as part for granted everyday world, even if on other more or less tangible levels they feel their power over them. All these different levels of communicative activity are infused by and shaped by power relations and ideologies.

van Leuween (2013) pointed out that so far there are few limited exceptions, been little critical work done on the way that discourses are communicated, naturalized, and legitimized beyond the linguistic level. This special edition of critical discourse studies (CDS) seeks to take a small step to address this situation by bringing together some examples of the scholarly work that is starting to emerge, indicating some of the more robust ways that CDS can embrace meaning making in multimodal communication.

Literacy programs mainly conducted in developing countries where still some percent of people are illiterate and government wants to literate them. To make literate people different nations may have different policies. In Nepal, in 2012 government of Nepal made a policy of ‘Literate Nepal Mission’. For this policy

they made curriculum as well as textbook. In this research textbook of literacy program is going to analyze. Because literacy programs mainly emphasize females.

2.1.6 Textbook and Ideology

The term 'textbook' is defined as a book which helps both students and teachers during the course. Tomlinson (1998) observed the textbook as vital materials for classes which contain many aspects that are needed during a learning period for students. Commonly, most of the textbooks consist of four-part activities: vocabulary information, grammatical points, comprehension exercises, and different language functions.

Cunningsworth (1995) argues that teachers have a significant role for selecting good textbooks in the classroom. Textbooks involve the content and activities which happen in the classroom, so most of the teachers and learners depend on textbooks as necessary tools for teaching and learning. Textbook is a basic source of information which helps to learner to gain knowledge and skill in classroom. Moreover, when learners cannot understand the information which teacher explains in the classroom, textbooks may help them by showing the key source of the problem. It may provide idea for inexperienced teachers, and can give a way on how to plan and teach lessons as well as designs that teachers can use

The textbook is used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves 2000: 175).

Textbooks might be too flexible and/or biased to be used directly as instructional materials. While text books confirm the correctness of the knowledge and values presented in them, they also invalidate those knowledge and values which they excluded. Thus, text books carry out its social control function by legitimizing the power relations established between classes, groups and sexes throughout the history and the dominating status of one class, group or sex, as well. This is why text books have a crucial function in

analyzing the distribution of power and principles of social control. One of the important factors involved in textbooks is 'sexism'. Sexism, one of the ideologies which is one of the socio-cultural issues shaped by textbooks. Karl Marx (1818-83) remarks, "Ideology determines outlook of people, their beliefs and values of dominant class in society". So, this factor has attracted many researchers in the field to investigate the representation of gender bias in textbooks and the mentality behind it, because it can have adverse effects on students and may influence their perspectives quite negatively. Thus, investigating this domain can show the ideology behind the way gender is formed.

2.1.7 Textbook Evaluation and Critical Discourse Analysis

There are two basic methods for evaluating textbooks Cunningsworth (1995): First, choosing the materials form among a lot of materials which are accessible and selecting the best ones according to different procedures, principles, and educational policies. This method is based on impressionistic overview which does not pay attention to clear details. Second, it is the in-depth evaluation. This method is the same as impressionistic view in procedure, but in this method, there is a careful examination of the technical materials. These materials are examined in terms of their connection to the students` learning needs, syllabus necessities, and variety. He also offered using different checklists for evaluating the textbooks. These checklists are based on some criteria such as claims of the textbooks, sorts of materials evaluation, and the purpose of materials evaluations. He maintains that there are different parts for evaluation: 1) goals and approaches, 2) design and organization, 3) language content, 4) skills, 5) topics, 6) methodology, and 7) teacher`s guide.

Tomlinson (2003) mentioned a framework for evaluating materials;

(1) the appeal of the materials, (2) the credibility of the materials to learners, teachers, and administrators, (3) the validity of the materials, (4) the reliability of the materials, (5) the ability of the materials to interest the learners and

teachers, (6) the ability of the materials to inspire the learners, (7) the value of the materials in terms of short-term learning, (8) the value of the materials in terms of long-term learning, (9) the learners' perceptions of the value of the materials, (10) the teachers' perception of the value of the materials, (11) the assistance given to teachers in terms of preparation, delivery and assessment, (12) the flexibility of the materials, (13) The contribution made by the materials to teacher development, and (14) the match with administrative requirements (p. 16)

Lynch (1996) defined evaluation as a systematic effort for gathering information in terms of making judgments and decisions. Cunningsworth (1995) and Ellis (1998) expressed that evaluating textbooks helps the teacher to pay more attention to the details and it helps them to have an accurate, useful, systematic and contextualized understanding of the whole nature of textbook materials. They also mentioned three types of textbook evaluation: pre-use, in-use, and post-use evaluation. Pre-use or predictive evaluation is used to predict the potential use of a textbook. In-use evaluation is used for the materials which are currently being taught, and post use or retrospective evaluation of a textbook is used after finishing the textbook.

Textbook is the collection of discourse and critical discourse analysis is an interdisciplinary approach to the study of discourse. CDA views language as a form of social practice. Scholars working in the tradition of CDA generally argue that (non-linguistic) social practice and linguistic practice constitute one another and focus on investigating how societal power relations are established and reinforced through language use. That is, CDA does not limit its analysis to specific structures of text or talk, but systematically relates these to structures of the sociopolitical context.

Fairclough (2001) developed a three-dimensional framework for studying discourse, where the aim is to map three separate forms of analysis onto one another: analysis of (spoken or written) language texts, analysis of discourse practice (processes of text production, distribution and consumption) and

analysis of discursive events as instances of socio-cultural practice. CDA is an interdisciplinary approach to the study of discourse. It is a socio-political approach of analyzing discourse. It tries to link the linguistic and social variable within the wider range of social context. It is largely influential to the global social issue such as power, culture, gender, education, economics etc. So that implication of the property of a language can be easily seen in the social context of the world issues and ideologies. It studies the discourses from politically committed perspectives.

Fairclougha and Wodak (1997) have presented the following issues as the main tenets of CDA: (1) CDA addresses social problems, (2) Power relations are discursive, (3) Discourse constitutes culture and society, (4) Discourse does ideological work, (5) Discourse is historical, (6) The link between text and society is mediated, (7) Discourse is a form of social action, (8) Discourse analysis is interpretative and explanatory.

CDA aims to investigate critically social inequalities as it is expressed, signaled, constituted, legitimized and so on by language use. Its researches are concentrated on studying powers, domination and social inequalities related to the topics of political discourse, ideologies, racism, discourse of economics, advertisement, media language, gender, institutional discourse and so on. It is political discipline and finds everywhere.

It plays vital role in the discussion of power, ideologies and gender. It reflects the critique on how female are treated and what are the structural, power and ideological variations between males and females.

2.1.8 Literacy and Gender

UNESCO (2008), states that the goal of their organization is to eradicate illiteracy and ensure all people can read and write. Their 1957 definition of literacy stated, a person is literate who can with understanding both read and write a short simple statement on his (her) everyday life (UNESCO, 2008).

Literacy includes communication, contact, and the expectation that interaction

is possible for all individuals. Literacy has the potential to lead to empowerment. Literacy is the collective responsibility of every individual in the community. That is to develop meaning making with all human modes of communication to transmit and receive information.

Literate Nepal Mission (2012) defines literacy as “to read and daily used short simple sentences of mother tongue and national language as well as to share and communicate with other people and solve the daily mathematical problem. It is important to understand the social dimension of literacy in order to understand women participation in literacy classes. Literacy classes provide an opportunity to a large number of women learners and volunteers to meet, talk and share and break the isolation which is socially structured into their life. On the other hand, there are some characteristics of adult literacy program that promote women participation in literacy classes. A large number of women have strong desire for learning and like to go to literacy classes because a literacy class gets them opportunity to meet others and to study collectively.

Literacy classes provide women learner with a social space away from whom and offered them opportunity to meet in a group and share their common experience about work family and illness. For many women it was probably the first time they could see on a collective scale that their personal situations are not unique. Literacy for women can be a powerful tool to domesticity, reinforcing their role as mother, wife and care-takers. Literacy primers can focus on developing literacy skill of women, while emphasizing existing patriarchal values. Research evidences pertaining to gender issues in adult literacy textbook is fragmentary.

Worldwide, except for some developed country, the percent of illiterate women is higher than males. Although, numbers of men are still illiterate, we can find more female participant on literacy program and such curriculum, textbook and activities emphasizes females more than males.

2.2 Review of Related Empirical Literature

This sub-section is an attempt to review the related studies, articles and reports. The literature review is an important part of analysis that contributes valuable roles during the process of research work. The most important role of review is to generate and collect the ideas from the previous studies in the related literature as evidence to the present study. The reviews of some literature are as follows;

Saud (2018) conducted a research entitled ‘Critical Discourse Analysis of Language Used on Billboard Advertisement’. The main objective of this study was to analyze the linguistic features used on billboard advertisement and to explore the discursive strategies used by the advertisers to attract the audience. Qualitative research design was used in this study. Billboard advertisements around the Kathmandu valley and their linguistic feature such as pronouns, adjectives, metaphors, reiteration, and ellipsis were selected purposively as sample. In this study observation checklist has been used as research tool. Fairclough’s three dimensional model of CDA has been to analyze the data. The findings of this study were; billboard advertisement uses various linguistic features including grammatical devices, cohesive devices, and metaphors to attract people toward their products. Similarly, they used various strategies like; celebrity endorsement, attractive slogans and big claim about the product to manipulate the costumers.

Similarly, Rai (2018) conducted a research on ‘Critical Discourse Analysis of Beauty Product Advertisement’, the main objective of her research was to analyze the linguistic features of beauty product advertisements in terms of their lexical and syntactic features and to investigate the discursive techniques used in beauty product advertisement that represents the identity of women. She used qualitative research design to complete objective of her research. She uses observation checklist as a research tool to collect required data for her study. She analyzed and interpreted collected data descriptively by using

Fairclough's (1992) CDA framework. She found that beauty product advertisers.

Likewise, Chapagain (2016) conducted research on 'Critical Discourse Analysis of Political News Stories in English Dailies'. The main objectives of this study were to identify and analyze formal feature of political news stories critically in term of metaphor, modality, and transitivity and to analyze discursive practices and ideological hegemony within political news stories from newspapers. He used Survey research design for this study. He collected data from The Kathmandu Post, The Rising Nepal and The Himalayan Times. The tools of data collection were observation, check list with non-random purposive sampling. He employed analytical and descriptive method to analyze the data. He found that the conceptual metaphors are used to highlight the relationship between two countries Nepal and India. Similarly, some high value model makers used to carry over positive image of Indian rulers in Nepalese society. He further found that political leaders and news writers have used different discursive practices such as presentation of glorious past and fear to future to control the people ideologically used different types of linguistic features like; pronouns, positive and negative adjectives, compound words and sentences to attract women. Similarly, emotive words and partition of pictures manipulate women.

Timilsena (2015) conducted a research on "Discourse Analysis of Teachers' Classroom Presentation". The objective of his research was to analyze the teachers' discourse delivered in the class in terms of turn taking, adjacency pairs, overlapping, opening, closing, transactions, politeness, topic change, interactional talk, topic control and rhetorical structure. He had employed purposive non-random sampling procedures and selected six teachers of English language teaching at lower secondary level from six private schools of Surkhet Valley. He observed the 30 classes of those 6 teachers. He used observation checklist and audio-video recording as the tools of data collection. He found that teachers did not show respect to their students while entering

into the classroom. Even some teachers did not respond after students' responses. A few students allowed students to start the lessons to teach with previous background. Most of the teachers closed the lessons on their own and the teachers used less degree of politeness in the classroom. Though there were some turn taking activities, students were not allowed to have warm and much funnier environment for effective interaction and meaningful learning.

In the same way, Zang (2014) conducted a research on 'Critical Discourse Analysis of Political News Reports'. The main objective of this study was to analyze the linguistic features, news production and context of American media critically in to Iraq war. He collected the news stories from the 'New York Times' which is leading newspaper in America. The news reports were analyzed by Fairclough's three-dimension framework and Halliday's functional grammar. He found that language and ideology are mutually determined. The language in news discourse is by no means neutral. American media try to justify the importance of Iraq war and boost the morale of American army. The reports help to criticize Saddam, win, support and finally justify the war.

Likewise, Ramaneko (2014) carried out a research 'Linguistic Analysis of On-line Advertising in English. The main objective of the presented study was to examine the linguistic feature of on-line advertising in English and to identify the linguistic features and rhetorical figures employed in slogans. The research method used in this study is descriptive thematic analysis and it divided into three thematic parts: alcohol and cigarette advertising, non-commercial advertising and unspecified advertising of various products. For the purpose of investigation 150 advertisements were analyzed. The findings concluded statistically that the most commonly linguistic means in advertising slogan in relation to the thematic domain.

Likewise, Iqbal, Danish and Tahir (2014) have carried out the research entitled 'Exploitation of Women in Beauty Products of "Fair and Lovely": A Critical Discourse Analysis Study'. The major objectives of the research was to analyze the language used in fairness cream 'Fair & Lovely' and the strategies used by

product advertisement to influence and exploit the women. They analyzed five advertisements of 'Fair & Lovely' having large number of viewers. For analysis they used Fairclough's three-dimensional model of discourse analysis which focuses on the representing and dominating 'Ideology' of beauty in women through advertisement of both print media and mass media. The finding of this study showed that advertisers use different lexical and discursive strategies to convince the female costumers and impose their ideology.

Bhatta (2013) conducted a research on 'Critical Analysis of Classroom Discourse'. The objective of this research was to analyze the classroom discourse critically in terms of international control, politeness and power. He used both primary and secondary data. Teacher and students at secondary level of three private school of Kathmandu district were the primary source of data. He recorded nine conversations from selected schools. As a research tool he has used observation and audio recording. He found that teacher dominance had reflected in turn taking system, in exchanging structures, topic control and overall discourse. Similarly, the teacher domination was found desirable. Power was shown by teacher's overlaps, questions, commands and the way they addressed their students.

Similarly, Subedi (2011) conducted a research on 'Critical Analysis of Spoken Discourse: A case of Film Twilight'. The main objective of that research was to analyze spoken discourse critically in term of power relation and linguistic features. He used the secondary source of data. The data for the study were collected judgmentally, analyzed systematically by selecting English film 'Twilight'. The spoken interaction was recorded in the computer and transcribed it in orthographic form with the additional contextual features as far as possible. So, it is totally based on subjective judgment of the researcher. This study found that power relation are inevitable features of any functional use of language: interactions are mostly controlled by the elders, the spoken discourse is mostly semi-formal, colloquial, interactional, and even impolite; and metaphorical expressions are pertinent in spoken discourse.

2.3 Implication of the Review for the Study

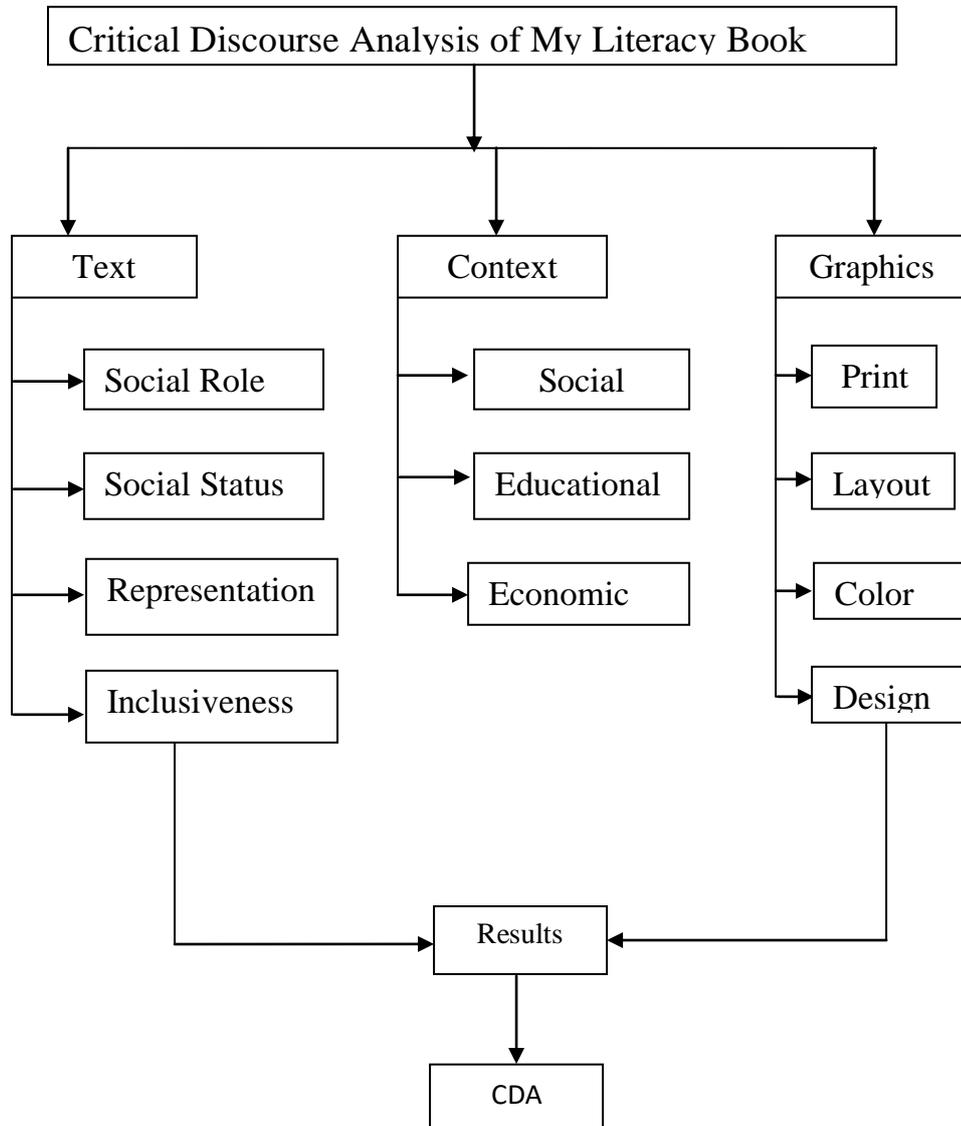
One of the important parts of research is literature review. It gives insight knowledge of the theoretical background as well as the knowledge of similar research and find out the gap for own research. It also helps to find out what need to be finding out from research. To carry out this research I have also reviewed theoretical as well as empirical literature related to my research topic. The literature review included books, reports, article, different websites, dissertation and theses.

The above mentioned research works are very useful for my study to improve methodology and model of CDA. The study of Ramenko (2014) provides me insights about how to analyze linguistic features. In the same way, Rai (2018) provided insight about how to analyze data critically and put data in research. Likewise, the study of Iqbal, Danish and Tahir (2014) helped me to get the idea about how to use multimodality of Kress and van leuween and its use in textbook. Similarly, the study of Chapagain(2016) gives me the idea of research tool and data collection. The study of Saud (2018) provides me the idea of research model of CDA. Likewise, Subedi (2011) gives me the insight of linkage between objective and its findings. The research of Zang (2014) and Bhatta (2013) give me the idea of data analysis on the basis of different category.

This study is different than other study because it emphasizes on literacy textbook. Multimodal analysis of CD was utilized. Data was analyzed on the basis of gender perspective within the criteria of social representation, social role, social status and inclusiveness. Multimodal CDA of Kress and van Leuween was the design of the study. Sample was collected from My Literacy Book Series and analyzed qualitatively.

2.4 Conceptual Framework

The main function of conceptual framework is to show the relationship among the variables of the study. The conceptual framework of this study is presented diagrammatically as follows



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter includes; design of the study, sample and sampling strategy, research tools, source of data, data collection procedure, data analysis and interpretation procedures.

3.1 Design of the Study

Research design is the arrangement of conditions for collecting and analysis of data to solve the research problem in a systematic way. Krelinger, (1986) states that “A research design is a plan, structure and strategy of investigation so convinced as to obtain answers to the research question or problem.” It is a plan and guideline which helps researcher completes the research. One research design may not fit every research. It differs according to the nature of the research.

This research design is based on qualitative research design. Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in term of the participant’s definitions of the situation, noting patterns, themes, categories and regularities. In qualitative research, data was analyzed by organizing, explaining and interpreting on the basis of objective of the research.

This study was conducted using Multimodal Analysis of Critical Discourse Analysis (CDA) to analyze and interpret the data where text, context and picture were analyzed. In order to answer the research problem, Kress and Van Leeuwen’s (2006) Multimodal Analysis of CDA was used. First, the researcher collected the data from three criteria respectively; text, context and visual images representation. Within text researcher went through social representation, social role, social status, inclusiveness, in context I have seen economic, social and cultural aspects and in pictorial representation I have seen layout, color, appropriateness and the meaning. I have analyzed data

qualitatively, thermalize the meaning and make the finding. On the basis of finding I have interpreted the findings and made the conclusions.

3.2 Sample and Sampling Strategy

Sample for this study are two books and their texts, pictures and context was selected. For collecting data purposive data collection strategy was utilized.

3.3 Research Tools

The research tools for this study were observation of linguistic text-image on the basis of social role representation, social status inclusiveness. Other tool for this study was economic, social and cultural context of sample data.

3.4 Sources of Data

The main material of the study is *My Literacy Book and My Post-literacy Book* which is currently used as the materials for non-formal education and published by Non-Formal Education Centre, Non-formal Education National Resource Centre Nepal, Sanothimi, Bhaktapur. *Literacy Book* series is being taught all over the Nepal for adults to literate them as continuous education. This book is especially for the people who are unable to join formal education. The first book (*Mero Sakshyarata Pustak*) My Literacy Book contains 91 pages altogether, except cover page and the teaching materials of volunteer teacher. This book has 39 units and every unit contains at least one picture. Another book (*Mero Saksherotter Pustak*) My Post-literacy book has altogether 125 pages with 30 units containing picture, text and activities.

3.5 Data Collection Procedures

As it was mentioned exploring the ideology behind my literacy book series textbook was the major purpose of this study. It was chosen due to the fact that they have been less investigation on this series in terms of multimodal perspectives relating to gender perspective. Multimodal analysis Kress and van Leeuwen(2006) utilized, where text, context and picture are analyzed. It was

analyzed to determine if the series is sufficiently gender balanced or not. In addition, this study describes and analyzes gender representation as well as pictorial representation in terms of sexism and linguistic features.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data was analyzed and interpreted descriptively using Kress and Van Leeuwen's Multimodal analysis of CDA. Discourses are communicated through different kind of semiotic resources in different genre. This framework includes three major components, i.e. text, context and pictures. Researcher conducted research within the criteria of social representation, social role, status and inclusiveness as well as economic, cultural and social context. Moreover, it had gone through the graphical/pictorial representation in this study.

3.7 Ethical Considerations

Ethical consideration is one of the main aspects of the research. In the words of Cavan (1977), ethical consideration is, "a matter of principled sensitivity to the rights of others and should be sensitive in the context of privacy of participants, inform consent and manipulation of data by him/herself. We know that, sensitivity is the main principle in ethical consideration of any kind of research activity. In this study, researcher has analyzed the literacy textbook which is a public document. I have not manipulated the data was analyzed qualitatively. I have done proper citation and reference to the author of the books, articles, journals and research works to avoid plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The collected data for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

4.1 Analysis of the Data and Interpretation of the Results

My Literacy book has been teaching to fulfill the objectives to make literate all adult from all over the Nepal. The main feature of this book is to make understanding about the importance of study through the practice of reading and writing of the name of participants and leads to the words, phrases, finally sentence from letter. It also aims to make learn English and numerical. For the additional and useful literacy knowledge and skill to the newly literate 'My post-literacy book' has been teaching. The analysis and interpretation data of this research has been presented below;

4.1.1 Social Role of Man and Women

This section aimed to find out what are the social roles that are provided to men and women. The main theme of this section is to find out what are the roles that have been given to males and females on the basis of their gender. Gender roles here refer to professions that have been given by society for males and females. For example doctor, teacher, labor, farmer etc. In Nepalese society we can find classification of social role according to gender. Gender role is the social role that has been provided to male and female according to their social differences not on the basis of biological differences. This series of textbook also mentioned social roles to portray the society in real. Here is an example for this finding;

"Radha tarkarikhethi garchhin." [Radha does vegetable farming] Book 1, P. 36

"Mina gharako sarasafai garchhin." [Mina cleans the house] Book-1, P.-38

“Sabina khetma kam garxin.”[Sabina works in plough field] Nook-2, P.-23

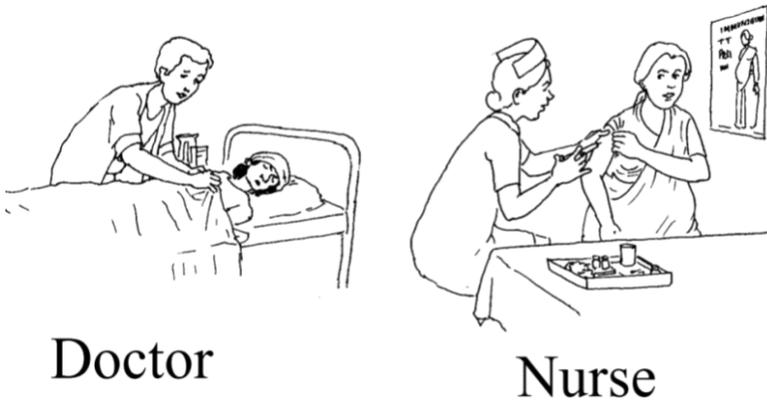


Figure 1 social role

Above picture is taken from Book-1, Lesson-39 and page no. 90 where doctor is male and nurse is female.



Figure 2 social role

The above mentioned pictures and text show that different social roles are provided to different gender. In the first example of the text; Radha does vegetables farming, Mina cleans the house and Sabina works in plough field shows that this series of text book portrays this kind of activities. More added there is no mention of any male character in linguistic representation (text).

But in pictorial representation it was found male and female roles. In figure 1 and 2 doctor nurse lawyer and teacher has been presented. It shows that doctor & lawyer as male and nurse & teacher as female. Here, it shows the low income generative social roles have been provided to females and high income generative profession is provided to male character For example; volunteer, learners, nurses, social workers, labor, teacher farmer, etc. Roles are given to female in both literacy books. However, bank officer, doctor, lawyer, officer obedient, social worker, police, god are represented by male character.

In these books, generally try to show the profession of people according to their gender. The social role of people can determine how reputed these people throughout the books. Social representation here refers to how woman and man are presented on the basis of health position, educational background and economical condition. This section is divided into four categories; linguistic representation health position, education, literacy and financial empowerment.

This finding matches to the idea of Paltridge (2012) CDA is not only limited to the description and interpretation of the role of language in the society. It tries to explain why and how language does work in society. It begins with an interest to uncover the reality, power behind the discourse and transformation conditions of inequalities

4.1.2 Social Status of Man and Woman

The main theme of this section is to find out what types of social status have been portrayed to male and females according to their gender roles. Social status had been judged on the basis of cultural, economic and educational position. As these books are developed and implemented for literacy program it shows economic, cultural and educational position which determines social status and educational position which determines social status of men and women. These books also presented such status of women. These books presented position of women more pathetic than man. No mention of male

character has been found as pathetic weak character in the whole text. For example;

कोपिलाको दुःख

१३ बर्षको उमेरमा
कोपिलाको विवाह भयो ।



२ बर्ष पछि
उनी एक छोराकी आमा बनिन् ।

५ बर्ष पछि
सन्तान बढ्दै गयो,
शरीर घट्दै गयो ।



फेरि ७ बर्ष पछि
तेस्रो सन्तानको जन्म भयो ।
विरामी भई धेरै दुःख पायो ।

कोपिलाको दुःखबाट हामी कुरा बुझौं
बाल विवाह गर्नु हुन्न यो कुरा चाहिं सोचौं ।

Figure 3 Social Status of men and women

Above mentioned picture is taken from Literacy book-1, Lesson-31, page no71 is a poem which focuses on aware the people from ill culture and practices of the society. The lesson gave the message that women should be very careful on her marriage. It shows the consequences of early age marriage which may cause early age unplanned pregnancy, unwanted child birth etc. this may cause weakness as well as health problem. In the above mentioned example of early aged married girl named Kopila who marry at the age of 13, faced different circumstances like early age pregnancy, having more than 3 children at the age

of 20, and her bad health. This picture and story tries to aware women not to get early age marriage. It also shows there are still bad conditions for women and they are victimized by different ill practices of society. Even in this period lots of women are illiterate and they are victimized by different ill practices of society. The girls who got marriage at early age don't get chances to get education they cannot be empowered socially and economically. This idea is similar to the idea which says CDS typically draws out these discourses showing what kinds of identities, actions, and circumstances are concealed, abstracted, or fore-grounded in a text, pointing to the ideological and political consequences of these (Fairclough, 2003).

So, from the data, it was found that women of Nepal are not equally empowered as men. Women can be easily victimized because of such practices. These books try to aware women not to get early age marriage and get education. Only educated mother can educate her child and leads to better future. Persuasive strategies have been utilized to persuade people through poems and stories. To get rid from these kinds of sorrows and problems every woman should be aware for their life and for their children's better future.

4.1.3 Social Representation of Man and Woman

The main theme of this section is to find out how men and women are represented throughout the books. Social representation here refers to how women and men are presented on the basis of health position, educational background and economic condition. The main theme of this section is to find out what is the position of men and women. This section is divided into four categories; linguistic representation, health position, education/literacy and financial empowerment.

a) Linguistic Representation

The main theme of this section is to find out how male and female characters have been presented linguistically. It focuses on how repeatedly the title of male and female has been presented on which context and in which context these characters have been represented. The literacy books presented the male and female characters. But almost all characters presented linguistically are the females. For example;

Manamaya, Rama, Chanda, Goma, Sarala, Pabitra, Mina, Maya, Rita, Kopila, Samina, Muna, Lalita, Debi, Gita, and Durga used in Literacy Book 1. In Book 2, Rajani, Sarmila, Sabina, Amina, Anita, Bandana, Dhaniya, Ganga, Jamunam, Rohini, Bima, Ramrati, Arpana, Aarati, Santoshi, Laxmi, Radha, Kalawati, Bimala, Amarawoti and Sashikala are used. Sarala, Tara, Anisha, Manisha, Nalina, Kamala are also used. There only two time male characters are used where the first man character, Manoj's height is 1.67 cm. and female character/ wife of Manoj height is 1.55 cm. second male characters is Nhuchheman become victim of liver cancer by smoking and alcohol and died who was good student and become bad by bad friend's circle.

“Rohini Ramechhapma baschhin.” [Rohini lives in Ramechhap.] Book 2, P. 40

“Minako ghar safa chha,” [Mina's house is clean.] Book 1, P.-38

“Ramako pariwar sano chha.” [Rama's family is small] Book 1, P. 36

“Kopilako bibaha vayo.” [Kopila got married.] Book 1, P. 71

In the example, almost every character has been presented as female in language. But there is representation of female characters in pictorial forms. As the form of textual character there were all female characters that are loyal, laborious, obedient and hardworking persons. But when there was representation of male characters it was portrayed as gambler, drunkard and ill character of the society.

b) Health Position

The main theme of this section is to find out how these books present the position of women about the health related factor of men and women. Health is one of the factors that effects condition of society. Moreover the health facilities and awareness empower the people. These series of books also tries to aware people about vaccination of child, regular checkup during pregnancy. It also emphasized for healthy nutrition for child as well as mother. For example;



Figure 4 Health Position

Above picture is taken from Literacy Book-2, page no. 53 where some women are checking their health in health post. This figure tries to promote it is necessary to check up regularly women and child. It also shows vaccination is necessary to prevent from communicable and non-communicable diseases of early age children.

The finding of this section is women and child health is more emphasized, they should be very careful on her pregnancy, about her health, regular checkup and nutrition. In book there is one example of the early age married girl who marry at the age of 13 and faced different circumstances like early age pregnancy,

having more than three children and her bad health. Furthermore, the patient or more sick people are presented as women which shows that women condition of health is bad than male or it has shown that women are more responsible for their own health and care of their children.

c) Position of Education and Literacy

The main theme of this section is to portray the men and women's conditions on the basis of literacy and education. Education is essential part of society. The society which has well educated and literate persons that contribute to develop nation. As this series of book is to abolish illiteracy it gives emphasis on education for illiterate people. Literacy education is for basic knowledge which makes the daily life of people easier. The educational position of female is lower than male in Nepal. So, these types of educational program emphasized women rather than men. In the whole text of two books there is no text mention having male character except for once in book two. Though there are both males and females who are still illiterate in Nepal but these book focused on only women's literacy. For Example;



Figure 5 education and literacy



Figure 6 Figure 6 Position of education

Above picture of figure 4 is taken from the Book 1, Lesson 1 and page no. 1 where one volunteer female teacher is teaching other illiterate females. The picture of figure 5 is taken from Book 1, Lesson 25 and page no. 54 which shows females are learning something from community study center. It shows the current status of women in education. Females in adult literacy book are used most of the time female which shows that females are illiterate in Nepalese society. They need literacy class comparison to male. Females are out of the door of formal education only nearly more than half of the total female's populations are literate and the rate of male is one third Census (2011).

Women education is shown as important tool because they need to educate their children, make them aware about current socio-political situation and improve economic condition of family. Any age group can learn and female education is most important for herself, her child and her family too.

The finding of this section is women education was shown as important tool because they need to educate their children, make them aware about current socio-political situation and improve the economic condition of family. Any age group can learn and women education is more important for herself, her children and her family too. So, to empower the nation men and women should

be equally educated. As women are more illiterate than men this series of book emphasized women's literacy/education than men's.

d) Economical Position

The main aim of this section is to find out how these books portrayed men and women on the basis of financial position. Moreover, it finds out what types of activities that empower people has been given to men and women. People of society can empower only after they have good income. To be economically empower people need to do income generative tasks. For example

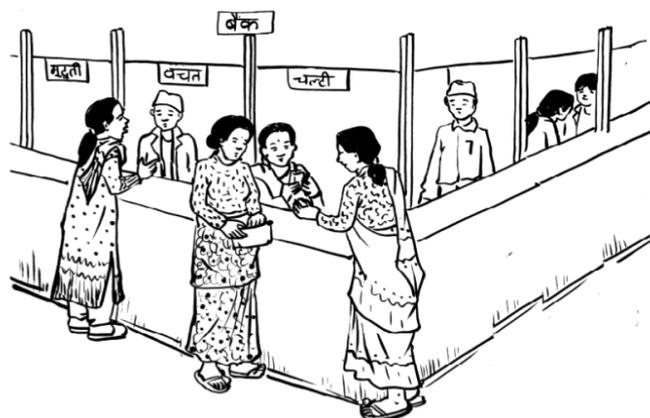


Figure 7 Women are saving money

Above picture is taken from the Book 2, Lesson 26 and page no. 101. This picture is also in Book 1, Lesson 37 and page no. 82. This picture shows women are saving the money. Woman should save money in saving group which helps to solve the problem related to economy in future. That money can be used for income generative task like poultry form, mushroom farming, tailoring etc.

In the linguistic representation women are doing different income generative work like mushroom farming, vegetable farming and poultry farming. In these books some women are saving and withdrawing money through income generative task and use for in future.

The finding of this section is that to be as equal as men in society women should be economically empowered. Economically empowered women are equally necessary like economically empowered men to build the nation powerful and empowered. For being economically independent and prosperous, women need to do different income generative works.

4.1.4 Inclusiveness of Man and Women

The aim of this section is to find out how different people have been presented in these textbooks. As Nepal is to find out how different diversity of language, culture, religion caste, gender etc. To make the book inclusive to everyone inclusion of diversity is necessary. Different caste, religion, culture gender is presented in book which shows inclusiveness of diversity. For example, there are surname like; Chaudhary, Mainali, Kurmi, Sundas, Shrestha etc. and religion Islam, Boudha, caste like Gurung, Newar, tharu are presented as Nepal has diversity on different aspects, different people as well as caste, religion, gender are included. This is the symbol of inclusiveness. For example;



Figure 8 Inclusiveness

Above picture is taken from Book 2. Lesson 21 and page no. 79 map of Nepal and people from different culture. Different people with different ideology, feeling and culture were unified within criteria as Nepali. These books do not discriminate the people with diversity.

From the above mentioned data, this series of book found no exclusion of any type of diversity of Nepal. Exclusion of some community culture and gender there may occur dispute in society. This series of textbook tried to maintain the equality between diversity

4.1.5 Gender Equality

This series of books has been developed and implemented to literate the people who are still illiterate and who completed the first phase of literacy as a part of continuous education. Textbooks are discourses that can establish ideology on people. Though it has established some positive discourse but in depth it tries to make a division between man and women in society. Because of social, cultural and economical practices of Nepal are male dominated it does not try to make this series of textbook gender balanced. It tries to maintain the division of role of gender which is a stereotype. Where some particular roles are given to males and some particular roles are given to females. Karl Marx (1818-83) remarks, "Ideology determines outlook of people, their beliefs and values of dominant class in society

These books seem biased on the basis of gender or social representation. Women and men are equal participant to build a society. Men were presented as bad character of society and women are presented as good character. For example;



Figure 9 Representation of male character

This picture is taken from Book 2, Lesson 30, page no. 125. This picture represents male as smoker, drunkard and gambler.

“Rohini Ramechhapma baschhin.” [Rohini lives in Ramechhap.] Book 2, P. 40

“Mina ko ghar safā chha,” [Mina’s house is clean.] Book 1, P.-38

“Rama ko pariwar sano chha.” [Rama’s family is small] Book 1, P. 36

“Kopila ko bibaha svayo.” [Kopila got married.] Book 1, P. 71

Almost female characters are used in literacy book. Manamaya, Rama, Chanda, Goma, Sarala, Pabitra, Mina, Maya, Rita, Kopila, Samina, Muna, Lalita, Debi, Gita, and Durga used in Literacy Book 1. In Book 2, Rajani, Sarmila, Sabina, Amina, Anita, Bandana, Dhaniya, Ganga, Jamunam, Rohini, Bima, Ramrati, Arpana, Aarati, Santoshi, Laxmi, Radha, Kalawati, Bimala, Amarawoti and Sashikala are used. Sarala, Tara, Anisha, Manisha, Nalina, Kamala are also used. There only two time male characters are used where the first man character, Manoj’s height is 1.67 cm. and female character/ wife of Manoj height is 1.55 cm. second male characters is Nhuchheman become victim of liver cancer by smoking and alcohol and died who was good student and

become bad by bad friend's circle. Although there is less mention of male character in language but there are relatively larger number of pictures.

Finding of this section is in case of representation of man and women these books try to show that men are the people with bad habits and try to create a bad image of males. These books rarely talk about equality and equal participation of man and women in society.

In most of the context it was found that this series of book tried to establish a ideology that women are weak and good character of society and failed to maintain the gender equality. It shows the social reality where most of the time women of Nepal goes for literacy classroom. It was found that reality of literacy classroom. From the pictorial representation as well as in textual representation there is not so balanced representation found in textbook.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings drawn from the analysis and interpretation of the data. It also includes conclusion of the study and some applicable recommendations at different levels on the basis of findings of the study.

5.1 Findings

This section presents the findings derived from the analysis and interpretation of data. The study was proposed to critically analyze social role, representation, social status of males and female of My Literacy Book Series. Moreover, it aimed to explore reason behind gender gaps in textbooks. Qualitative research design was used as a main design of the study. Series of this book was used as sample of data observation guidelines were used to collect the data. Similarly, purposive non-random sampling strategy was used for sampling the population for the study. Collected data were analyzed based social cultural and economic perspective here linguistic representation as well as pictorial representation has been analyzed. After the analysis of the collected data, the study has come up with some major findings which are as follows:

a) More Use Of Female Characters than Males on literacy Textbook

It was found that most of the female characters have been used in linguistic representation as well pictorial representation. In case of picture there are some pictures of males representing some social roles like doctor, lawyer, bank officer, police etc. But most of the time there is representation of females with some low prestigious job like house wife, sanitary worker volunteer, farmer etc. It was found that these books are mainly emphasized to women and their literacy. It was found that picture has been presented to support the discourse. In both book there is use of at least one picture on every chapter which supports text. Moreover, it was found that it tries to empower the women from education, health and income generative activities. Even in my experience of

my childhood i found most women interested in literacy classroom and these programs emphasized to women.

b) Persuasive Strategy to Aware People on Literacy Textbooks

It was found that persuasive strategies like making story and poem related to real life practices and make aware not to repeat ill practices of the society. To persuade women most of the time female characters has been used to make reader familiar with character. More added, it was also found these books emphasize women to be independent financially doing different tasks where there is no mention of men being represented linguistically.

C) Ideological Practices on Literacy Textbooks

It was found that textbook developers exercise their power through linguistic and non-linguistic means that affect the society. Similarly, it was found that textbook developers are guided by some ideology and they spread message accordingly. Likewise, it was found that textbook practice their ideology concerning its impact on society. It was found that some texts mislead people by their ideology.

5.2 Conclusion

This textbook represents the reality of Nepal in that women are still illiterate and represents as someone who depends on male's decisions. And it is needed that literacy class for the females than males. Illiterate females are the source of illiterate society. To change the society females should have got higher education. More female representation in book shows that females are at the ground level in education. Literacy book seems only for female if we look from the feminist perspective but it is for all adults who are out of the boundary of formal education.

Women empowerment is very necessary at this time. As we are developing country, if we can empower women we can be socially, economically and culturally develop. It is reality in developed European country females are not

the boundary of house. While empowering the women education and health is important. It can help to reduce the rate of mother and child mortality. Women empowerment is necessary to self-dependent and self-confident. Income generative task planning for future work, saving money, banking, education, social awareness is represented as to empower the women.

At last, literacy book series shows that patriarchal ideology existed in the society. Females are only for the reproduction and care the children. They are for cooking and feeding the family. Household sanitation is their main job. They are compelled to live at the boundary of the house and their mind had washed they are naturally as weakness and not able to protect their own body too.

5.3 Recommendations

Based on the major findings and conclusion of the research some policy related and practice related recommendations have been made these are as follows:

a) Policy related

The policy level recommendations have been listed below based on the finding of the study. The authority that develop textbooks can make some measures to make them gender balanced. It was shown from findings the syllabus and curriculum designers should consider the need of the society where both gender should be represented equally. The syllabus designers can incorporate linguistic and non-linguistic features of discourse to make its more meaningful and effective. Project work and field work that requires students to investigate the language used on literacy discourse should be included in the curriculum. The curriculum and syllabus designers should consider the aspects and forms of language which are used in real field.

b) Practice Related

Practice level implications and recommendations have been listed based on the findings of the study as follows:

Teachers can use these textbooks as teaching materials to teach different linguistic and non-linguistic features. Teacher can make learners engage basic things related to the language, images, and colors used in literacy textbook to interpret their symbolic meanings. Teachers can ask students to critically analyze the language and pictures used on textbooks. Teachers can teach contextual and functional meaning of language through different discourses.

c) Further Research Related

This study was limited to finding out and critical analysis of linguistic and nonlinguistic features used on textbooks, discursive strategies used by textbook developers to attract audience and ideological practice in literacy textbooks. So this study can help other researchers who want to conduct research related to the language and strategies of literacy textbooks. Further research on the language of literacy textbooks from different perspective and design can be conducted. Similarly, by using CDA framework for the analysis of other form of media such as prospectus, internet, and television can be undertaken.

REFERENCES

- Bhatt, P. R. (2013). *Critical analysis of classroom discourse*. An unpublished M.Ed. thesis, Tribhuvan University., Kathmandu.
- Bloomaert, J. (2005). *Discourse: Key topics in sociolinguistics*. Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Heinemann.
- Ellis, R. (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Fairclough, N. (2001). *Critical discourse analysis as a method in social scientific Research*. London: Sage Publications.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Graves, K. (2000). *Designing language course, a guide for teachers*. Boston. Heinle.Cengage Learning.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Janks, H. (2005). Critical discourse analysis as a research tool. *Discourse: Studies in the Cultural Politics of Education*.
- Kress, G., & van Leeuwen, T. (2006). *Reading Images*. London: Routledge
- Lazar, Michelle M.(2007) *Feminist critical discourse analysis: Articulating a Feminist Discourse Praxis*, Critical Discourse Studies Cambridge: Cambridge University Press.
- Lorde, A. (1976). *Between Our Selves*. Point Reyes, California: Eidolon Editions.
- Lynch, B. K. (1996). *Language program evaluation: Theory and practice*. Cambridge: Cambridge University Press.

- Meyer, M. (2001). *Between theory, method, and politics: Positioning of the approaches to CDA*. M. London: SAGE.
- Power, M. (2004). *Counting, Control and Calculation: Reflections on Measuring and Management*. Retrieved from: journals.sagepub.com
- Romanenko, E.(2014). *Linguistic analysis of on-line advertising in English*. An unpublished thesis, Charles University, Prague.
- Sajid, M.J. (2015) *Ideology in textbook*. Asian Journal of Humanities and Social Studies
- Subedi, M. (2011). *Critical analysis of spoken discourse: A case of film Twilight*. An unpublished M.Ed. thesis, Tribhuvan University, Kathmandu.
- Tomlinson, B. (1998) *Materials development in language teaching*. Cambridge Cambridge University Press.
- Tomlinson, B. (2003). *Materials evaluation*. In Tomlinson, B. (Ed.), *Developing materials for language teaching*, (pp.15-36), London & New York: Continuum.
- UNESCO Institute for Statistics. (2008). *International literacy statistics: A review of concepts, methodology, and current data*. Montreal, Canada: UNESCO Institute for Statistics.
- Van Dijk, T. A. (1998). *Critical discourse analysis*. Retrieved: [Www.Discourses.org/](http://www.discourses.org/)
- Widdowson, H. G. (2002). *Discourse analysis: Critical discourse analysis: Critical concepts n linguistics*. London and New York: Routledge.
- Wodak, R. & Meyre M. (2008). *Critical discourse analysis: History, agenda, theory, and methodology*. Retrieved September 2016 from <http://www.sagepub.com/upm->
- Wodak R. (1989). *Language, power, and ideology*. Amsterdam: Benjamins.
- Zang, M. (2014). *A critical discourse analysis of political news reports . Theory and Practice in Language Studies*.

APPENDIX

Social Role

“Radha tarkarikhethi garchhin.”

[Radha does vegetable farming] Book 1, P. 36

“Mina gharako sarasafai garchhin.”

[Mina cleans the house] Book-1, P.38

“Sabina khetma kam garxin.”

[Sabina works in plough field] Nook-2, P. 23



Doctor

Nurse



Social Status

कोपिलाको दुःख

१३ वर्षको उमेरमा
कोपिलाको विवाह भयो ।



२ वर्ष पछि
उनी एक छोराकी आमा बनिन्।



५ वर्ष पछि
सन्तान बढ्दै गयो,
शरीर घट्दै गयो ।



फेरि ७ वर्ष पछि
तेस्रो सन्तानको जन्म भयो ।
विरामी भई धेरै दुःख पायो ।

कोपिलाको दुःखबाट हामी कुरा बुझौं
बाल विवाह गर्नु हुन्न यो कुरा चाहिँ सोचौं ।

Social Representation

Linguistic Representation

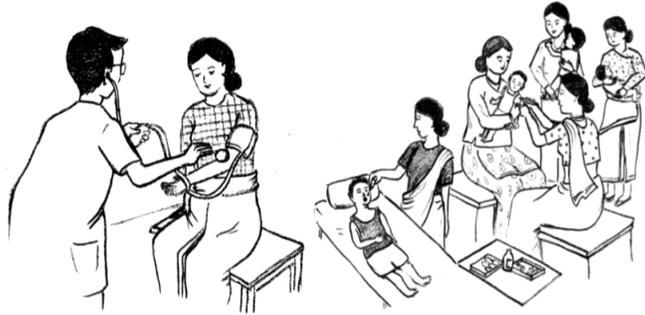
“Rohini Ramechhapma baschhin.” [Rohini lives in Ramechhap.] Book 2, P. 40

“Minako ghar safā chha,” [Mina’s house is clean.] Book 1, P.-38

“Ramako pariwar sano chha.” [Rama’s family is small] Book 1, P. 36

“Kopilako bibaha vayo.” [Kopila got married.] Book 1, P. 71

Health Position



Position of Education



Economical Position



Inclusiveness



Gender Equality

