

**An Analysis of the English Text-book of Grade Eight from Feminist Perspective**

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

**Submitted By  
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**Department of English Education  
Kirtipur, Kathmandu Nepal  
2023**

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### **Declaration**

I, hereby, declare that to the best of my acknowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university. I am responsible for any issues involving ethical considerations and plagiarism.

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## **Dedication**

Dedicated to

my parents who brought me in this world, my husband who devoted his life to make me what I am today, my family, Gurus/ Gurumas relatives and friends who consistently persuaded me to complete this thesis.



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## Abstract

The study entitled **An Analysis of the English Text Book of Grade Eight from Feminist Perspectives** was an attempt to analyze the representation of females in the English textbook of grade eight. The major objectives of this research were to analyze grade eight English textbook from feminist perspective in terms of the status, role, occupation and activities assigned to the male and female in the textbook, to explore gender based differences in the English textbook of grade eight and to provide some pedagogical implications. This study was carried out adopting document analysis as research design with qualitative method. In order to collect the data self-observation and focused reading were used as research tools. Data were collected being based on different criteria like: social roles and status assigned to male and female, gender roles, use of sexist language, clothes, content analysis and image analysis. Collected data were analyzed being based on Fairclough's three dimensional critical discourse analysis framework. After analyzing the book, the result shows that females are dominated, exploited and discriminated in the English textbook of grade eight. No equal representation of male and female characters has been found. Females are represented as a weak, inferior and secondary to the males. It is found that gender stereotype has been established, where particular and limited roles and lower status were given to females than males.

The thesis is divided into five chapters altogether. Each chapter is divided into necessary headings and subheadings also. The first chapter is about introductory part, which deals with background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter deals with theoretical literature, empirical literature, implications of the review for the study, and conceptual framework. In the same way the third chapter deals with the methodology of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four highlights the analysis and interpretation of data. Finally, chapter five consists the findings, conclusion and recommendations of the study, references and appendices.

## Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgments</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Abbreviations</i>	<i>xi</i>
<b>Chapter I: Introduction</b>	<b>1</b>
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Rationale of the Study	4
Delimitations of the Study	5
Operational Definition of the Key Terms	5
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>7</b>
Review of Related Theoretical Literature	7
Conceptualizing textbook.	7
Advantages and Disadvantages of Textbooks.	8
Role and Importance of Textbook in Education.	9
Concept of critical discourse analysis.	12
Introduction to Feminist Approach.	14
Feminism and its Movement	15
First Wave Feminism.	16
Second Wave Feminism.	16
Third Wave Feminism.	17
Brief Introduction of Fairclough's Three Dimensional Models.	17
Description.	18
Interpretation.	18

Explanation	19
Brief Introduction of the English Textbook of Grade Eight.	20
Review of Empirical Literature	21
Implications of the Review for the Study	26
Conceptual Framework	27
<b>Chapter III: Methods and Procedures of the Study</b>	<b>28</b>
Design and Method of the Study	28
Population, Sample and Sampling Strategy	29
Sources of Data	29
Data Collection Tools and Techniques	29
Data Collection Procedures	29
Data Analysis and Interpretation Procedures	29
Ethical Considerations	29
<b>Chapter IV: Analysis and Interpretation of the Data</b>	<b>31</b>
Status, roles, activities and occupations assigned to the males and female	31
Occupational roles and Status given to the female and male character	31
Gender/ social roles assigned to male and female	33
Clothes	34
Use of gendered(sexist) language	34
Gender representation in conversations	35
Unfair contents and subject matters	36
Critical image analysis	38
Positive aspects of this book	44
<b>Chapter V: Findings, Conclusions and Recommendations</b>	<b>46</b>
Findings	46
Occupational roles and Status given to the female and male character	46
Gender/ social roles assigned to male and female	46
Cloths	47
Use of gendered language	47
Gender representation in conversations	47
Contents and subject matter	47
Pictures	47

Conclusions	48
Recommendations	48
Policy related	49
Practice related	50
Further research related	51
<b>References</b>	
<b>Appendices</b>	

**List of Abbreviations**

CDC: Curriculum Development Centre

ELT: English Language Teaching

Prof: Professor

T. U.: Tribhuvan University

CDA: Critical discourse analysis

Mr: Member Resource

## **Chapter I**

### **Introduction**

This study entitled “An Analysis of the English text book of Grade Eight from Feminist Perspectives”. The introductory part of this research consists of background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and delimitations of the study and operational definitions of the key terms.

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

Books are the most important materials to gain knowledge. Readers can learn so many insightful knowledge from different kinds of books. Generally, textbooks are the written or printed material specially designed to meet the aims and objectives specified in the curriculum. They are organized in a purposeful way and prescribed for a particular grade or level. Regarding English textbook Sheldon (1988) defines “A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities”. Text book is a teaching tool which presents the subject matter defined by the curriculum. According to (Ur, 2009 p.128) “Textbook is a framework which leads learners and teachers in a specific direction”. It is a kind of road map through which teachers and learners know where they are going and where they should go. It is believed that textbooks are based on facts and prepared by the team of experts.

According to Valverd (2002):

They are intended as mediators between intentions of the designers of curriculum policy and the teachers that provide instruction in classrooms.

Textbook does not only provide factual information about subject matter, but also it helps to shape the behavior and the ideology of learner/students through which they are guided. (as cited in Keeffe, 2013, p.2).

Textbook is a book used as a standard source of information for formal study of a subject; it is essential teaching learning material for students as well as teachers. Torres and Hutchinson, (1994) states, “Textbook as a universal element of teaching and most appropriate means of providing instruction to the teaching learning system which can satisfy certain needs of the teachers and students.”

Similarly, Cunningsworth (1995) argues:

Textbooks are an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. (as cited in Ayu and Indrawoti, 2018, p. 22).

Analysis is a method by which a thing is separated into parts and those parts are given rigorous logical and detail Scrutiny resulting. Textbook analysis is a methodology in the social sciences for studying the content of communication Fitriyani, (2013, p. 14). Textbook analysis is a systematic analysis of what is actually contained in the textbook. It is a process of evaluate or explore whether they suit students level or not, whether they maintain cultural, social norms and values or not, and to find out whether it is free from different biases or not. There are many features of textbook, which have a significant impact on their target audience. ‘Textbook analysis is a means by which these features can be identified and effectiveness of textbooks can be established’ (Keeffe, 2013). It is a research technique for making replicable and valid conclusion from texts to the context of they used.

Textbook analysis is a highly intellectual activity. It can be analyzed on the basis of different approaches and criteria suggested by different scholars. Three approaches according to MC Donough, Shaw and Masuhara (2013, pp. 54-62): are The External Evaluation, The Internal Evaluation and The overall Evaluation. Similarly according to MC Garth (2002) text book can be analyze through three approaches, impressionist approach, checklist approach and in depth approach as cited in Sharma (2012, p.408). Harmer (2008, p.154) proposes ten different criteria for textbook analyses.

In this study, I analyzed the Grade Eight English text book from feminist perspective based on Fairclough’s three dimensional framework of CDA. I analyzed the book by using MC Garth’s in-depth approach. In the context of Nepal most of the teachers fully depend on only textbook prescribed for them. Textbook does not only provide factual information about subject matter, but also it helps to shape the behavior and the ideology of learner/students through which they are guided. So, it is most essential to analyze the textbook to explore the good and dark sides of it which helps to textbook writer and publisher to renewal/reformation in the upcoming days. I analyzed the book whether male and females are presented in a proper balance or not.



### **Statement of the Problem**

Textbook is a tool to guide teachers as well as students; it is an authentic, economical, portable and easily available material for the classroom teaching learning activities. Textbooks are not only learning resources, they are interface between the curriculum and the classroom, policy and practice, theory and implementation (Benevot and Braslavsky, 2006). It means that textbook is not only book for factual information about particular subject matter but also it helps to shape a kind of behavior and ideology of the students through which they are guided. Textbook plays the vital role in the acquisition and development of knowledge, transmission and internalization of values, to determine the skills and attitude (UN/Government of Viet Nam 2010). It has a great impact of shaping children's behavior especially in early years; they develop their attitudes and patterns of behaviors based on their understandings from textbook. They learn the same things which are written in the textbook and they follow those things in their real life. Only well designed and unbiased textbooks are beneficial to shaping positive attitudes and values, quality learning process and intended outcomes. So textbook should be free from all kind of biasness, it should be reliable and renewal on the basis of result of textbook evaluation.

But in the context of Nepal, textbooks are become a tool to practicing and increasing different kind of biases like, gender inequality, cultural discrimination, geographical inequalities etc. It is believed that textbook is authentic, valid; reliable which is prepared by team of experts and authorized by ministry of education or curriculum development center. But we Seems textbook analysis and reformation is not taken seriously in our contexts. We can see most of the textbooks of our schools are portrayed the roles or status of men and women, girls and boys in unbalanced way. If we analyzed the text critically we can find lots of discrimination between genders. Females are presented as powerless, weak, dependent, and limited in housework which directly impact on student's ideology and attitude. Therefore it is essential to analyze the text through feminist eyes and try to avoid gender biased. I find some thesis on textbook analysis by TU students, but most of them focus on physical aspect, language skills and academic aspect of textbook very few theses have been done in feminist perspective. Shahi (2017) analyzed the textbook of grade nine but in terms of physical and academic aspect. Similarly, Dhama (2018), Ban (2014) and Khadka

(2019) carried out a research on textbook analysis from gender, feminist and critical feminist perspective respectively.

But none of them has studied on the new textbook of grade eight from feminist perspective. This book is renewal book comparatively we find some improvement in this new book than previous book. But still there are some gender biases we can see in this book. Still even in the new edited textbook pictures, figures and language are presented as females as weak, powerless and dependent whereas males are presented as powerful, risk taker, strong and superior than females. Generally most of the educationist believe textbook as an agent of social change through which students develop their attitude, behavior and ideology. Then what kind of ideology and attitude they develop from this kind of textbook, it becomes a means to promote male superiority over females. To upgrade gender equality first of all this kind of bias should be eliminate from textbook by analyzing through feminist eyes. Then only textbook will beneficial to shaping and developing positive attitudes and behavior. So I became very interested to analyze how gender is represented in this new textbook of grade eight.

### **Objectives of the Study**

The objectives of my study were as follows:

- To analyze grade eight English textbook from feminist perspective in terms of the status, role, occupation and activities assigned to the male and female in the textbook.
- To explore gender based differences in the English textbook of grade eight.
- To provide some pedagogical implications.

### **Research Questions**

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

- What kind of status, roles, activities and occupations are assigned to the males and females in the textbook?
- Are there any gender based differences in the grade eight English textbook?

### **Rationale of the Study**

Textbook are most essential, authentic and most usable learning resource in teaching learning activities by teachers and students. In most of the countries, like Nepal They still primarily focused/depend on textbook and its knowledge even in present technological period. Textbook plays the significant role to shape students

behavior, attitude and ideology. So, the message textbook deliver have a powerful impact on learners (mostly in early years) and impact on the society also. That is why textbook should convey positive messages. But most of the textbooks of Nepalese schools seem biased including gender biased. It becomes vehicle to promote gender bias/ discrimination between male and female. We can see there are a lot of books which represent females only as housewives. So analysis of the textbook from gender perspectives in the context of Nepal is most important. Feminist analysis of textbook helps to know how textbook portrayed males and females in contents, pictures, exercises and activities included in textbook. It is important to find out whether textbook is free from gender bias or not? Because gender biased textbooks can affect students adversely and it creates an oppressive world for them (Cameron, 1990, p.13). Gender bias and gender stereotypes in written text and pictures have deleterious effects for female students, (Lesikin, 2001, p.281) cited in Gharbavi and Mousavi (2012). There are some researches we find on textbook analysis in terms of physical aspect, academic aspect, structural etc. but only few studies are done on feminist analysis of textbooks. I choose this topic because this study explored the content of grade eight English textbook are consistent and relevant to the age and sex of the intended learners or not? ' Which may help education authorities, textbook designers, policy makers and teachers to reform and reduce gender bias from textbook.

### **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 is limited in the analysis of only one textbook of grade eight. The sample textbook was only English textbook published by government of Nepal and prepared by CDC. In this study I was analyzed the selected textbook only through feminist perspectives. Only document analysis tool was used in this study. Similarly this study was based on the three dimensional model of CDA suggested by Fairclough (1989).

### **Operational Definition of the Key Terms**

Some of the key terms used frequently in this study are defined in this section.

**Textbook:** In this study textbook refers printed book prescribed for grade eight of Nepalese schools developed and published by curriculum development center.

**Textbook analysis:** In this study textbook analysis refers to the process of evaluating and investigating of the English textbook of grade eight to find out whether it is consistent and relevant to the age and sex of the intended learners or not.

**Feminism:** Feminism is an approach that raises voice against patriarchal society or gender inequality and aims to establish gender equality. This approach tries to study the positions of women by different perspectives.

**Perspective:** Special sorts of conception or attitude towards something: particularly a point of view to analyze, observe and even criticize upon something.

**T.U students:** Here in this study TU student means the students from Central Department of Education, Tribhuvan University, Kirtipur Kathmandu.

## Chapter II

### Review of Related Literature and Conceptual Framework

Literature review includes the review of scholarly writing books, articles, journals and other sources relevant to a particular study and provides description, summary and critical evaluation of these works in relation to the selected research study. This chapter consists of review of theoretical literature, review of the empirical literature, conceptual framework and implications of the review for the research.

#### Review of Related Theoretical Literature

This sub heading discusses the theoretical aspects related to textbook, critical discourse analyses feminist analysis of textbook and major principles of feminist theory. The discussion starts with the concept, importance and types of textbook, concept of CDA its approaches and principles, and parameters for textbook analysis respectively.

**Conceptualizing textbook.** Textbook is one of the most usual and authentic teaching learning materials prepared for the students based on the curriculum. In the context of Nepalese school they are taken as the main sources of teaching and learning activities. In our context it seems that textbook do not have any alternatives to replace them because it is used as a standard source of information for formal study of a subject and instrument for teaching and learning. Textbook play a very chief role to convey the subject matters to fulfill the objectives mentioned in the curriculum. Hutchinson and Torres (1994) state that ‘Textbook is an almost universal element of teaching. Millions of copies are sold every year, because no teaching learning situation seems complete until it has its relevant textbook (p.315)’. “Textbook is a book used for instructional purposes, especially in schools and colleges, it is used by students for particular branches of study’’. (Harris and Hodges, 1995, p. 124 as cited in American and Khaivar 2014, p.525).

Similarly, Ayu and Indrawoti (2018) state that a good textbook is beneficial for both teachers as well as learners, it is not only guide to the teachers when delivering the materials but also presents useful input through various explanations and activities. Similarly it influences the student’s attitudes and performance. When they like their textbook they will engage actively in the classroom.

Cortazzi and Jin (1999) state “Textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their

cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, and written by experts and authorized by important publishers or ministries of education” cited in Bojanic and Topalov (2016, p. 139).

**Advantages and disadvantages of textbooks.** Textbook is a book used by students and teachers for instructional purposes, majority of the teachers feel secure to using a textbook as a basis for their lesson plans. For the novice teacher it functions as security, guidance and support, it helps to teachers what to teach and in what order Amerian and Khaivar (2014). So textbook is significant material of teaching and learning.

According to Cunningsworth (1995), textbooks provide additional benefits to students as they are an efficient collection of materials for self-accessed learning and for knowledge consolidation. Main advantage of using textbooks is that they are psychologically essential for students since their progress and achievements can be measured concretely when they use them.

According to the Ur (2009) Textbook provides a clear framework for both teachers and learners through which teaching learning process become easier, productive and meaningful. It provides ready made teaching texts and learning task, so teachers get more time for teaching rather than material preparation. Textbook is the cheapest way of providing learning material for each learner; it provides a large amount of information with the lowest price so economically a textbook is better than other types of materials. Similarly Richards (2001, pp.1-2) stated some advantages of textbooks are: they provide structure and syllabus for a program. Without textbook teaching learning program may have no central core and the learners may be out of focus and teacher-dependent. Textbook also provide rich and varied learning resources for teachers as well as learners. And the major advantage of textbook is they provide effective language models and input. Especially it is beneficial for those teachers whose first language is not English and who may not be able to generate accurate language input on their own. They increase the quality of instruction because

they are prepared and tested in advanced based on learning principles. According to O'Neil (1982), textbook can also potentially save learners from teacher's incompetency and deficiencies.

It is no doubt textbook is significant material of teaching and learning. But Along with so many advantages textbooks might have disadvantages as well, because no one textbook could be perfect and free from all kind of biased. According to the Ur (1996), major disadvantages of textbooks are: a single textbook may not effectively address individual learning styles and different learning needs, differences of learners and requirements of every classroom settings. Because every learners has their own learning needs. Similarly all the topics and activities of a course book may not match the interests of the learners. Another dark part of textbook is Limitation. Structure of the textbook may limits teacher's creativity, imagination as well as demotivate the students. Other disadvantages according to Richards (2001, pp. 1-2) are: Textbooks sometimes may present/contain inauthentic language. Textbook may have different bias so sometimes it becomes means to promote such bias.

Hutchinson and Torres (1994, p. 315) states;

Ready- made textbook may reduce the roles and responsibilities of the teachers. Instead of participating in day to day plans about what to teach and how to teach, teachers may just present the materials prepared by others passively.

Coherent syllabus, satisfactory way of controlling language, offering motivating text and enjoyable accompanying teaching aids are the advantages of a good book. On the other hand, imposing learning style and content on class, stereotyped sequence of presentation, practice and production as their methodology are the main disadvantages and restrictions of the textbooks (Harmer, 2001 as cited in Amerian and Khaivar (2014). So textbook should be free from all bias and it should be updated or edited according to the new updates. Learners might aware on their own learning process with textbooks; otherwise, they may more depend on teachers.

**Role and importance of textbook in education.** Textbooks are usually most visible component of a curriculum; it is most widely used teaching materials. We can get lots of information regarding a different area from a single textbook. Textbook is a heart of education; a good textbook plays a vital role to change the ideology, attitude and behavior of an individual or significant to bring the changes in

society also. In our society we seem different types of social problems/issues, such as discrimination between gender, caste, ethnicity and status. Education is one major domain from which such issues can be eliminated by raising awareness. For this change a textbook should convey positive message, on the basis of message delivered from textbook students shape their ideology and attitude. So textbook may become vehicle to increase social issues or eliminate/ stop such issues on the basis of the messages it contains. It can influence users in many ways through their contents (concepts, factual information value judgment), language, design, visual elements, etc. (UN/ Government of Viet Nam joint programme activity 1.3.15).

Hutchinson and Torres (1994). Argued that textbook can be taken as an effective agent of social change it plays crucial role in innovation change and progress. The role of textbook is not only significant in day to day use it helps to eliminate social issues and create a society free from all kind of injustice and discrimination.

Some well-known linguists and authors like Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), Cortazzi and Jin (1999) and others share the opinion that textbooks are necessary tools of language teaching and learning. They help both teachers as well as students. For students textbook helps to improve their language skills, learn about the subject content and familiarized with different cultures. Similarly it helps to the teachers especially for the less experienced one helps to gain confidence, test new methodologies and become aware of the pedagogical issues.

In overall textbook is taken as a backbone of teaching learning process, it also taken as an agent of social change. It can be used as a self-learning material so should be investigated that the textbook is free from bias or not because only good/ bias textbook is beneficial to bring positive attitude. Therefore textbook should be evaluated to explore whether it is perfect to age and interest of intended students or not.

**Approaches of textbook analysis.** Generally, textbook analysis refers investigation of textbooks through consistent evaluation procedure to identifying the particular strengths and shortcomings (Ni'mal 2015). It is a process of analyzing the course book from different criteria regardless to its relevance, strength or weakness. Textbook evaluation is process of selecting best material as a resource of EFL teaching that will fit to the learners need and value of teaching and learning Ayu and Indrawoti (2018).



Fitriyani, (2013) states that;

Textbook Analysis can involve any kind of analysis where communication content (speech, written text, interviews, image ...) is categorized and classified. Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. (pp.17-18).

Textbook analysis is essential to explore the strengths and weakness of it. Textbook analysis is not easy task; it can be carried out through several processes. There are many approaches or theoretical frameworks propose by different scholars. Some of them are as follows:

MC Donough and Shaw's framework (2003)

Harmer's considerations for textbook evaluation (2008)

MC Garth's three approaches (2002)

The most useful approaches of textbook analysis are impressionistic, checklist and in-depth method (MC Garth, 2002 as cited in Gholami, Noordin and Galea 2017 p.85). Impressionistic evaluation involves overall presentation and analysis of the textbook related to its design, table of contents, distribution of units, lessons and sections in the book. According to Ellis (1997) this evaluation method is predictive in nature. McGrath (2002) stated that it is more effectively applied in the pre-use stage for developing an early overall impression on the potential impact of content. This approach is not intended to seek for the in- depth information about the course book that's why it is considered as the superficial analysis. Another method of textbook analysis according to McGrath is checklist method which comprises three items comparison, identification and verification. Through this method researcher systematically check the textbook by listed essential criteria. Another one is in-depth evaluation, which examines separately and more analytically of the different skills, reading, listening, writing, speaking and the ways of assessment practices provided through the book.

Similarly, Harmer (2008, p.154) proposed some criteria and possible questions for textbook analysis. According to his framework textbook can be evaluated on the basis of ten criteria, price and availability, Add-ons and extras, Layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriacy and teachers guide. Researcher can analyze the book by using some questions like how

much does the course book cost. Is the book attractive? Is its design appropriate for the students and teachers? Are the instructions clear and unambiguous? Textbook can be analyzed based on the MC Donough and Shaw's framework (2003 as cited in McDonough, Shaw and Masuhara 2013, pp.67-77). They provided three processes of textbook analysis: The External Evaluation, The Internal Evaluation and the overall evaluation. According to the McDonough, Shaw and Masuhara (2013, pp. 54-62.). The external evaluation relates to the organization of the course book and promises made by the author. Major criteria to evaluate the textbook in this method are intended audience, context of use, vocabulary index, representation of pictures etc. Internal evaluation is an in-depth evaluation of the material. Textbook can be evaluated based on the treatment and presentation of the skills, sequencing and grading of the materials, text and exercises appropriateness to the learners' needs, self-study provision and teacher-learner 'balance' in use of the materials. In overall evaluation, the researcher looks at the general use of the materials. The researcher must make an overall assessment of the suitability of the materials by considering the usability factor, generalizability factor, adaptability factor and flexibility factor.

Textbook analysis is essential to explore the strengths and weaknesses of it. It is important to explore the different biases and improve such biases from the textbook. Analysis of the textbook may be beneficial to the textbook writer and publisher for reformation or to prepare a biased-free, perfect and good textbook in the coming days.

**Concept of critical discourse analysis.** Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice. At first, CDA as a network of scholars emerged in the early 1990s, from two days of discussion in Amsterdam with five people, Van Dijk, Ruth Wodak, Norman Fairclough, Gunther Kress, and Van Leeuwen. They spent two days together and then determined an institutional beginning to the study of discourse and society. Nowadays, CDA is an established paradigm and currently we encounter critical discourse studies. Finally, it has become a well-established discipline, institutionalized across the globe in many departments and curricula.

CDA is not a discrete academic discipline; it has not a fixed set of theories, categories, assumptions or research methods. It is a problem-oriented interdisciplinary research program subsuming a variety of approaches with different theoretical models, research methods and agendas (Wodak (2013)). Norman Fairclough is one of the most

influential researchers in the domain of CDA. Fairclough in his earlier work called this approach as Critical Language Study (CLS), his initial approach aimed at contributing to the rising of exploited social relations through focusing upon language Amerian and Esmaili (2014).

CDA is a tool which helps to understand the meanings of the spoken and written texts by others, it is necessary to describing, interpreting analyzing and critiquing social life reflected in text Mogashoa (2014). CDA stands on the ground of wide range of theories developed by some significant figures of CDA like Foucault, Link, Fairclough, WoodaK, and Van Dijk and so on. They are Discourse dispositive theory (Foucault Link and their team) General social grand theory (Siegfried Jagar), Middle Range theories (Fairclough), Discourse historical theory (Wodak), Socio-Psychological theories (Van Dijk), linguistics theory and so on. Similarly methodological aspects of CDA are different in terms of the theoretical aspects. CDA works eclectically, there is no fixed methods and steps it has different methods given by different scholars, so it is believed that CDA is sitting on the fence. CDA is an approach or attitude rather than step by step method.

CDA is a major discipline to investigate any phenomena within language used in social context. It gives a framework to study the relationship between discourse and society, between text and context and between language and power (Fairclough 2001, Luke 1995/96, 2002 as cited in Henderson 2005).

CDA is not only limited to the description and interpretation of the role of language in the society, it also tries to explain why and how language does work in the society. CDA explicitly addresses social ill practices. There are different approaches of CDA; we can critically investigate a discourse from different approaches and methods. Wodak (2001) especially famous for historical method of CDA. Tran's disciplinary method developed by Fairclough aims to bring development in different disciplines through dialogue. Similarly, Lazar (2007)'s feminist approach of CDA raises voice against patriarchal society and male stereotype culture. Different scholars contributed on different method and approach of CDA but the intention of all is to reveal social inequalities that are generated and reflected in discourse to change the unequal condition from society. The relationship between language and ideology is the core of CDA.

**Introduction to Feminist Approach.** Feminist approach of CDA was particularly developed by Lazar (2007) and supported by other feminist like Mills (1995), Christie (2000), and Kitzinger (2000). Feminist CDA is concerned with interrelationships of gender, power and ideology within discourses. Feminist approach raises the voice against patriarchal society and male stereotype culture. Feminist approach of CDA aims to reveal gender based power relations that are discursively produced, sustained, negotiated and challenged in different contexts and communities. Feminist approach tried to emancipate social injustice and promote gender equality. Lehtonen, (2007) states that feminist CDA focus on empirical studies how Gender is actually constructed in authentic texts and situations. It is not only interested to explore the forms of oppression but also focus on empowerment through discourse. Feminist critical discourse analysis studies language, pictures, activities used in text and talk.

Key Principles of Feminist CDA theory and practice suggested by Michelle M. Lazar (2007).

***Feminist analytical activism.*** The central concern of feminist critical discourse analyst is critiquing discourses which sustain a patriarchal social order that gives privilege to men and marginalize women. The aims of this approach is to bring social transformation and raise the critical awareness to reduce the female domination found in the discourses. . They wanted to empower the women who are suppressed and raise critical awareness among people about gender inequality through researches and teaching.

***'Gender' as ideological structure.*** Feminist CDA views gender as an ideological structure that divides people into two classes' men and women based on a hierarchical relation of domination and subordination respectively. Gender as ideological structure is related to psychological sex on to social gender. There is discrimination in terms of hierarchy and domination between male and female.

***Complexity of gender and power relationship.*** Feminist CDA aims to explore the relationship between gender and power. The relationship between gender and power is very complex. There is great deal of similarity as well as diversity in the perception of gender. Power relations are struggles over varied interests, which are exercised, reflected, maintained and resisted through a variety of modalities. Gender based power relations can be of two types: Overt and Covert. Overt power relations

include social practices that exclude women, physical violence against women and sexual harassment and denigration of women. Covert power relation is hidden and difficult to recognize it seems to be hegemonic in nature. Feminist CDA used to examine how power and dominance are discursively produced and resisted in a variety of ways through textual representations of gendered social practices and through interactional strategies of talk.

***Discourse in the deconstruction of gender.*** For feminist CDA, the focus is on how gender ideology and gendered relations of power are (re)produced, negotiated and contested in representations of social practices, in social relationships between people, and in people's social and personal identities in texts and talk. Feminist analyst focuses on how males and females are presented in the text. Feminist CDA plays a vital role in the deconstruction of gender and ideology. Gender is constructed in two ways: Co-construction of gender (Men vs. Women) and construction of masculinity.

***Critical reflexivity as praxis.*** Reflexivity refers to using knowledge and experience for progressive purpose. Feminist CDA concerned with how reflexivity is manifested in institutional practices with possibilities for change in the social and personal attitudes and practices of individual. Critical reflexivity in feminist CDA can be understood in two ways: institutional reflexivity and individual reflexivity.

**Feminism and its movement.** Feminism is the set of beliefs and ideas that belongs to a broad social and political movement to achieve greater equality for women. Feminism is a movement or also called women movement that fight against oppression of women. Feminism is not a set of rules, methods and ideas (Lumby, 1997 as cited in Pandey 2016). Feminist theory concerned with inequality between the genders in their respective society. 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. The major focus of this theory is seeking to established equal opportunities for women and they believes that all type of oppression, domination and discrimination upon women should be ended to establish equality among the people in the world. "Feminism is a movement to end sexism, sexist exploitation and oppression" Hooks (2000) argued that feminists are made, not born.

Pheiffer and Myrrhaj (2019), states that feminism is a collection of movements, aimed at defining, establishing and defending equal political, economic and social rights and equal opportunities for women. They against towards domestic violence, sexual harassment and advocated for workplace rights, equal pay, opportunities for careers and to start businesses. They also states that feminism means different things to different people. On one level feminism is a theory about equality. In another more abstract general level it is a theory about the objectivity of law.

The major contributors of feminism were Mary Wollstonecraft a British women regarded as one of the founding feminist philosopher. She raised the voice of women's equal participation in the state mechanism for the first time. Her historical book "vindication of women's right (1792)" focused on female equality in education with the message of Women could not be good mothers, good wives and good household managers if they were not well-educated. Similarly, Virginia Woolf's 'A rooms of one's own (1929)', 'The second sex (1949)' by Simon De Bouvier, 'The subjection of women' by Mills, Bell Hooks. Their ultimate goal is eliminate all forms of discrimination against women due to sex and gender such as domestic violence, equal pay, women's suffrage, sexual harassment, sexual violence etc. . . . The history of feminism is often described in three different waves:

***First wave feminism.*** The first wave feminism occurred in the 19th and early 20th century which dealt mainly with suffrage, working conditions and educational rights for women and girls. "First-wave feminism promoted equal contract and property rights for women, opposing ownership of married women by their husbands. By the late 19th century, feminist activism was primarily focused on the right to vote" Flouli (2017). Writers such as Virginia wolf are associated with the ideas of the first wave feminism. She describes how men socially and psychologically dominate women in her book 'A room of one's own.

***Second wave feminism.*** Second-wave feminism is a period of feminist activity and thought that first began in the early 1960s in USA and spread all over the western world and beyond. The slogan of this wave- "The Personal is Political," identified women's cultural and political inequalities as inextricably linked and encouraged women to understand how their personal lives reflected sexist power structures. Second wave feminism views that the concept of 'women' is not universal because the problems of women are context specific. The main concerns of this wave was raising consciousness about sexism and patriarchy, gender based violence, domestic

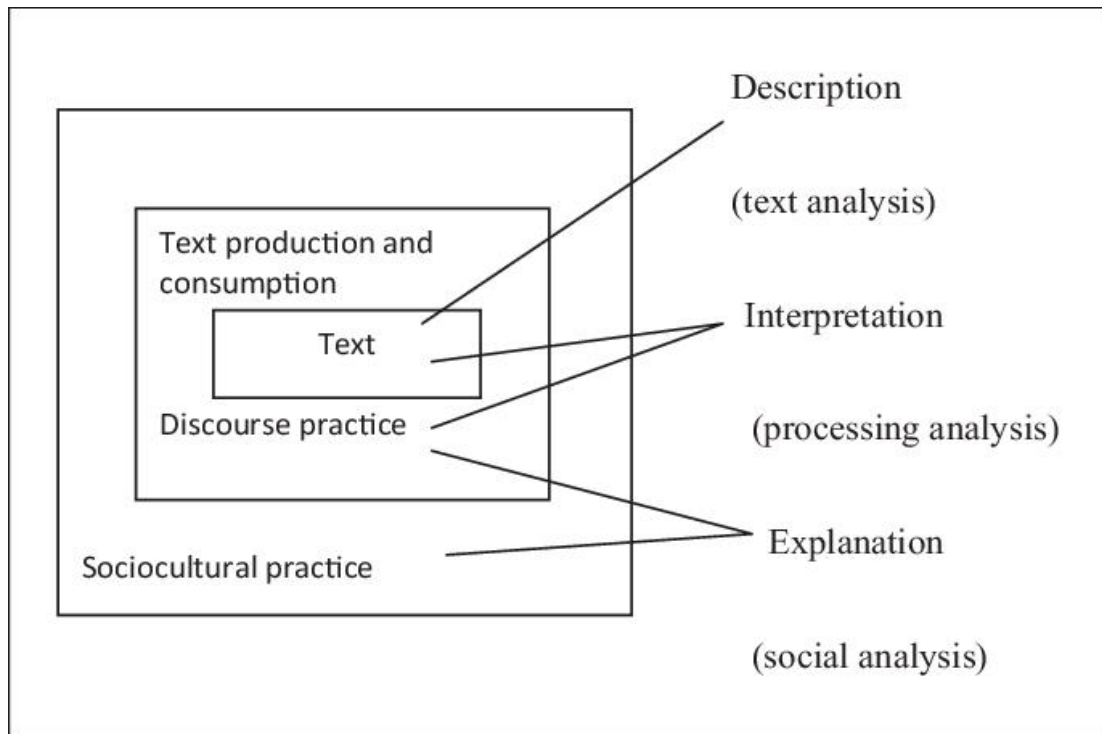
abuse and marital rape, inequalities in the workplace, legalizing abortion and birth control, sexual liberation of women. Simon de Beauvoir is associated with this wave because of her ideas of women as “the other”. This wave was run on till the late 1980s.

***Third wave feminism.*** Third wave feminism was a continuation of reaction to perceived failures of the second wave feminism began in the early 1990s. This ideology seeks to challenge the definitions of femininity that grew out of the ideas of the second-wave, arguing that the second-wave over-emphasized experiences of upper middle-class white women. Third wave feminism rejects the ‘victimhood’ of women and celebrates (some) women’s individual choices, agency and sexual autonomy.

**Brief introduction of Fairclough’s three dimensional models.** According to Fairclough (1989), every communicative event contains three dimensions: Text, discursive practice and social practice. He states that critical analysts should not only focus on the texts, the process of text production and interpretation of the texts, but also they need to concern with the interrelationship among texts, production processes, and their social context, cited in Zhang, (2013). Based on such assumptions, and by correlating these three levels of discourse Fairclough (1989; 1992; 2003) developed three stages of CDA: description, interpretation and explanation.

From the last few decades Fairclough's model and approach is considered the most influential and the center of the CDA. He is the pioneer of CDA and gave so many approaches and theories regarding CDA he called his earlier approaches regarding discourse and Language called critical study of Language (1989, p. 5)” as cited in Iqbal, Danish and Tahir (2014).

His three dimensional model consists of the description, interpretation, and explanation. Each of them is briefly discussed on the following page;



Source: <https://www.google.com/search?q=fairclough%27s+three-dimensional+model>

Figure 1: Fairclough's Three Dimensional Model for CDA (1989)

**Description.** Description is the first stage of dimensional model concerned with the analysis of (speech, writing, visual images or combination of these) texts critically. Analysis at the description stage differs from analysis at the interpretation and explanation stages. For Fairclough (1989), "description is the stage which is concerned with formal properties of text" (p. 26). In the description stage, linguistic features such as choices in vocabulary (wording), grammar (transitivity, passivation) and text structure (thematic choice, turn-taking system) should be systematically analyzed. 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. Description needs to be complemented with interpretation and explanation.

**Interpretation.** The second stage of CDA according to Fairclough is interpretation concerned with participants' process of text reproduction as well as interpretation. Fairclough (1989) says "interpretation is concerned with the relationship between text and interaction with seeing the text as the product of a



process of production, and as recourse in the process of interpretation" (p.26). In this stage, the relationship between the discourse, its production and its consumption should be interpreted. In this stage analyst not only analyze linguistic features and text structure, they should analyze other factors like speech act and intertextuality these factors link the text to its context. 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. According to Fairclough (1989), "explanation is concerned with the relationship between interaction and social context with the social determination of the process of production and interpretation, and their social effects" (p. 26). In this stage factors like ideology or power are taken into account analyst explain the interaction between social- cultural context and production and consumption of texts. 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.

These three steps are closely related and interdependent to each other. Particularly Fairclough combines three dimensions as micro, meso and macro-level interpretation. In the micro-level, the analyst considers various aspects of textual/linguistic analysis, for example syntactic analysis, use of metaphor and rhetorical devices. Meso level or “level of discursive practice” concerned with studying issues of production and consumption, such as which institution produced a text, who is the target audience etc. finally in the macro level analysts concerned with intertextuality and inter-discursive elements.

**Brief Introduction of the English Textbook of Grade Eight.** The present grade eight English textbook is prescribed by Curriculum Development Center (CDC) under Ministry of Education, science and technology. This is the revised book first edition in 1995 revised in 2019 and published by Janak Education Material Centre Ltd. This book has been completed with the help of different writers. The subject matters and language of this book were edited by Chandra Kanta Bhusal, Bishnu Prasad Parajuli and Nim Prasad Sing Rathor. The textbook included altogether eighteen units and contains a variety of reading materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. 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 exercises to develop four language skills viz. reading, writing, speaking and listening and grammar is also included in 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 ‘enjoy yourself’ which includes logical questions, knowledgeable and interesting text like jokes, poems moral stories puzzles etc. which makes student refreshed.

Regarding the physical aspects of the textbook, it has loose binding and the paper quality is good. In the layout of the book, we can see a picture of the children

who are reading writing and playing. Though, other pictures included in the textbook are also colorful, layout page is colorful which made the textbook quite attractive. The price of the textbook is not included.

### **Review of Empirical Literature**

For the betterment of this study, I have reviewed some previous research and articles related to my topic. I learn so many things from those researches; they provide guideline and background knowledge for this study. Some closely related previous researches are reviewed below.

Gharbavi and Mousavi (2012) carried out a research on “Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks”. The main aim of this study was to look at language gender bias in EFL textbooks. The sample of this study was four English textbooks taught at that time from the Iranian high schools. They were evaluated/ examined the textbooks from three categorized, viz male and female visibility in illustrations, texts and the male female occupational roles. They used frequency calculated, chi-square test and other statistical as well as descriptive method to analyze the data. They found that there was a significant difference between the frequencies of male and female for different categories of this study. They stated that a frequency of males’ visibility is greater than females in the pictures of the textbook. Only 18% females were portrayed in occupational roles, however for the males this was 82%. The major finding of this study was there was gender bias in Iranian high school textbooks.

Likewise, Majid and Fateme (2014) studied on “Language and Gender: A Critical Discourse Analysis on Gender Representation in a Series of International ELT textbook”. This study was attempted to explore the representation of gender in an international ELT textbooks. They selected American Headway students’ textbook randomly from among eight other popular ELT textbooks taught at that time in Iran as a sample of their study. They investigated textbooks by using critical discourse analysis approach on the basis of different factors like, female and male’s characters, female and male’s social roles, domestic roles, semantic roles, activities females and males engaged in, pictorial representation of both roles. They found that there was huge inequality between female and male, males were represented nearly twofold comparing females. The American Headway series has depicted that the activities women engaged in seem to have lower positions compared with those of men. Positive and active roles and activities were mainly ascribed to men, whereas passive

and negative activities to women. The findings of this study revealed that textbooks are suffering from two types of sexism- overt and covert ones- the overt ones discriminate against females in a vivid way and covert one exploits the women as an instrument for advertising in order to promote selling.

Another article I reviewed was “A Critical Analysis of the English language Textbooks in Andhra Pradesh, India by Anjaneyulu (2014). The main aim of this research was to examine the existed textbooks and system of teaching English to point out the shortcomings/ strengths or weakness. They evaluated recently developed textbook learning English as a Foreign Language at the 6th class of upper primary/secondary school. The researcher used questionnaire as a data collection instrument, it was used to collect information about textbooks and teachers attitude towards ELT in Andhra Pradesh. The data were interpreted statistically. The findings of this study was that the overall organization of the textbook and themes included were satisfactory and appropriate to the students interests and age. After analyzing text critically the researcher argued this book was good to develop four language skills, grammar sections were overemphasized with every unit but there were some weakness also. Researcher suggested that the developers of the textbook should make a retrospective evaluation of their book and make the necessary changes to improve its contents.

Similarly, Shahi (2017) studied 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. The population of this study was the whole textbook of Grade Nine and selected sample was English textbook revised in 2016 by CDC. He used the purposive non random sampling strategy and checklist as a data collection tool. This research was based on survey research design and data were interpreted on the basis of the framework proposed by Harmer (2008), MC Donough and Shaw (2003). Major finding of this study was textbook used authentic language, contents are sufficient and suitable, instructions are clear, exercises are interesting and content and pictures are relevant. He also found that the book was designed with the aims of developing communicative skill of the learners. He presented some weakness of this textbook also; the book lacks information gap activities and jigsaw activities, includes more imaginative exercises and ignores realistic cultural values of Nepalese society. So he suggested to, add Interesting and funny materials like communicative games, songs, stories, simple poems, cartoons to

improve the quality of this book. He also states pictures should be made attractive, colorful and clear for clarifying the abstract concept.

Aljuaythin (2018) studied on “Gender Representation in EFL Textbooks in Saudi Arabia: A Critical Discourse Analysis Approach. The main objective of this study was to investigate the representation of gender in English as a foreign language textbook of elementary students from Saudi Schools. The sample of this study was two EFL textbook from elementary levels of Saudi Schools by using purposive non random sampling strategy. Fairclough’s (2015) checklist as a tool to examining gender power in textbooks and Fairclough’s (2015) three dimensional model was used as a framework to analyze textbook. The major finding of this study was textbooks from Saudi school portrayed female as a marginalized stereotypical figures. These types of under representation of women could create a false reality about women and hinder the process of gaining equality for all humans. It reveals gender imbalance in favor of males. He suggested that a symmetrical representation of gender in textbook might beneficial to enhance female empowerment in Saudi Arabia.

Similarly, Poudel and Khadka (2019) studied on “Analysis of an English Textbook from a Feminist Perspective”. The major objective of this study was to explore the representation of males and females in terms of status, roles, occupations and activities in Grade Nine English textbook of Nepal. The population of this study was the whole textbook of Grade Nine and the sample was English textbook revised in 2016 by CDC. Purposive non random sampling strategy was used to select the sample. The data were collected through self- observation and focused reading. They interpreted the collected data through descriptive as well as statistical way based on the Fairclough’s three dimensional models of CDA. The major findings of this study were there was huge discrimination between male and female in this textbook. They found females as weak, secondary, dependent upon males, inferior, irrational, powerless and victims and males as independent, superior, rational, powerful and primary in this textbook. They also found male are given higher occupational roles such as doctor, engineer, reporter but females are given conventional, nurturing and lower prestigious roles. They states text book was found to be biased in terms of gender.

Bhurtel (2019) carried out a research entitled on “Critical Discourse Analysis of My Literary Books Series from Gender Perspective.” The major objectives of this study was to investigate how My Literacy Book series portray male and female

according to their status, social roles, representation and inclusiveness and examine to what extent equality exist between genders in the textbook. The sample of this study was My Literacy Book and My Post-literacy Book selected by using purposive data collection strategy. The research tools for this study were observation of linguistic text-image on the basis of social role representation, social status inclusiveness. She interpreted the data by using multimodal analysis approach of CDA. She describes the findings of this study qualitatively. The major findings of this study were that participation of the female in literacy class is more than male. This shows that the condition of female is weak and depending on male. These books tried to aware women about the health care education and financial empowerment. No equal participation of male and female characters has been found from this study.

Similarly, Poudel (2019) carried out a research entitled “A Critical Discourse Analysis of the Novel YOGMAYA”. The main aims of his research was to identify and analyze feminists issues in terms of gender discrimination, women’s position in society, inequality, patriarchy, gender roles and political and social factors in the fiction Yogmaya. The sample of this research was the Nepali novel YOGMAYA written by Nilam karki. The sample ;/owere collected by using purposive non-random sampling procedure. He used observation and checklists guidelines as a research tool. He collected forty eight different extractions as a sample to analyze and interpret the issues in feminism. He interpreted the collected data through descriptive approach based on the Fairclough’s three dimensional framework of CDA. He found that females are restricted on their liberty or freedom of speech in this novel. He also found being a female is inadequate to make the decisions and choices by her. The major findings of this study was religious beliefs, insufficient willingness to go against what has been followed and tolerance of violence have created discrimination and domination over females.

Similarly, Yadav (2019) studied on “An Analysis of the Novel Paheli from Feminist Perspective.” The major objectives of his research was to identify the aspects of feminism in the novel ‘Paheli’ in terms of social, cultural, religious aspects, gender aspects, women domination, place of women and women rights in the society. The population of this study was a Nepali novel Paheli. He selected female related extracts by using purposive sampling strategy as a sample of this study. This was a qualitative research completely based on secondary sources of data. The major findings of this study were that females have been dominated in our society because

of different social, cultural and religious rules and convention. The religious belief prohibits women to cross the restrictions set by males in the Nepalese society. He founds in this novel Ahilya was married before completing her intermediate which shows a basic human right such as health care is denied just because she is female. She was blackmailed in the name of love by male. He also found from this study was that Females have been dominated not only by males but by females also.

Similarly, Adhikari (2020) studied on “Critical Discourse Analysis of Academic Advertisements”. The major aims of this study was to analyze the linguistic features of academic advertisements critically in terms of lexical and syntactic features and to investigate discursive strategies used in academic ads to manipulate customers. She used purposive non- random sampling procedure as a tool of data collection and this research was based on Fairclough’s three dimensional framework of CDA. She found that adjectives were massively used on academic advertisement to attract the costumers towards product. Similarly advertisers use image of celebrities to make the advertisement more persuasive. She also found that most of the advertisers used pronouns like, ‘Your’, ‘our’, ‘You’, ‘We’ to show close relation with costumers. She stated that advertisers use different types of strategies to attract people but people should not take everything claimed by advertisers for granted rather they need to think critically. Costumers should careful about the language and should not get influenced by the language or persuasive discourse.

Similarly, Tiwari (2021) carried out research on “Analysis of the Novel ‘Priya Sufi’ from Feminist Perspective.” the objectives of this study was to identify and analyze feminist issues in terms of gender discrimination, women position in society, inequality, patriarchy, gender roles and political and social factors as represented in fiction ‘Priya Sufi’. He selected eighteen different extractions as sample by using purposive non random sampling procedure through observation checklist. In this study researcher was developed different themes based on objectives and interpreted selected data by using Thematic approach. The major findings of this study were the religious beliefs, insufficient willingness and tolerance of violence have created discrimination and domination over females. Females are biased by virtue, beautiful, polite, tolerable and shy and mannerly expected to discrimination and domination by male and the society. The women are compelled to believe in almighty despite all the causes of discrimination by the men themselves.

### **Implications of the Review for the Study**

There are lots of implications we can get from literature review. Every previous literature provides useful knowledge and guidelines to the future researcher in this particular research. Researchers collect different insights on the subject matter and expand their knowledge on their subject of the study. 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. Review of related literature significantly support the researchers to precede their study in right direction and also helps to examine and evaluate what has been explored and what has not been explored yet.

Similarly, I got lots of insights regarding my study from the above mentioned literature. They were more useful and helpful to formulate the objectives, procedures, methodology research questions and so on. I learned to select appropriate methodology and research design according to the nature of the research issue. The aforementioned studies have their own value and importance in their respective fields. The books of Michelle M Lazar (2007), *The Routledge Handbook of Discourse Analysis* (2012), McDonough, Shaw and Masuhara (2013), Cunningsworth (1995), Ur (2009) and some other helps me to extend my knowledge regarding CDA, approaches of CDA, feminist theory of CDA, approaches of textbook analysis, advantages and disadvantages of textbook and other so many.

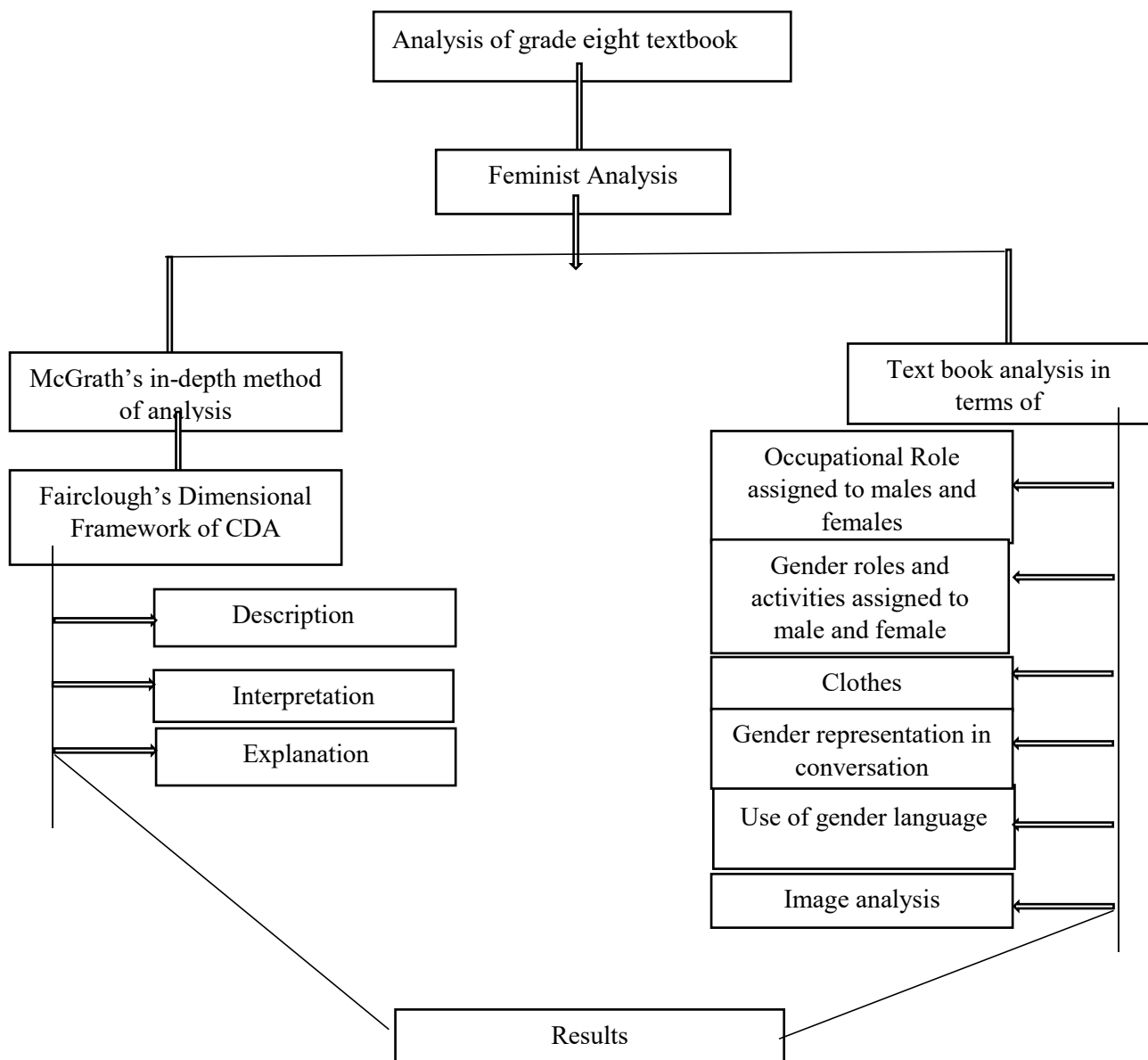
Similarly, empirical research mention above such as Ban (2014), Shahi (2017), Poudel and Khadka (2019), Poudel (2019), Gharbavi and Mousavi (2012), Majid and Fateme (2014), anjaneyulu (2014), Yadav (2019), Adhikari (2020) helped me to select appropriate method design tools and techniques for my study. These researches help me to form objectives, collect data and to analyze collected data. They also helped me to expand the theoretical knowledge of textbook, textbook analysis and feminist criticism, CDA and its methods and principles. I learned so many things and ideas about my study from Poudel and Khadka (2019).

To wrap up, there are so many other literature, all of which more or less supported me to understand the concept of textbook, textbook analysis, methods and procedures of textbook analysis, advantages and disadvantages of textbook, and theories related to textbook analysis. These research studies that I have reviewed above provided me insightful ideas on moving this study ahead. Those related study helped me to make my research systematic and scientific.



## Conceptual Framework

Conceptual framework refers to the written or visual representation of an expected relationship between variables. This illustrates what we expect to find through our research. It is a kind of visual templates and examples to determine theories and methodologies for our research. In another word, conceptual framework is a theoretical mental picture of the researcher towards proposed research. The framework which is used in my study as follows.



## Chapter III

### Methods and Procedures of the Study

This section included the design and methods of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations.

#### **Design and Method of the Study**

This study was based on document analysis research design. Here in this study I analyzed the textbook of grade eight. Textbook analysis is the systematic process of investigating textbook by using a particular theory or perspective. So, in this study I was investigate the selected textbook from feminist point of view to reveal the gender representation. Fairclough's three dimensional models is one of main approach or it is most widely used approach in exploring gender representation in the EFL textbooks. Therefore, Fairclough's (2015) three dimensional model of CDA(description, interpretation and explanation) was used as a framework to analyze role, occupation and activities assigned to the male and female in the textbook of grade eight. I collected the data by observing and analyzing the pictures/images, contents and language used in this textbook. Then I described, interpreted and explained the data qualitatively. On the basis of explanation I made some findings and conclusions of this study.

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around on assessment topic (Bowen, 2009). It is a systematic procedure for reviewing or evaluating documents. Document analysis refers to the collection, review, interrogation and analysis of various forms of text as a primary source of research data. Before analyzing document researcher must go through a detailed planning process in order to ensure reliable results. O'Leary (2004, pp. 177-180) provides following eight steps planning process for conducting document analysis research.

- a. Gather relevant texts.
- b. Develop an organization and management scheme.
- c. Make copies of the originals for annotation.
- d. Asses' aunthenticity of documents.
- e. Explore document's agenda, biases.
- f. Explore background information (e.g., tone, style, purpose).

- g. Ask questions about document (e.g., who produced it? Why? When? Type of data?).
- h. Explore content.

Being based on these process I analyzed the grade eight English text book by using fairclough's three dimensional framework from feminist perspective.

### **Population, Sample and Sampling Strategy**

The population of this study was grade eight English textbook under different publication. English textbook prescribed for grade eight prepared and published by the curriculum development center in 2019 was selected as the sample for this study by using non- random purposive sampling strategy.

### **Sources of Data**

The source of data for this study was English textbook of grade eight. I used only secondary sources of data in this study. As secondary sources of data I used books, articles, journals, dictionary, web sites and theses related to textbook analysis and feminist criticism or theory.

### **Data Collection Tools and Techniques**

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

### **Data Collection Procedures**

I analyzed the revised textbook of grade eight from feminist perspectives. In order to collect the authentic data, first of all, I read and re- read the selected textbook deeply. Then, I noted the sentences, characters, topics and pictures related to female issue. After that, I critically observed the selected images, topics, content and sentences. Finally, I analyzed them from the eyes of feminist theory.

### **Data Analysis and Interpretation Procedures**

Researchers can analyze the collected data by using different procedures & methodology. In this research, I interpreted the data descriptively by using Fairclough's three dimensional model of CDA, Description, Interpretation and explanation.

### **Ethical Considerations**

Ethical consideration is important matter in the research, it is important for every research. The details information should not be menace regarding the selected

sample or population. So every researcher should be aware about ethical consideration while conducting research studies. Similarly my research did not include any intentional plagiarism, fabrication and misrepresentation of the data. In order to maintain ethical values and norms I gave proper credit to the authors of textbooks, journals, articles from which I got insights. I analyzed the data objectively and gave attention on accuracy, honesty and truthfulness of data.

## Chapter IV

### Analysis and Interpretation of the Data

This chapter deals with analysis and interpretation of the data. The data were collected by self-observation from the selected textbook. Analysis have been presented thematically below.

#### **Status, Roles, Activities and Occupations Assigned to the Males and Females**

Through this research I analyzed, how male and female genders are represented and what kind of status, roles activities and occupations are assigned to the different genders male and female in the English textbook of grade eight.

#### **Occupational roles and status given to the female and male character.**

Occupational roles means a set of professions and responsibilities connected to social norms that allow someone to do different activities and Status means position. Under this theme, I tried to find out the difference between occupational roles and status given to the male and female character. My aim was to explore how male and female gender are represented in terms of roles and status. When I observed the book, I saw one conversation in the page number 30. The conversation is between three characters Brinda, Rajendra and salesgirl. Among these three characters two female and one is male character. Here female character given the role of salesgirl whereas male character presented as a costumer. Sales girl is doing her job by greeting the costumers and she is helping them to find things what they need. When I analyzed this conversation I looked whole books content but I did not find this kind of activities given to the male character. There is not any character of sales boy in this whole book. The data shows that there is discrimination between occupations given to the male and female character. In this conversation male character presented as an economically rich whereas female presented as worker in a supermarket.

Similarly, on the page number 74 activity number 3, there is one instruction with picture. In this picture female character is presented as a journalist whereas male character presented as a businessman. Journalism role is given to the female character whose work is to take interview with businessman whereas male character presented as a great businessman he looks like from higher position. In previous lesson in unit 3 there is a male character already presented as a great businessmen. Again male character is presented in this activities also. If there is female character as a great

person in this activity then it will be good balance between male and female characters.

Likewise, in the project work section of page number 33, I found unfair representation of genders. There are some questions as a project work for the students. The first question is: *“look at the following pictures. What are the people doing in the pictures?”* After reading this question I observed the pictures given there. There are two different pictures and both are related to business. In the first picture there is a big shop with different goods and the shopkeeper of this picture is male character and the costumer is also male character. But in the second picture there are many women they are sitting with their vegetables in the open street. There is not shop building as like first picture. Female characters are selling their goods in open street whereas male character is selling his goods from his big shop building. I again found a discrimination between female character and male character.

Then, when I read second question of this project work, again I found the roles and status given to the female is different than males. When I analyzed this question:

*Go to your local market, find a businesswomen and interview her. She may be running a grocery, cosmetic shop or hotel. You can record her interview and later have all your classmates listen to it.*

I found that there is domination to female gender. *She may be running a grocery, cosmetic shop or hotel.* This line limited the business area of female character. It clearly shows the business status given to the female character in Nepalese society. This is project work from unit three. The main text of unit three is about interview of great businessperson. The role of businessperson is given to male character. There is one picture which shows a male character as a great businessman. Similarly here in this page there are some picture in those picture many women presented with grocery business in street. This question also made in favored with women business but the business given to women like grocery, cosmetic shop or hotel. The question limits the women's business area. There is neither any questions nor any pictures which shows female character as a great business women. From this type of content students may understand business area of male character and female characters are different. They may understand boys should be involve in official/ great business and female should be involve in limited or lower prestigious business. This type of content may shape the students thought as girls are not able to handle higher

prestigious business. So this type of contents may affect student's ideology. And this is not fair balance between status given to the male and female character.

When, I observed and analyzed the whole book based on occupational roles and status given to the male and female character I found that male enjoy occupational roles which are higher in status like great businessman, iron man, doctor Whereas the roles and status assigned to the female characters are low prestigious and inferior than male like sales girls, house worker, street seller, conventional and nurturing. This is not positive and fair balance representation of genders in terms of their roles and status. The data tried to convey the message that males are higher in their position, and they plays the great role than females. It is similar to the bad practices and male dominated society of Nepal.

There is also discrimination between the occupation given to the male and female character. Why in this book there is not any content where females are higher in their position, higher in their intelligence and stronger than male characters? There is not any content or subject matter nor any picture which shows female as a stronger, more intelligent and more capable than male characters. But there are lots of examples which shows males are superior, more capable and stronger than females. In every content males are superior to females. So this is the discrimination between female and male I found from this text.

These types of examples may affect the student's ideology. Students may be understand females must be limited in house work. But the males are active in different area. And it clearly shows the roles and chores between males and females in our society are different. It tries to show that females are generally limited in their household work and they are only for house worker.

**Gender/ social roles assigned to males and females.** Gender roles is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate or desirable for a person based on that persons gender. Here in this study I analyzed what types of roles are assigned to male gender and female gender of grade eight English textbook. I found discriminating gender roles are assigned in this book. On the page number sixty two of unit six, there is a short passage with picture for practicing a grammar. In this picture the boy character is repairing a roof of house & female character Ambika is just looking from ground. In the passage the line *"The roof of Ambika's house was damaged in a storm, so she arranged for Deepak to repair it. She did not repair it herself. The line clearly shows*

that there is different roles of male and female in society. Girls are weaker than boys, only boys are able to work these types of works. “*She did not repair it herself*” it shows females are not allowed to repair damage roof. Roof repairing work is acceptable only for male character. It shows females couldn’t repair the damage roof of their house themselves. They have to request males to repair it. Students may understand that females are not allowed to do that type of works by themselves though they want. If they learned / shaped this kind of thoughts in their mind from the student life then how they would be competitive with their male counterparts in their future. There are so many pictures also which shows traditional stereotypes roles of female gender and male gender.

The data I collected from the observation of this book shows that there is discrimination between the roles assigned to male and female characters. Male genders given the Risky and higher status roles than female character. The roles for female given in this book are house worker, journalist, tailoress and handcraft maker.

**Clothes .** When I observed the whole pictures of textbook, I found that there is not so much bias and discrimination on clothing between male and female character. Both male and female are portrayed wearing a wide range of clothes from causal to formal. Comparatively women characters are portrayed in a more traditional dress than male. But male character also presented in a traditional dresses in some pictures. In some pictures male also presented in a traditional Nepali dress “*Daura Suruwal*” and other religious costumes. So this is good point of this book.

**Use of gendered (sexiest) language.** Gendered language is commonly understood as language that has a bias towards a particular sex or social gender. It is inherently discriminatory language, either written or spoken that implies as unjustified sexual bias. Here sexiest language refers to the usual instances of male dominance in the use of language. Such type of domination can be found in different sectors. For example policeman, chairman. Which shows male domination over female genders. We can listen and read policeman, chairman but not policewomen, chairwomen. The same word is used to denote female chairman and female police. When I observed the language used in grade eight English book, I found that the book is free from this issue. Neutral or gender free languages are used in this textbook. There is no use of gendered dominance language which is the positive aspect of this book.



**Gender representation in conversations.** Based on this theme, I tried to find out how male and female characters are presented in different conversations given in this selected book. I observed all the conversations deeply through feminist point of view. First conversation is in the page number twelve and there are six characters. Among six three males and three females but the conversation is initiated by male character. Another conversation from page number seventeen is about one tourist and a small student boy. There are two characters both are male. Similarly, in another conversation of page number 24 there are six characters. The conversation is about interviewing great businessperson by students. Here as a students(interviewer) three females and two males characters are presented. The role of businessperson is given to male character. I smell gender discrimination in this conversation. Similarly, another conversation from page number thirty also shows female as a inferior to male. Here male character is presented as a costumer whereas female is given the role of salesgirl.

Study

**Read the following dialogue and underline the requests.**

**Brinda** : Ah, right, here we are!

**Rajendra** : This is the supermarket I was telling you about.

**Brinda** : Rajendra, let's choose a pair of shoes for you in this shop.

**Rajendra** : Brinda, I like it. How about the price? Can you call the salesgirl, please?

**Brinda** : Er, yes, of course. Er, salesgirl!

**Salesgirl** : Good evening, madam. Good evening, sir. Can I help you?

**Rajendra** : I like this. Could you tell me how much it costs, please?

**Salesgirl** : Yes, let me check the price. Yes, it costs Rs. 1200.00 only.

**Rajendra** : It sounds expensive. Could you give me a discount, please?

**Salesgirl** : Sure, we have a special offer for one month. You can get 30% off.

**Brinda** : Rajendra, try it, please ... It really suits you.

**Rajendra** : Really? Madam, pack them, please.

**Salesgirl** : Sir, I have to make the bill. Would you mind waiting for a while?

**Rajendra** : Oh ! yes, alright.

Likewise, another conversation from page number sixty five is also intend females are lower than males. There are two conversations first is about computer repair, in which two male characters presented. Second one is about cooking food in which two female characters are included. This is unfair conversation again.

Only two conversations from page number 75 and 158 are biased free. From the analysis of whole conversation, I found that still in the textbook of modern time we can smell gender bias. Not all but some Conversations from grade eight textbook still presents female as a secondary, inferior and lower than males. So the conversations can not be bias-free from gender representation.

**Unfair contents and subject matters.** There is biography about Ganesh Man Singh, news report about Neil Armstrong. Similarly, there is a text as a letter form titled with Lincoln's letter to his son's teacher by requesting to teach his son well. But there is not any text about great female personality. There are so many females who became success to gain their name and fame in this world due to their courageous work. But there is not any text about great female personality in this book. In general there are nothing wrong with these text, but if we observe critically through females point of view, we can smell the gender bias. If there at least one text is presented about any great female's success story or their biography then only it can be fair balance between gender equality.

On the page number 65 exercise number B, there are two example conversations. In first conversation two male characters are presented as Sujal and Sabdik. Sujal asked with Sabdik *can you make my computer work, It's out of order.* The conversation is about computer. But in another conversation example number 2, there are two female characters presented as Shreeja and Shilpa. Shreeja asked with Shilpa *can you get my food prepared, I am hungry.* Here the conversation is about preparing food for their hunger. When, I simply look on these contents there is nothing wrong but when, I observed with feminist perspective again I found unfair content between two conversations. Conversation between two boys is about computer repair. But conversation between two girls is about food prepared. This content shows females are limited in a household works only. It tries to prove females are only for household work.

1. Study the following examples and have a similar conversation with your friend in the following contexts.

### Example 1

*My computer is out of order.*

*Sujal : Hi, Sabdik. Can you make my computer work ?*

*It's out of order.*

*Shabdik : I'm afraid, I can't. You can get Rabin to repair your computer.*

### Example 2

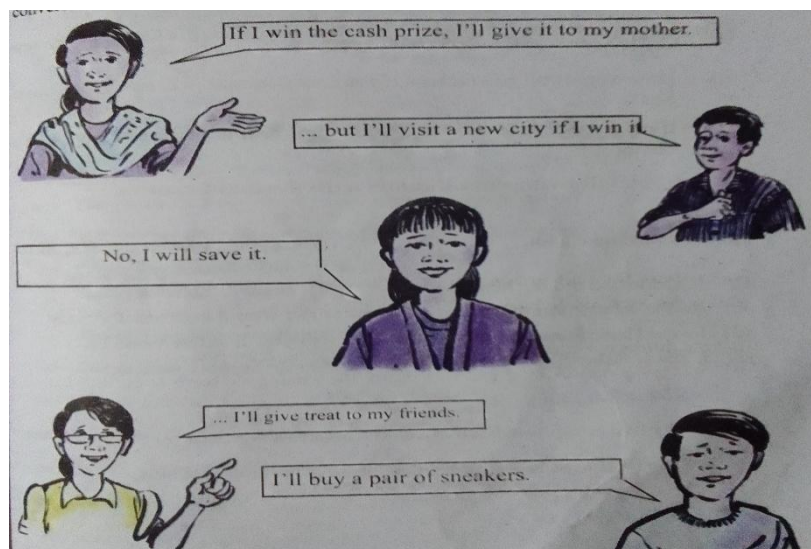
*I'm hungry.*

*Shreeja : Shilpa, can you get my food prepared? I'm hungry.*

*Shilpa : Of course.*

*Shreeja : Thank you.*

Similarly, I found another unfair content on the page number 83 of this book exercise number 2. There is one question it is: *“What will you do if you win a cash prize? Study the following and have a similar Conversation.”*



When I analyzed this content deeply from feminist perspective, again I found discrimination and unfair example between male and female character. Here *female character* said *“If I win the cash prize, I will give it to my mother”*. But *male character* said *‘I will visit a new city if I win’*. Similarly another *female* said *“No, I will save it”*. The examples shows that females should be worry about their families

their future life. They can not spent money as their interests. But the males can spent money according to their interests. They can visit new places they can buy the things according to their interest. These examples tries to shows that females are naturally greedy they always should focus on their families. But males are naturally romantic funny and confident. This content clearly shows the male dominated and stereotypical bad practiced of real Nepalese society. These types of examples directly affect the student's ideology. Female students may think they should not entertain or enjoy according to their interest they must think about their families always whereas male students may be think they are different than female they can visit or they can invest the money according to their interest if they win a money.

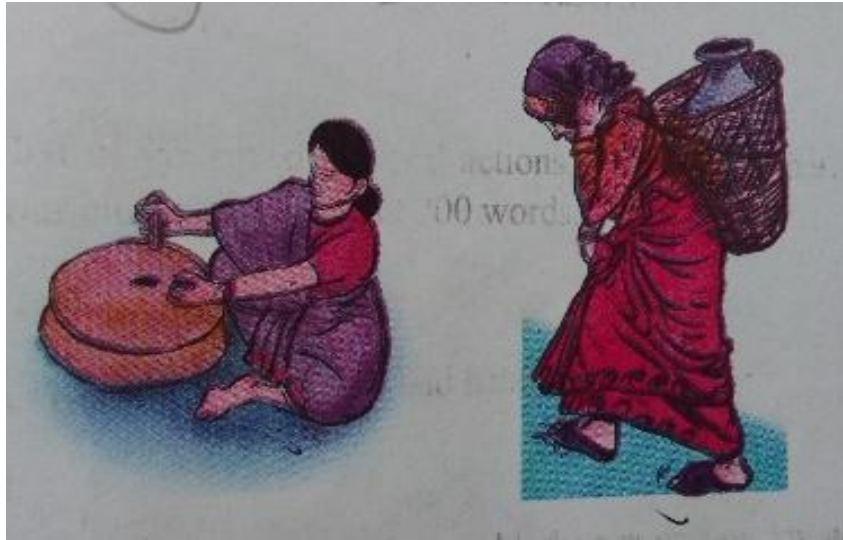
Not all but some contents included in the English textbook of grade eight are gender biased. Representation of male and female character is not appropriate and balanced. Unfair and discriminating contents are found in this book.

**Critical image analysis.** Critical image analysis was another objective of this study. In this section I critically analyzed the pictures/ images used in the English textbook of grade eight. From my analysis I found that the pictures or images used in this book are not appropriate and balanced between gender representation. Most of the pictures used as a vehicle or means to show female inferiority and unequal social practices of Nepalese societies.

**Figure 1**



Figure 2



The above mentioned pictures were collected from the selected textbook of grade eight. First picture is taken from page number 161. In this picture two middle aged women are engaging in hand craft activity. Similarly the second picture is taken from page number 138. In this picture there are two females character. One female is grinding something on the stone. Similarly another women character is carrying a Doko in her back. (traditional basket made from bamboo with a pitcher of water). They are busy in their house work. Generally in our Nepalese society we can find house chores are assigned to female and work related with fields and out of home are particularly use to assigned for male characters. Most of the people thought and believe that females are made for to take care of their families, they should clean the house and should do all home related chores whereas male should earn money by doing job and any other works from out of home. This is the discrimination we can see/ face between roles and chores assigned to male and female. Boys should not engage to do that type of work. When I observe the whole book, there is not any boy character engage in that type of house works. Same gender inequality, I found in this book here house work related works are given to the females as their duties. Through which students may understand females should do that kind of activity.

Figure 3



Figure 4



Figure 5



Figure 6



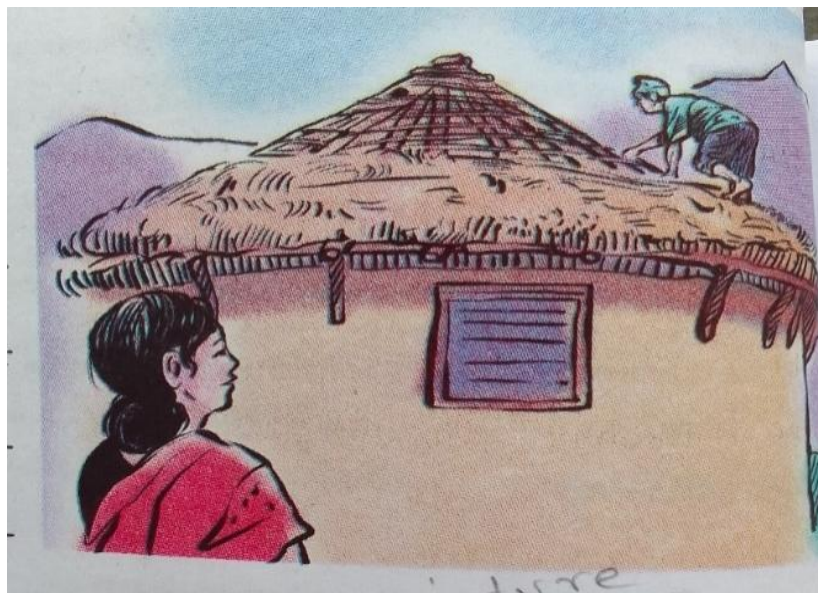
There are some pictures, I collected from the selected textbook. The very first picture is taken from the page number 65. In this picture female character presented as a tailor, she is sewing the clothes. Likewise, I collected the next picture from page number 74. From my observation I found this is another picture which presents male as a superior to females. In this picture female character given the role of journalist whereas male character presented as great person. In another picture there are lots of grocery shops but in all shops there are females no one male character is presented as a grocery shopkeeper. Female characters are selling their goods in the open street. From my observation all the above pictures intends females are lower than males in

each and every sector. Females are limited in lower prestigious job and business. All the above picture shows females are inferior and lower in status to the males. If the male character also presented as a grocery shopkeeper in this picture than only it will be fair or equality between male and female characters.

**Figure 7**



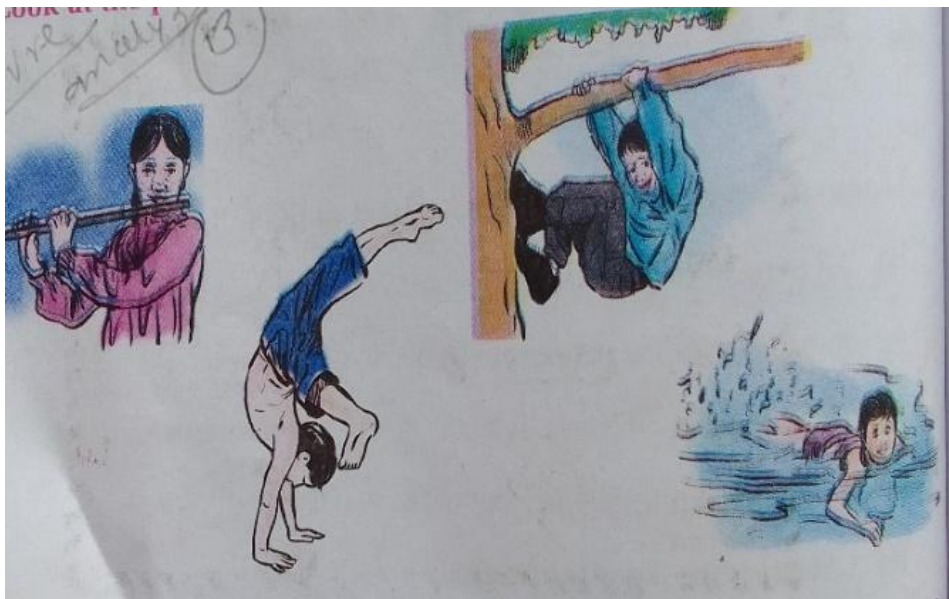
**Figure 8**



Similarly, the first picture was taken from the page number 127 of class eight English text book. And the second one is from page number 62. In the first picture there are some male character doing different activities. The activities seem little hard or accidental work. Picture with bike riding, bike accident, singing & dancing, and carrying a heavy load seems risky. There are 7 pictures with different activities but in all activities there are only male characters. Use of only male character in these

pictures proves that only boys can take risk. No one female character involves in those activities. Similarly, in second picture one male character is repairing a roof of damaged house. There is another female character in the ground but she is not repairing she is looking into her house. *She arranged for Deepak to repair her house because she could not repair it herself.* There is also this line with this picture. When I observed this line with this picture again I found discrimination between male and female characters. The picture shows male characters are brave, they do not afraid to do risky works. It seems only boys are able to do difficult work, they are confident in risky work.

**Figure 9**



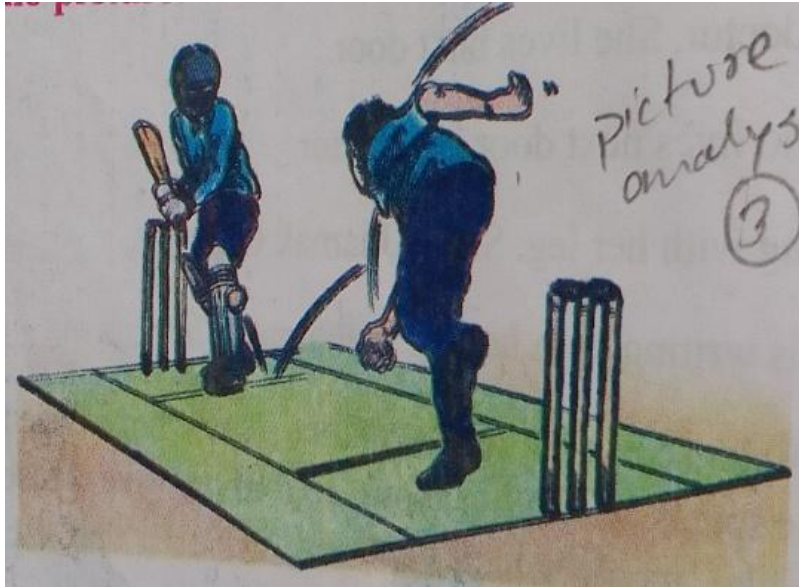
Similarly, this picture is another example of male dominated exercise. This picture was also taken from the same book of page number 148. There are four characters in this picture, among them only one is female character and three are male characters. They all are doing different actions. Female character is playing a 'bassuri' (musical instrument made from bamboo) and other boy characters are doing swimming, climbing tree and doing exercises. Female character is presented as a playing *Bassuri whereas other boys characters are presented as involving different risky activities.* Here female character presented with bassuri clearly shows females as calm, loving and different to males in nature.

This picture clearly shows female character are not able to do risky actions. Only male characters are ready to do difficult actions. This picture intends females are calm, silent, weak and afraid of taking risks in nature but males are energetic,



confident and strong. So this is gender biased picture if there is equal balance between male and female activity than only it will be biased free. Such types of pictures may affect the student's ideology about male and female's roles and their capacity.

**Figure 10**



**Figure 11**



This is another example of dominating content from this book. In the first picture presented above there are two boys. They are playing cricket but in the second picture there is a girl and she is doing her study. It seems boys use to spend their leisure time by entertaining or playing games. But the girls use to spend their time with concentrating on study. The message of these pictures could be, boys are

different to girls in each and every sector. The boys are not limited in one activity they involve in different activities they are dynamics, actives and entertaining by nature. Students may be understand females are passive they are limited in their study and they are not active as males. This kind of pictures in their book from which they might be learned females should not engage in other /extra activities. So this types of content may affect the student's ideology. This is also unfair content I found from this book.

After analyzing all above data, I found that males are presented as rational, strong, powerful, proactive and independent and females as powerless, dependent, inferior, weak, emotional and nurturing. In this textbook males are presented in doing wide range of activities. Males enjoy the occupational roles which are higher in status like businessman, mechanical technician, photographer and others. On the other hand, female's occupational roles are conventional, nurturing and caring jobs like teacher, street seller, mother and house worker.

### **Positive Aspects of the Book**

I am not only blaming for all contents of this book I am going to explore some good points also which I found in this book. Some positive and fair content I found from this book are described below:

When I observed this book deeply, I found that lots of texts are narrated by unknown gender. Which helps to make book less gender biased. So I did not find lots of gender biased related issues however still there are some issues which I discussed above. Presenting unknown gender of narrator and the text writer is good point of this book.

In the first unit, a memorable journey from Terai to the hill someone is narrating the text about the experience of visiting Ghale gaun. In which three major characters are presented as parents of narrator and narrator. The good point is unspecified the gender of narrator. The gender of narrator is unknown, if the male or female character is presented there it might be biased. Similarly, in second unit titled with 'A visit to Godawari, there are six characters among them three are males and three are females character. This is very good point. Though the conversation is initiated by male character both male and female characters presented actively and equally. Similarly, in the page number thirty, there is a conversation where the number of male and female characters are equal. And the conversation is initiated by female character. Another good part of this book is in unit five titled with 'Festivals'

on the page number 47. There are some pictures in which male and female characters are equally enjoying and celebrating in different festivals. Likewise, on the page number 35 of this book there is unit four titled with Biography. On this page there are two pictures first is male's picture and second is female's. They both are great personalities of Nepal. They are Bhanu Bhakta Acharya and Bishnu Kumari Waiba. This is very good point of this book. There is both personality male and female in the picture.

## Chapter V

### Conclusions and Recommendations

This chapter includes findings, conclusions and recommendations.

#### **Findings**

The objective of my study entitled “Analysis of the Textbook Prescribed for the Grade Eight from Feminist Perspectives” was to analyze the grade eight English textbook from feminist perspectives in terms of the status, roles, occupations and activities assigned to male and female and explore gender based differences along with some pedagogical implications. After analyzing this book based on status, roles, occupations and activities given to the male and female character, contents of this textbook and pictures given in this book I found that this book is biased in terms of gender. Researcher found females are presented as a weak, less confident, naturally passive and involving in a limited activities. Whereas males are presented as a strong, confident Powerful, superior and enthusiast in different activities. Some major findings found from this study are given below.

#### **Occupational roles and status given to the female and male character.**

Researcher found unfair and discriminating occupational roles and status given to the male and female characters in the grade eight English textbook. Findings on this theme is that males are presented in higher level of occupations than females. Lower prestigious jobs are directly indicated for female characters where male enjoy occupational roles which are higher in status like great businessman, iron man, doctor. In contrast, the roles and status assigned to the female characters are low prestigious and inferior to male like sales girls, house worker, street seller, conventional and nurturing. This is not positive and fair balance representation of genders in terms of their roles and status. The data tried to convey the message that males are higher in their position, and they play the great role than females. It is similar to the bad practices and male dominated society of Nepal.

**Gender/ social roles assigned to males and females.** Not only occupational roles social roles assigned to male and female is also discriminating in the selected textbook. The research found discriminating gender roles are presented according to male dominated society of Nepal. As a real practice of Nepalese community, male characters given the risky and higher status roles than female character in this book.

In this book, the roles given to the males are great businessperson, grocery shopkeeper, and to repair the damage roof of house, to repair computers as computer

mechanics but the roles given to females are salesgirls, street vegetable shopkeepers and to prepare food, to work house hold chores as a house worker. The data shows females are weaker, inferiors and more dependent to males.

**Clothes.** Based on this theme, I found that this is the positive and fair or good point of this book. There is not so much discrimination on clothing between male and female. Both male and female characters are portrayed in wearing a wide range of clothes from causal to formal.

**Use of gendered language.** When I analyzed the textbook critically based on this theme, researcher found that the book is free from this bias. Gendered dominance languages are not used neutral and gender free languages are used.

**Gender representation in conversations.** Gender representation in the grade eight book is not enough appropriate. On this study I found that, still in this modern time gender bias is smelled in the conversation presented in grade eight textbook. Some of the conversations still presented female as secondary, inferior and lower than males. Conversations of grade eight textbook can not be bias free from gender representation.

**Contents and subject matter.** I found unfair balance between male and female gender in the contents and subject matters presented in this textbook. After analyzing all the contents and subject matter of this book, I found every content shows males are superiors, stronger and more capable to females. There is not any content which shows female as a stronger more intelligent and capable than males. Most of the contents shows that females as a naturally weak inferior, worried, greedy and less active than males. Contents of this book shows that roles and chores of males and females in our society are different. There is not any text about great female personality but there has a text about great male personalities. So I found the contents and subject matter of this book is not appropriate and gender bias free.

**Pictures.** While I observed the images of this textbook, I found that males are presented as dynamic, active, confident and entertaining by nature whereas females are presented as calm, silent, weak, emotional and afraid of taking risk. Pictures shows that males are presented in doing wide range of activities whereas females are presented in limited activities like house work, nurturing and their studies. In most of the pictures of this textbook females had worn traditional dress and working in the house chores which may affect the female student's ideology they may shape their beliefs as they should limit in their house work. This type of gender

discrimination would promote the ideology of female insignificant among female students.

### **Conclusions**

The study entitled “Analysis of the Textbook Prescribed for the Grade Eight from Feminist Perspectives” has been prepared with the core observation of present textbook of grade eight. During the study when I observe the textbook I generally saw 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 like different matters like health, education, geography, games and others are included in this book. Puzzle works are also given there which motivate the students to enjoy and learn. But textbooks are not only the materials for teaching and learning procedures, not only for factual information about particular subject matter, they are considered as the agent of social change also. It has the great role to eliminate social issues and create a society free from all kind of injustice and discrimination. For this change a textbook should convey positive message, on the basis of message delivered from textbook students may shape their ideology, attitude and behavior. But when I analyze the book from feminist perspectives, I found that there are still gender bias contents, subject matter and images in this textbook. This book can not be free from gender bias. I found that discriminating representation, status roles and occupations between male and female characters in contents, subject matter and images presented in this book. Female characters are dominated, discriminated and presented as a dependent, weak, secondary and inferior to males which directly shape the inferior feelings among female students and superior among male students. That type of bias representation in textbooks promote the ideology of female marginalization among female students. Such a bias representation of men and women in textbook strengthen the gender discrimination in a society instead slowing down discrimination or contribute in the establishing e qualities among people. So the book authors or writers should pay due attention on such issues while writing and publishing the textbooks.

### **Recommendations**

Based on the findings and conclusions presented above some recommendations are given in this section related with policy, practice and further research.

**Policy related.** Textbooks are most essential, authentic and usable learning resource which is not only for factual information but also plays the significant role to shape students behaviour, attitude and ideology. But the findings showed that the textbook of grade eight prepared and prescribed by CDC is not enough appropriate in terms of representation of male and female genders. Women are portrayed as powerless, weak and voiceless whereas males are presented as powerful, strong and brave. So I would like to recommend following recommendations related with policy.

- In the context of Nepal, still all most all teachers and learners depend on textbook & the knowledge it conveyed. So the message textbook deliver have a powerful impact on learners as well as on society. Educational policy makers, textbook writers, publishers and stakeholders should pay due attention while preparing textbooks.
- Educational policy makers, textbook writers, publishers and stakeholders should pay due attention on maintaining gender balance in terms of status roles and activities assigned to males and females
- One of the serious issues in the context of Nepal is gender discrimination. Through the message of textbook we can bring changes or improves on the discriminating behave of Nepalese between genders. So Educational policy makers, textbook writers, publishers and stakeholders should pay due attention on maintaining gender balance in terms of status roles and activities assigned to males and females.
- Moreover in order to make a textbook free from gender bias both male and female gender should be represented equally to promote gender equality through textbook.

**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 Eight reveals the existence of gender stereotypes. Here, in this section I have listed some practical recommendations which teacher should use in real practice in classroom.

- Textbook implicitly conveys ideas and notions about the social norms and values which shows acceptable and appropriate gender roles of Nepalese society. In order to avoid such issues, 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.
- No matters how females are presented in the textbook, in the classroom teacher should behave equally to both male and female students & teacher should use gender free materials.
- Teachers should address to students equally regardless their genders. Teachers need to call or talk to both male and female students equally.
- Moreover, a teacher should use such materials which equally represent males and the females.
- Additionally, while assigning different roles and works to male and female students a teachers should not assign different tasks which is traditionally relate to a specific gender like carrying loads or other difficult works to males and cleaning related works to females.
- Teacher should encourage female students to engage those activities or tasks which are traditionally supposed males only can do.
- Most importantly, teachers should use gender neutral language.



**Further research related.** I believe that no work is final and no research can be complete enough in itself. This study also could not cover all the areas of research. I declare that there might have been some limitations as well. A Research is not the fix destination, it is like an onion and researchers can explore various issues one after another like peeling onion. The present study is limited to the researcher's personal judgment of English textbook of grade eight being based on fairclough's three dimensional model. The findings are derived from the analysis of content and pictures presented in this textbook from feminist perspective only.

- So, I recommend that the future researchers can be analyze the same book from other perspectives like physical, cultural, linguistics, thematic and also they can conduct an in-depth study about the contents included in textbooks.
- Similarly further research can be done with teachers and students views and their attitudes and believes set from this textbook.
- This study can be beneficial for new researchers, they can take this study as a guideline to analyze any kind of books from gender perspectives. Typically this study can be used to get sound knowledge related textbook analysis and feminism.

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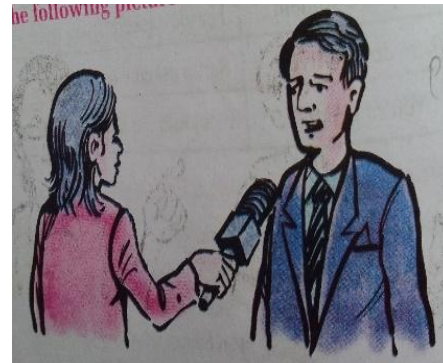
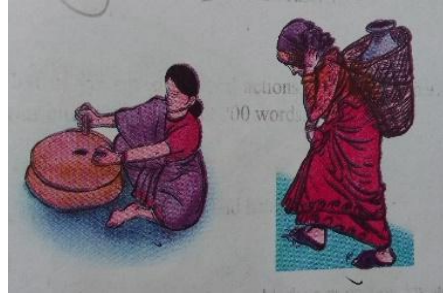
## Appendices

### Appendix A

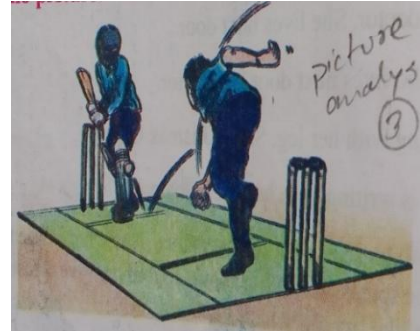
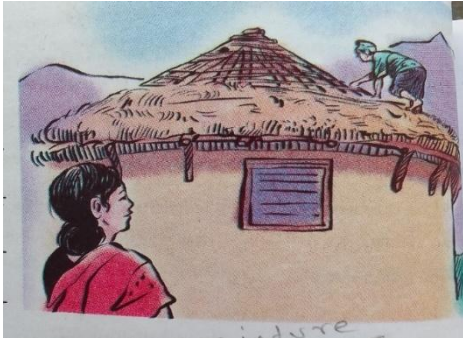
#### Criteria of Self-Observation

S.N.	Possible area for consideration	
1	Occupational Roles and status given to males and females	
2	Gender/social roles assigned to male and female	
3	Clothes , use of gendered language	
4	Gender representation in conversations	
5	Contents and subject matter	
6	Pictorial representation of both genders	

Appendix B  
Pictures







**Stacky**  
 Read the following dialogue and underline the requests.

**Brinda** : Ah, right, here we are!  
**Rajendra** : This is the supermarket I was telling you about.  
**Brinda** : Rajendra, let's choose a pair of shoes for you in this shop.  
**Rajendra** : Brinda, I like it. How about the price? Can you call the salesgirl, please?  
**Brinda** : Er, yes, of course. Er, salesgirl!  
**Salesgirl** : Good evening, madam. Good evening, sir. Can I help you?  
**Rajendra** : I like this. Could you tell me how much it costs, please?  
**Salesgirl** : Yes, let me check the price. Yes, it costs Rs. 1200.00 only.  
**Rajendra** : It sounds expensive. Could you give me a discount, please?  
**Salesgirl** : Sure, we have a special offer for one month. You can get 30% off.  
**Brinda** : Rajendra, try it, please ... It really suits you.  
**Rajendra** : Really? Madam, pack them, please.  
**Salesgirl** : Sir, I have to make the bill. Would you mind waiting for a while?  
**Rajendra** : Oh! yes, alright.

1. Study the following examples and have a similar conversation with your friend in the following contexts.

**Example 1**  
 My computer is out of order.  
**Sujal** : Hi, Sabdik. Can you make my computer work?  
 It's out of order.  
**Shabdik** : I'm afraid, I can't. You can get Rabin to repair your computer.

**Example 2**  
 I'm hungry.  
**Shreeja** : Shilpa, can you get my food prepared? I'm hungry.  
**Shilpa** : Of course.  
**Shreeja** : Thank you.