English Textbook for Class Five: An Analysis

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Abstract

This article explores the use of the global trends of English language teaching (ELT) found in the book 'School of English- Five'. As this article is an instance of document analysis, it reviews and assesses how much the global trends of ELT have been maintained in the contents of this primary level grade five's English reading material. While reviewing the recent trends along with the changes in perspectives, it is found that the author of the book has included the contents with wide coverage and sufficient amount of examples from various cultures with the intent of promoting multi-cultural awareness and intercultural communicative competence with a slight sense of world Englishes especially Nenglish to the early age of learners with sufficient examples of child friendliness and reflective practices. And it concludes that the application of this book helps to achieve the general objectives of teaching primary level English courses on the part of learners and suggests for including further recent and global trends that are gapped in the book.

Keywords: global trends, local materials, multi-culture, Nenglish, paradigm shift

Introduction

English is taught and learnt as a foreign language in Nepal. As Kachru's concentric division shows, Nepal falls in the "circle of expanding zone"(Kachru, 1997) in the use of English language and we are also conscious on increasing its accessibility among Nepalese students by offering English courses in school and university levels. Nepalese ELT context has also been influenced by Indian and other Asian countries. Choi and Lee (2008) state, "Teaching of English starts at third grade in Korea, China, and nine cities in Taiwan; at fourth grade in Israel; at sixth grade in Iran and Vietnam; and at seventh grade in Japan and Indonesia (no official primary English education)" (p. 5). The context of starting at third grade normally emphasizes the early start of English education in Asia. And Nepal seems more conscious on this issue and starts from the grade one since the adaptation of Primary Education Curriculum by Curriculum Development Centre (2009).

With a critical view point Richards and Rodgers (2002) state, "Language teaching in the twentieth century was characterized by the frequent change and innovation and by the development of some times competing language teaching ideologies" (p.1). In the same way, Larson-Freeman (2004) writes, "Language learning, teachings are dynamic, fluid, mutable processes. There is nothing fixed about them"(p.186).

ELT in Nepal first began during Ranarchy with the establishment of Darbar High School in 1910 B.S. and hiring English teachers from Britain (Kandel, 2014). Kandel (2014) further claims, "At that time, it was taught as a subject; rather than a language for communication. Neither language skills nor language aspects; but the content was solely focused" (p.1). Now English is taught and learnt as a compulsory subject from grade one to Bachelor's degree and as an optional subject from secondary to post-graduate level.

Nepalese ELT does not remain far from changes in the perspectives and the recent trends in education. Jacobs and Farrell clarify the concept that paradigm shift over the past 40 years flowed from the positivism to post-positivism shift, from behaviorist psychology and structural linguistics to cognitive theories and to socio-cognitive psychology and more contextualized and meaning-based views of language (Jacobs & Farrell, 2001). These shifts bring significant changes in perspectives on education systems, teaching methods, conducting activities, selecting materials and refining curriculum. Scotland (2012) mentions "three major educational research paradigms: scientific, interpretive, and critical" (p. 9). And each of them consists of the four components: ontology, epistemology, methodology and methods (Scotland, 2012). These paradigms are based upon their own assumptions.

Ideology of paradigm shift in second language education occurs the shift : from teacher-centered instruction to learner-centered, from product-oriented instruction to process-oriented instruction, focus on the social nature of learning, paying attention on diversity among learners and their individual differences, on whole-to-part orientation instead of a part-to-whole approach, on promoting holistic learning, emphasis on the importance of meaning rather than drilling and rote learning and view of learning as a lifelong process rather than preparation for an exam (Jacobs & Farrell, 2001).

Review of Literature

'School of English-Five' is the text book, I reviewed, here, in this article. However, for the preliminary ideas, I have reviewed number of journal articles and books that are related to paradigm shift, recent ELT trends and the context of Nepal. In this part, I have mentioned the reviewed theoretical literatures based on the changes on various perspectives in ELT.

Changes in Perspectives on ELT Trends in Nepal

New ELT trends have been appeared during modern to postmodern era. The schools of thought have also changed their ideologies towards new directions with new visions and ideals. Similarities and differences on ideologies across Nepal and other Asian countries have been realized in terms of curriculum, textbooks, medium of instruction, use of technology, examination, teachers, beginning English, starting grade, class hours and in other issues and problems. ELT practitioners in Nepal are also practicing on global trends, social needs, availability of resources and their practicality. In this article, I have explained the ten major changes in the perspectives of ELT trends that are recently in application in Nepal.

English Language Teaching and Learning

During the last two decades, we see the drastic change in the perspectives on ELT in Nepal. Spread of globalization seems flourishing among multilingual speakers in Nepal. Sun (2014) also claims, "English language educators have realized that many new English language learners already know two or more languages" (p.7). English is not only second language for the learners of Nepal and now monolingual perspective has been changed in to multilingual perspectives in education.

English language learners are generally bilinguals and multilinguals who learn English as the speakers of other languages. With such awareness, perspectives have been changed from ESL to ESOL (English for Speakers of Other Languages), from TESL (Teaching English as a Second Language) to

TESOL (Teaching English to Speakers of Other Languages), Western English to English as an International Language (Sun, 2014).

The appearance of varieties of English, developed in foreign language contexts such as Singhlish (Singaporean English), Hinglish (Indian English), Nenglish (Nepali English), etc. also appeared as World Englishes seem attractive among the EFL users with the perspective of promoting learners own local cultural norms, values and assumptions. And hence Nepalese ELT is also warmly accepting these new perspectives.

Goals of English Language Teaching and Learning

Goals of any nations are set on the basis of the needs of the learners, society and nation in relation to global issues. On the basis of refined national goals of education, level wise and subject wise objectives are determined in Nepal. When the perspectives on the goals change, experts also change the objectives of teaching in the same direction. In this context, Sun (2014) writes, "In the 21st century, the goals of ELT have changed from focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students" (p. 8). The goals of teaching English are to be always based on local needs. Not only the teachers, but the learners are to be made up to date on the latest refined goals to develop their social conscience.

The policy makers in Nepal also have refined the national goals of ELT time and again to meet an international standard. In the past Nepalese learners of English were intended to be competent in linguistic features such as grammar, pronunciation, vocabulary, but now social use of language and "Intercultural communicative competence"(Byram,1997) is intended. Present day goals of ELT intend learners to be autonomous and be aware of on their own ways of learning, so as to use their strengths and tackle with their weaknesses and lead them towards independence (Van Lier, 1996). Such goals emphasize the role of the learner, collaboration with their peers and to be independent from teacher.

Teaching Approaches, Methods and Techniques

Talking about changes in language teaching methods, Karna (2007) states that the traditional grammar translation method was replaced by direct method and again it was replaced by Audio-lingual method which became popular between 1950s and 1960s and that was again by the Communicative Approach. Within the same era, new method appeared as a reaction to the older one. In the 1990s, Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) emerged. Other approaches such as Cooperative Learning, Whole Language Approach and Multiple Intelligences have been extended from their original limitation in general education to foreign and second language teaching (Karna, 2007).

If we talk about traditional language teaching approaches in Nepal, drills, recitations, translation and memorization of Sanskrit Shlokas (pairs of rhyming lines in verse) were the best techniques or approaches and the same traditions were applied in teaching English and Nepali in the initial stages. But now, such techniques have been drastically changed and now various communicative teaching approaches such as content based, task based, outcome based approaches and pair work, group work, project work like collaborative techniques have been brought in application.

In reaction to emergence of one method after another, Kumaravadivelu (1994a) came out with the concept of "post-method pedagogy" which consists of no hard and fast rules, principles and techniques and whatever are the best ways to teach that are adopted. Kumaravadivelu (2006d) asserts that applying a pure form of theoretical methods in the classroom pedagogy is really a difficult job because language teaching and learning is situation specific, needs specific and culture specific. Similar to post method pedagogy, a new method came along with communicative approach is 'eclecticism' or 'eclectic method' which involves "the practice of using the boons of several different methods in language teaching"(Richards, Plat & Plat, 1999).

Curriculum Designing: Teaching Contents and Evaluation

The present ELT trend also focuses on the importance of content and disciplinary knowledge. It adopts the courses based on content based language instruction (CBLI), content and language integrated learning (CLIL) and English for specific purposes (ESP). Sun (2014) states that curriculum design at present is more content based and theme based with emphasis on both language and content knowledge. Textbooks and learning materials include more multicultural content, drawing on both local and global resources. As a form of new trend contents are selected from the various sources such as history, philosophy, economics, business, culture, arts and other disciplines to design the language courses. The materials selected are local as well as global. So, the students learn language with introduction to different disciplines.

Recently, in school level education in Nepal, mostly general English courses have been prescribed and in Grade 11 and 12 disciplinary courses like English linguistics, English language teaching, English literature have also been included where as in Bachelor level general English courses as well as courses on English for specific purpose (ESP) like: English for mass communication, English for communication, Business English, communicative English, Academic writing, etc have been offered as compulsory and elective courses. Similarly, in Bachelor and Masters' level disciplinary and interdisciplinary and Research methodology based courses and in M. Phil. level philosophy and research based courses have also been included. In technical schools and colleges, students also receive courses of English for occupational purposes (EOP).

Evaluation and Assessment system is different in the courses in annual and semester wise run systems. Annual system is slowly going to be replaced by semester system and its courses especially in college level in Nepal. Internal assessment from the side of the subject teacher through class tests, assignment, workshop presentation, group participation, oral and written practical tests, etc. have been given high priority in semester system. Another drastic change, in the context of assessment system in Nepal at school and university level scoring is in grades. Recently, in the examinations of secondary level , master degree level and in technical education students' performances are scored in terms of grades like: A+, A-, B+, B-, C+, C-, D+, D- and E replacing the earlier systems of percentage and divisions and absolute pass and fail broader line.

Focus on Competence

The recent trend in ELT moved from the limitation of sole linguistic competence to communicative

competence and similarly from communicative competence to intercultural communicative competence. Celce-Murcia, Dornyei and Thurrell (1995) provide a detailed model of communicative competence that consists of five components: discourse competence, actional competence, socio cultural competence, linguistic competence, and strategic competence. As a shift from Communicative competence, Byram (1997) specifies the intercultural communicative competence model (ICC model) consisting four major competences: linguistic, sociolinguistic, discourse and intercultural competences. The ELT courses in school level of Nepal also specify the competences on four language skills: listening competence, speaking competence, reading competence and writing competence and practices are made in the same way.

English Educators

Today our attitudes and perspectives on the preference of native English teachers have also been changed to non-native English speaking teachers. And similarly specialty teachers are preferred to generalists. Now the perspectives have been changed from English teacher as monolingual speaker to multilingual speaker and on behalf of teachers whose mother tongue is not English. TESOL is a leading professional association of Non-Native English Speaking Teachers Interest Section (NNEST-IS) in an international level with many well-known TESOL researchers and scholars as members work tirelessly together with native English-speaking researchers and educators to raise awareness of non-native English speaking educators sharing multilingual and multicultural perspectives (Sun, 2014).

English teachers also in Nepal have established their own associations to organize teacher training sessions, workshops, seminars, assemblies, research and publication of resources for their professional development. Nepal English Language Teachers' Association (NELTA), contributing more than two decades up to now, is the leading association of English teachers in Nepal which consists of province wise and district wise branches. Similarly, Linguistic Society of Nepal and Translation Society of Nepal are also contributing on professional development of English teachers making them up to date and aware on the issues on linguistics, teaching activities and translation techniques. Such associations help in bilingual and multilingual practices and perspectives among teachers and learners changing their views and attitudes on teaching as well as build English teachers' own networks of support groups, special interest groups, discussion and chat rooms, etc.

Grade on Beginning English

When to begin teaching English, is an ongoing debate in the context of ESL and EFL situation. The past logic, second language is to be taught after the full acquisition of first language stood for no longer. In recent years, many countries have started teaching English in earlier grades at school. Sun (2014), states with examples that in 2011, Japan made English as a required subject in the primary level and similarly in 2012, Dubai introduced English in the kindergarten level instead of grade one.

The trend of early start of teaching English is applied as a policy in most of the countries in the world along with the global spread of English language. In Nepal, teaching English used to be started from grade four in the past, but now the concept has been changed and it is started from grade one as a compulsory subject in the school level curriculum in 2003.

Needs of Information Technology in ELT

As present day English teachers felt the necessity in using computer, Internet and other technological means that facilitate in teaching, ELT has been extensively influenced by such innovations. Now we see the traditional chalk and talk method replaced by OHPs, multimedia projectors and power point projectors. The application of online services, virtual libraries, websites, U-tube materials and educational programmes in radio and television is thought a must for the integration of information technology in ELT in Nepal.

Learners from different parts of the world connect one another exchanging ideas via the Internet and websites. The new era brings such consciousness to students on how to use technology. The present day aim of ELT in Nepal is also to develop the socio-digital competence on learners. And for the application of recent innovations, Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and E-learning approaches have been increasingly used in English language classroom (Holmes & Gardner, 2016). And Nepal is also cradling on such trend.

In every district of Nepal, as per the policy of Ministry of Education, Education Department, some of the schools have been authenticated as 'Model Schools' and they have established computer labs and replaced traditional libraries into virtual libraries. Students of these schools play games on computer, reciprocate the lecture notes and assignments with teachers and among themselves, surf on the pages of Websites, search for Google sources, download the materials, upload the collected data in the system, analyse them, use the spelling and grammar checkers, follow the instructions appeared on the media screen and learn the right information. The use of technology help the learners use the ideas of science to make their task easier, faster and available (James, 2015).

Roles and Responsibilities of Teachers

Due to the impact of recent trends and practices in ELT, teachers' roles have also been changed and increased. In the older paradigms, teacher's role was only as a tutor, but now teachers have multiple roles and responsibilities. Along with change in the Perspectives, now teachers are mainly as facilitators and collaborators in the group work and project work activities. They do not just follow on what is given in the textbook, but can design the courses on their own, collect the relevant materials and implement them. On the basis of the content, the teacher can manage co-teaching, team-teaching and collaborate with students and can have rest being learner centered.

Future of English

Though English has been regarded as a foreign language in Nepal, it gradually became language of education and advertisement and also a language of administration for certain private institutions. People still view that dominance of an outside language or culture can lead to a backlash or reaction against local language and culture (Hemalatha, 2015). However due to global use of English, this view is in shadow and people has to adopt and prefer it. Though Nepal is not a colonized country, linguistically we are highly colonized than the colonized countries. We mostly depend on English language textbooks and other resources written by British, American and western authors.

At present English is more than the foreign language in Nepal and people in the educated family and the children who go to schools and colleges take it also as second language. Let's hope, when it will be the second language for most of the Nepalese, it will also get the status of official language along with Nepali, the national language in the future and English will be the second option after Nepali.

Methodology

This article was based on an instance of Literature review mainly of 'School of English – Five'. However, for the theoretical literature, changing perspectives with paradigm shift have been dealt with the ideas of additional reading materials that are cited inside the text as well as mentioned in the reference part in the end. For this, I followed library method. I visited library and different websites and collected the books and articles for the preliminary ideas. By organizing and integrating ideas of theoretical literature, I tried to identify relations, contradictions, gaps and inconsistencies through induction, deduction and synthesis methods in the review of this textbook.

Results and Discussion

The identified data in relation to paradigm shift with global trends in ELT that are adopted in the textbook 'School of English - Five' have been reviewed and presented on the basis of ten different aspects such as: curricular objectives, coverage of the content, communicative competence, early start of English, reflective practices, methodology focused, World Englishes, child friendliness, multiculturalism, and the use of technology along with an introduction to book.

Introduction to 'School of English- Five'

Here, in this article, I have inspected and explored the features of changing perspectives in ELT found in the book 'School of English-Five' published in 2018. It is an Integrated English Course Book offered for grade five and written by Shiva Sunder Shrestha along with two editors: Yognath Regmi and Jagadish Dhakal. This book has also been approved by the government of Nepal, Ministry of Education, Curriculum Development Center, Sanothimi, Bhaktapur as an additional material (Shrestha, 2018). This book consists of 207 pages and the price is Rs. 307|- and has been published by a reputed publisher, United Nepal Publications (P) Ltd., Kathmandu, Nepal. It is one of their books among the series of nine books offered from nursery to grade seven.

Curricular Objectives

The level wise general objectives and fifth grade's specific objectives of English curriculum developed by Curriculum Development Centre (CDC) Sanothimi, Bhaktapur have been presented here, so that the readers can themselves have the ideas on this textbook by reading this review.

General Objectives (Level wise, Grades 1 - 5)

The level wise five objectives of teaching English in the primary schools of Nepal as set up by CDC in Primary Education Curriculum (2009, p. 5) are as follows:

a)to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation; b) to provide them with the opportunities to practice their English in and outside the classroom, so that they can communicate

in simple English; c) to help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers; d) to help them develop their potentialities in writing so that they can be creative writers; and e) to develop a positive attitude towards learning English and build up confidence in using English.

These level-wise general objectives are generally maintained in this textbook. This is due to the fact that they seem quite flexible. But they need to be more explicitly stated to avoid uncertainty on the range in defining grade-wise learning objectives.

Grade wise Specific Objectives (Grade -5)

As mentioned in CDC, Primary Education Curriculum (2009, p. 54), the content based specific objectives of English subject of grade five are specified for four different language skills. They are actually measurable on whether or not appropriately touched in the selection of materials in the textbook for the achievement of the learners:

> **a)** *Listening*: enjoy listening to short texts (stories, conversation); respond in different ways to questions, true/false, and instructions; and listen for specific information. **b)** *Speaking*: participate in conversation through pair work and group work activities (role play, simple drama and games); use suitable language to warn, express wants, remind, describe possession and location and talk about the future; use tense correctly both for giving information, and asking/answering questions; describe things, people etc.; narrate events in simple language; and use and respond to tag questions. **c)** *Reading :* read different kinds of texts (stories and facts) both for enjoyment and to extract specific information; interpret charts, tables, diagrams; develop reading skills (skimming and more detailed reading); and use glossary. **d)** *Writing:* write simple letters, dialogue and narrative with correct lay-out and punctuation; narrate a sequence of events; and describe people, places and things.

These objectives are actually touched in the textbook 'School of English –Five' that are represented along with the contents in this paper. The objectives of the subject seem set up on the basis of the local needs of the learners as well the necessities of the community and nation. To meet these objectives, the materials included in the textbook seem local as well as global with wide coverage at the same time.

Coverage

The major contents included in the book reviewed are presented analytically here on the basis of their relevance and in relation to long term thoughts of nation, national objectives and primary education objectives. The contents of this book are categorized in to twelve units such as: appreciating, expressing human feelings and actions, asking for instructions and giving instructions, talking about foods and drinks, expressing wills, giving introduction to self and other family members, adventure stories, time for games and sports, endangered species, illness/diseases, weather conditions and listening to songs. By observing the major contents, there is no doubt that this book is a functional and communicative reading material as it follows the everyday simple language and the norms of notional functional syllabus.

The specific topics such as: 'mother's love', 'stories/fictions and truths' that deal with human feeling

and actions, knowledge about 'town and country', learning 'poems' are the conceptual contents. They are helpful to prepare learners with good conduct and moral character by acknowledging them with universal human values, national culture, social values, beliefs and experiences and to develop social-moral personality among children.

The reading comprehension texts and exercises range from objective and factual comprehension to inferential and evaluative understanding. Similarly, the given equal stress to uplift and update the child's attitude and moral standard also catches the new trend. The topics for recognition and description of varieties of foods/fruits/drinks with their advantages and disadvantages are also for developing social and moral traits, discipline and self-reliance by creating a sense of nation, national unity and democratic culture and for health consciousness.

The topics related to field trip and leisure time activities such as: 'party presents', experiences on 'travel and adventures' such as: trekking to mountains/rafting/ paragliding/rock climbing, and 'boys' and girls' sports' are for recreational learning of English which help promoting physical and mental sound health of the students. Similarly, the topics such as 'human diseases', 'pains and aches', 'smiles' and 'laughter: the best medicine' are for making students aware on the possible common diseases with their medical and psychological treatments so that we can promote sound mind and health on children.

The topic 'news reports' makes learners aware on news and views on the contemporary national and international incidences and events through media. The topics 'endangered species' such as rhino, panda, tiger, tortoise, etc. and talking about 'whether, climate and seasons' make students aware on wildlife preservation as well as in conserving and exploiting natural environment and natural heritages.

As our students learn English as a second language, this book also tries to avoid general possible pronunciation mistakes on students' speaking by including vowel and consonant sounds and symbols along with their use in words. As rigorous stress has been put to enrich phonics in this book, promotion on learners' pronunciation and speaking competences are intended. Similarly, as this book integrates language aspects: pronunciation, new vocabulary, language structure, language functions and all language learning methods to develop competence on four language skills: listening, speaking, reading and writing, the aim is to consolidate language skills and expand learners' linguistic foundation.

Such use of wide coverage of contents based on local materials, local needs and local cultures as well as global culture shows the application of new trends in ELT in Nepal. Hence, it is an instance of a paradigm shift from prescriptive and monolithic directional use of English language from the past to present multilingual, multicultural, multi-religious and globalized use of English language.

Communicative and Cultural Competence

The six broad units such as: appreciating, expressing human feelings and actions, asking for instructions and giving instructions, talking about foods and drinks, expressing wills and giving introduction to self and other family members encouraging communicative competence of the learners. The topics such as: 'thank you notes', 'writing letters,' expressing 'likes/dislikes and wishes', and 'study skills' are for promoting learners' expressive and receptive skills.

And the other topics such as 'music and musical instruments' such as: Madal , Sarangi, Yek Tare, Murchunga, Bansuri, and other items reflect the indigenous cultures where as lyrics and 'happy birth day songs' reflect the local as well as the foreign cultures being adopted. These topics help to promote learners' intercultural communicative competence as suggested by Byram (1997). Similarly, as it includes entertainment portions such as songs, chants, games, flash cards, simple vocabulary and grammar drills on: I can sing/ dance/jump/ run, etc. or I like apples/ ice cream/ orange juice, etc. basically help them talking in English most of the times. So, not only the linguistic and communicative competence, but also the intercultural communicative competence has been intended on the part of the learners in this book.

Early Start of English

Since it is an integrated course book and one of among the series of nine books offered from nursery to grade seven, this book expects some portion of English prerequisites on the part of learners from the beginning of their school age and follows the Primary Education Curriculum (2009). It intends learning English as a second language formally and together with their mother tongue expecting near native competence in English among the children in the non-native English speaking countries. As the series of this book begins from grade one, it as an example of initiation which later seems getting support as Dubai started English in the kindergarten in 2012 (Sun, 2014).

Reflective Practices

Maximum amount of reflective texts and exercises have been included in this book. The texts: 'Her Mother's Love', 'Human Feelings and Actions', 'Real Smiles and False Smiles', 'Me and My Parents', 'Adventures', 'Games and Sports', 'Illness and Disease', 'Endangered Animals' and 'Talking about Weather Conditions' encourage maximum self reflective practices.

The exercises such as 'matching expressions with the correct pictures', 'reactions on questions', conversation on 'Happy Birthday', 'Test yourself', 'expressing dreams', 'completing expressions: I love/ like/ enjoy/ dislike / hate/ wish…', 'conditionals' such as 'If I have money, I…', 'recalling the field trips/ hiking/ paragliding/ rafting/rock climbing', 'completing a profile or making own biography/ bio-data', and 'singing birthday and local songs' are the interesting and major self reflective exercises mentioned in this book. However, reflective exercises can be done in other lessons and exercises also which promote self actualization and self realization while learning.

Methodology Focused

I see little focus on structural and more focus on communicative approach to be used here along with greater emphasis on the functional aspect of English language in this textbook. The focus is on learner centric approach and in introducing English to the kids at an early age. At this age their minds are very open and flexible and they learn quite naturally by playing and being introduced with vocabulary items related to their diversity of interests, daily lives and surroundings such as: animals, body parts, actions, colour, clothes, foods, seasons, etc. So, "Post-method pedagogy" (Kumaravadivelu, 1994a) seems the author intended for its implementation in classroom teaching. The learning of these items help in building an inclusive society by creating a sense of empathy among different castes, religions, languages, cultures

and regions and in sensitizing them about human rights and social values.

World Englishes

As Nenglish is a variety of World Englishes and found in the spoken and written discourses of Nepalese people, the author considers as "linguistic and cultural capital" (Bourdieu, 1986) of Nepalese students and includes sufficient instances of Nenglish vocabularies in different lessons in this textbook. The Nenglisized words such as 'ratty village' for a shelter village of rats, 'holepur' for rat's home, 'ratty road' for path of rats, 'country mouse', 'town mouse', the structure of the instruction like 'Run cousin run faster', the words 'Tamangselo' for typical Nepali music, names of the Newari food 'Chattamari', Mongolian food 'Thukppa', the Nepali word 'saukhim' (as 'if you were saukhim,…') that means happy, etc. used as English words reflect the coinage of Nepali English or Neglish variety. By representing the learners' home as well as surrounding cultures, the author seems to remove the "tension between cultural homogenization and cultural heterogenization" (Kumaravadivelu, 2006d, p4).

The Nepali name of animal such as 'Habre' for Red Panda, 'chulho' for stove, 'cheese' for butter variety, 'Gandharba' for Sarangi player, 'Ek tare' for a musical instrument with single string, 'Basuri' and 'Murali' for bamboo flute, etc. are the Neglish words used in this textbook. Similarly, 'ghee', 'jungle safari', and 'salads', are derived from Hindi as Hinglish variety used in the book. In this way, this book, also initiates the vocabulary items and grammar of home language, home environment and home culture in to students' target language as their linguistic and cultural capital. So, the new trend has been used deriving words in the use of English from local and indigeneous languages.

Child Friendliness

The names of the domestic and wild animals, local and intercultural foods, varieties of fruits, musical instruments, contextual conversations, cultural pictures collected from Google and local culture, etc. create and reflect the child friendliness among the learners. The topics such as: 'time for games and sports', 'travel and adventures' such as: trekking to mountains/rafting/ paragliding/rock climbing' and 'boys' and girls' sports' are also for recreations among students. The group work and pair work activities, conversations and sharing ideas, and collaboration among them reflect the child friendly contexts in the textbook.

For instances of child friendliness, texts are taken from different sources such as Academic Tips, pictures from Google sources, Inspire Others, English Course Books and other sources. The use of every day communication language, the idioms such as 'with all eyes and ears', 'as far as I know,' helps them to perceive and express their views. Foreign stories such as 'A Glass of Milk, Paid in Full' and 'Dr. Howard Kelley' are the stories based on foreign culture. The special texts based on local cultures are: the Musical Instruments, the Pawankali (a description about an elephant), children conversations at different contexts, etc. that also help to maintain child friendly learning among the students. Such inclusion of local materials is friendlier to the children where as inclusion of foreign materials is for creating interest to the outside world.

Multiculturalism

This book consists of sufficient instances of indigeneous Nepali cultures and literature along

with English culture. By glocalizing English literary texts, this book facilitates the Nepalese learners to familiarize the students with international literature and with English language usages. All literature exploited for language learning are for enjoyment as well. These texts are thematically suitable for language learning. The stories taken from English literature, local customs and from the ethnic minority cultures reflect the practices of multiculturalism. This is quite different from traditional monoculture based textbooks of primary level in Nepal.

Technology in ELT

The modern ELT technology is rarely talked in this book and no instructions are found either. Only the text 'Listening to Songs and Music' talks on the use of CDs and DVDs. The author doesn't introduce and instruct us to use any devices of information technology. This is the weak point in terms of the use of perspective change in ELT trends in this book. Separate listening texts are not designed and included here. So for listening, the sole teacher's model speech is to be used and learners become deprived of listening native accent and speeches in English. Considering these thing in mind, the teacher can manage himself the further listening materials and use his own mobile phone for searching simple listening texts into the sites of Google and play the audio-video recorder for the ease.

It's a must as mentioned by CDC in Primary Education Curriculum (2009) that the outside world is changing rapidly due to the development in the area of science and technology. The development of information and communication technology has turned the world in the form of a single global village resulting in the wave of globalization. Here, I would like to request the author to add a text and some exercises based on the application of computer and Internet in the coming edition.

Conclusion and Implications

Textbook is the key material for the effective teaching and learning of English language. As this book seems up to date, more systematic, qualitative and effective in terms of touching new perspectives on ELT, it can be adopted as a good reading material. This book is an example of shift from traditional literary and grammatical textbook to functional and communicative one. Varied reading materials have been also derived from local and indigeneous ethnic cultures in parallel to foreign cultures. Since materials are not confined into a single culture, the intent of multicultural awareness seems inherent in the book.

Since this book follows a gradual shift from a foreign language literature to learners' local cultures with communicative skills of interaction, learners will get an ample opportunity to learn the target language along with their own culture. As the changes have been found from foreign monocultural perspectives to indigeneous multicultural perspectives, this book seems to meet the local needs of the learners. As new trends of ELT have been maintained in this book, I feel satisfactory to accept and adopt it warmly in the schools in Nepal. However, it requires use of ELT technology from the side of the teachers in its implementation.

This review is an effort to encourage the textbook writers to collect further reading materials in order to design a good English textbook for primary level. As it focuses on maintaining the recent ELT trends to meet the global needs of the learners in an ESL and EFL context, teachers and the school

administrations can select and adopt the particular textbook that meets the present need of the learners and the expectation of particular society and nation. I hope it makes aware English language educators for successful classroom practices along with the norms and values of the learners' local cultures. By adopting the up to date book of such type, classroom implementation will be fruitful, since learners can learn and do the reflective practices on their own as well. Students of grade five will neither feel hard nor easy to learn this book as it consists of sufficient child friendly examples and practices. This article is equally helpful to the syllabus designers to set up the objectives that meet the local and global needs of the learners and the teacher trainers to train their teachers aware and to make them focus on recent trends of ELT. Similarly, it is equally useful to the researchers to further research in this area.

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