

When East Meets West: 'Glocalizing' English-Language Teaching Materials

by Natalia Wright

Session Outline

- Introduction to the term 'glocalization'
- Understanding 'global' and 'local' in ELT
- The need to adapt ELT materials
- 'Glocalization' of grammar
- Lessons learned
- Q&A

PRODUCT LOCALIZATION: LESSONS FROM MCDONALD'S



- McDonald's has locations on every continent and operates in over 100 countries.
- Product localization plays a crucial role in McDonald's success in maintaining its competitive position in the market for the past 70 years.
- They manage their menus to fit culturally and socially accepted norms; tailoring their traditional products to suit a local audience with specific requirements.



PRODUCT LOCALIZATION: LESSONS FROM MCDONALD'S

G
L
O
C
A
L

G
L
O
C
A
L



**Chicken
McArabia, Middle
East**



**Chicken roll,
China**

G L O B A L



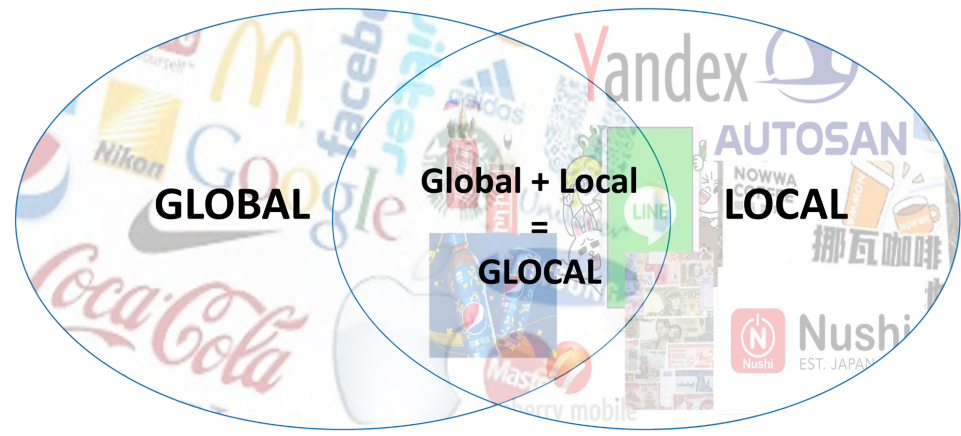
**Wrap filled with
locally-sourced
rice, Taiwan**



**McWrap chicken
crujiente & bacon,
Spain**

Understanding Glocalization

glocalization is "the simultaneity—the co-presence—of both universalizing and particularizing tendencies" (Robertson, 1995).



The Tensions of Globalization



There is no balance between 'global' and 'local' in ELT so far.

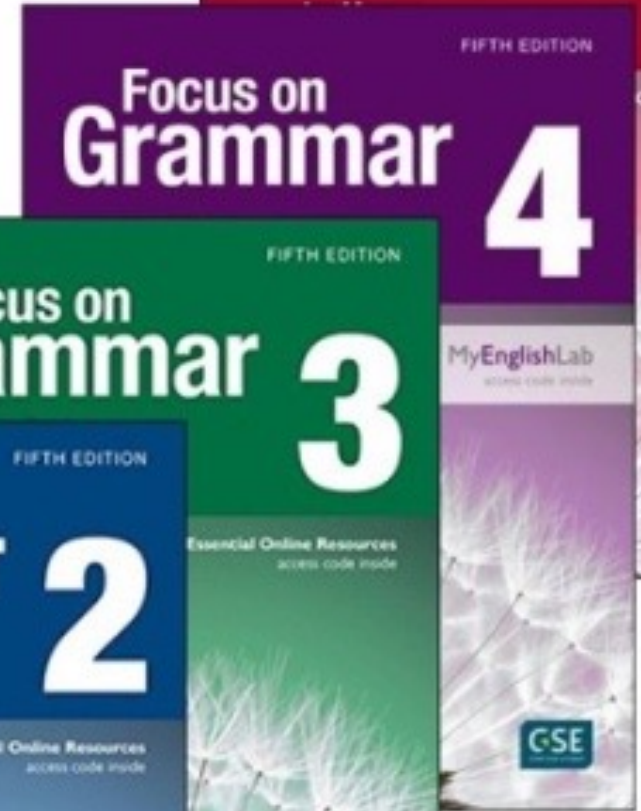
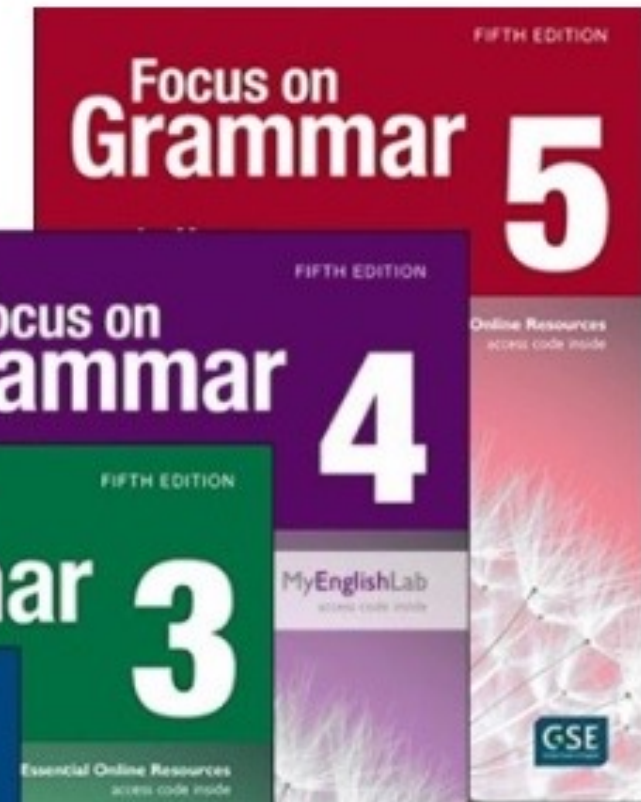
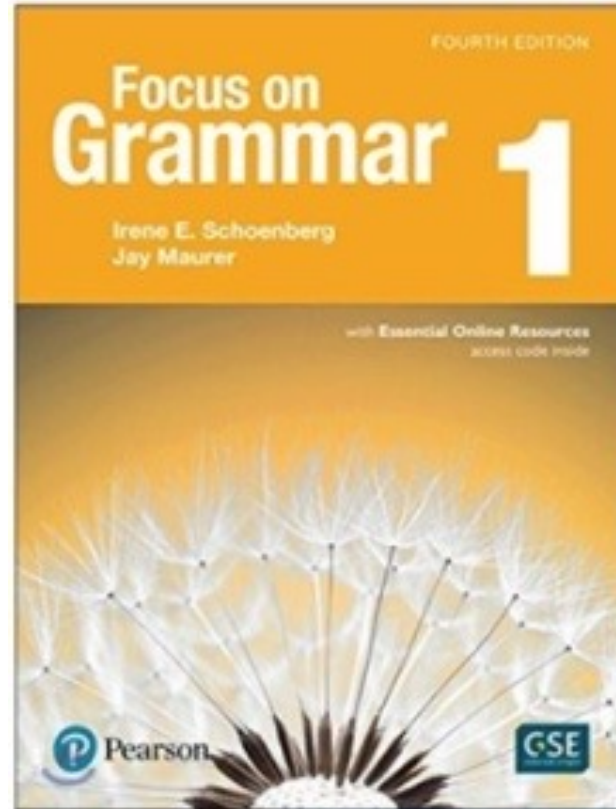
the alleged problem of the relationship between the local and the global [can] be overcome by a deceptively simple conceptual move. Rather than speaking of an inevitable tension between the local and the global it might be possible to think of the two as not being opposites but rather as being different sides of the same coin.

(Robertson & White, 2007, p. 62)

What is wrong with 'global' textbooks?

- attached to an idealisation of native-speaker norms and culture
- reflect the cultural and linguistic discourses that emanate from the 'West'
- prioritise neoliberal values: competition, individualism, and consumerism (Bori, 2020)
- depict globalization as a positive phenomenon (Gray, 2010)
- give little consideration to the socio-cultural contexts (Ellis, 1990)
- follow a traditional Latin-derived grammatical syllabus (Bolitho, 2011)

How I 'Glocalized' Grammar Materials





The Teaching Context

- English Preparatory Program
- English as a Medium of Instruction
- Arabic as a local language
- Skill-based learning (grammar, reading & writing, listening & speaking)
- Anglo-American textbooks (Pathways by National Geographic, Focus on Grammar by Pearson) and in-house materials



The Strategy

STEP 1

Evaluate current grammar materials:

Assessed how suitable they are for my students' needs and context.

STEP 2

Identify areas for localization:

Determined which parts of the materials may need to be localized, such as language, images, or cultural references.

STEP 3

Research the local context:

Conducted research on the local context in which the materials will be used.

STEP 4

Adapt the language:

Modified the language used in the materials to make it more appropriate and understandable for my students.

STEP 5

Add local content:

Incorporated local content into the materials, such as images, stories, or examples that reflect students' culture and experiences.

STEP 6

Test the materials:

Piloted the localized materials with one group of students to evaluate their effectiveness. Made necessary revisions based on the feedback received.

Six 'shoulds' of Materials Development

Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners, that is when they demonstrate curiosity, interest, and attention.

Materials should help learners feel at ease

Materials can help learners feel at ease in many ways, for example, texts that learners can relate with their own culture.

Materials should provide authentic language exposure

'Authentic texts provide the best source of rich and varied comprehensible input for language learners'

(Mishan, 2005, p. 41)

Materials should not rely too much on controlled practice

'Controlled practice appears to have little long-term effect on the accuracy with which new structures are performed and has little effect on fluency' (Ellis, 1990).

Materials should align with curriculum

Materials should be designed in a way that aligns with educational goals and helps learners achieve the desired outcomes.

Materials should not be prescriptive

Materials need to be written in such a way that the teacher can make use of them as a resource and not have to follow them as a script (Tomlinson, 2011).

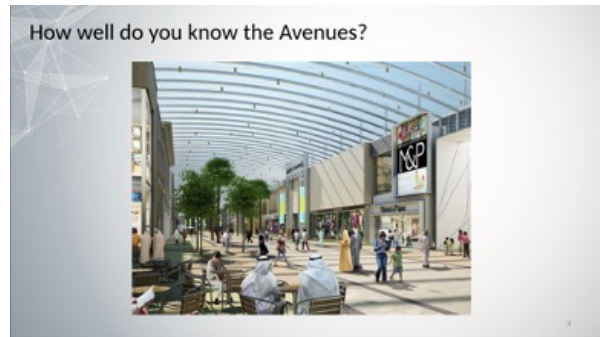
How well do you know the Avenues?

GRAMMAR POINT: THERE IS/ARE

MATERIALS: THE AVENUES WEBSITE

TIME: 20-25 mins

01



- Ss were asked to use the website of the local shopping mall to answer the questions.
- Ss wrote down their ideas.
- Ss shared their sentences.
- Ss were asked to identify the structure(s) they used.
- Ss came up with the rule for there is/are.

Worked well !



02

How well do you know the Avenues?

- How many shops are there?
- Is there a play zone for kids? Where is it located?
- When is the best time to go there?
- What is another name for the marketplace?
- Does the mall have any sports facilities? What are they?
- If I want to buy a phone, where can I do it?
- Is there an ATM?

03

There is/ There are

Use **there is** or **there are** to tell about the **existence** of people or things or to state **facts** about people or things.

- **There is** an IKEA shop on Level 0 and 1.
- **There are** four Boots pharmacies in the Avenues .



The Famous in Kuwait

GRAMMAR POINT: PRESENT SIMPLE
MATERIALS: THE FAMOUS CHEF HANDOUT
TIME: 25-30 mins

01

The Famous in Kuwait!

You are going to read about someone who is well-known in Kuwait and in the Middle East (handout).

Step 1. Make up questions on what you would like to know about him.

e.g., What does he do? What is his job?

02

The Famous in Kuwait!

You are going to read about someone who is well-known in Kuwait and in the Middle East (handout).

Step 1. Make up questions on what you would like to know about him.


1. How old is he?	8. Why is he famous?
2. How does he handle being famous?	9. Is he a good influencer?
3. What does he do? How hard is his job?	10. How did he choose his job?
4. How tall is he?	11. How long has he been famous?
5. Does he like his job?	12. When did he start his job?
6. When did he become famous?	13. What did he do before he became famous?
7. How famous is he? How many followers does he have?	

03

The Famous in Kuwait!

You are going to read about someone who is well-known in Kuwait and in the Middle East (handout).


Step 2. Read the text 'Famous chef' and find answers to your questions.



04

The Famous in Kuwait!

Step 3. Read the text again and answer the following questions.



1. What is his job?
2. What does he do every day?
3. What dish does he prefer?
4. What does he dis/like?

The Famous in Kuwait

GRAMMAR POINT: PRESENT SIMPLE

MATERIALS: THE FAMOUS CHEF HANDOUT

TIME: 25-30 mins

05

The Famous in Kuwait!

Step 3. Read the text again and answer the following questions.



1. What is his job?
He is a chef.
2. What does he do every day?
His day starts at the office reviewing emails from the day before. He checks on the production. He inspects the quality of the hot kitchen. He often spends days fixing problems. In his free time, he presents video tutorials.
3. What dish does he prefer?
His prefers lamb stew with rice.
4. What does he dis/like?
He likes home-made food.
He likes Kuwait.
He enjoys travelling.
He doesn't like when people are late.
He dislikes complaining customers.
He hates people who do not admit to their mistakes.

06

The Famous in Kuwait!

Step 4. Look at your sentences.



1. Look at the verbs in the text and in your answers and decide what actions they describe?
2. Why do some verbs have s/es and some don't?
3. What is the name of the tense you have used?
4. What else do you know about this tense?

Inspiring people

Chef Faisal Al Nashmi

"Find your passion and make it work"

The Kuwaiti cook is the founder and executive chef of restaurants Al Makan and Table Otto — which he recently opened in Dubai Mall — in the UAE.



Faisal Fahad Al Nashmi, 34
Director of culinary development, Almakani United
Company co-owner, Street, Almakani, Table Otto, Pam &
Cow and Street Cafe, Kuwait.

Q: Why did you first get into cooking?

I realized food gave me comfort whenever I was stressed. It happened by chance and now it became a profession. What was once a chore, now turned to a lifestyle.

Q: Where were you before you came to Kuwait?

I lived in Miami for 4 years completing my Bachelors in film and photography, then another year in London for cooking school.

Q: What can you tell us about your food businesses (Street Al Makan, Street Cafe, Street Ice-Cream, Table Otto, Pam & Cow among others)?

I am the Director of Culinary Development, as well as the Co-Owner at our company. I am in-charge of everything related to food development, operation and quality control.

Every day is a surprise with its own schedule and tasks, however, most days start at the office reviewing emails and the sales from the day before. I then check on the daily bakes of our pastry production, from croissants & pastries, to the cafés we supply to.

I like

- Food
- Kuwait
- Family

I don't like

- Customer complaints
- People who don't own up to their mistakes
- Lack of punctuality



STREET is a new restaurant that's opening up soon by Faisal Al Nashmi

"Success all goes back to believing in your own judgements to get ahead"

Then I check the hot kitchen to inspect the quality, before meeting with the team and resolving any issues from the day before. I often spend days fixing problems, issues, or tasks.

I get my inspiration from anything and everything. I travel a lot and my menus are mostly constructed on the plane on my way back home. I always try to learn from people, and get inspired by their skills or ideas which always develops new ideas of my own. In my free time I also present regular tutorials in the form of 60-second Instagram videos that explain some basic "how to" cooking techniques.

Q: Describe your favorite dish from your home country.

Anything really, I cannot say 'no' to home cooked food. Rice has to be on my lunch menu every single day (ask my mom). But lamb stew with rice is one of my all-time favorites with a bit of chulney... Oh God.

Q: What is the secret of your success?

I'm very very stubborn. It's that stubbornness that helps me achieve my goals. I love a challenge. Don't tell me I cannot do it.

Q: What is the most important lesson your career in food has taught you so far?

To always stay humble. No matter who you are and no matter how far you've reached, being humble is the key in earning respect.

Ali Baba and the Forty Thieves

GRAMMAR POINT: PAST SIMPLE

MATERIALS: ALIBABA text, phones/laptops

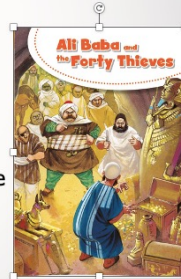
TIME: 45- 60 mins

01 Read the fairytale and complete it with the correct form of Simple Past form verbs in brackets.

Alibaba and the Forty Thieves

Once there _____ (live) a woodcutter in a village in Arabia. His name _____ (be) Ali Baba. He _____ (be) very poor. One day he was cutting the trees beside a mountain near by. Suddenly he _____ (hear) some hoofing sound. So he _____ (climb) up the tree to watch seriously and carefully.

There he _____ (see) forty men riding on the horses back and _____ (go) towards the mountain raising dust on their way. All of them _____ (wear) masks on their faces. He _____ (think) they must be thieves. He _____ (watch) carefully what they were doing. They all _____ (stop) before the mountain. One of them _____ (get) down from the horse and _____ (walk) towards a huge rock in the mountain. He _____ (stretch) his hands and _____ (call) 'Open seesee...'



02 Story time!

- You have read the beginning of "Alibaba and The Forty Thieves"
- Look the pictures in the upcoming slide and put them in the correct order.
- In a group, write a short story (5 – 8) sentences about what happened in the story.
- Use the simple past tense, both regular and irregular verbs.
- Share your story with the class.
- Who came up with the most interesting story?



03

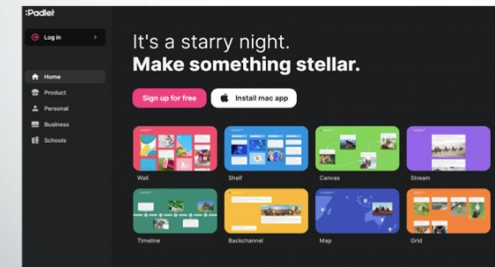
Picture 1 Picture 2 Picture 3

Picture 4 Picture 5 Picture 6

04

Present your story

Scan the QR code the teacher will give you AND Make a Padlet with your story



Ali Baba and the Forty Thieves

Anonymous 6mo

After he saw the thieves entering the cave, the next day, he went to the cave and said, "open seese." He got surprised because he found gold. He took some gold and went to his wife. His jealous brother went to the same place to collect some gold, but the cave closed at him, and he didn't know the sentence to get him out. In the end, his poor brother took all the gold and money.

Nouf group

Add comment

Anonymous 6mo

Ahad group

Ali Baba went to the cave and said :(open seeseem). He entered the cave and was dazzled by seeing the treasure. He took 4 bags of gold and he show them to his wife. But he didn't has the weighing machine so he took a one from his brother kasim. Kasim was selfish so he went to the caba alone to take all the treasures there to his self. The thieves went there and saw kasim and they killed him. In the end, Ali baba got rich and lived happily.

Add comment

Anonymous 6mo

Group 5

- 1- The thieves entered the cave and Ali Baba saw them.
- 2- When the thieves went, Ali Baba went to the cave and said, "open see see".
- 3- Then the door of the cave was opened and Ali Baba enter the cave and saw the treasure.
- 4- AliBaba collected gold and went to his brothers house to ask him for a weighing machine.
- 5- Ali Baba's brother learned about the gold and went to the cave to collect it, band the thieves found him and killed him.

Add comment

Anonymous 6mo

After he said "open seese". He saw gold, diamonds and stones. He started to take them and collected them, then he went back home to his wife. He showed her the treasure and he puts them on the scale. His brother went to the cave and took the treasure like Ali Baba. Unfortunately, he was caught by the thieves. Eventually, he was happy about the treasure with his wife.

Add comment

Anonymous 6mo

Ali baba said to the door open sesame .He was surprised and happy when he saw the gold .He went to tell his wife and make her happy with what he brought .His brother went to take the gold from the cave .Then the thief came again to the cave and the saw Ali baba brother and they killed him .Finally,Ali baba and his wife lived happily after all of that.

Add comment

Anonymous 6mo

Mariam Group

Ali baba waited for the thieves to leave, then he got closer to the rock and used the same method and said: " open seese ". He entered and saw a lot of gold and jewelry. So he took about 4 bags of it and put it on the back of his donkey. He went home and told his wife what happened to him. His wife was so shocked and happy. She went to her husband's greedy brother Kasim and told him the entire story, then borrowed a weighing machine. Kasim decided

Add comment

Discovering the future

GRAMMAR POINT: WAYS of EXPRESSING the FUTURE

MATERIALS: 2 audios; transcript

TIME: 25-30 mins

01

Discovering the Future

Can you spot five different ways Finn and Rob use to talk about the future?



<https://www.youtube.com/watch?v=7R2mJIVGiG0>

02

Discovering the Future

Can you spot five different ways Finn and Rob use to talk about the future?

1. Are you going anywhere nice this year?
2. We fly next week.
3. How long are you going to be spending there?
4. I'm just about to go on holiday.
5. I will.

03

SS listen to the weather report and note down sentences expressing the future.

Discovering the Future

Essa Ramadan Weather Forecast

Listen to the weather report and note down sentences about the weather on Thursday and the weekend.



Source: <https://www.youtube.com/watch?v=1Tnb-MNK240>

- the audio was long (over 3 mins), so the students could not keep up their concentration;
- the audio was authentic and fluent with the mispronunciation/'swallowing' of some words.



Did not go smoothly

Discovering the future

GRAMMAR POINT: WAYS of EXPRESSING the FUTURE

MATERIALS: weather forecast audio and transcript

TIME: 25-30 mins

Discovering the Future
Essa Ramadan Weather Forecast

Listen to the weather report and note down sentences about the weather on Thursday and the weekend.

Temperature: 33°C
Humidity: 52%
Wind: Fresh

Kuwait
Sunday
Misty sunny

Day	Temp (C)	Temp (F)	Wind
Sun	33	32	0-10
Mon	35	23	0-10
Tue	35	23	0-10
Wed	33	23	0-10
Thu	30	20	0-10
Fri	31	18	0-10
Sat	32	18	0-10
Sun	30	18	0-10

Source: <https://www.youtube.com/watch?v=L1tMhMNC4Zo>

Adaptation: provided ss with the audio transcript

The-Breakfast-Show-With-Aki-99.7-Super-Station-Kuwait

SPEAKER1 00:00 1Essa Ramadan and the weather forecast for today Thursday and the
2weekend. We are expecting the southeasterly wind and rising temperatures,
3especially today in the afternoon and during noontime, and the
4temperatures are gonna rise to be around 28 to 32 degrees centigrade. So
5we are starting to just have the late spring season very fast this year, and we
6are expecting that temperature to rise during this weekend to be above 30s
7and of the areas like in the suburban area, Souq, Kuwait city and also the
8desert areas. So the temperatures, the maximum expected in AlJahra, Salmi
9and Shigaya will be around 30 to 32 degrees centigrade, Kuwait City
10between 29 to 30 degrees in the afternoon. And the islands are like Qubar
11and Om Almaradm will be the lowest today, the maximum around the
12twenty-three to twenty-five and is going to be around 28 degrees in Failaka
13island and Warba and Bobyan on state of sea is going to be slight to
14moderate. So the wind also will be light to moderate north southeasterly
15wind. And this is what's gonna bring a little bit of humanity today and
16speed wind today will not be in the morning and during the afternoon time
17between six to around 30 km per hour. The wind will just start to be
18moderate during tonight and the temperature will hold down, but it is
19going to be also partly cloudy weather today, tomorrow, southeasterly
20wind, warm day and we are expecting a moderate to fresh southeasterly.
21What this means that's a state of sea will start to become moderate
22temperature.

- Ss helped me work out the names of the regions mentioned by the speaker (maximum engagement)
- the transcript made the activity suitable for visual learners.

Ramadan Around the World

GRAMMAR POINT: GERUNDS/INFINITIVES


MATERIALS: text handout, phones/laptops

TIME: 45-60 mins

01

Warm-up

Look at these sentences and decide if they are True or False. Correct them if they are False.



- Ramadan is considered to be most sacred month of the year.

T	F
---	---
- Fasting during Ramadan can last as many days as you want.

T	F
---	---
- During Ramadan people don't have to stop having food or drinks.

T	F
---	---
- To fast means to cleanse one's body.

T	F
---	---
- People must spend a lot of time praying.

T	F
---	---
- People like to celebrate the end of Ramadan by putting on their best clothes and decorating their houses.

T	F
---	---

02

Look at the text. Some verbs need either 'to' or 'ing' after them. Find all of them. Draw a quick table and place the verbs from the text in the right column.

Ramadan in Kuwait

Ramadan is the ninth month of the Islamic lunar calendar and **is considered** to be the holiest month in the Islamic calendar. It is the time when Muslims around the world **are expected** to fast, pray, and focus on their spirituality.

The fast of Ramadan lasts the entire month. Fasting during Ramadan is obligatory for all adult Muslims who are able to fast. During the fast, Muslims stop eating, drinking, and fulfilling other physical needs from sunrise until sunset. To fast means to purify the soul and to focus one's attention on God. It is also a way to learn to be thankful for what you have. The daily evening meal to break the fast is called *Iftar*. It usually begins with dates and sweet drinks which provide quick energy after a long day of fasting. In addition to fasting, Muslims also go to the mosque and spend hours praying and studying the Quran. Ramadan ends with the festival called *Eid-al-Fitr*. It is a time for celebration, feasting, and community gatherings.

Ramadan 2023 in Kuwait is predicted to fall on Thursday, March 23, 2023, followed by the *Eid al Fitr* festival on Friday, April 21, 2023.

Verbs + ING	Verbs + TO
	is considered to be Are expected to fast

03

Read the text about how Ramadan is celebrated Russia. Is it the same or different to yours?

It might be a surprise to everyone but around 20 and 30 million Muslims who live in Russia keep..... **(celebrate)** the holy month of Ramadan or Ramazan every year. The old tradition commands them**(fast)**, pray, read Quran, and give to charity. The true believers give up**(eat)**, **(drink)** and all kinds of entertainment for all the period of fast in the daylight. During these days, people should care about..... **(reflect)** on their spiritual achievements and.... **(attend)** to those who need help. People are encouraged **(study)** Quran and pray. The month-long fasting season ends with the three-day festival of *Eid-al-Fitr* also known as Uraza-Bajram which symbolizes rebirth. After dawn prayers on the day of *Eid al-Fitr*, Muslims prepare..... **(celebrate)** Eid, enjoy gourmet foods and desserts for three days .




The festive table of each Muslim family depends on national traditions. For example, in Russia's predominantly Muslim republic of Tatarstan, people tend **(bake)** pancakes. Some restaurants and cafes in Moscow volunteer.... **(provide)** pies, Azerbaijan baklava and Chak-chak for free. Russian Muslims may also feel like**(give)** gifts to their loved people and..... **(fly)** balloons to the sky.

04

Now use the Internet to find out about Ramadan in other parts of the world. Share your findings on Menti.com



Use the Internet to find out about Ramadan in other countries. Write your sentence mentioning the country/place.

20 Answers

Muslims break their fast in Egypt by drinking Tamr and Subia and the most common food in ramadan stuffed ducks, molokhia and bechamel.

Mauritania men shave their hair a few days before Ramadan

As part of the Ramadan traditions in Egypt, the streets, homes and neighbourhoods are lit up with these metal and glass lanterns.

In Morocco, people read all Quran together and laser for a few days

Egypt has a different flavor during the holy month. Ramadan is an inspiring tradition that reflects well on Islam. Muslims give food and money to the poor.

Women come together on the eve of Eid in Pakistan

Ramadan lanterns are among the most popular manifestations in Egypt during the month of Ramadan

one of the ancient traditions of Ramadan that still exists: the Musharti, who knocks on the drum to wake up the sleepers to eat suhoor. Istanbul

We celebrate Qarqia'an in Kuwait, Kids sing songs for the Ramadan celebration. There are different songs for boys and girls. Children visit a lot of homes and sing, and get sweet

Countable/Uncountable nouns

GRAMMAR POINT: COUNTABLE/UNCOUNTABLE NOUNS

MATERIALS: photos around campus

TIME: 10-15 mins



Students were asked to sort the nouns into the following categories.

water bottles, straws, tissue, papers, paper, liquid, etc

Countable	Uncountable	Both
envelopes		paper

Lessons Learned

<input type="checkbox"/>	Always bear in mind the language level of your students while creating materials. Do not assume they know.
<input type="checkbox"/>	Make sure the tasks are appropriately challenging, but not too difficult to discourage students.
<input type="checkbox"/>	When looking for the content for your materials, make sure they are culturally 'sensitive', that is avoid stereotyping or misrepresentation.
<input type="checkbox"/>	Be prepared to spend hours on searching for relevant texts, images, audio, etc.
<input type="checkbox"/>	Do not expect that students will be engaged and motivated only because you think the task you have created is interesting. Show them your own motivation!
<input type="checkbox"/>	Trial out your created activity on one group of students. Apply what you have learned in the next class of students by adapting the material.
<input type="checkbox"/>	Not all tasks have to be localized. There should be a fair balance of global and local materials (glocalization).

Localization of 'global' in ELT

GLOBAL

- English as a language of globalization, 'lingua economica' (Phillipson, 2003)
- Language standardization ('native' variety as a norm)
- English as a Medium of Instruction (EMI)
- Prescribed teaching approaches (CLT)
- Language tests (IELTS, TOEFL)
- Western-based textbooks

GLOCAL

- English as a language of localization, 'lingua franca' (Jenkins, 2013)
- Diversity of English and linguistic repertoires (World Englishes, translanguaging)
- English as an international language (EIL)
- 'Beyond methods' approach (Kumaravadivelu, 2003)
- A more inclusive and equitable assessment system
- Locally-produced textbooks

The changing nature of English

INNER CIRCLE

'norm-providing'

ENGLISH AS A NATIVE LANGUAGE (ENL)

e.g., the USA, UK, Ireland, Canada, Australia, New Zealand

OUTER CIRCLE

'norm-dependent'

ENGLISH AS A FOREIGN LANGUAGE (EFL)

e.g., Germany, China, Russia, Japan, Brazil, Egypt

EXPANDING CIRCLE

'norm-developing'

ENGLISH AS A SECOND LANGUAGE (ESL)

e.g., Malaysia, Singapore, India, the Philippines, Nigeria

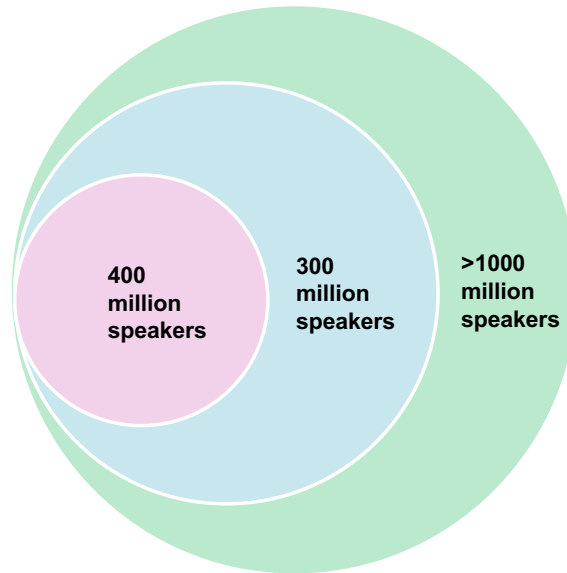


Figure 1. The 'three circles of English' model by Kachru (1985)

English has traversed the borders of the 'three circles' co-mingling with local languages and creating complex linguistic hybrids

The 'native speaker' as the center of authority and superiority

Figure 2. Kachru's model in the new sociolinguistic realities

INNER CIRCLE

still 'norm-providing'

ENGLISH AS A NATIVE LANGUAGE (ENL)

e.g., the USA, UK, Ireland, Canada, Australia, New Zealand

OUTER CIRCLE

'developing their own norms and standards'

ENGLISH AS A LINGUA FRANCA (ELF)

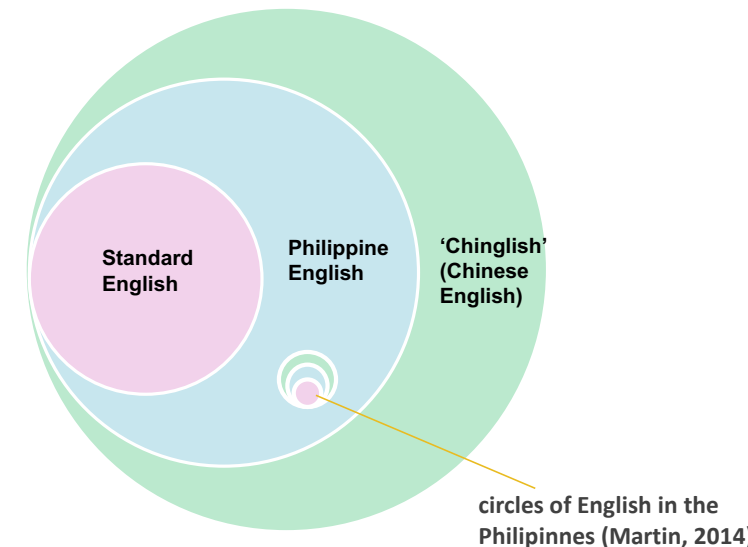
e.g., Germany, China, Russia, Japan, Brazil, Egypt

EXPANDING CIRCLE

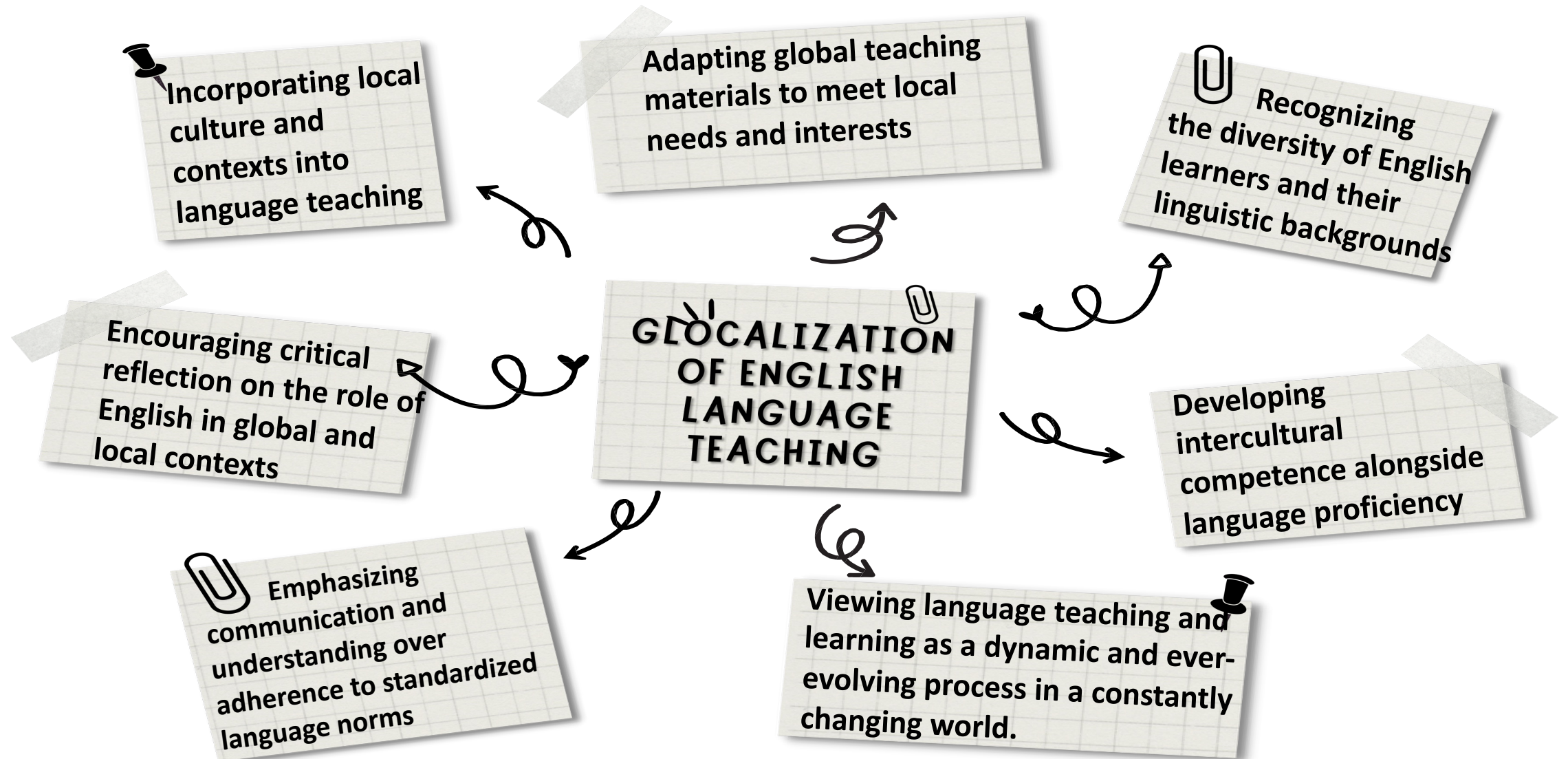
'developing their own norms and standards'

ENGLISH AS A LINGUA FRANCA (ELF)

e.g., Malaysia, Singapore, India, the Philippines, Nigeria



The Globalized Future of TESOL



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