



The Practice of "Glocalization" in English Teaching: Localization Transformation of Global Textbooks and Global Expression of Local Knowledge

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Abstract: This study examines the practical application of "glocalization" in English language teaching, focusing on two complementary processes: the localization of global textbooks to fit local classroom contexts and the use of English as a medium for expressing local knowledge globally. Through theoretical analysis and illustrative case studies, the research investigates how adapting internationally produced materials enhances student engagement and comprehension, while integrating local cultural content builds learners' confidence and cross-cultural communication skills. Findings indicate that glocalization not only makes learning more relevant and interactive but also fosters a balanced pedagogical approach that connects global resources with local identity. The study concludes that glocalization offers a sustainable and effective framework for English teaching, transforming the language into both a tool for learning and a bridge for intercultural dialogue, thereby supporting both linguistic proficiency and cultural awareness in increasingly diverse educational settings.

Keywords: glocalization, English teaching, localization, local knowledge

1. Introduction

Globalization greatly influences English teaching, but teachers and learners face challenges with materials from different cultures. Many textbooks are designed for global use and may not match local students' lives. In this context, "glocalization" is key. It means adapting global resources to local needs while expressing local knowledge in wider contexts. In English teaching, it helps students connect language learning with their own culture. This paper examines how textbooks can be localized and how local knowledge can be shared in English, showing that these processes together improve learning and cultural understanding.

2. Glocalization as a Pedagogical Concept

2.1 Definition and Scope

Glocalization refers to the process of integrating global and local elements in teaching[1]. It is not merely translating global textbooks or adding a few local examples. The core goal is to make learning materials meaningful and relevant for students while connecting them to international knowledge and perspectives. In English teaching, glocalization helps learners understand language structures and cultural meanings simultaneously. It also encourages students to reflect on their own cultural experiences and see how these relate to global contexts. This approach highlights the dynamic relationship between global resources and local adaptation. By focusing on students' real-life experiences, teachers can design lessons that are both engaging and comprehensible.

2.2 Importance in English Teaching

Many global textbooks present cultural situations, values, and examples that may be unfamiliar or distant from students' daily lives[2]. Teaching without adaptation may reduce comprehension and lower motivation. Localizing textbooks helps bridge this gap. Teachers can modify settings, names, and storylines to better fit local contexts, making the material more accessible and practical. At the same time, students can be encouraged to use English to express their local culture and experiences. This dual approach—adapting global materials locally and expressing local knowledge globally—forms the essence of glocalization. It allows learners to actively engage with lessons, share cultural perspectives, and build confidence in using English beyond the classroom.

2.3 Broader Educational Significance

Glocalization also promotes critical thinking and intercultural understanding[3]. Students are encouraged to compare their own culture with global perspectives and reflect on similarities and differences. Teachers can create activities that

connect local issues with global topics, helping students develop analytical and communicative skills. This approach prepares learners for real-world communication and global participation. In increasingly multicultural classrooms, globalization offers a practical framework to balance international standards with local relevance. By connecting global knowledge with students' local realities, English teaching becomes more meaningful, culturally sensitive, and effective[4].

3. Localization of Global Textbooks

3.1 Challenges of Global Textbooks

Global English textbooks are widely used to provide standardized learning materials, yet many are designed for international audiences and reflect cultural contexts far removed from local learners [5]. Stories, dialogues, and exercises often depict situations common in Western countries but unfamiliar to students elsewhere. References to names, holidays, or routines may not resonate, reducing comprehension and engagement. In some cases, textbooks even present values that diverge from local practices, making lessons seem abstract. Localization addresses these issues by adapting content to learners' cultural and social realities. More than translation, it involves selecting relevant examples, modifying contexts, and redesigning exercises. Such adjustments enable students to understand language within familiar settings and remain motivated [6].

3.2 Case Study and Pedagogical Benefits

Localization enables learners to connect local knowledge with global concepts. Students can discuss customs, social issues, or traditions in English, sharing perspectives in class or even internationally. This transforms the classroom into an interactive space where learners relate content to their lives and build critical thinking by comparing local contexts with global materials. For instance, teachers may ask students to compare a story in a textbook with a similar situation in their community, reinforcing language skills and fostering cultural awareness[7].

Case studies show its effectiveness. In one case, a textbook chapter about shopping in a Western supermarket was unfamiliar to local learners. The teacher adapted it to a local market, replacing products, prices, and transaction styles. Students engaged more actively, practicing vocabulary and grammar in meaningful contexts while comparing original and adapted versions. This demonstrated that localization does not reduce educational value but enhances engagement and supports expression of local knowledge in English.

Overall, localization strengthens the link between global learning goals and students' real-life experience. By connecting international content to familiar settings, teachers create practical and engaging lessons that build confidence and cultural awareness.

4. Global Expression of Local Knowledge

4.1 Value of Local Knowledge in English Classrooms

Incorporating local knowledge into English classrooms builds students' cultural confidence and supports cross-cultural communication. Sharing stories or traditions helps learners see their culture as valuable and express it in English, while practicing speaking, writing, listening, and reading. Familiar topics, like local festivals, engage students more than distant foreign examples, allowing them to describe customs, foods, and rituals meaningfully. This approach strengthens motivation, promotes respect for heritage, and enhances awareness of other cultures.

4.2 English as a Medium for Local Expression

English can act as a "global language" for expressing local knowledge. Using English, students practice language skills while sharing their culture with a wider audience. They can describe festivals, events, or traditions in ways understandable beyond their community, turning learning into cultural exchange. In practice, students giving presentations on local holidays explained history, customs, and significance in English, sometimes using slides or drawings, while peers asked questions. This improved vocabulary, sentence structure, speaking skills, and cultural awareness, making lessons interactive and meaningful.

Retelling folktales in English further develops narrative skills and cultural reflection, engaging all four language skills and preserving heritage. Integrating local knowledge strengthens both language proficiency and cultural identity. Students gain confidence, reflect on culture, and participate in intercultural dialogue. English thus becomes a tool not only for language learning but also for expressing and celebrating local culture globally.

5. Interplay Between Localization and Global Expression

5.1 Complementary Relationship

Localization and global expression in English teaching are not opposing strategies. Instead, they complement each other to create more meaningful learning experiences. Localization adapts global textbooks to the local context, making content easier for students to understand and relate to. It ensures that learners can connect language practice with familiar social and cultural situations. At the same time, global expression encourages students to use English to share local knowledge beyond their immediate environment. This approach helps learners present their own culture to a wider audience, building communication skills and cultural confidence.

5.2 Creating Glocalized Teaching

Combining localization and global expression achieves “glocalization” in the classroom. Localized textbooks adapt global content to students’ lives, while global expression lets local knowledge travel outward in English. For example, students may read an adapted story, link its themes to local examples, and then present a festival or event in English. This creates a loop: global content is grounded locally, and local culture is shared globally.

This interplay also deepens learning. Students move beyond memorizing grammar to engaging with ideas and contexts. Lessons become interactive and meaningful, fostering language skills and intercultural competence. Glocalized teaching shows English not only as a foreign language but also as a tool for cultural connection, offering a balanced framework that prepares learners for diverse communication.

6. Conclusion

Glocalization offers a sustainable approach to English teaching by combining the localization of global textbooks with the global expression of local knowledge. This makes lessons relevant and engaging, allowing students to practice language skills while sharing their culture. It strengthens understanding, builds cultural identity, and develops confidence in cross-cultural communication. English becomes both a learning tool and a bridge between local and global contexts, fostering linguistic competence and intercultural awareness.

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