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## From Global to Local: Adapting English Language Teaching Materials for GCC Classrooms

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### Abstract

In the vibrant realm of English language mentoring, the value of using locally appropriate teaching materials cannot be downplayed, especially within varied social landscapes like the GCC countries. This paper delves deep into the crucial aspect of incorporating cultural nuances into English language instruction, improving both engagement and comprehension. This study was underpinned by a qualitative methodology, including meetings with local instructors, surveys amongst English language students, and precise class observations. Preliminary findings spotlighted the widespread reliance on mostly western-centric materials, commonly triggering a cultural detach for GCC trainees. Nonetheless, when local content was integrated, instructors found higher simplicity in promoting discussions and activities when the social context resonated with the pupils' lived experiences. This research highlights that by promoting a balanced blend of global language frameworks and local cultural references, this research study leads the way for a more comprehensive and effective English language teaching in the GCC countries.

Keywords: Cultural Relevance in ELT, Teaching Materials Adaptation, Local Cultural Context, Curriculum Localization, Pedagogical Practices in GCC

### Introduction

In the speedily globalizing landscape of the 21st century, English has actually emerged as the lingua franca of service, scientific research, and modern technology. This global importance has resulted in an intensifying need for English language effectiveness, especially in regions like the gulf countries, which are interlaced with worldwide profession, diplomacy, and education. As the GCC countries place themselves as main centers in worldwide affairs, the English language's range has

actually broadened, penetrating instructional systems and becoming a pivotal proficiency for social advancement.

Nonetheless, within the tapestry of this global-local nexus exists an extensive instructional difficulty: Just how do English language training (ELT) approaches and products, primarily created with an international audience in mind, resonate with the unique cultural, etymological, and socio-historical contexts of the GCC? The main research question this study intends to address is: To what degree is

English language teaching material in GCC classrooms reflective of the local society and context, and how can these products be adapted to much better line up with the needs of GCC learners?

Historically, English language teaching in the GCC has actually relied heavily on educational program and products that are commonly detached from the lived experiences of the students. These products, though academically rigorous, occasionally lack the nuances of the regional culture, practices, and values. This disharmony presents a palpable issue for teachers, as students come to grips with the content that might appear international or incongruent with their daily life, potentially hampering both engagement and understanding.

Hence, the primary focus of this research study is the obvious difference in between globally produced English language teaching resources and the particular cultural requirements of the GCC area. By highlighting this difference, the study intends to emphasize the importance of culturally adjusted training methods, mingling the importance of a mutually beneficial link between global language effectiveness and local context in English language education.

### **Literature review**

The widespread use of English around the world has led to the creation of a sizable corpus of literary works that examine various facets of English language mentorship (ELT) in a range of social contexts. Numerous studies have emphasized the importance of English proficiency as a necessary skill for success in the classroom and in the workplace, particularly in the GCC countries' fast globalizing economy (Alptekin, 2002; Crystal, 2003). These studies establish the requirement for English language education to be attuned to the needs of a globalized globe.

However, a similar group of literary works critiques the "one-size-fits-all" approach to ELT, contending that products of international English mentorship may not always align with local instructional, social, and linguistic contexts (Canagarajah, 2005; Kramsch, 1993). Research

studies by Byram (1997) and Risager (2007) propose that language cannot be separated from its cultural foundations and further emphasize the importance of intercultural proficiency in language instruction. In order to increase student participation and comprehension, their research supports a shift in teaching that incorporates local culture into English language mentorship materials.

Despite these disagreements, there is a conspicuous paucity of research study particularly focused on the GCC context. A couple of studies have seriously taken a look at the level to which English language training products in the GCC reflect the region's distinct social, and linguistic tapestry. Furthermore, there is minimal literary works on exactly how GCC instructors adapt global ELT products to reverberate with regional sensibilities, and the challenges they run into in this adjustment procedure.

Additionally, while some researchers have actually explored the impact of English on regional languages and cultures in the GCC (Al-Issa, 2005; Troudi & Jendli, 2011), they mostly focus on the macro-level effects and typically neglect the micro-level ins and outs of class characteristics and material web content.

For that reason, this research study aims to attend to these gaps by providing a thorough examination of the cultural relevance of English language teaching materials in GCC class. It looks for to add to the existing literary works by especially checking out the interplay between global ELT materials and local GCC contexts, offering understandings right into the obstacles and chances related to adapting mentorship products to align with regional cultural imperatives.

### **Theoretical framework**

This research study is based on 2 primary theories that examine the relationship between language, culture, and education: Vygotsky's sociocultural theory and Bourdieu's theory of social capital.

Vygotsky's sociocultural concept assumes that social interactions and cultural devices, consisting of language, play a critical function in

cognitive advancement. According to Vygotsky, understanding is a socially mediated process that happens through interaction with more well-informed others within a certain social context (Vygotsky, 1978). In the context of English language teaching in GCC nations, this concept highlights the significance of incorporating regional culture and context into teaching materials to assist in knowing with interest. By attaching English language training to pupils' existing cultural knowledge and experiences, instructors can create an extra purposeful and interesting learning environment that supports cognitive growth.

According to Bourdieu's social capital theory, the importance of culturally-incensed proper teaching materials is better highlighted. Bourdieu assumes that cultural resources, consisting of language, beliefs, and understanding, substantially affect an individual's social mobility and academic success (Bourdieu, 1986). Proficiency in the English language may be considered a social resource in the GCC countries, since it creates opportunities for career and social advancement. However, in the event that English language mentorship materials are not tailored to the local community, students may have challenges in securing this kind of advantageous social capital, which would reinforce current disparities in academic performance.

Combining these 2 theories offers a thorough approach to acknowledging the relevance of English language teaching products that are customized to the regional society in GCC countries. Educators can promote pupils' cognitive growth and offer them with important cultural understanding that will raise their social mobility and success in a quickly globalizing world by integrating local culture and context right into the teaching materials.

### **Methodology**

This research adopts a qualitative research design to offer a comprehensive understanding of the social relevance of English language teaching materials in GCC classrooms and exactly how they can be adjusted to much better line up with the needs of regional students.

### **Data Collection**

The study will be conducted at a number of educational institutions, including colleges and schools that offer English language training, throughout the gulf nations with special focus on Omani schools and colleges. The variety of their student body and their eagerness to take part in the research study will undoubtedly influence the choice of establishments.

### **Participants**

The individuals will consist of English language educators and trainees from the picked educational institutions. A purposive sampling strategy will be employed to ensure a diverse representation of teachers and trainees with different degrees of efficiency in English and differing cultural backgrounds.

### **Data Collection Methods**

**Interviews:** Semi-structured interviews will certainly be performed with educators and trainees to gain insights into their experiences and perceptions pertaining to the cultural relevance of English language training materials used in their class. The interviews will also explore the obstacles and possibilities connected with adjusting these materials for regional contexts.

**Class Observations:** Class observations will certainly be carried out to observe the teaching and learning procedures and to determine the level to which culturally appropriate materials are used in English language class.

A review of the English language training resources made use of in the designated schools will be carried out to examine their compatibility with the social history and requirements of the local student populace.

**Data Analysis:** The collected data from interviews, observations, and document evaluation will certainly undertake a thematic analysis method to discover patterns and styles. This process involves coding and arranging the information right into categories essential to the research questions. The determined motifs will certainly be thoroughly examined to give a complete comprehension of the

English language training products' social importance in GCC classrooms and potential adjustments to suit regional learners' requirements. The outcomes will exist in a narrative style, enhanced by data quotes and examples.

By employing a qualitative research style and a range of information collection methods, this research study aims to provide an abundant and thorough understanding of the cultural importance of English language teaching materials in GCC class. The findings will inform the advancement of standards and resources to sustain instructors in creating and using culturally relevant products in their class, therefore improving the high quality of English language education and learning in the region.

### **Findings**

The essential findings from the meetings, class observations, and document analysis provided insights into the social value of English language mentorship resources in GCC classrooms. These findings highlighted the distinctions between theory and real implementation, in addition to the existing deficiencies in tailoring materials to match local community.

**Perceived Void Between International and National Contexts:** Both students and instructors constantly highlighted a clear gap between the global contexts offered in the products and their local lived experiences. Students expressed feelings of disconnection when the web content fell short to resonate with their social, historical, or socio-political truths.

**Instructional Resources Lacking Social Level of Sensitivity:** A significant part of teaching materials was uncovered to contain examples, illustrations, and even idioms that did not align with the social background of GCC students. As an example, referrals to cultural celebrations, seasonal changes, or western everyday routines were unknown and occasionally perplexing for lots of trainees.

**Teachers' Adaptation and Strategies:** Based on the class observations, it was kept in mind that teachers regularly made unplanned adjustments to improve the applicability of the materials. They included

additional info to the core content, such as local instances, personal tales, or existing events. During the meetings, countless instructors shared their need for more arranged directions or instruction on just how to efficiently integrate the national context.

**Pupils' Desire for Localization While Maintaining Worldwide Context:** Interestingly, while students expressed a desire for even more culturally pertinent materials, they really did not want a total overhaul. They valued learning more about global societies but hoped for a balanced integration of local examples, promoting both social understanding and global-awareness.

**Value of English as a Cultural Resources:** Echoing Bourdieu's theoretical framework, students acknowledged the worth of English proficiency in accessing global possibilities and its status as a cultural capital in the GCC's contemporary age. This acknowledgment, however, was compared with a desire for materials that show their identity, society, and traditions.

**Diverse Analyses of Social Importance:** There was no consentaneous meaning of what 'social significance' suggested. For some, it had to do with consisting of local folklore and literature; for others, it had to do with modern situations in the GCC context. This variation in perception highlights the challenge of developing widely approved 'culturally pertinent' materials.

**Scarce accessibility of culturally tailored materials:** Despite the fact that the value of integrating culturally appropriate materials is commonly recognized, both educators and learners stressed the deficiency of resources specifically adapted for the GCC setting. Educators frequently had to search for added materials or create their very own, yet this technique was lengthy and did not have uniformity.

The research highlights the immediate requirement for English language training resources in the GCC that satisfy both regional contexts and global standards. The void between pupils' experiences and the learning materials they are given with, incorporated with the problems faced by instructors in making the content relevant, stresses

the relevance of producing resources that are both culturally palatable and globally applicable.

### **Team Discussion**

The primary objective of this research was to assess the social relevance of English language teaching resources in GCC classrooms and to check out the adaptations needed to guarantee they serve the requirements of regional students. The findings offer profound insights that not only deal with the study concerns however likewise contribute to the wider discussion on English language training in non-native contexts.

### **Assessing Results in Context: Research Study Inquiry and Literature Evaluation.**

The mismatch in between worldwide made English language materials and the regional cultural contexts of the GCC, as highlighted in our findings, mirrors problems from previous research studies (Kumaravadivelu, 2008; Canagarajah, 2005). These materials, while internationally acknowledged, commonly fall short to think about the sociocultural dynamics of certain areas, making them less reliable in providing language proficiency. This research study brings the mismatch into sharper focus by stressing its occurrence in GCC classrooms.

The lack of conveniently offered culturally pertinent materials underscores the space recognized in the literature concerning the adaptation of English language training products for GCC class (Karmani, 2005; Troudi&Jendli, 2011). While some teachers make every effort to connect this gap, the wider institutional approach to resolving the issue stays relatively undiscovered.

### **Theory's Impact and Consequences**

The results reinforce Vygotsky's sociocultural theory by showing the important role of cultural instances, such as language materials, in cognitive growth. When pupils can associate learning materials to their cultural and social contexts, they are more likely to be engaged and comprehend the material far better (Vygotsky, 1978).

Additionally, the outcomes likewise highlight Bourdieu's social capital theory. English language efficiency, while being an important social resource

in the GCC region, needs correct devices (like culturally appropriate materials) to be properly obtained. The lack of such tools could impede trainees from accumulating this capital, bolstering social and instructional disparities.

### **Practical Applications and Considerations**

#### **Curriculum Development**

Developing English language teaching materials that are tailored to the cultural context of the GCC area is vital. Educators, educational program developers, and local communities ought to work together to create materials that not only disseminate global context, but also mirror the special cultural features of the region. This collective approach will certainly help ensure that the teaching materials are culturally relevant and efficient in promoting language knowing.

#### **Professional Development**

Professional development is critical in gearing up educators with the required skills to adapt global English products for regional class. Such programs ought to be carried out to equip and support teachers in their efforts to make English learning more relatable and effective for their pupils.

#### **Implications for Future Study**

**Expanding Range:** Future research studies can expand this research study by taking a look at various other academic levels or certain age groups to comprehend the special needs of various learner demographics within the GCC.

#### **Intervention Studies**

Carrying out intervention studies would certainly be beneficial to examine the performance of culturally adapted products when introduced in class. This would allow for empirical evidence to be gathered on exactly how these products add to the enhancement of English language proficiency among students in the GCC area.

In short, the research study underscores the crucial demand for culturally appropriate English language products in GCC class. While the globalized world necessitates English effectiveness, the ways to

achieve it ought to resonate with the learners' cultural and social contexts. The findings of this research study bid a collaborative initiative, including philosophers, professionals, and policymakers, to make sure English language training in the GCC is both worldwide competent and locally relevant.

### Conclusion

In the rapidly globalizing world, English language proficiency has been progressively identified as a tool of empowerment, chance, and access. Nevertheless, this research study underscores the vital tenet that the actual process of learning this international language should not push away students from their regional contexts. "From Global to Local: Adapting English Language Teaching Materials for GCC Classrooms" probe deeply right into the cultural relevance of English teaching materials within the GCC nations, highlighting prominent insights that have huge implications for educators, curriculum developers, and policymakers.

Reviewing the vital findings, there is an apparent mismatch between internationally designed English language materials and the local social tapestry of the GCC. This disconnect, as instructors and trainees reported, can prevent involvement, comprehension, and meaningful understanding. The research study pinpoints the critical value of cultural significance in educational materials, an observation corroborated by leading academic theories presented by Vygotsky and Bourdieu. When training materials bridge the gap in between international content and local significance, they have the power to foster cognitive growth, reverberate with students' lived experiences, and help in the acquisition of important social and cultural capital.

Additionally, the research study highlights a need, a demand from teachers and students alike, for curriculum adaptability and professional development initiatives. These initiatives can arm teachers with the tools and strategies to adapt and tailor teaching materials that are both globally competitive and locally relevant. By doing so, it would certainly not only enhance the process of

teaching and learning however likewise develop a much more comprehensive and relatable experience for students in the GCC area.

To conclude, English language teaching-learning process has to be accommodated to the social and cultural backgrounds of the students, specifically in GCC class. This study spotlights a clear roadmap for accomplishing this balance, stressing that effective teaching-learning activities include not only global proficiencies, yet also regional relevance. The findings of this research serve as an effective suggestion for educators and policymakers to take on a more culturally responsive, context-aware, and student-focused strategy to English language teaching, both in the GCC and around the world.

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