

From Global to Glocal: An Investigation of Pakistan Military Academy Students' Perspective on Cultural Aspects in English Language Pedagogy

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Abstract

In response to the inculcation of global culture, behaviour of glocalization was shaped and disseminated into various fields of life including education and English language pedagogy across various countries. The current study focused on providing an insight into this glocalization with special orientation to learning and teaching English language in Pakistani context with particular focus on military academia. The research aimed to inquire the active participants of the learning process i.e. the students, with respect to their perspectives regarding inculcation of glocalization in their ELT curriculum. The research was primarily a survey based research which was conducted at Pakistan Military Academy (PMA), Kakul and 189 cadets are the respondents of this survey. Analytical framework of Byrem (1997, 2001) and Byrem& Feng (2006) is adapted and utilized. The study reveals that ELT contents at PMA are more embedded with culture of UK and lack local culture of the cadets. Moreover, the cadets are found positive towards the suggestion of including culture of various parts of national and military culture in their English textbooks. The current study recommended reappraisal of English language rehearsals at PMA with special orientation towards glocalization element which appreciates a mixture of cultural elements from local to global context.

Keywords: Culture, ELT, Globalization, Glocalization, PMA

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Introduction

Globalization as phenomenon of globalizing economy, politics, education, social values and beliefs has anchored its roots across the world since long. English language was considered with certain role as language of global communication. Crystal (2003), in this regard, gathering different sources and examining various resource books and census data, contends the succeeding outcomes which also expose the enthralling part of English language in stimulating the process of globalization:

- English is one of the dominating languages, in academia as well as in professional settings in more than 75 countries across globe.
- 2.24 billion people use the language proficiently in these countries.
- English is used as first language by more than 3 billion people and as second or foreign language by more than 4 billion people.
- Besides, different types of pidgins and creoles of English are used by almost 80 million people across the world.

Thus, there were major reasons available to incorporate English as essential element in core educational fields of the various countries across the globe. As a part and parcel of the language, English culture has also deeply impacted the local cultural elements in almost all of the societies in practice domain of ELT. To resist and restrict impacts of globalization, glocalization as an antagonistic philosophy was decrypted as political, social, and monetary code with some theoretic practicalities. Its dynamic role is more noticeable in the fields of Science and technology as well as business studies; however, it also has deep rooted itself in the various domains of humanities and social sciences. Robertson (1995) proposed the deep impact of globalization under the influence of local as well as global local practices merged in to one. As a pioneer of the term, he referred to it as a process where globalization and glocalization occurs as two interdependent phenomena to retain each other. Moreover, Roudomet of (2015) presents a more metaphorical view of glocalization as suspension of global while withholding its attached cavernous roots, like in Hindu mythos the role Avatars play (one soul, many faces). Thus, global stays merged in local form or blended in local colours, which can be more appropriately referred to as glocalization. Alexander (2003) gives a simpler definition of the term glocalization as globalization sustained through blending the local.

As a part of global community, Pakistan has also entered the phase where impacts of glocalization are perceptible in many fields including the ELT. The portent of Pakistani variety of English has been

observed through various lenses of socio-linguistic as well as linguistic rehearses as consistent aberrations, for example, *Anglicization* and *hyberdization* and (Hassan, 2004), *indigenization* and *Urduiztion* n these assessments, Rahman (2010) gives opinion that hypothetical magnitudes of local variations of English that are in use in Pakistan are grounded on variables like grammar, semantics, phonological and pragmatics to some degree.

Keeping above the mentioned situations of globalization, glocalization, and localized variation of English language used in Pakistani English language teaching context, there has not been substantial attempt to theorize this phenomenon of teaching and learning English embedded with local linguistic and cultural fabrics. Moreover, Pakistan Military Academy despite having its affiliation with one of the highest ranked universities of Pakistan i.e. NUST Islamabad, Pakistan, has not been approached much with reference to exploring English language practices. The current study fulfils this gap by conducting a survey based research with a focus on examining and exploring the perspectives and perceptions of the students regarding various cultural elements (from local to global to glocal) in ELT contents delivered to them. The current study is significant as it would not only provide an insight into theorizing glocalization in foreign/second language teaching context but the study would also proffer implications of recent English language practices at Pakistan Military Academy and prospective glocalized teaching of English.

Literature Review

As a language mutually understandable by billions of users across the globe, English has gained the status of lingua franca. Thus, it has resolved the problem to communicate felt feelings, to share prestigious ideas, to do gainful business and to learn newer stuff for the residents of the global village. The need to learn and teach English language has become the promising field in education sector. However, there is often a debate to learn to speak it like natives or to learn to use it effectively and efficiently. The second category does not focus on native like accents. According to Murata & Jenkins (2009), this later trend to learn English has given acceptance to localized varieties where native like is not anymore the standard. Thus, it has given due prestige to non-native speakers where they are not deficient learners but different ones (Mauranen, 2017). This new model has accepted various varieties of English besides American and British English. Regardless of the exhilaration formed by this new portent, agreement on the optimum

course of this progression in global English has yet to be grasped as many have still argued for a standard to be set (Modiano, 2001; Trudgill & Hannah, 2002). However, what is more relevant to be discussed here is the cultural aspect of a language.

From Whorfian hypothesis till date, language and culture connection is undoubtedly doubtless. When you speak a language, it mirrors your culture and when you practice a cultural norm, it is reflected through language. Jian (2000) describes it as a relation which is interdependent and inseparable. Thus, language teaching and learning are also meaningless without having culture in to the pedagogical elements. Cortazzi and Jin (2013) opines that communication constantly needs a context and that context cannot be drained from the cultural elements; therefore, culture can be categorized as the fifth skill needs to be imparted through language learning or teaching process. Thus, culture is an essential part of language teaching process. To talk about EFL or ESL, English culture has already been debated as a significant viable to impact the various local cultures in the different corners of the world. This actually has given rise to globalization. This prompted phenomenon is based on the philosophy that residents of the global village must share a global culture in order to promote homogeneity. Stager (2005) opines that globalization promotes a single world heritage where everyone is benefitted. For a long time, world has borne the impacts of globalization in various forms and shapes. However, what concerned various theorists and philosophers is the lack of heterogeneity in the newly theorized globalized world. The opponents of globalization struggled for the localization as more important reflection of individuality rather than singularity.

What gained popularity in between is 'glocalization' as a balanced approach to cater both global as well as local needs. The pioneer of the term Robertson (1995) referred to it as "the simultaneity—the co-presence—of both universalizing and particularizing tendencies" (p. 25). Swales (2005) also opines that this new phenomenon has the clout to stabilize the struggle between upward (who insist on singular global culture) and downward (who limit culture to merely local connotations) motions (pg. 11). Friedman (1999) describes glocalization as a miraculous capacity of a culture, where it can discard what is not feasible to its own norms, can receive what fits in logically and constructively and can catalogue separately which is not enjoyable by the locals. (p. 29). Ross and Lou (2005) explain that glocalization suggests a pursuit past the shortcomings of globalization so as to conceive a world with more equilibrium between the possibly authorizing leanings of

global communiqué and the tangible trialsen countered by native populations (p. 229). All provided descriptions of the term specify the relationship between local specifics and global reach meant for sustainable glocalization.

An investigation by Brooks and Normore (2010) disclosed an interconnection concerning indigenous instructive practices and worldwide discourses, and indicated how scholarly pioneers are called to fuse a glocal viewpoint in academia. Therefore, instructors around the globe are starting to perceive that globalization is impacting their local instructive practices, and are getting ready to address the outcome of such an advancement. No doubt, glocalization can provide them with a better platform to do so. As mentioned above, culture has an active role in English language pedagogy and thus, is not out of impact from globalization to glocaliation transition. In ELT, glocalization implies that both worldwide and neighborhood viewpoints are considered in educational program advancement. Canagarajah (2005) calls attention to that in spite of the fact that our positionalities have been founded on Westernized values, it is essential to give positive consideration and take the local information, worth and legitimacy for language training into extraordinary record. This in turn helps to nurture the learning process as well as the learner for understanding international scenarios while situating in local boundaries. The same was quite relevant to the context of the current study.

With a colonial background, Pakistan has been gifted with English language since its birth. Thus, ELT is an effective domain of academia where emphasis is on yielding language users in consistency with worldwide standards. Interestingly, Pakistani ELT academia faces the challenge to teach a generation with not one local language but most of the times multilingual speakers who can read Arabic (for religious purposes), can converse in Urdu (the national language and lingua franca of Pakistan) and can communicate in any of the local languages (Punjabi, Urdu, Balochi, Siraiki, Sindhi etc.). Thus, learners already possess a variety of cultures (culture of mother tongue, national culture, religious culture) when confronting an international culture while learning the language. It was always in interest of the learners to become part of global community while retaining the local essence. No doubt, localization provides with this opportunity. It shows the habitus of arranging, drawing in and pleasing the hypothesis, practice and strategy for global teaching methods of English language with development of local esteems, outlooks and convictions.

Many studies have been conducted worldwide to understand and

explain the role of glocalization in ELT pedagogy, for example Fang, 2018; Mauranen, 2017; Tsou, 2015; Murata and Jenkins, 2009 etc. All of these studies have debated on the vital character of glocalization in English language classrooms in various forms like material, curriculum, method etc. However, there is no such study available in Pakistani context to understand the emerging part of glocalization portrayed in English language pedagogical scenarios. In this regard, the present study aims to explore the perceptions of EFL learners in PMA regarding the glocalization elements in their prescribed English textbooks.

Research Methodology

This section provided details of the selected theoretical framework, research design, sample and methods used to collect and analyse data. Glocalization as main theoretical framework was utilized in the current study. The term glocalization refers to an evolving portent, in which localized lexes, lingos and lexicons used by non-native English users achieve an amount of suitability and validity and more importantly, it appreciates the local hybridizations. It seems to propose a resolution plan between local needs and global demands of numerous cultural indexes. The present study was based on the theoretical dimensions offered by Byrem (1997) and Byrem and Feng (2006). Figure 1 below presents an outline of the various terms (mainly native, target, global and military culture) used to establish a working model for the present study. Target culture is defined as the way of living nations which speak English as first language (primarily British and American culture); local culture is the way of living in accordance with various local geographical, social and linguistic to pologies of the students of English language (which is Pakistan in the present study); and the global culture depicts traditional indicators of diverse speech communities athwart national topographical outskirts. Finally, military/PMA culture is culture of the sample selected in the current study. Thus, glocal culture for the present study can be understood as combination of above mentioned four varieties of cultures.

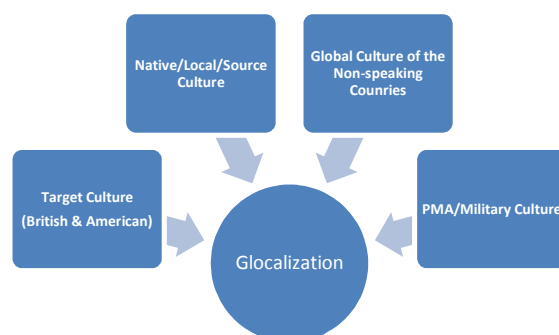


Figure 1 Analytical Framework for Measuring Glocalization of ELT

The present research was quantitative in nature as it dealt to record students' perceptions regarding various cultural elements of various origins. The main method used to collect data was survey method using a close-ended questionnaire. This questionnaire was comprised of four following sections: first section records their apprehension of glocalized ELT objectives; second section tries to understand their observation on consideration of glocalized conceivable substance in EL teaching objectives; third section is set to understand their reaction on latest techniques and methodologies of English language in line with glocalization; and final section records their perceptions regarding possibilities of joining glocalizing theory of showing English at PMA. The questions are presented on a Likert scale with variety of options for different types of questions.

Data is collected from the cadets of first three terms in which English language courses are offered to them at Pakistan Military Academy. The next paragraph presented an overview of the selected ELT context.

Pakistan Military Academy, established in 1948, has close resemblance in its operational activities with Royal, US and UK Military Academies. The academy covers to manage mutually the military training as well as the academic tutoring for the registered candidates. With respect to academics, four years' degree programme of Bachelor in Military Science and Arts (BMAS) is presented under the supervision of NUST Islamabad. Besides the technical and informative subjects, English is taught as an obligatory subject for the award of degree. The students belong to all five provinces as well as FATA and capital areas; thus, they have varied linguistic, religious, socio-economic and cultural backgrounds. With respect to English language, primarily two text books i.e. Book 1 (entitled as English Language) and Book 2 (entitled as

Communication and Interpersonal Skills) are taught. These books contain a diverse range of topics related to basic grammar, passages for developing paragraph writing skill, reading comprehension skill, note taking skill; it also includes an effective segment of prose lessons.

Almost 189 students participated in the present study. The following figure 2 presents the summary of the selected sample.

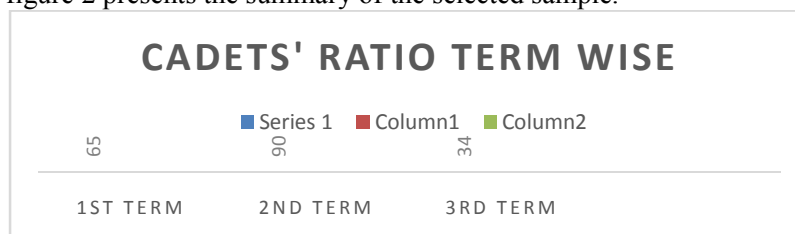


Figure 2 Cadets' ratio term wise

Data analysis is based on various scales used in the questionnaire. The results obtained are presented in tabular and graphical forms (the rich data in tabular form whereas the specific brief data in graphical format).

Results and Discussion

This section presents the findings of the study as obtained through the questionnaire. The findings are divided into four sections as per the four sections of the questionnaire.

Pupils' Apprehension of Glocalized Objectives: This part presents the findings regarding how students perceive the glocalized ELT objectives in their prescribed curriculum. Three main themes are identified through ten items: firstly, what are the attitudes of the learners regarding the incorporation of cultural aspects in EL pedagogy; secondly, how much important they think culture is to be incorporated in the curriculum; and finally, what do they think about time division among language components and cultural related items teaching. The responses for first theme are presented in table 1 below:

Table 1
Learners' Attitude concerning the incorporation of cultural elements

| Questions | Highly Interested | Interested | I don't know | Less Interested | Not Interested | Mean | SD |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|--------------|-----------------|----------------|------|-------|
| In teaching of English as a foreign/ second language, are you interested in learning local/ Pakistani cultural content? | 40.4 % | 53.4 % | 1.6% | 2.6% | 2.1% | 4.27 | .799 |
| In teaching of English as a foreign/ second language, are you interested in learning military/PMA content? | 53.9% | 36.8% | 1.6% | 6.2% | 1.6% | 4.35 | .907 |
| In teaching of English as a foreign/ second language, are you interested in learning culture(s) of USA and UK? | 13.5% | 36.8% | 6.2% | 29.0% | 14.5% | 3.06 | 1.335 |
| In teaching of English as a foreign/ second language, are you interested in learning culture(s) of English speaking countries other than USA & UK? | 10.9% | 39.4% | 8.3% | 30.6% | 10.9% | 3.09 | 1.253 |
| In teaching of English as a foreign/ second language, are you interested in learning culture(s) of other than English speaking countries? | 11.4% | 46.6% | 6.2% | 24.4% | 11.4% | 3.22 | 1.257 |

The findings reveal that majority of the students are interested in cultural rudiments included in English curriculum. However, the findings also depict that the cadets are somewhat also aware of keeping their home grown individualities along with the national character. By holding this nearby insight, the cadets may feel be appended with their native esteems and customs giving them acknowledgment of the local characters. As far learning of the military content is concerned, majority (almost 93 %) cadets are interested which evidently demonstrates cadets' concern for something more than global or native culture teaching. such findings also specify that addition of military content in English Language (EL) pedagogy would help PMA administration in fulfilling aims of supplementary connection of the candidates with their respective military institute(i.e. PMA for the current scenario). Interestingly, almost 58% cadets wanted to learn cultures of the countries other than USA and UK, where English has the status of mostly the second language. The findings of this table signify an affirmative attitude towards implementation of global plus glocal (glocalized) cultural values in their curriculum. It is to be noted that less than 50% of the students were interested to learn cultural elements from English speaking countries which does not mean a negative value totally. It can be inferred that

students have already too much material related to this and now they want to learn about more cultures.

Next table 2 below explains the cadets' apprehension of including culture and its various indices as conversed by Byram and Risager (1999). This includes insertion of the diverse elements like history, geography, political systems, daily life routines, and shared values and beliefs in English language practices. The findings reveal a positive inclination towards the identified areas. As per the findings, more than 84% cadets confirmed their apprehension of implanting culture as part of EL learning practice, which means they consider culture as important part of their learning. Almost 76% respondents were in favour of including information about above mentioned cultural elements and similarly, majority of the respondents (i.e. 84% almost) also favored inclusion of these aspects from their own native and national cultures i.e. local in EL teaching in their classrooms at PMA. Apparently, these binary dimensions are contrary to each other, but understood from glocalization perspective, it is clear that cadets give prestige to both local and global cultural elements and do not want one over the price of the other.

Table 2
Cadets' Insight on Significance of Cultural embodiments

| Q | V imp | Imp | I don't know | Less Imp | Not Imp | Mean | SD |
|-----------------------------------------------------------------------------------------|-------|-------|--------------|----------|---------|------|-------|
| How important is Culture in learning English language? | 47.7% | 35.8% | 3.6% | 10.9% | 2.1% | 4.16 | 1.05 |
| How important is to learn the following aspects of culture in ELT? | | | | | | | |
| Information about the history, geography and political system of the foreign culture(s) | 35.8% | 41.5% | 0.5% | 19.2% | 3.1% | 3.88 | 1.184 |
| Information about the history, geography and political system of own culture(s). | 67.4% | 26.9% | 1.0% | 3.6% | 1.0% | 4.56 | .783 |
| Information about daily life and routines | 51.3% | 31.1% | 4.7% | 10.9% | 1.6% | 4.20 | 1.051 |
| Information about shared values and beliefs. | 46.6% | 37.8% | 6.7% | 7.3% | 1.6% | 4.21 | .962 |

The findings clearly validate readiness of the majority of the cadets (around 85%) to reconsider sharing values and beliefs from different corners of the world. *Shared* in this context means the inclusion of both local and global values and beliefs. Global refers to here culture of both native and non-native English speaking countries and local refers to native and national cultures of Pakistan alongside the military culture.

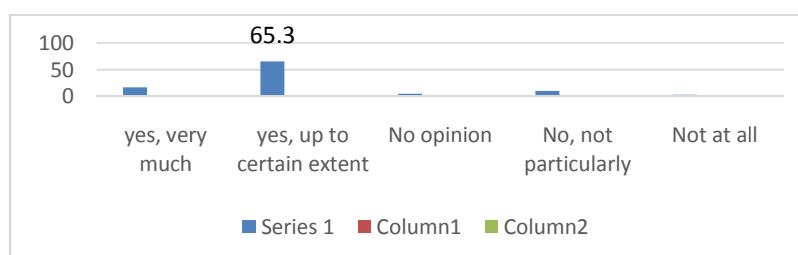


Figure 3 Cadets' response on required time for cultural elements learning

Finally, a very direct question was raised to the learners that how much time they think needs to be given to cultural elements in language learning classrooms. Figure 3 above discloses that the cadets want to spend more time on understanding of language integrated cultural items. In sum, the findings of this section reveals positive attitude of the cadets towards inclusion of global and local culture in ELT classrooms. This overall indicates that PMA needs to reconsider the ELT objectives which are previously based on prescriptive approaches to teach and focus just the language components. The findings of this section clearly suggest that cadets living in the new era of glocalization have robust desire to be taught English language content pertinent to both global and local cultural specifics.

Learners' Perceptions on insertion of Possible Cultural Specific

Topics: This section was designed to see how the cadets' approach towards numerous cultural topics to be possibly included in English text books. Data in table 3 below reveals that majority of the respondents (almost 83%) articulated their yearning to localize their EL learning content; this can be translated as an aspiration to glocalize English language pedagogy as previously the material is based heavily on international cultures. It is also noticeable that 75% respondents want the inclusion of the various topics related to geography, political system, values and dogmas. It is quite visible in these findings that cultural manifestations are welcomes by the learners in variety of topics. It can also be noted that cadets have tremendously constructive attitude towards inclusion of life stories of their military heroes. Such finding actually provides us an idea on prominence of institutionalized localization of culture related contents.

Table 3
Cadets' Perception of Possible Culturally Relevant Topics

| Q What part of culture should be taught through English language at PMA? | Most Important | Important | I dont Know | Less Important | Not Important | Mean | SD |
|--------------------------------------------------------------------------|----------------|-----------|-------------|----------------|---------------|------|-------|
| Political system, history and geography | 44.6 % | 34.2 % | 9.8 % | 5.7 % | 5.7 % | 4.06 | 1.135 |
| Shopping, food and drink | 17.1 % | 45.6 % | 14.5 % | 13 % | 9.3 % | 3.48 | 1.193 |
| Youth culture (fashion, music and etc) | 20.2 % | 38.3 % | 20.7 % | 10.9 % | 9.8 % | 3.48 | 1.212 |
| Literature, art and drama | 28 % | 40.9 % | 16.1 % | 7.3 % | 7.8 % | 3.74 | 1.170 |
| Family life and marriage life | 25.9 % | 41.5 % | 21.2 % | 6.2 % | 5.2 % | 3.77 | 1.067 |
| Film, theatre and TV programmes | 19.7 % | 37.8 % | 22.3 % | 14.5 % | 5.7 % | 3.51 | 1.132 |
| Social and living conditions | 30.1 % | 41.5 % | 15.5 % | 9.3 % | 2.6 % | 3.88 | 1.032 |
| Festivities and customs | 26.9 % | 46.6 % | 11.4 % | 9.8 % | 5.2 % | 3.80 | 1.100 |
| Tourism and travel | 26.9 % | 48.2 % | 14 % | 6.2 % | 4.1 % | 3.88 | 1.014 |
| Religious life | 24.9 % | 29.5 % | 19.2 % | 11.9 % | 14.5 % | 3.38 | 1.361 |
| Gender roles and relations | 17.1 % | 44.6 % | 20.2 % | 8.8 % | 9.3 % | 3.51 | 1.155 |
| Environmental issues | 26.4 % | 45.6 % | 19.2 % | 3.1 % | 5.7 % | 3.84 | 1.036 |
| Our own culture and identity | 41.5 % | 41.5 % | 9.3 % | 3.1 % | 4.7 % | 4.12 | 1.021 |
| Values and beliefs | 36.8 % | 38.3 % | 17.6 % | 2.6 % | 4.7 % | 4.00 | 1.036 |
| Daily life and routines at PMA | 28.5 % | 41.5 % | 16.6 % | 7.3 % | 6.2 % | 3.79 | 1.123 |
| Military customs and service | 27.5 % | 46.1 % | 14.5 % | 6.7 % | 5.2 % | 3.84 | 1.066 |
| Discipline | 39.4 % | 35.2 % | 12.4 % | 5.7 % | 6.2 % | 3.97 | 1.145 |
| Sports at PMA | 24.9 % | 42.5 % | 20.2 % | 7.3 % | 5.2 % | 3.75 | 1.072 |
| Military Training at PMA | 26.9 % | 43 % | 18.7 % | 7.8 % | 3.6 % | 3.82 | 1.032 |
| Military Heroes of Pakistan | 38.9 % | 44 % | 8.3 % | 4.1 % | 4.7 % | 4.08 | 1.027 |
| PMA History | 24.9 % | 44.6 % | 21.2 % | 6.7 % | 2.6 % | 3.82 | 0.968 |
| PMA Traditions | 27.5 % | 39.4 % | 20.7 % | 7.8 % | 4.7 % | 3.77 | 1.080 |
| Academic challenges at PMA | 28 % | 49.7 % | 10.4 % | 6.2 % | 5.7 % | 3.88 | 1.066 |

The relatively higher percentage (63%) proposes that the activities of shopping and food are closer to learners' culture. Likewise, role of literature in English language teaching at PMA was also imposed by the cadets (above 68%), in favor of including literature connected material in English text books. Interestingly religion was not considered as important topic to be included as only 29.5% cadets considered topics on religion should be provided in English text books. The findings are indicative of the fact that religion is already integral part of their lives

and moreover they do not consider English as important medium to teach an Arabic oriented course.

Concerning local culture of PMA and its insertion in English books, the respondents displayed positive attitude as 70% cadets expressed their desire to have PMA culture related learning material. This is an interesting finding as such inclusion of their interest area can motivate learners for better language learning experience. Overall, adding numerous facets of military history, life, and success stories may play a significant role in making ELT domain very interesting at PMA. Figure 4 below presents the opinion of the cadets on how vital it is to add PMA traditions in English textbooks. The findings of this question solely complement the findings mentioned in previous paragraphs in this part. The cadets have shown extraordinarily positive attitude towards the inclusion of matters associated to military. It is significant from Table 6 below that greater than 80% cadets considered indispensable to have cultural content of military in their English textbooks.

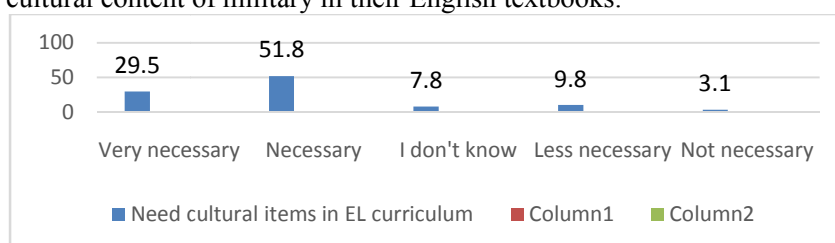


Figure 4 Cadets' Perceptions on Inclusion of PMA Culture

Cadets' Perceptions on Teaching Methods in line with Glocalization.

This part reports the findings based on students' perception of teaching methods or approaches towards ELT at PMA in line with philosophy of glocalization. The cadets were asked to report English language practices at PMA with respect to addition of foreign and local cultures in their text books and the teaching resources used by the instructors in English language classrooms.

The findings in the table 4 evidently expose that the approaches, methods and extra material used by the instructors in language classroom are not very much culture oriented. Whereas, in the previous sections it has been reported that students like to read, discuss, analyze and apprehend the variety of cultural elements in their classrooms. The situation is in contradiction to what students want to study. Shockingly, the percentage of cultural information shared with students is very low (14.5%). The teachers mostly focus on prescriptive approach which

eventually aims at accomplishing objectives of grammar oriented learning.

Table 4
Cadetss' Response on ELT Methods or Approaches with Respect to Glocalization

| Q. How is the cultural information passed on to the students by the teachers in English class? | Very Often | Often | Some-times | Seldom | Never | Mean | SD |
|---------------------------------------------------------------------------------------------------|------------|--------|------------|--------|--------|------|-------|
| Cultural information is shared from the textbook. | 14.5 % | 45.1 % | 31.6 % | 7.3 % | 1.6 % | 3.64 | .874 |
| Teacher tells the students what he heard or read about the foreign country or culture. | 26.4 % | 34.2 % | 22.3 % | 14 % | 3.1 % | 3.67 | 1.106 |
| Teacher asks students to discover the aspects of the foreign cultures. | 12.4 % | 21.8 % | 31.6 % | 20.7 % | 13.5 % | 2.99 | 1.212 |
| Teacher asks the students to participate in role-play activity. | 28 % | 20.7 % | 25.4 % | 18.1 % | 7.8 % | 3.43 | 1.281 |
| Teacher asks students to describe cultural phenomena which appear in textbooks or somewhere else. | 16.6 % | 26.9 % | 33.7 % | 15.5 % | 7.3 % | 3.30 | 1.138 |
| Teacher shows us videos/movies and asks us to discuss what we watch. | 6.7 % | 13.5 % | 17.1 % | 17.6 % | 45.1 % | 2.19 | 1.319 |
| Teacher asks students to compare their own cultures with foreign cultures. | 10.4 % | 23.3 % | 29.5 % | 18.1 % | 18.7 % | 2.89 | 1.253 |

The students reported that there very few instances when they are engaged in culture oriented activities in the language classrooms. Almost 48% students reported that role-play activities sometimes happen in English classrooms. The findings specify that addition of cultural elements in teaching material and activities is occasional. On the other hand, explanation of any culturally specific items is also very rare as 43 % students stated that it is not much often. These low values of very often and often happenings of describing any cultural related phenomenon from text books of English evidently confirm that the text books have very limited content of culture oriented topics.

Cadets' Viewpoints on Glocalizing EL Teaching at PMA: This part report on findings related to opinion of cadets gathered regarding the inclusion of glocalized cultural elements in their English language curriculum. In this regard, table 5 below presents the summary of the learners' responses on the degree of inclusion of culture specific elements (of various origins like PMA culture/ military culture, Pakistani

culture, native language culture, culture of native English speakers and culture of non-native speakers) in English text books at PMA.

Table 5

Cadets' Responses on Addition of Glocalization Elements

| Do the textbooks you study contain following information? | A lot | More | I dont know | Little | Not that much | Mean | SD |
|-----------------------------------------------------------|--------|--------|-------------|--------|---------------|------|-------|
| PMA/ Military Culture | 17.6 % | 24.4 % | 4.7 % | 23.3 % | 30.1 % | 3.24 | 1.529 |
| Local Culture(s)/ Pakistani Culture | 8.3 % | 30.6 % | 5.7 % | 34.7 % | 20.2 % | 3.28 | 1.316 |
| Culture(s) of English Speaking Countries | 13 % | 47.2 % | 9.3 % | 22.8 % | 7.8 % | 2.65 | 1.190 |
| Culture(s) of other Countries | 6.2 % | 24.9 % | 13.5 % | 35.8 % | 19.7 % | 3.38 | 1.228 |

Figure 5 shows that 47 % respondents informed that culture of native English speaking regions is found abundantly in English language textbooks, whereas national culture of Pakistan along with the native cultures and cultures of other countries, is rarely visible. For example, majority responded that there was very limited information in their textbooks about their native places culture(s) and national Pakistani culture. Similarly, the material contains very less information regarding their concerned military culture. The results in the figure also confirm the results obtained from above mentioned various categories in the previous sections where students have described that there are very limited occasions when Pakistani national and geographically local cultural elements are described in their prescribed English text books. Astonishingly, cultures of non-native English speaking regions are also almost absent from ELT material (as reported by 55 % of the students).

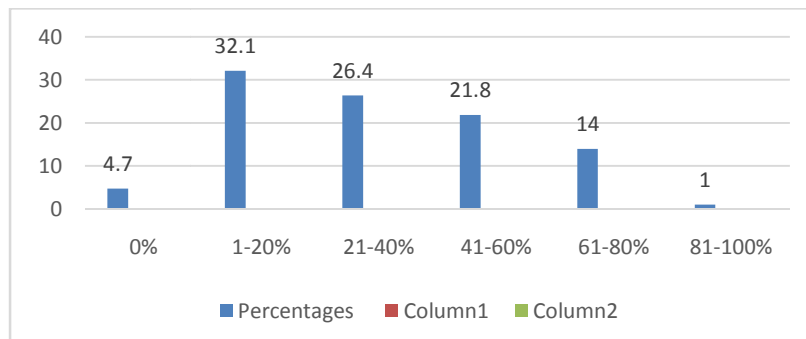


Figure 5 Cadets' Expectations of inclusion of Cultural elements in ELT materials

Finally, a question was raised regarding what students think of inclusion of glocalized cultural elements in their prescribed ELT material

at PMA. The findings in figure 5 above shows that majority of the students expect to include material from variety of cultures i.e. glocalized. Overall, this confirms with their responses in different questions above that students want to learn about variety of culture from local to global to become globally more aware and locally more connected.

Conclusion

The present study was aimed to explore the perspectives of EL learners regarding incorporation of various cultural elements (to promote glocalization rather than globalization) in their designed English curriculum and contents, in PMA context in particular. The findings have shown that the current textbooks and practices of ELT at PMA contain very limited material related to diverse cultures (from local to global range) and are merely focused on culture of native English speaking realms. In contrary, the cadets showed positive attitudes towards inclusion of more glocalized material in their English language textbooks and teaching practices in the classrooms. Hence, it can be clinched that English language teaching standards at PMA are not much in compliance with the theoretical perspective of glocalization - a much needed phenomenon to resist deformation of the local values and culture under globalization. Furthermore, it is also observable that students want their local and national identities be mirrored in their curriculum. More interestingly, the cadets responded positively towards addition of military culture generally and culture of PMA particularly, in their English textbooks. The study significantly exposes that students have very positive viewpoints on inclusion of variety of cultures from local (specifically referred to in this study as native, national and military culture) to global (cultures of native and non-native English speaking nations) ones.

Interestingly, the contents of language teaching are limited to target culture, whereas the learners are experiencing already a variety of cultures from provincial to national and from national to institutional culture (i.e. military). Thus, limited culture exposure in learning curriculum can be a barrier, and this problem can be easily disentangled by glocalizing the contents. The study suggest that English language related materials, textbooks, methodologies and practices should be diverged to a glocally inclusive curriculum in order to meet the demands of new era (where global unifies and local restricts to limited), as also suggested by Tsuo (2015).

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