

Glocalized Adaptation in Pakistani EFL Textbooks: A Sociocultural Perspective

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Abstract

A textbook being a part and parcel of every language teaching or learning context entails a wide range of possibilities related to different domains of language learning process. Pakistani EFL textbooks, including global texts with their embedded sociocultural impacts, undergo modifications which make texts conducive for learners having different cultural and ideological contexts. This relevant change or adaptation characterized by glocalization, a coined blend of globalization and localization, takes place because of sociocultural and ideological identities of Pakistani language learners, different from those that are in global texts. This study analyzes Pakistani EFL textbooks in the light of David Block's critical sociocultural theoretical framework in *Globalization and Language Teaching* (2002) mentioning how different texts rich have been adapted to acclimatize them for EFL learners. Rathert & Cabaroğlu's (2022) analytical model has been used to study cultural adaptation. It is a qualitative analysis of selected short stories in Book I and Book II and novel "Good Bye Mr. Chips" being taught at the higher secondary level/college level in Punjab, Pakistan. The analysis goes through glocalization process of addition, deletion, abridging and modifying. The results have been tabulated with the description of reason of adaptations.

Keywords: Glocalization; adaptation; content analysis; global texts; Globalization

Introduction

Glocalization, primarily a business term, broadly incorporates local features in order to appeal to the local markets by making a blend of global and local features. It goes further to other domains like the teaching of English in which localized global contents are thought inevitable in the process of learning a language. Manzoor et al. (2019) opine that language

and culture are interwoven and thus the target language also carries a cultural construct because the learners contextualize every linguistic situation with the obvious influence of the local settings. Globalization has a profound impact on the domain of teaching English because its optimistic view unveils that it causes geographical and social upward mobility where globalization takes local forms with negotiated multiculturalism provided with English as an international language (Xu, 2013).

The ideas of “World Englishes (WE)” and “Glocalization” have become common notions of the day because of the emerging trends in the EFL domains. The target of learners is not the mastery of native-like competence rather it is the intercultural competence, the ability to understand the language and behaviour of the target culture and society and explain the home community (Corbett, 2003). The intercultural competence entails different domains like language classrooms, work points, business, family, study and tourism (Byram, 1997; Guilherme, 2002; Zu Hua, 2014). The lack of research on the English textbooks in Punjab, Pakistan with regard to WE, emphasizes the need for textual analysis at all levels of language teaching particularly in the initial stages like primary, secondary and higher secondary levels (Batool et al. 2023). Sharifian (2016) advocates the idea of localization of the globally spread language while serving various speech communities in the process of cultural conceptualization which was mostly detached in the past. Corbett (2003) asserts the idea of going beyond the grammar and vocabulary domains and including cultural awareness which further emphasizes the idea of glocalized cultural adaptations in EFL textbooks.

The concept of glocalization starts from marketing to the academic and pedagogical domains. Ahmed and Shah (2014) assert the significance of textbooks in the academic background of EFL, characterized by macro levels of social, religious, linguistic and cultural aspects. Textbooks form a major feature of English language teaching across the globe, which is evident from Global textbooks (GTs) equipped with teaching materials and audio-visual aids. However, these global textbooks are often with the embedded imperial designs either culturally or linguistically (Hadley, 2015).

The adaptation of textbooks is executed keeping in view their suitability for learners and their needs (Bosompem, 2014). This adaptation takes place at individual, institutional, national and international levels with a view to the notion that teachers have unique experiences and intuitions (Masuhara, 2022 & Saraceni, 2013). Richard (2014) and Harmer (2015) assert different factors that play pivotal roles in the process of the book adaptation, which are academic challenges, learners’ social and cultural background, time availability, affection of students and contexts (Gray, 2016; Ahamat and Kabilan, 2022 & Toledo-Sanoval, 2020). The adaptation techniques used in this regard are omission, addition, substitution, reduction, summarizing, modification and supplementing. Richards (2014) states

different techniques like additions for examination, extension for supplementary practices, symmetry of contents, inclusion of local features, rearrangements of contents and task-based modification. However, they are flexible and can be modified according to the novel situations. In modern era of technology, the inclusion of digital tools is a hall mark of language teaching with multiplicity of teaching dimensions and experiences (Barjestesh et al., 2024).

The glocalized adaptation of GT or literary texts in Pakistani EFL textbooks can be analyzed implying adaptation techniques of deletion, addition, modification and substitution. These textbooks have diverse themes, social settings, cultural identities and language features. These features add up the complexity of texts and alienations because the stylistic features of a literary text bring profundity of complexity of various themes (Mohsin, et al., 2023). There has been the selection of eight short stories of “Book I”, “Book II” and novel “Good Bye Mr. Chips”, which have gone through the adaptation process. Every adaptation process is followed by the socio-cultural, linguistic and ideological justification of the change.

Research Objectives

The objective of the study is:

1. To analyze the glocalized adaptation in Pakistani EFL textbooks

Research Questions

The research question of the study is:

1. How have the texts been adapted/modified for Pakistani EFL learners?

Delimitations

The population of the study is EFL textbooks being taught at the intermediate level at colleges in the Province of Punjab, Pakistan. The sample is restricted to “Book I, Book II and “Good Bye Mr. Chips” which are being taught at the college level in the state of Punjab. Moreover, “Book I” has been delimited to eight short stories, “Book II” to only one.

Literature Review

English Language Learning has emerged as an essential element of the technically and scientifically oriented global world. It is mandatory to enable learners to understand and speak English confidently and fluently (Masadeh, 2022). However, English language learning is a complex process that is associated with different principles and practices on the part of learners and teachers. Gupta (2019) enlists various strategies and principles for the effective learning process like analyzing cultures and customs, knowing students, increasing interaction, using multiple modalities and building background knowledge. The common challenges of EFL are language proficiency, cultural differences, limited exposure to native and authentic materials and availability of resources in the classroom. Tran et al. (2024) have explored the latest tools in order to provide authentic material access to foreign learners, in which they have proposed the use of online

conferencing tools to enhance listening and speaking skills. A textbook has been an authentic tool beside massive progress of electronic gadgets and resources.

The textbook is the major source of target language exposure in the classroom. It is systematic, carefully planned, and composed of experts in various aspects of language teaching, such as reading, writing, teaching techniques, and teacher training. Textbooks provide authentic material if they contain real-world communication and reflect cultural contexts because there are momentous barriers between teachers and students during the course of language teaching (Mohsin et al., 2020; Afzal et al., 2020). An authentic textbook will be featured by natural language use, associated dialogues, real-life reflection and engagement of students, meaningful and interesting conversation and practical implications. They provide an instrument to develop harmony between classroom learning and practical application. The impediments to the use of textbooks are inappropriate cultural content, outdated content, poor engagement and interaction, and lack of systematic and growing proficiency in language learning (Tomlinson, 2011; Mukundan & Puan, 2014; Richards, 2001).

The use of textbooks needs a lot of adaptations to make them suitable for novel situations and cultural settings to meet the diverse learning and teaching ways. Every textbook has some parameters, objectives and implied strategies for using the texts (Mustafa & Damayanti, 2024). The global textbooks have different cultural contents as well as linguistic difficulty which impedes language learning. The hostility towards the global texts is caused by the social, cultural, religious and ideological differences. This adaptation may be reflective or systematic, depending on the situation and context of the use (Rathert & Cabaroglu, 2022). Wager (2014) asserts that textbooks have predispositions which are influenced by milieu, beliefs, inspirations and surroundings. Textbooks provide authentic material and interactive activities; nevertheless, there are various impediments like lack of flexibility, focus on grammar, cultural relevance and outdated content. (Richard, 2014; Harmer, 2007; McKay, 2003 & Tomlinson, 2012).

What is to be adapted is so general and subjective that it cannot be limited to one aspect or definition. The multiplicity of models is a common practice nowadays with which, the scope of learning gets better (Mustafa & Damayanti, 2024). Rathert & Cabaroglu (2022) argue the adaptation of activities and procedures, contents and language. Cunningsworth (1995) divides textbooks into domains that can be adapted, including teaching methods, language contents, subject matter, skills progression, cultural contents and pictures. Tomlinson (2011) advocates simplification and reordering to align textbooks to the needs of learners. McDonough & Shaw (1993) propose the addition of additional materials and deletion of unnecessary materials to make textbooks contextually suitable. Graves (2000) emphasizes localization keeping in focus the cultural background of

learners. Harmer (2007) is the proponent of personalization in which teachers relate the lives and interests of contents. Cunningsworth (1995) pays special attention to evaluation and adaptation for suitability and relevance. Nunan (1999) urges contextualization to create a real-world atmosphere and practical engagements. Mustofa & Damayanti (2024) assert that adaptation methods and strategies are determined by students, tasks, context, time, beliefs, understanding, students' decisions, learners' empowerment and nature of materials, task complexity and lifestyles of both teachers and students.

Concluding the factors of the adaptation, it is evident that the role of local setting or culture is a significant motivating force in the formulation of EFL textbooks. Zhang & Nordin (2025) find the paradigm shift to glocalization in ELT textbooks even at university level. The content analysis of textbooks reflects the blend of different cultural elements including global and local and native culture elements. It suggests the need of going beyond cultural products, engaging morals, beliefs and ideologies and promoting strong intercultural communication competence. Suwandani & Hidayati (2025) analyze Indonesian context of EFL textbooks in which there is diverged cultural orientation; Global textbooks have British or East Asian cultural practices while local textbooks stress the native culture with the picturization of national identity, customs and traditions. The underrepresentation of local culture in global texts emphasizes the requirement of adaptation of the target materials in the light of local culture. The authors suggest a blend of global contents with local perspectives, making global community with national masks.

Similarly, Pakistan EFL domain also shares the same colonial heritage as mentioned in Chinese and Indonesian context where global texts are part of curriculum with a lot of imperialistic design. According to Malik and Nayab (2024), imported ELT textbooks provide cultural barriers with cultural aspects such living style, food, festivals and customs. It become difficult for learners to relate the foreign life into socio-cultural aspect of the target language. Thus, teachers skip or adapt culturally sensitive contents or unfamiliar language situations. On the other hand, the instructional barriers like language proficiency goals of textbooks, excessive curriculum and teacher-oriented methods of language teaching play a significant role in Pakistani context. Consequently, teachers adopt adaptation strategies like addition, deletion, simplification, reordering and translation. The present study involves adaptation done in Pakistani EFL textbooks being taught at college level.

Methodology

This part deals with methods, approaches, conceptual paradigms and theoretical and analytical frameworks within which data collection and analysis have been executed. (Ravita & Riggan, 2017). This study, being a

part of language teaching, falls within the domain of English Language Teaching (ELT).

English Language Teaching (ELT) As An Academic Domain

According to Richards & Rodgers (2014) ELT is a systematic framework or domain, regulating teaching process in connection with pedagogical models. On the base of these theories, Krashen (1985) advocates ELT as bridging and joining curriculum and language acquisition characterized by the alignment of teachers and diverse classroom practices. Swain (1995) and Nunan (2004) highlight the different aspects of language teaching; principles of teachings and their coordination with practical methodologies. Thus, four language skills are integrated with the theories of acquisition and performance. ELT in the modern era has been proposed to be adapted to global trends and teaching practices in order to make them relevant and effective in diverse teaching backgrounds (Richards, 2006; Holliday, 1994; Brown, 2004). The contextualization of pedagogical practices has been emphasized by Halliday (1994); similarly, Canagarajah (1999) finds the dominant linguistic imperialism which compromises the indigenous approaches and identity. Block and Cameron (2002) refer the pervasive impact of global language and culture, shaping the teaching practices.

Theoretical Frameworks

The theoretical framework of the research is glocalization which refers to the adaptation of global concepts, practices and products to the local contexts derived from Robertson (1995)'s idea of "think globally, act locally". The global contents are adjusted and shaped to the local cultures, languages and preferences by the dint of local adaptation and cultural hybridization..

This theoretical foundation has been extended by researchers. Pieterse (1994) fosters the idea of cultural hybridization which stresses the blend of different cultures, synthesizing into new hybrid identity. Additionally, Appadurai (1996) proposes the idea of cultural fluidity which provides a roadmap to hybridization. Kraidy (2002) takes cultural hybridity the result of intermixing of global and local discourses taking place through communication and media process. Rizvi and Lingard (2010) argue that glocalization in education requires reconciliation of dominant global ideas, policies and practices with local cultural realities like history, values, traditions, knowledge systems, languages, social structures and aspirations of community. Roudometof (2005) declares glocalization as too simple and presents the idea of translocalism which is more active, dynamic and multidirectional cultural influence. His idea of cultural flow through networks of people and intuitions is the proponent of cultural hybridity. On the similar grounds, Beck (2000) finds, in the light of his theory of Cosmopolitanization, the necessity of reconciliation and hybridization necessary because of unavoidable contexts like global risks and

interdependencies. Furthermore, Patel and Lynch (2013) suggest a third democratic culture inclusion by maintaining own linguistic and cultural identities. Byram (1997) proposes the sociocultural perspective of language learning through his Intercultural Communicative Competence (ICC) model based on five postulates including cultural awareness, critical thinking and intercultural interaction skills.

Another theoretical foundation of the present study is Block's (2002) idea of integrating globalization with language teaching, asserting that globalization, in fact, shapes education, language and identity rather than just collaborating it with mere economic or technological domains which were primarily determined. English language teaching is deeply integrated with global cultural flow, dominant ideology and decisive power which affect the local education system. This causes a tension between global uniformity and local unique religious, sociocultural and linguistic realities. The conflict or incongruity leads to cultural adaptations because identity and culture are key factors during the process of learning language. Therefore, this structural necessity incorporates local culture along with global perspectives which further directs to pedagogical implications to make textbooks more meaningful, motivating and contextually engaging. Pakistani EFL textbooks undergo the phenomenon of adaptation in the backdrop of glocalization in order to make them conducive socially, culturally and ideologically for the learners.

Analytical Frameworks

An analytical framework is a key part of research which provides a structural layout to examine, interpret and evaluate data characterized by consistency and coherence. It provides clear structural guidelines with reliability and validity (Bryman, 2016).

Rathert & Cabaroğlu's (2022) systematic analytical framework provides analytical foundation and justification to this study in order to analyze textbook adaptation in ELT, providing concrete categories such as omission, addition, substitution and modification. Omission is the removal of unnecessary or irrelevant parts of a text. Addition is the addition of information or elements to elaborate texts. Moreover, it provides additional contexts. Modification is to change the text to enhance clarity and coherence and make it suitable for new medium and audience. Substitution is the replacement of words, phrases or sentences having different social, contextual and cultural expectations and interpretations (Figure 1).

Pakistani EFL textbooks which are developed by autonomous institution, Punjab Curriculum and Textbook Board, undergo these adaptations keeping in view the sociocultural, political and ideological background of the learners. The global texts or the English texts are modified according to the contextual needs.

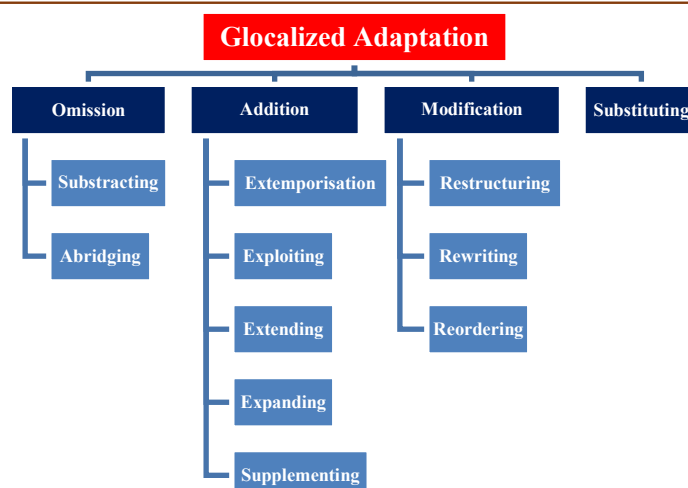


Figure 1. Glocalized adaptation as analytical framework

RESEARCH FRAMEWORK

The adaptation of materials (native or foreign) takes place at two levels, cultural and linguistic ones. The cultural level is to make content appropriate for learners for their constructs at macro social level. They are determined by social identity, socio-political institutions, socialization and life cycles, history, geography, religion, beliefs, behaviours and other stereotypes (Manzoor et al., 2019). The linguistic identity has myriads of implications in shaping the sociocultural and political intellect (Mohsin et al., 2023). Therefore, the foreign or global contents are contextualized. On the other hand, linguistic adaptation addresses the simplification and adjustment of the native or global text. The blend of two theoretical domains such as glocalization and adaptation is the conceptual foundation of the study. Linguistic adaptation is simplification and modification with regard to managing complexity, sentence structure and morphology.

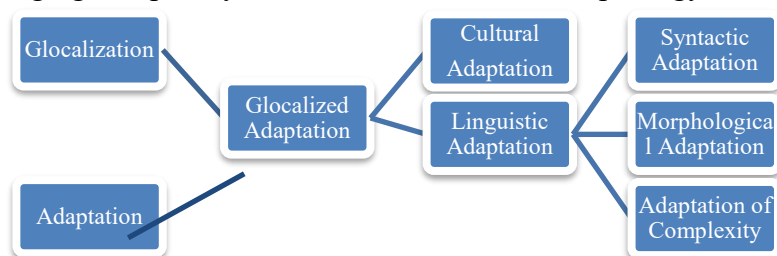


FIGURE 2. Research framework

Research Design

The research design is qualitative in which textbooks have been analyzed with regard to adaptations taking place in literary texts or global texts when they are included in a language teaching curriculum. Every literary text is enriched with linguistic, cultural, social, economic and

religious constructs determined by the collective wit of a society. The present study enumerates and analyzes the instances of adaptations in the selective stories from Book I and Book II taught at an intermediate level in Punjab, Pakistan along with the novel “Good Bye Mr. Chips” by James Hilton. The study covers the extent of adaptations for which the research model is of Rathert & Cabaroglu (2022).

Data Collection And Analysis

Data collection is the systematic collection of information regarding the phenomenon under study in which certain research questions are addressed to get insight into the problem while making decisions. Data analysis is the process of examining and evaluating results to get useful information, identify patterns and derive conclusions by using algorithms, statistical techniques, visualization tools and sequential arrangements. The hypotheses for the solution are always dependent upon well-researched data (Creswell & Creswell, 2018; Patton, 2014; Saunders et al., 2019).

Analysis Of Adaptation Processes

The adaptation processes are omission, addition, modification and substitution. The adaptation operations are carried out at word level, phrase level and sentence level. The study explores Book I for these operations.

TABLE 1. Adaptations of selected short stories in book I

S No	Chapter/Story Name	Original Text	Adapted Text	Adaptation Process	Reason of Adaptation
1	Button, Button	Norma sat on her bed and took off her slippers.	Norma sat on her chair and said after a moment	Modification	Social
2	-do-	Arthur turned off the lamp and leaned over to kiss her.	Arthur turned off the lamp	Deletion	Cultural
3	-do-	She patted his back.	Deleted	Deletion	Cultural
4	-do-	She should be home, anyway, not working in an office	Deleted	Deletion	Social
5	Dark They Were and Golden Eyed	Tick-tock, seven O'clock sang the voice-clock, time to get up..... I wonder if they won't do something to us for coming here."	Deleted	Deletion	Political Ideology Summarizing Language Difficulty
6	-do-	In the following days.....we mustn't touch it.	Deleted	Deletion	Summarizing & Language Difficulty
7	-do-	The nights were full ofthey did not look back again.	Deleted	Deletion	Summarizing & Language Difficulty
8	-do-	The captain looked at the	Deleted	Deletion	Summarizing &

		room.....What? Oh, yes, sir!”			Language Difficulty
9	Thank You Ma'm	I have done things, too, which I would not tell you, son— neither tell God, if he didn't already know	I have done things, too, which I would not tell you, son. Everybody's got something in common	Deletion and Modification	Religious
10	-do-	And he never saw her again.	Deleted	Deletion	Nil
11	The Use of Force	They were new patients to me, all I had was the name, Olson.	Deleted	Deletion	Social
12	-do-	In the back, she added	Deleted	Deletion	Summarizing
13	-do-	He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over.	He tried to get up, but I motioned for him not to bother.	Deletion	Summarizing
14	-do-	Oh yeah? I had to smile to myself. raising and lowering her hands in an agony of apprehension.	Deleted	Deletion	Social and Cultural
15	-do-	The damned little brat must be protected.....One goes on to the end.	Deleted	Deletion	Social & Cultural Language Difficulty
16	A Mild Attack of Locusts	The rains that year were good..... raised his finger, and pointed.	Deleted	Deletion	Social & Language Complexity
17	-do-	The cook boy ran to beat the rusty plowshare, banging from a tree branch	The cook boy ran to beat the plowshare, hanging from a tree branch	Substitution	Language Complexity
18	-do-	. When the government warnings came, piles of wood and grass had been prepared in every cultivated field	The piles of wood and grass had been prepared there	Modification	Summarizing
19	-do-	Margaret sat down helplessly and thought.... if you come to think of it.	Deleted	Deletion	Social, political & Cultural Summarizing
20	I Have a Dream	I am happy to join with you today....	Deleted	Deletion	Language Complexity & Summarizing

		and righteousness like a mighty stream			
21	-do-	Jews and Gentiles, Protestants and Catholics	Deleted	Deletion	Religious
22	The Gift of Magi	And sixty cents of it was in pennies..... such close dealing implied.	Deleted	Deletion	Language Complexity & Summarizing
23	-do-	There was clearly nothing.....They are the Magi.	Deleted and modified	Deletion & Modification	Cultural, Religious Summarizing Language Difficulty
24	The Angel and The Author-- and Others	Champagne never does agree with me..... If I take more--"	Deleted	Deletion	Cultural and Religious
25	-do-	"Then let me see," I continued, "I have been to two ordinary balls.....He told me all three balls had been duly entered: and commented upon.	Deleted	Deletion	Cultural and Religious
26	-do-	I felt a certain curiosity.....End	Deleted	Deletion	Summarizing, Cultural and Religious

Table 1 shows that the global texts, native or source texts meaning the same, have been adapted according to the local needs of learners whether they are socially, culturally, religiously, politically, contextually or linguistically appropriate. The sentences with romantic indications from S No. 1 to S No. 4 are mostly contrary to target social norms and expectations, cultural and religious values. Therefore, the dominant operation is deletion. S No. 5 shows two reasons for adaptation; one is language difficulty and the other is the presence of the theme of colonialism which is contrary to the socio-political and cultural beliefs of the Pakistani learners. Therefore, the technique applied in this case is deletion of contents to make it befitting to the context of learning and summarize the literary texts. S No. 7 and 8 reflect the deletion of the description of the landscape and mental anguish of the family with the intent to summarize the contents and reduce the language difficulty. Serial number 9 has deletion and modification because of the hostility of contents with regard to religious ideas of Pakistani learners where the majority of residents, about 98%, are Muslim community. In, the S No. 11 to 13 contents have been deleted for the sake of summarizing. In the same literary text, there is the deletion of texts in S No. 14-15 in which there is an offensive and difficult language which manifests the hostile and alienating social and cultural aspects which are social taboos in the target context. Serial number 16 shows the process of summarizing the contents by deleting,

but in that attempt, the description of the setting and main characters has been compromised. It reduces difficulty on one hand but increases ambiguity at the semantic level. Serial No 17 shows the process of substitution of a few words with the mere intention of simplifying the words. Serial number 18 goes with modification for the purpose of summarizing the contents while serial number 19 shows that there is the deletion of contents in order to localize the text for Pakistani learners because of its potential implication of hopelessness of characters, social stigma like drinking and the reflection of a colonized and oppressed society (social and political proposition). In serial number 20, 46 sentences have been deleted to localize the literary text. Forty-six sentences have been deleted in the beginning part of the famous speech "I Have a Dream" by Martin Luther King because the text has excessive use of metaphorical language and the use of low-frequency words. The language complexity has been localized with the process of deletion. Serial number 21 relates the religious implications related to Christianity which is hostile to the majority of the Pakistani learners. S No 22-23 illustrate collective deletion and modification by deleting the unreceptive contents and simplifying the language respectively. Difficult language has been simplified while all the contents are impregnated with different and socially and culturally unaccepted religious connotations from the majority of people practicing Islamic ideology. The whole text has been simplified because the original text has a high level of complexity (Table 1).

TABLE 2. Adaptations of Good Bye Mr. Chips and Book II

S N o	Chapter / Story Name	Original Text		Adapted Text	Adaptation Process	Reason for Adaptation
1	Novel (Ch. 6)	To introduce serene pleasances		To introduce the serene environment.	Substitution	Simplification of language
2	Novel (Ch. 11)	And once Chips got into trouble....the se new fellows		Deleted	Deletion	Sociocultural restraint of teacher role and respect
3	Book II (Ch. 1)	But the majority are so large.		But most of them are so large	Substitution	Simplification of language
4	-do-	We come upon a giant star large enough..... of earths.		We find an immense star of earths.	Substitution	Simplification of language
5	-do-	This vast multitude ofin space		These millions ofin space		

6	-do-	But majority are solitary travelers	But most of them travel alone.	Modification	Simplification of language
7	-do-	An they travel through a universe so spacious that it is an event of almost rarity for a star to come anywhere near to another star	And they travel through a universe so immense that it is very, very rare event indeed for one star to come anywhere near to another	Modification and substitution	Simplification of language
8	-do-	But they.....puny tides	But they ... little tides	Substitution	Simplification of language
9	-do-	And before.....to recede	And before.....to move away again	Substitution	Simplification of language
10	-do-	Far too hot for life to be able to obtain or retain a footing on it	Far too hot for life to exist on them	Transformation	Simplification of language
11	-do-	Until they have but little intrinsic heat left	Until now they have very little heat of their own left	Transformation	Simplification of language
12	-do-	It started in simple organisms whose vital capacities consisted of little beyond reproduction and death	It started in simple organisms, whose living power consisted chiefly in their being able to reproduce themselves before dying	Transformation	Language simplification
13	-do-	Into such a universe.....only originate on planets like the earth	Deleted	Deletion	Cultural reference and language simplification

1 4	-do-	Just for this reason it seems incredible... ...into the heart of science	Deleted	Deletion	Religious ideology of Great Architect, Summarization and language difficulty
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Table 2 shows glocalized adaptation in “Good Bye Mr. Chips” at two instances only keeping in view the language difficulty and sociocultural adaptation in which the central character of the novel, Mr. Chips, is humiliated at making a fun of a rich student, which is undermining the status of a teacher particularly contrary to Pakistani context. Mostly, the novel remains same owing to prevalent orthodox teaching methods, class room atmosphere and social constructs. The teacher-centered approach is common in the novel despite a lot of criticism on its traditional model (Noah, 1967) . From S No. 3 to 12, in “Book II”, major adaptation has been carried out to have language of the text simplified, going through the process of deletion, substitution and transformation. In S No. 13 and S No. 14, all the last part of the first chapter “The Dying Sun” which is the part of “The Mysterious Universe” by James Jeans has been deleted because it has scientific concepts which are particularly difficult for Pakistani learners studying arts and humanities, commerce etc. Moreover, the religious ideology of Divine creation of universe and centrality of human being in this universe is challenged in “Viewed from a strictly material standpoint, the utter insignificance of life would seem to go far towards dispelling any idea that it forms a special interest of the Great Architect of the universe.”

Conclusion

The results of the study unveils that the literary or global texts used in Pakistani EFL books undergo the process of globalization in which the global contents/texts are transformed, modified and adapted according to the needs of learners with respect to social, cultural, religious and political settings. This adaptation takes place at three broader levels; cultural, linguistic and textual complexity. The adaptation at the cultural level has different adaptation operations like deletion, modification, substitution and addition. The contents that are not appropriate or coincide with local ideological constructs, socio-political and cultural scenarios, religious ideas and social settings have been modified. The linguistic complexity has been adapted by using different techniques like reducing the number of sentences, the number of words and the number of syllables, deleting or modifying difficult words, modifying and rephrasing sentences, substituting low-frequency words and unfamiliar terms and reducing the number of conjunctions, adjectives, nouns and verbs which make the sentences compound, complex and compound-complex and enhance text complexity at morphological level as well as syntactic level, motivated by social,

cultural, political, religious and ideological factors and conventions. The adaptation in Book I and Book II significant but “Good Bye Mr. Chips” has been adapted a little, posing pedagogical, social, cultural and religious implications on the young minds of Pakistani context.

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