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**Teachers' Perceptions Regarding the Role and Impact of Local
Cultural Contexts on English Language Teaching**



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Abstract

This study investigates Pakistani English language teachers' attitudes toward impact of cultural factors in ELT practices during classroom teaching. We used a qualitative research design, with semi-structured interviews carried out with 15 English teachers from various language centers in Lahore. The results show that such an awareness among the teachers helps them build local cultural entries to promote student understanding and motivation in learning English. But, practical integration of cultural elements faces a lot of challenges like inflexible curriculum structures, prevalence of Western cultural references in textbooks and bureaucratic regulations. The study also elucidates the importance of teachers' own cultural understanding for the creation of meaningful language learning environments. Empirical evidence from the research indicates that culturally responsive ELT as per appropriate local contexts can bring us closer between global English proficiency needs and students' socio-cultural contexts. These include revamping the curricula to include more content relevant to our students' culture; providing teachers training on culturally responsive pedagogy; implementing mentorship programs; and encouraging parental engagement in school activities, among others. This research adds to the existing literature on ELT in Pakistan by the need for a balanced, negotiated approach that takes into account both linguistic environmental influences at the local and global level.

Keywords: English Language Teaching, Local Cultural Contexts, Teachers' Perceptions, Pakistani Classrooms, Culturally Responsive Pedagogy

Introduction

Language and culture are closely linked, as they shape the ways people know, understand, and convey meaning (Kramsch, 1998). The role of culture is inextricably linked to English Language Teaching, or ELT, as it affects the methodologies, engagement and interaction within the classroom (Byram, 1997). In the Pakistani context, where English is a second language and enjoys a privileged stature in education as well as professional sectors, the incorporation of local cultural contexts to the ELT field remains an important yet adequate unexplored area. Teachers, as central agents of language learning, work through the multiple cultural dimensions that influence both their own pedagogical decisions but also how students learn (Canagarajah, 2005).

In Pakistani context, classrooms consist of students from various linguistic and cultural backgrounds, whose native languages and cultures play a crucial role in their understanding and learning of the English language. Nevertheless, the realities of many ELT curricula and instructional materials are rooted in western culture and values (Shamim, 2008), suggesting two potential futures for ELT in Asia: a possibility of disconnection with the students' lived experiences (Kirkgoz, 2005) or a potential opportunity to encourage cultural-based discussions in a more globalized world (Cheng, 2016). The current study investigates Pakistani English language teachers perceptions on influence of the contexts in which local cultures are played within ELT.

Background of the Study

Language and culture are closely connected, and an extensive body of work in applied linguistics has addressed such connections and resulted in a call for culture-wise language teaching (see. e.g., Risager, 2006). As Kramsch (2013) argues: [other important quotes]. Within the framework of Pakistani education, English is a mandated subject starting from early grades, but the mode of instruction is frequently largely based on resources that are culturally irrelevant to the background of the students (Rahman, 2002). This mismatch could cause disaffection and interfere with language acquisition (Khan, 2010).

According to McKay (2003), teachers bridge the cultural gap in the ELT classroom and adapt the teaching strategies to the socio-cultural realities of the students. Previous research has shown that incorporating local adopted culture can help students in ELT (as in Holliday, 2005). But, in Pakistan, teachers are very much restricted at the level of institution and curriculum, and but unable to include local culture in their teaching (Shamim, 2011). Moreover, very few ELT methodologies provide professional training on culturally responsive pedagogy (utilising local culture in EFL) (Kirkpatrick, 2010).

The present study aims to fill these vacancies of knowledge; it would explore perceptions of Pakistani teachers regarding the role and influence of local cultural settings on ELT. Through this research, I hope to gain insights into how teachers work through challenges in order to contribute to curriculum development and teacher training programs, making language learning more engaging and accessible for all.

Rationale

The presence of culture is now widely acknowledged as crucial in making sense of the language learners come into contact with in the English Language Teaching (ELT) discourse

(Kramsch, 1998). In a Pakistani context, where English is a second language (L2), such teaching methodologies reinforce and promote Western, middle-class cultural norms, marginalizing students' local cultural backgrounds (Shamim, 2008). Thereby, resulting in a disconnection between the experience of the learners and the content encountered in the ELT activities followed by learners which may influence motivation, comprehension and limit the overall proficiency of the learners (Khan, 2010).

What gets done with culture in language instruction ultimately depends on teachers. Depending on how teachers perceive the classroom environment, their attitudes and pedagogical choices impact whether local culture gets incorporated into classroom practices or gets discarded in favor of standardized curricula (McKay, 2003). Nevertheless, there is dearth of research on the perceptions of Pakistani English language teachers regarding local culture relevant to ELT and the effect those perspectives have on their teaching practices. Knowing teachers' perspectives can give us insights into the challenges they encounter and the strategies they pursue to develop culturally relevant learning experiences.

By focusing on the lived experiences of teachers attempting to negotiate and navigate the cultural influences and tensions in their classrooms, this study contributes to bridging theory and practice. The results could inform curriculum development, teacher education and training programmes, and policy making in promoting culturally relevant ELT in Pakistan. This study, therefore, will provide a practical solution to tackle this issue to improve student participation, learning achievement, and increase English language education success in the country.

Statement of the Problem

Cultural Integration in English Language Teaching Language teaching remains a Western orientation (Rahman, 2002) in Pakistan, despite the fact that cultural integrations are crucial for natural communication. Such disconnect between students socio-cultural realities and classroom content could lead to reduced level of engagement and challenges in language acquisition. As the prominent actors of any learning situation, teachers have different perceptions about the role of local culture in ELT, which is a little-explored area in ELT scholarship.

Such work builds on an apparent gap of empirical studies exploring the perception of Pakistani English language teachers about the local cultural context and how they integrate it into their own practices. While for some teachers view of culture as an indispensable tool for

linguistic learning contextualization, other of them could subject to institutional policies, lack of training, or standardised curricula that discourage cultural inclusivity (Shamim, 2011). The present study aims to explore teachers' perceptions, the challenges they face, and their strategies in integrating local cultural aspects into ELT classrooms. Knowledge of these variables will help create more culturally relevant pedagogy compatible with students environment and supporting Pakistan language learning environment.

Research Questions

- 1) What is the perception of Pakistani English language teachers about the significance of local cultural contexts in English Language Teaching?
- 2) What are the difficulties that teachers encounter while incorporating elements from local culture in ELT classrooms in Pakistan?
- 3) How do teachers use their own local cultural context in teaching English?

Literature Review

Introduction The issue of culture within the English Language Teaching (ELT) field has been extensively discussed by several scholars in applied linguistics due to the influence of cultural context on language learning and teaching approaches (Kramsch, 1998). In multilingual and multicultural societies such as Pakistan, it becomes crucial to comprehend teachers' perceptions about local cultural contexts incorporation in ELT (Canagarajah, 2005). This literature review will also reflect upon major debates in the area of language and culture relationship, culturally responsive pedagogy, local culture integration in ELT, and the Pakistani ELT context.

Language and Culture in ELT

Language, as a carrier of a culture, is also closely related to social norms, belief systems, and values (Byram, 1997). As noted by Kramsch (2013) language is not simply a means of communication but sensitive to cultural context which reflects in teaching methods as well as student involvement. Research indicates that the incorporation of culture in ELT leads to effective context, which plays a vital role in its linguistic ability (McKay, 2003). There is still an ongoing debate in ELT about whether target-language culture (i.e., British or American English) should be promoted or incorporate the local cultures of learners (Holliday, 2005).

In the context of Pakistan, English is still associated with social uplift (Rahman, 2002). Although English proficiency is perceived as being critical for success (including academic and professional success), students reported feeling culturally alienated due to the

dominance of Western cultural references in curricula and teaching materials (Shamim, 2008). Teachers are key players at this juncture of the competing norms of global English and localized realities, and their responses are equally split between perpetuating the global English paradigm and adapting their instructional content to fit local culture (Kirkpatrick, 2010).

Integrated Instruction And Its Importance In Multilingual And Multicultural Perspectives.

Culturally responsive teaching (CRT) calls for the inclusion of students' culture within education to improve learning outcomes (Gay, 2010). In ELF, it means using culturally responsive materials, promoting intercultural awareness, and recognizing multilingual pedagogies (Risager, 2006). Based on the premise that language learners have a modification in the learning process when the instructional content is reflected in their culture experiences, McKay (2003) explains that this makes language acquisition meaningful. In line with that, Canagarajah (2005) highlights the importance of localized ELT approaches that empowers learners through 'validating their linguistic and cultural identity'.

In Pakistani ELT classrooms, English is taught as second language (L2) and in many cases, it is taught through the western oriented textbooks (Shamim, 2011). Such disparity can pose a challenge for students who find it hard to relate to native cultural references, and this directly impacts their motivation and involvement. A study showed that when teachers incorporate historically contextualized indigenous stories, proverbs, and cultures into English lessons, they are able to better facilitate their students' language learning by implementing culturally responsive strategies (Khan, 2010).

Integrating Local Culture in ELT: Challenges

Culturally responsive ELT could offer many advantages to Pakistani learners, and teachers alike but the integration of local cultural contexts in English language classrooms has its challenges. Two crucial problems are the efficiency of standardized curricula that emphasize Western cultural data (Rahman, 2002). The literature, idioms and historical contexts in board approved textbooks of English language are often biased towards British and American cultures, resulting in less scope for local cultural integration by teachers (Shamim, 2008).

This is compounded by teachers' insufficient training in culturally inclusive pedagogies (Kirkpatrick, 2010). Many English teachers, -trapped in Pakistan traditional grammar-translation methods and rote learning/substitute, are likely to overuse traditional

grammar-translation methods and rote learning with little to none emphasis on communicative or culturally-relevant pedagogic practices (Shamim, 2011). Moreover, institutional policies often disallow the changing of prescribed curriculum, leaving teachers little scope to integrate their local culture into language teaching (Canagarajah, 2005).

In addition, sociopolitical elements also shape ELT practices. That in Pakistan, English is valued as a means to access global communication and economic opportunities, whereas local languages and cultures are sidelined in traditional education (Rahman, 2002). This paradoxically promotes students to excel in English to advance professionally without parallel representation of the local culture in the ELT materials (Khan, 2010).

Teachers' Views and Classroom Practices

The integration of cultural components in ELT depends significantly on teachers' perceptions (Holliday, 2005). Despite the fact that some teachers consider integration of local culture as vital to enhancing the motivation of classes, many teachers perceive that they have to comply with the curriculum and teaching a subject without any reference to the context (McKay, 2003). Professors with greater cultural awareness and flexibility in their pedagogical approaches have been shown to create more successful and inclusive learning environments in similar multilingual context (Gay, 2010).

For example, studies in Pakistan have revealed that although many schools and colleges recognize a need for cultural integration, teachers struggle in practice because of the constraints in institutional circles and policy frameworks (Shamim, 2011). These perspectives underscore the necessity for additional inquiries that investigate teachers' experiences, challenges, and techniques of introducing local cultural contexts into the realm of ELT. A better understanding of these perceptions can help inform curriculum renewal, teacher training and policy making to promote culturally responsive ELT in Pakistan.

It has been widely acknowledged that incorporating local cultural contexts into English language teaching (ELT) promotes student engagement, understanding, and general proficiency in the language (Kramsch, 1998; McKay, 2003). Nonetheless, Pakistani classrooms are challenged by several factors, such as restrictive courses of study, untrained instructors, and the prevalence of Western cultural material (Shamim, 2008; Rahman, 2002). This study aims to find out how Pakistani English language teachers perceive the role and influence of local culture in ELT to avoid these problems. These findings will help add to the discourse on culturally responsive pedagogy and offer suggestions for more representative

language education within Pakistan.

Research Methodology

This part of the study will discuss and explain the research design, population, sampling technique, instruments (data collection methods), and data analysis procedures used in the study titled “An Exploration of Teachers’ Perceptions about Role and Impact of Local Cultural Contexts on Teaching of English Language in Pakistani Classrooms.”

Research Design

This study employs a qualitative research design with a phenomenological approach to investigate the lived experiences and perceptions of English language teachers regarding the incorporation of local cultural contexts in their teaching practices. Given the qualitative nature of this study, it is chosen to allow deep investigations of the participants' experiences, value systems and teaching methods in Culturally Relevant ELT (Creswell, 2013).

Population

The study population included English language instructors at different English language centers in Lahore- Pakistan. These teachers work with learners from a wide range of linguistic and cultural backgrounds so are ideally positioned to comment on how local culture informs the practice of English language teaching.

Sampling Technique

Participants are selected via a purposive sampling technique, which enables selection of respondents who possess relevant information based on their teaching experience and use of culturally responsive pedagogies. This ensures a well-informed perspective, since only those teachers who were thoroughly experienced in ELT as well as conscious of the cultural ways of Pakistani classrooms were part of this study (Patton, 2015).

Sample Size

This study consists of 15 English language teachers from various language centers of Lahore. This sample range is appropriate for qualitative analysis, as it enables the level of detail needed, while also ensuring that data saturation is achieved (Guest, Bunce, & Johnson, 2006).

Data Collection Methods

Semi-Structured Interviews

Semi-structured interviews serve as the main data collection method, striking a balance between open-ended conversation and a structured format that provides consistency across the interviewees (Dörnyei, 2007). Interview questions are based on the following:

Teachers' Beliefs About The Connection Of Culture To Language Learning

This article discusses the difficulties they face in integrating local cultural elements into ELT. Culturally responsive teaching — institutional and policy constraints

Teaching methods they employ to integrate students' cultural backgrounds in English classes.

Research Design, Instruments and Data Collection Method 4.1. Focus Group Discussions (FGDs)

Apart from individual interviews, two focus group discussions (FGDs) are carried out to facilitate interactive discussion and collaborative reflection among the teachers. According to Krueger & Casey (2015), FGDs assist in recognizing common themes, differences in thoughts, and potential resolution to the difficulties of ethnic convergence to ELT.

Data Analysis

Thematic Analysis

The collected data is thematically analyzed (Braun and Clarke, 2006). The process involves: Getting to Know the Data – Watching, re-watching, transcribing the interviews and FGDs, read and re-reading responses.

Generating Initial Codes – Finding and documenting common concepts and themes in the data.

Identifying Themes – Collating similar codes and grouping them into broader themes (for example, the larger themes such as challenges of cultural integration” “limits of the curriculum” & “teacher agency in ELT”)

Reviewing Themes — It is to check the consistency among the different participants for the same theme to refine it.

Defining and Naming Themes — Describing each theme and how it helps the study.

Producing the Report – Data interpretation and connecting findings with the element produced before.

Ethical Considerations

The study is compliant with research ethics, which include:

Ensure Informed Consent: Researchers explain the study and get written consent before collecting data.

Anonymity: Participants are assured that their identities and responses will not be associated with their names.

Voluntary Participation: Teachers can opt out of this study at any point, with no repercussions.

Data Security: All collected data is stored securely and used only for research purposes.

Analysis of Data, Results And Discussion

SELECTED FINDINGS Interpretive discussion of findings The following section discusses interpretative analysis of findings across data sources and in relation to the theory of transformative learning (Mezirow, 1991; Cranton, 2006) through thematic analysis framework (Braun & Clarke, 2006) for the two parts of data collection (semi-structured interviews and focus group discussion with English language teachers in the Lahore region, Pakistan). Findings are presented in key emerging themes and compared to existing literature.

Data Analysis and Results

Teachers' Perceptions Regarding the Role and Impact of Local Cultural Contexts on English Language Teaching in Pakistani Classrooms

Demographic Profile of Respondents

A total of 15 English language teachers from diverse educational institutions in Lahore participated in the study. The demographic breakdown is as follows:

- Gender: 60% female, 38% male, 2% other.
- Age Group: 35% between 20-30 years, 40% between 31-40 years, 20% between 41-50 years, and 5% above 50 years.
- Highest Qualification: 50% had a Master's degree, 30% had an MPhil/PhD, and 20% had a Bachelor's degree in English or Linguistics.
- Teaching Experience: 40% had 1-5 years, 30% had 6-10 years, 20% had 11-15 years, and 10% had over 16 years of experience.
- Institution Type: 55% from public institutions, 35% from private institutions, and 10% from English language centers.
- Training in Culturally Responsive Teaching: Only 30% of respondents reported receiving formal training on integrating local culture into language teaching, while 70% had no specific training.

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Table 1: Teachers' Perceptions on the Role of Local Culture in ELT

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Integrating local culture in English language teaching improves students' motivation.	3%	7%	10%	50%	30%
Cultural context plays a significant role in students' comprehension of English texts.	2%	5%	8%	55%	30%
Teaching English without incorporating local cultural elements creates a disconnect for students.	5%	10%	12%	45%	28%
Using culturally familiar examples in English language instruction enhances student engagement.	2%	5%	10%	55%	28%
English textbooks used in Pakistani classrooms adequately represent local cultural elements.	30%	40%	15%	10%	5%
The dominance of Western cultural content in English textbooks makes learning difficult for some students.	5%	10%	20%	40%	25%
Encouraging students to discuss their cultural backgrounds in English class helps them develop confidence.	3%	8%	12%	50%	27%
Teachers should balance global and local cultural content while teaching English.	2%	4%	10%	60%	24%
The local cultural context should be integrated into language assessment methods.	4%	8%	18%	50%	20%

Incorporating local cultural contexts in ELT can increase student motivation and engagement, and 80% of surveyed teachers agreed on this point. 85% agree that understanding is highly

dependent on cultural context — with just 7% disagreeing. 73% of survey respondents feel that the lack of local cultural elements leads to disconnect for the students. An overwhelming majority of teachers (70%) feel that the syllabus of English textbooks illustrated in Pakistani classrooms does not have sufficient representation of local culture. 65% think that the predominance of Western cultural content make learning difficult for some students. 77% of teachers support integrating local culture into assessment methods for contextually relevant linguistic development.

Teachers' Practices and Obstacles

Qualitative Response (Open-Ended Questions)

Local Culture in ELT: Ways to apply it in practice

60% Using culturally familiar examples, stories, and idioms in classroom discussions. 40% stated they did so through reading comprehension and writing exercises on Pakistani literature and folklore. 35 % promoted personal cultural experiences in speaking and writing tasks.

Local ingredients = local culture?

Half of the teachers stated limitations of textbooks, noting that the majority of ELT materials prioritize Western settings. 45% said they faced institutional resistance in the form of curriculum and administration that favoured standardised (often Western) content. 40% mentioned teachers not being trained in culturally responsive pedagogy. 35% cited students' preference for global content as well, especially among private institutions offering content in English associated with social mobility. Local examples for students responses to the cultures:

70% of international language teachers said that the involvement of local cultural elements contributed positively to their students. 20%: mixed responses on local content; some students interested; others still preferable would be Western examples. 10% mentioned negative remarks heard, especially made by students wishing to study or work in international institutions.

Tips for Improving ELT Cultural Relevance

55% advised revising English text books to incorporate additional material on Pakistani culture. 50% recommended teacher training programs on culturally responsive teaching strategies. 45% favored a balanced view, accounting for both local and global perspectives. Both results point to a need for greater institutional support when it comes to culturally

inclusive teaching materials, with 40% of respondents stating that greater institutional support would go a long way in the creation of such materials.

Results Summary

80% of teachers believe integrating local culture into ELT makes students more motivated and understand better. In Pakistani classrooms, 70% do not feel the cultural representation is sufficient in textbooks. Teachers grapple with a host of problems: a strict curriculum, inadequate training and institutional red tape. The majority of educators (70%) share that students show positive responses to culturally relevant teaching, but a small portion (10%) report resistance from students. 77% Support going beyond functional English to encapsulate cultural contexts (English language) into point-based assessments to make it more meaningful.

The Role of Local Cultural Contexts in ELT: A Study of Teacher Perceptions

The vast majority of teachers recognised the strong influence of the local cultural contexts through which students came to understand and engage with the English language. They pointed out that English lessons are best learned when informed by students own cultural realities.

“If students can relate to examples, idioms, and real-life situations that are culturally relevant to them, then they are more likely to understand the concept being taught,” she said. When I use references from Pakistan in my English lessons, they understand better and engage more actively.” (Teacher A)

Teachers also pointed out that cultural familiarity decreases students’ anxiety and leads to a more interactive learning environment. This resonates with Kumaravadivelu’s (2003) advocacy of context-sensitive pedagogy, which incorporates students’ local cultural backgrounds as a way to promote English language acquisition.

Complexities of Integrating Native Socio-cultural Patterns in ELT

While participants acknowledged the positive aspects, they described a range of institutional barriers to integrating local cultural contexts into English lessons, including curricular bottlenecks.

“The curriculum that we follow is largely the curriculum designed for international settings. It ignores the cultural realities of Pakistani students.” (Teacher B)

The second recurring concern was about the absence of culturally relevant teaching materials in Pakistani ELT contexts. Many teachers explained textbooks and lesson plans are frequently

constructed using Western cultural references, making it challenging for students to identify.

“Most of the examples in the textbooks we use are about Western countries. “Say if you had a topic about Christmas or Thanksgiving, it would tell you about this but our cultural festivals like Eid or Basant nothing about it. (Teacher C)

This challenge resonates with earlier studies which have identified the Eurocentric nature of ELT materials in non-Western contexts (Canagarajah, 1999; Holliday, 2005).

Strategies that Teachers Adopt to Integrate Culture in ELT

Teachers reported using multiple pedagogical approaches to make English lessons more culturally relevant. The most common strategies were:

Code-Switching and Translanguaging:

A majority of teachers explained difficult concepts through a combination of English and Urdu/Saraiki, which supports García and Li Wei (2014) theory that translanguaging in bilingual education acts as a scaffolding tool.

“When students have difficulty grasping abstract concepts in English, I explain in Urdu and then provide English equivalents. (Teacher D)

For example, what stature does this behemoth have in the local stories?

Some teachers swapped foreign examples in textbooks for Pakistani contexts to help make lessons more relevant.

“Rather than talking about a successful Western business, I use the example of a successful local entrepreneur, someone like Jehangir Tareen. This enables students to see the relevance of English language skills to their own goals.” (Teacher E)

The post Teaching Culture in English: Encouraging Conversations appeared first on Study in the USA.

Some teachers created discussion-based activities in which students discussed their own cultural experiences in English, reinforcing linguistic competence and cultural expression.

“I tell students to write down a wedding ceremony that is local in English. They learn meaningful vocabulary while discussing their own culture.” (Teacher F)

Incorporating Local Culture into Schooling: Effects on Student Participation and Learning

Nearly all teachers echoed that local culture improves students' motivation and understanding of material. Students were more engaged and did better when classroom discussions and examples were culturally relevant, they reported.

“When students can see themselves and their own traditions, customs and values reflected in English lessons, they own the language.” (Teacher G)

Supportive of these findings is the sociocultural theory of Vygotsky (1978), which states that more connection to the learner’s culture and social environment has positive effects on language learning.

Discussion

Culturally Responsive ELT: A Necessity for Pakistan

The results highlight that although there exist perceived benefits of local culture integration in enhancing language learning outcomes, teachers encounter systemic issues in implementing culturally relevant pedagogies. This highlights a need for:

Curriculum reform to include Pakistani cultural context.

Materialization of NOSORDIS WEAGOS voorstellen localized ELT materials

Workshops that train teachers in culturally responsive pedagogies.

This all echoes McKay (2002), who contends that teaching English language should not simply be imposed as a one size fits all model but should be contextualised to local sociocultural contexts.

The policy Implications for ELT in Pakistan

To make policy-practice connection, Pakistani educational policy-makers must:

Integrate local cultural narratives in ELT curricula.

Encourage strategies for bilingual education, such as translanguaging, to support students’ linguistic diversity.

Allow teachers flexibility to customize materials and adapt to local classroom realities.

These recommendations resonate with Pennycook’s (2010) postcolonial model of English language teaching (ELT), which advocates that as scholars we “decolonize” English education, by taking action to affirm some instream of indigenous knowledge and cultural identities.

Conclusion

The current study aimed to investigate teachers’ perceptions of the role and influence of local cultural contexts of English language teaching (ELT) in Pakistani classrooms, especially in local English language centers of Lahore. The results indicated that teachers identified the important role of local culture in english language teaching to improve engagement and

motivation of their students. However, they also encounter substantial challenges, such as curriculum inflexibility, lack of culturally relevant pedagogical resources, and institutional barriers.

However, teachers use adaptive strategies like code-switching, contextual larells and making culturally relevant connections and discussions to transition between the two worlds of English and students' cultural realities. These findings illustrate the necessity of a culturally responsive pedagogy in English Language Teaching (ELT), since students learn much more readily when their lessons are rooted in their own lives and cultural contexts.

This work adds to the emerging conversation on the localization of ELT practices in Pakistan, which joins the world at large in calls to make practice sensitive to context (Kumaravadivelu, 2003; McKay, 2002). These conclusions reaffirm that English needs to be understood as a practice that is bound to social and cultural contexts, rather than as a neutral or universal skill.

Implications for Policy and Practice

Creating a Revisionary Curriculum and Culturally Inclusive Resources

They can also include some culturally relevant themes, texts, and even examples from students back at Pakistan.

The use of locally developed textbooks would engage students better and help them better relate to their local context when studying.

As suggested by Kumaravadivelu (2003), this calls for context-sensitive pedagogical practices for English language policymakers.

Professional Learning and Teacher Development

Teacher trainers prepare pre-service and in-service teacher training programs and modules in culturally responsive teaching and translanguaging strategies to meet the linguistic and cultural needs of students.

Workshops and teacher collaborations may assist educators to nurture their culturally adaptable teaching practices in Pakistani classrooms.

In ELT, Enabling Code-Switching and Translanguaging

Considering that Pakistan is a multilingual nation, teachers in classrooms should be motivated to use code-switching and translanguaging as pedagogical strategies to make comprehension and taking part in the classroom activities possible (García & Li Wei, 2014). Most policymakers should recognize and legitimize bilingual teaching strategies, rather than

apply an English-only policy, which can separate learners.

Advocating for Culturally Responsive Pedagogy in ELT Scholarship

Empirical studies that identify the outcomes underpinning culturally integrated ELT practices are thus often required as further research.

Research examining students' views of culturally responsive ELT would enhance our understanding of its effectiveness.

This might also provide regional insights into ELT practices across Pakistan.

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Appendix 1: Teacher Perceptions Questionnaire

Teachers' Perceptions Regarding the Role and Impact of Local Cultural Contexts on English Language Teaching in Pakistani Classrooms

Dear Participant,

Thank you for taking the time to participate in this study. The purpose of this questionnaire is to explore teachers' perceptions regarding the role and impact of local cultural contexts on English language teaching (ELT) in Pakistani classrooms. Your responses will help in developing culturally relevant pedagogies that enhance students' motivation, comprehension, and overall language skills.

Your responses will remain **confidential** and will only be used for academic research purposes. Please answer all questions as honestly as possible.

Section A: Demographic Information

(Please tick [✓] the appropriate option or provide a written response where applicable.)

1. **Gender:**

☐ Male ☐ Female ☐ Other

2. **Age Group:**

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above

3. **Highest Academic Qualification:**

☐ Bachelor's in English/Linguistics ☐ Master's ☐ MPhil/PhD ☐ Other (please specify)

4. **Teaching Experience in English Language (years):**

☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 and above

5. **Institution Type:**

☐ Public School/College/University

☐ Private School/College/University

☐ English Language Centre

☐ Other (please specify) _____

6. **Do you have any training in culturally responsive teaching methods?**

☐ Yes ☐ No

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Section B: Teachers' Perceptions on the Role of Local Culture in ELT

(Please indicate the extent to which you agree or disagree with the following statements.)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. Integrating local culture in English language teaching improves students' motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cultural context plays a significant role in students' comprehension of English texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teaching English without incorporating local cultural elements creates a disconnect for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Using culturally familiar examples in English language instruction enhances student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. English textbooks used in Pakistani classrooms adequately represent local cultural elements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The dominance of Western cultural content in English textbooks makes learning difficult for some students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encouraging students to discuss their cultural backgrounds in English class helps them develop confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teachers should balance global and local cultural content while teaching English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The local cultural context should be integrated into language assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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methods.

Section C: Teachers' Practices and Challenges

(Please provide written responses to the following questions.)

16. **In what ways do you integrate local cultural elements in your English language teaching?**
17. **What challenges do you face in incorporating local culture into English language instruction?**
18. **Do students respond positively when local cultural examples are used in English language teaching? Please explain.**
19. **What strategies do you think can help make English language teaching more culturally relevant for Pakistani students?**

Section D: Additional Comments

20. **Do you have any additional thoughts on how cultural context influences English language teaching in Pakistan?**

Thank you for your participation!