GLOCALIZATION IN TEACHING LITERAL READING: BRIDGING GLOBAL CONTENT WITH LOCAL CONTEXTS

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Abstracts

This study investigates the application of glocalization in the teaching of literal reading comprehension. Glocalization, a concept merging global and local perspectives, is gaining prominence in language education. By blending globally recognized literary works with local cultural contexts, educators aim to create a more engaging and relevant reading experience for students. This abstract investigates into the theoretical foundations of glocalization and provides practical insights into its implementation in reading instruction. This research is conducted in English education program study. The method of this research is qualitative descriptive research. The researcher found the data through interview, observation, and document analysis. The researcher observed and interviewed the participant about the local context in teaching learning activities. The participants are the lecturer and 30 (thirty) students. Drawing on examples from diverse educational settings, it highlights the benefits of glocalization in developing students' literal reading skills and supporting intercultural competence. Through glocalization, educators bridge the gap between global content and local contexts, empowering students to critically engage with texts while appreciating their own cultural identities.

Keywords : Glocalization, local context, literal reading

INTRODUCTION

The concept of glocalization combines the words "globalization" and "localization," signifying the adaptation of global ideas to fit local cultures and contexts. In education, particularly in teaching reading, glocalization can bridge the gap between global content and local contexts, making learning more relevant and effective for students. Alsagoff (2010) emphasizes the concept of 'glocalization', highlighting the dual pressures of global and local contexts on English usage in non-native speakers' nations, leading to a dynamic exchange between the two. Similarly, Graddol (1998) discusses how globalization creates a tension between the global and local spheres, characterized by a continuous exchange between them. This interaction results in the English language impacting local languages through the adoption of English words

and concepts, while simultaneously, local languages influence English, giving rise to the emergence of hybrid language forms.

Globalization and Education

Globalization has led to the widespread dissemination of information and cultural exchange. In education, this has resulted in the integration of global content into curricula, providing students with a broader perspective on various subjects. In the age of globalization, the education sector must evolve and refine its approach, tailoring the curriculum to encompass the diverse skills necessary for effective global communication (Vesha Nuriefer Haliza and Dinie Anggraeni Dewi, 2020). In this globalized landscape, technology plays a crucial role in supporting education. When utilized effectively, it accelerates academic advancement. However, without the proper readiness and wisdom in its use, particularly among students, technology can pose significant challenges. However, this global approach can sometimes overlook local cultural contexts, leading to a disconnect between students' experiences and the material they are learning.

Localization in Education

Localization involves adapting educational content to reflect the local culture, values, and experiences of students. This approach ensures that learning materials are relevant and relatable, enhancing students' engagement and comprehension. Graddol (2006) added that the trend might, however, be limited. While currently general standards in some local universities were questionable the steady rise in quality would eventually make these universities more attractive based on the cost of education and their relevance to the local context. When applied to reading instruction, localization helps students connect with the text on a personal level, facilitating a deeper understanding of the material.

Glocalization in Teaching Literal Reading

Glocalization in teaching literal reading combines global and local perspectives, enriching the reading experience by making it both broad and relevant. Globalization of English language and has coined a term for it as glocalization. Patel

& Lynch, (2013) writes, "Glocalization advocates a positive learning experience and encourages the enhancement of learners' glocal experience through a critical academic and cultural exchange of global and local socio-economic and political issues" . Learning becomes fruitful when it is related. When learners' learning is related to their socio-cultural and political issues and the sharing of academic and cultural values there with the local and global connections then the learning is positive. This helps the learners to establish their identity and explore experience through global and local issues. This approach involves selecting global texts and adapting them to include local references, examples, and contexts. The goal is to maintain the integrity of the global content while making it accessible and meaningful to students in a specific locale.

Importance of Glocalization in Literal Reading

Glocalization here addresses the local issues taking global theories on classroom management into consideration. As Patel and Lynch (2013) write glocalization also
teaches to exchange respectful cultural wealth. As we believe that all schools have their own
culture of school management, where glocalization helps to exchange and share the effective
practices of schools and respect their cultural values.

Thus, what can be said is glocalization helps in the integration of cultural values of different schools in a respectful way. First is Enhanced Comprehension. Students are more likely to understand and retain information when it is presented in a context, they are familiar with. Glocalization helps bridge the gap between students' existing knowledge and new information, promoting better comprehension. Second, Increased Engagement, when reading materials reflect students' local environment and experiences, they are more likely to engage with the text. This increased engagement can lead to a greater interest in reading and learning overall. Thirdly, Cultural Relevance, incorporating local contexts into reading materials respects and validates students' cultural backgrounds, fostering a sense of identity and belonging. This cultural relevance can enhance students' motivation to learn. Then, Critical

Thinking and Perspective-Taking, Glocalization encourages students to compare global and local perspectives, developing their critical thinking skills. This practice helps students appreciate diversity and understand the interconnectedness of the world.

Strategies for Implementing Glocalization in Reading Instruction

Some strategies for implementing glocalization in reading instruction as proposed by Patel and Lynch (2013), these some strategies: Firstly, Adapting Global Texts, Teachers can modify global texts to include local references, examples, and scenarios. For instance, a story set in a foreign country can be adapted to include local customs, places, and names that students are familiar with. Then, Integrating Local Literature, alongside global texts, incorporating local literature that reflects students' cultural and social contexts can provide a balanced reading curriculum. This integration ensures that students are exposed to a variety of perspectives. After that, Collaborative Learning, encouraging students to share their interpretations and experiences related to the text can create a collaborative learning environment. This strategy allows students to learn from each other's local contexts and global perspectives. Then, Using Multimedia Resources, leveraging multimedia resources, such as videos, audio recordings, and images that reflect local contexts, can enhance the reading experience. These resources can provide additional context and make the material more engaging.

Challenges and Considerations

According to Robertson (1995) the challenge and considerations in implementing glocalization in teaching especially teaching reading has several things such as: First, Resource Availability Finding or creating localized versions of global texts can be challenging and time-consuming. Teachers may need additional support and resources to implement glocalization effectively. Then, Maintaining Balance, striking a balance between global and local content is crucial. Overemphasis on localization can limit students' exposure to global perspectives, while overemphasis on globalization can make content less relatable. After that, Cultural Sensitivity, Teachers must be culturally sensitive when adapting texts to ensure they accurately

and respectfully represent local contexts. Misrepresentation can lead to misunderstandings and reinforce stereotypes.

Thus, Glocalization in teaching literal reading presents a valuable approach to making global content relevant to local contexts. By adapting global texts to reflect students' local experiences, educators can enhance comprehension, engagement, and cultural relevance. This approach not only bridges the gap between global and local perspectives but also prepares students to navigate and appreciate an interconnected world. As educators continue to explore and implement glocalization strategies, they contribute to a more inclusive and effective educational experience. Based on the background study above, this research has objectives are to investigate the timeline of teaching literal reading, to investigate the process in preparing the material in teaching literal reading in glocalization topic with AI, and to know how the responses of teacher in preparing the material by using AI or Diffit. So that, the research entitled Glocalization In Teaching Literal Reading: Bridging Global Content with Local Contexts

LITERARY REVIEWS

Glocalization as a Concept

Glocalization is a central concept in this study, highlighting the interaction between global and local teaching approaches, methods, and activities. Robertson (1995) coined the term "glocalization" from the Japanese word "*dochakuka*," which refers to adapting new techniques to local farming practices. Friedman (1999) defines glocalization as a culture's ability to incorporate beneficial influences, resist alien ones, and appreciate different but enjoyable aspects.

In language teaching, glocalization means integrating global and local pedagogical knowledge into classroom practices. This is crucial because teaching methods often have limited effectiveness outside their original context. In "Reclaiming the Local in Language Policy and Practice," Canagarajah (2005) critiques the universal adoption of Western-based approaches like Communicative Language Teaching (CLT) in second and foreign language instruction. He argues that

this practice marginalizes local knowledge and spreads biases in the name of globalization, undervaluing local knowledge in contemporary global processes

Pu and Pawan (2013) describe glocalization as a social and strategic negotiation between global pedagogical ideals and local practices. This view aligns with Shin's (2006) post-colonial pedagogy, which asserts that local knowledge and practices are not subordinate to global standards but equally important in challenging assumptions and shaping education to meet local needs.

Teaching material: Literal reading

Literal reading refers to the act of reading and understanding a text exactly as it is written, without interpreting or inferring additional meanings beyond the explicit content presented in the text. It involves comprehending the words, phrases, and sentences on a surface level, without delving into deeper implications, metaphors, or symbolism that may be present.

Literal reading is often contrasted with inferential reading, where readers draw conclusions, make connections, and interpret the text beyond its literal meaning based on context clues, prior knowledge, and critical thinking. While literal reading is important for grasping the basic information conveyed by a text, inferential reading allows for deeper understanding and analysis.

As known, the teaching of reading begins from the lower level of comprehension respectively. According to Brassel and Rasinki (2008:17) literal comprehension requires a reader to be able retelling and recalling the fact or information presented in a text. At this level, the teacher can ask students to find out information and ideas that are explicitly stated in the text. Literal reading comprehension involves the idea and fact that directly stated in printed pages. It means students can get information directly from text such as identifying main idea, supporting details, categorizing, outlining, and summarizing. The reader is trying to better understand what is happening within the text

There are some literal reading comprehension questions such as what words state the main idea of the story? when it happened? Who is a boy? How does the

author summarize what she/he is saying? outlining the first paragraph of the story, what happened first, second and last, how are these things alike? and soon.

RESEARCH METHOD

This research is conducted in English education program study. The method of this research is qualitative descriptive research. The researcher found the data through interview, observation, and document analysis. The researcher observed and interviewed the participant about the local context in teaching learning activities. The participants are the lecturer and 30 (thirty) students.

The Procedure in applicating AI For generating local content to global context in teaching literal reading

In this section, the researcher breaks down three aspects for bridging glocalization and literal reading, namely: the timeline of literal reading course, the preparation material in teaching literal reading, the responses of teacher.

The timeline of literal reading

Literal and inferential reading course is held in 14 meeting in one semester. Every meeting is held approximately 100 minutes or 2 credits courses. This course is held in Odd Semester 2022/2023. This teaching activity is in person form, it means between teacher and students face each other in the classroom directly.

o	Meeting	Teaching material Description
	I	Introduction and Learning Contract
	II	Pre-Test
	III	The principle of literal reading
	IV	Reading strategies (Skimming and Scanning)
	V	Topic and main idea
	VI	Drawing conclusion 5 W 1 H
	VII	Practice of literal reading
	VIII	The Principle of inferential reading
	IX	Inferring main idea
0	X	Inferring character
1	XI	Inferring prediction
2	XII	Inferring the conclusion 5 W 1 H
3	XIII	Practice of inferential reading
4	XIV	Post-test and Review Material

Table.1. Teaching Material

This table explain all teaching material that spread in one semester in Literal

and Inferential reading activity from the first meeting until the last meeting.

*The preparation material in teaching literal reading*

Glocalization is taught to the students at sixth meeting from this class. The teacher made some steps to prepare the material before going to class, the steps are make a slide or power point with the topic – drawing conclusion 5 W 1 H – the teacher made this material compiled from several books, online journal and other references that related with the material, the teacher choose some example in English language related with Javanesse culture. To, bring local culture in the classroom and presented it with global content, such as English Language.

Because the form the course about language skill, so that the teacher prepares the exercise also. For preparing the exercise, the teacher uses Artificial Intelligence to prepare the exercise. The Artificial Intelligence is used is *Diffit for teacher*. This artificial Intelligence is suitable with reading comprehension. One such tool that has gained popularity is Diffit, an AI-based platform designed to facilitate differentiated instruction. Teachers use Diffit to address diverse learning needs, foster critical thinking, and streamline comprehension checks. Diffit is an artificial intelligence tool that helps educators tailor their teaching methods to accommodate students at various reading levels. This user-friendly platform offers a multitude of features, making it a favourite among teachers striving to provide a personalized and enriching educational experience.

The step to use Diffits for teacher is the following methods:

First, open the diffit for teacher by click the website :

https://beta.diffit.me/#topic. After entering will be show us the dashboard such as in the following picture
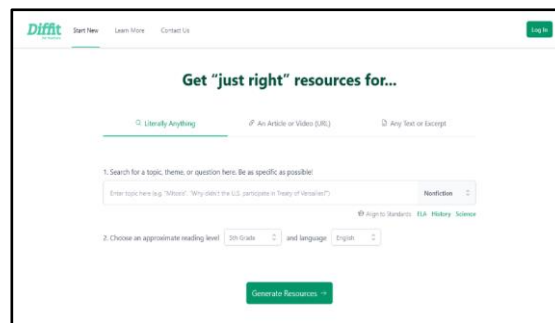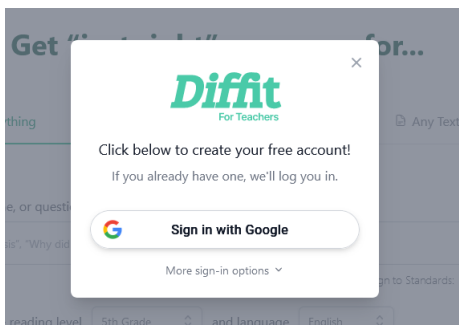

Picture 1 : The dashboard of Diffit for teacher

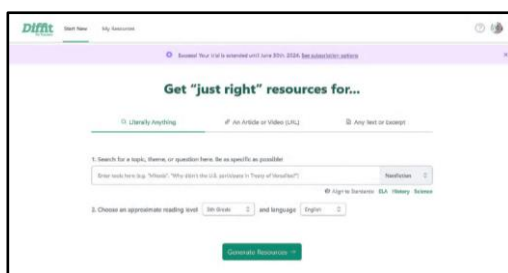After this step, the teachers must log in to register in diffits with their own

google account.

Picture 2: Sign in box

Then, the teacher google account have signed in to the diffits for teacher. Diffits for teacher ready to generate the text and it exercise what the tutor preferences in exercise.

*Picture 3 : Diffits for teacher was ready to use*

After this, the teacher can generate the text and exercise based on the level of the grade of the classroom. The teacher can write the theme, that related with the theme or topic is local context such as Javanese Culture for example in this activity is Mangkunegaran Palace. The teacher also chooses the level and the language choice, in this picture show that the teacher chooses English language. Then. The teacher clicks generate button.
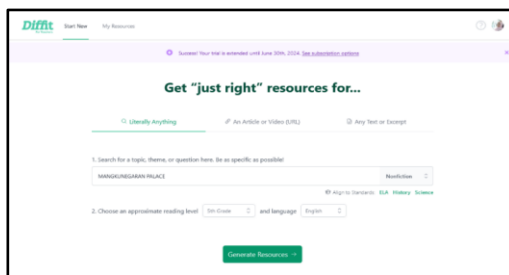
*Picture 4: The example topic related the glocalization*

Then. The teacher clicks generate button. In this moment the teacher has to

waiting for the process in generating the passage and several items that will presented to the teacher. Diffit will process the text and exercise based on your choice before. The following picture is the process in generating the text.
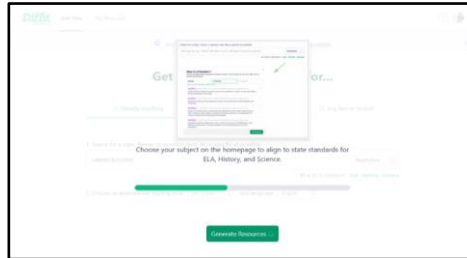

Picture 5: Generating Process

After generating the topic. Diffit purpose the text and several item, for example, source of the text, summary of the text, keywords, several multiple choice question (based on the level such as basic comprehension, simple reasoning, extended thinking and strategic thinking), open prompt question, short answer question, and the picture that related with the topic.
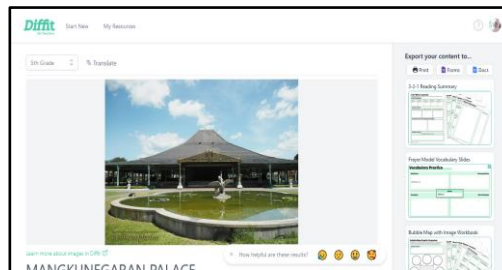
Picture 6: Diffits generate the picture to support the passage

Not only the picture is generated, the passage also purpose to the teacher is appeared. The passage is based on the level of education, and it has source from text is compiled.
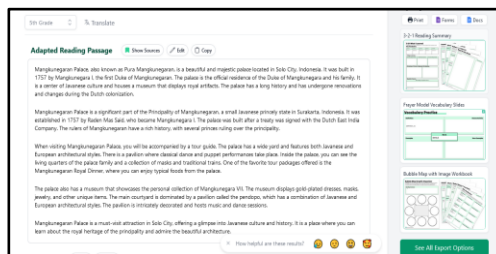

Picture 7: The passage related to the topic and grade of classroom

Summary of the text and key vocabulary words are generated also to the teacher from Diffits. This summary and key vocabulary words are editable.

Picture 8: Summary and Key Vocabulary Words

In the bellow of summary and Key Vocabulary Words, there is Multiple Choice that suitable with the passage. This multiple choice can generate to add question in several form such as ELA Standards, Literacy Skills, depth of knowledge level.
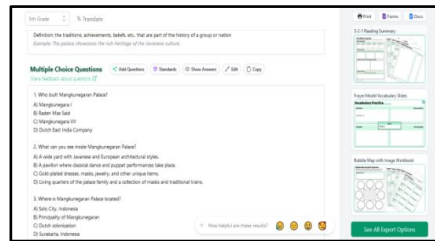

Picture 9: Multiple Choice

Short answer question and open-ended prompts are generated also, the teacher can add question and diffit can generated the question.
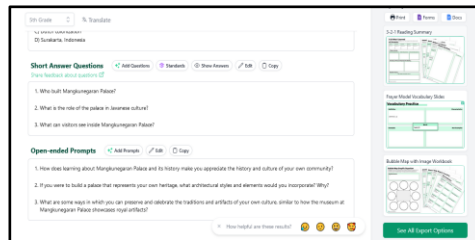

Picture 10: Short answer question and open-ended prompts

Teacher can export them to the several form, in this case Google Form Quiz. The teacher can export to be Google slides, Docs. The product can be a compare contrast activity, main ide activity and more.
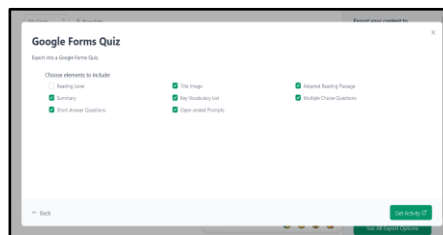

Picture 11 : Teacher choose Google Form Quiz

After this the process in exporting the text to be Google Form Quiz is running. Teacher must wait for this process.
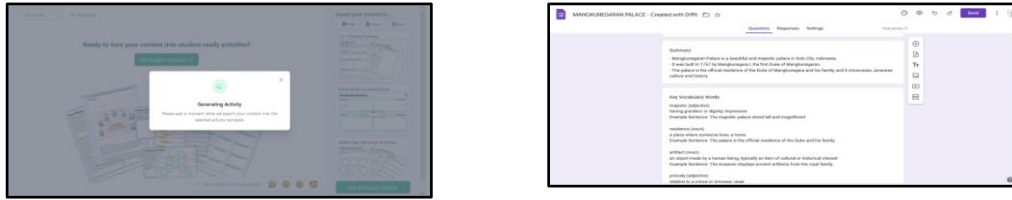

Picture 12: The exporting process from Diffit to Google Form Quiz

In the following picture, is the product after exporting from Diffit into Google Quiz. After this the teacher can edit the lay out as the teacher preferences. The teacher can put the section for the student's identity column.
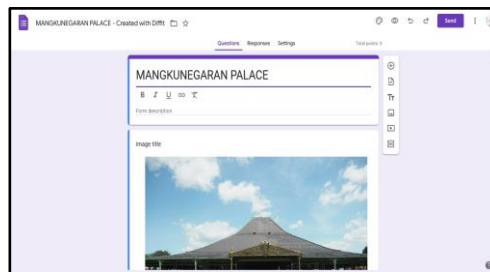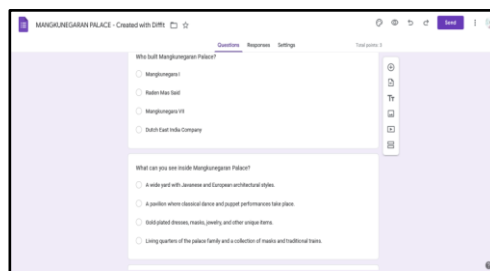

Picture 13: The product exporting from the Diffit into Google Form Quiz

It is complete with summary and key vocabulary words, in this following picture:
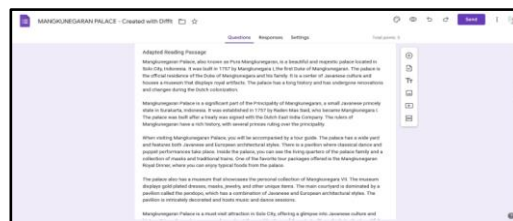
Picture 14: Summary and Key Vocabulary Words

Picture 15: The Passage
Picture 16: Multiple Choice

After this the teacher can share it to the students by send the link to the students or post it in the google classroom

The responses of the teacher

The responses of the teacher are important to investigate how Diffits works in generating glocalization topic in teaching, teaching reading in this case. Diffit is an educational tool that can help teachers customize reading materials and resources to match the diverse reading levels and needs of their students. Here's how teachers might use Diffit in their teaching application, particularly for reading:

1. Customizing Reading Materials:

Diffit allows teachers to generate reading materials tailored to different reading levels. By inputting a text, Diffit can modify the complexity, vocabulary, and sentence structure to suit beginning, intermediate, or advanced readers. This ensures that all students can access the content at an appropriate difficulty level. So that the teacher can generate the local content such as Javanesse Culture and the teacher can customizes it.

2. Differentiated Instruction:

Teachers can use Diffit to provide differentiated instruction, offering multiple versions of the same text. This approach accommodates students' varying abilities within the same classroom, enabling each student to engage with the material at their own pace and understanding.

3. Enhancing Vocabulary:

Diffit can help in enhancing students' vocabulary by adjusting texts to introduce new words gradually. Teachers can generate texts that incrementally increase in difficulty, helping students expand their vocabulary in context. Diffits can also explain the special vocabulary in specific culture

4. Comprehension Questions:

Teachers can create comprehension questions at different levels of difficulty using Diffit. This allows for a more personalized assessment of students' understanding, ensuring that questions are neither too challenging nor too easy for any student.

5. Engaging Diverse Learners:

Using Diffit, teachers can ensure that reading assignments are engaging for a diverse group of learners. By providing content that is accessible and interesting to all students, teachers can foster a more inclusive learning environment.

6. Supporting English Language Learners (ELL):

For ELL students, Diffit can modify texts to be more comprehensible while maintaining the content's integrity. This supports language acquisition and helps ELL students keep up with the class curriculum.

7. Facilitating Independent Reading:

Teachers can use Diffit to create a library of reading materials at various levels, encouraging students to practice independent reading. This autonomy can build confidence and improve reading skills over time.

8. Tracking Progress:

Diffit can be used to track students' progress by analyzing how they perform with texts of increasing difficulty. Teachers can adjust their instruction based on this data, providing more targeted support where needed.

9. Encouraging Critical Thinking:

By providing texts at appropriate levels, Diffit enables students to focus more on critical thinking and analysis rather than just decoding words. This deeper engagement with the text can improve overall reading comprehension and critical thinking skills.

10. Teacher Collaboration:

Diffit can facilitate collaboration among teachers by allowing them to share customized reading materials and strategies. This can lead to a more cohesive approach to reading instruction across different classes and grade levels.

CONCLUSIONS

In summary, Diffit helps teachers create a more personalized, effective, and engaging reading instruction experience by tailoring materials to meet the diverse needs of their students. This supports differentiated learning, improves comprehension, and fosters a more inclusive classroom environment. Overall, Diffit

can be a powerful tool in a teacher's toolkit for reading instruction. Its ability to customize and differentiate materials makes it particularly useful in diverse classrooms where students have a wide range of reading abilities. By leveraging Diffit, teachers can better meet the individual needs of their students, promote engagement, and support literacy development effectively. However, like any tool, it should be used thoughtfully and in conjunction with other instructional strategies to maximize its benefits.

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