



Linguistic Adaptation in Pakistani EFL Textbooks: A Corpus-Based Analysis of Glocalization

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ABSTRACT

This study analyzes how the global or literary texts in Pakistani EFL textbooks are adapted to manage the textual complexity particularly linguistic standards in order to make them familiar to the local educational needs and contexts. The study further compares and contrasts the original English source texts with their adapted and simplified versions, exploring the restructured language for local learners. Using digital tools, Text Ease and Readability Assessor and Lumos Text Analyzer, find out linguistic complexity indicators like Average Word Length, Average Sentence Length and Syllable Length Average along with readability metric analysis of both corpora (original and adapted), measuring Flesch-Kincaid Grade Level, SMOG Index, Gunning Fog Index, Coleman-Liau Index, FORCAST Grade Level, Powers-Sumner-Kearl Grade, and Raygor Readability in both text versions. The analysis reveals how glocalized versions have simplification of syntax, vocabulary and sentence structure. The metrics of readability provide empirical evidence of linguistic adaptation within the domain of glocalization, helping textbook designers and providing substantial input to authors and applied linguistics researchers. Moreover, it will provide a lens to evaluate EFL materials.

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1. 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 of life like the teaching of English in which localized global contents are thought inevitable in the process of learning a language. Manzoor, Ahmed and Umrani (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" and "Glocalization" have become common notions of the day because of the emerging trends in the EFL domains, either teaching or learning. 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. The intercultural competence entails different domains like language classrooms, work points, business, family, study and tourism (Byram, 1997; Corbett, 2003; Guilherme, 2002). The lack of research on the English textbooks in Punjab 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, Irfan, & Qazalbash, 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.

The journey of the concept of glocalization has moved from marketing to the academic and pedagogical domains. Teaching and learning English entail complex processes. Manzoor, Ahmed and Umrani (2019) 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 related as the remnants of colonialism with the vested imperial designs because of their embedded cultural characteristics while inculcating language skills as a social product (Hadley, 2014). 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). Richards (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 (Ahamat & Kabilan, 2022; Gray, 2016; Toledo-Sandoval, 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 adaptation of EFL textbooks, driven by cultural or linguistic factors, has a profound relationship with stylistics. The linguistic analysis of literary texts, stylistic analysis, takes new forms in the modern time by developing profound proximity with corpus-driven and computational methods. These trends shape the domains of language teaching in particular by providing a toolkit for the analysis of glocalized linguistics adaptation while considering the learner contexts and wider empirical changes in lexis, cohesion, viewpoint and stance (Price, 2022). The choices of learners motivating adaptation strategies relate cognitive-grammar approach to stylistic analysis that incorporates transitivity choices (representation of events through clauses), grounding (relationship of language to the speech event) and figure/ground (object and background organization) (Giovannelli & Harrison, 2024). In the pretext of glocalization, O'Halloran (2022) idea of postdigital stylistics portrays the relationship of a global literary text and learners' local semiotic resources such as cultural constructs, which enhances the scope of foregrounding and interpretation by integrating the source texts and local identities and experiences. There is excessive emphasis on cultural and ideological perspectives of the analysis of glocalization of EFL textbooks; however, little empirical research on adaption with regard to linguistic complexity and readability, especially focused on textual simplification that enriches comprehension and cognitive load. The global or literary texts are linguistically dense and structurally compact and complex which are restructured by minimizing lexical difficulty and changing grammatical forms. The corpus of five short stories in original and adapted form has been subjected to digital analysis adaptation of complexity with online tools such as Text Ease and Readability Analyzer (T.E.R.A.) and Lumos Text Analyzer. The glocalization adaptation is analyzed using readability metric indices like Average Word Length (AWL), Average Sentence Length (ASL), Flesch-Kincaid Grade Level (FKGL), SMOG Index (SI), Gunning Fog Index (GFI), Coleman-Liau Index (CLI), and Raygor Readability (RR).

Flesch-Kincaid Grade Level is a readability test primarily based on sentence length and word length, which determines the difficulty of the text and provides a score that is related to the U.S. school grade level. The grading of 1.0-5.0 shows that the test is easy and suitable for elementary school students. A score of 6.0-8.0 shows suitability for middle school students, 9.0-12.0 shows appropriateness for high school students and above 12 shows appropriateness for college level (Kincaid et al., 1975). SMOG index is a test for its difficulty and determines the years of education suitable for learners. It works on a number of polysyllabic words and sentence counts. It has a slightly higher grade level than the Flesch-Kincaid Grade Level. Its grading of 1-6 reflects the elementary school level, 7-9 shows the middle school level, 10-12 denotes the high school level and above 12 expresses higher literacy levels (Harry McLaughlin, 1969). Gunning Fox Index is also a readability test which accounts for years of formal

education that determines the audience. It works on average sentence length and the use of complex words. Its score of 6-10 reflects that the text can be understood by a wide audience for public communication. The score of 11-14 shows that it is harder to read and it is for college students (Gunning, 1952). Coleman-Liax Index assesses the readability level depending upon a number of characters and sentences. Its reading below 6 shows that it is useful for elementary school, 7-9 denotes middle school, 10-12 for high school and above 12 for college-level students. Its primary parameters are a number of characters and sentences; however, it is more suitable for digital texts (Coleman & Liao, 1975). FORCAST Grade Level is a readability formula which evaluates non-narrative and technical texts and operates on word complexity, focusing on a number of single-syllable words. The categorization of 6-8 is suitable for middle school, 9-12 is appropriate for high school students and above 12 is right for college students. This analysis is suitable for forms and lists (Caylor, 1973).

Powers Sumner Kearsley Grade estimates the education level (US school grade level) for which the text is appropriate. It works on average sentence length and average number of syllables per word. The grading of 1-5 shows its appropriateness for elementary school, 6-8 for middle school, 9-12 for high school and above 12 for college level (Powers, Sumner, & Kearsley, 1958). Raygor Readability is a comprehension tool to determine the grade level which works on average sentence length and number of long words (Raygor, 1977). Two major theoretical foundations of this research are: Robertson (1995) Globalization Theory which analyzes the blend of global and local elements, and Block (2010) Sociolinguistic Model, which digs out the relationship of global English and local adapted forms. Both the models determine the framework of EFL textbook adaptation particularly linguistic and cognitive aspects, showing how global contents are shaped to make them acclimatized to the local contexts. The research aims at the analysis of globalized complexity by measuring changes in structures and readability metrics. On a broader note, the theoretical domain of World Englishes given by Kachru (1985) model with three concentric circles of English relates to the multiplicity of norms and varieties, but it is not correlated with the linguistic aspects such as linguistic complexity as taken up in this study. The idea of cultural linguistics with adaptation of cultural schemas, cultural categories and introduction of cultural metaphors proposed by Sharifian (2016) narrates the cultural dynamics rather than the linguistic simplification and adaptation.

1.1. Statement of Problem

Pakistani EFL textbooks serve as a primary source of English language teaching which have different materials of global or literary texts, posing a problem for learners regarding cultural adaptation and linguistic adjustment. Resultantly, the presented material goes through different processes of adaptation. Recent reforms and policy making, particularly in the wake of Single National Curriculum (SNC), call for suitability of materials that should value and incorporate local culture as well as global communicative needs. This underscores the requirement of globalization, blend of global and local attributes. The compilation of Pakistani EFL textbooks rarely passes through a systematic evaluation, often disproportioned with respect to cultural contents and linguistic elements. They largely represent thematic contents, ideological predisposition, inappropriate linguistic complexity and poor cultural representation. Need analysis and content appropriateness analysis especially using digital tools in the era of modern technology and artificial intelligence are lacking. Thus, much less attention has been paid to how globalization is perceived linguistically in EFL textbooks. Moreover, empirical and corpus-based research on linguistic adaptation in the textbooks is lacking to express how lexical density, grammatical elements, discourse attributes and cultural elements are modified, simplified or hybridized/localized. Without in-depth analysis, it is not possible to comprehend the interplay of global English and local cultural-linguistic resources. This study addresses the gap by conducting a corpus-based analysis of linguistic adaptation in Pakistani EFL textbooks.

1.2. Significance of the Study

This research contributes in many respects; theoretically, methodologically, pragmatically and academically. Theoretically, it extends the scope of theoretical foundations of globalization in language teaching by relating macro-levels and micro-levels. It probes into how localization of cultural elements, manipulation of text complexity and inclusion of global registers are exploited in Pakistani EFL textbooks, which encompasses the discussion on World Englishes, policy making in Pakistan and textbook designing at the level of linguistic form. Methodologically, the research displays the use of corpus-based evaluation and digital

tools/instruments, pursuing adaptation and determining the grade levels of texts. Pragmatically and academically, this analysis provides a road map for curriculum developers and policy makers to make the syllabus of EFL textbooks synchronized with modern tools in the digitalized world. Furthermore, the study presents evidence-based direction for linguistic repertoires, communicative needs and cultural identities.

1.3. Research Objectives

The objectives of the study are:

1. To compare the linguistic complexity features of global/literary source texts and adapted local texts within a globalization framework
2. To measure and compare the readability of global/literary and localized texts by using readability metrics

1.4. Research Questions

The research questions of the study are:

1. How far the linguistics complexity features of global/literary texts differ from the adapted versions in Pakistani EFL textbooks?
2. How do the readability attributes of global/literary texts and localized forms compare?

2. 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 is very important in this case. It 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 (Afzal, Mohsin, & Asif, 2020; Mohsin, Afzal, & Asif, 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 (Richards, 2014; Tomlinson, 2012). (Mukundan, 2014). 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 (Mustofa & Damayanti, 2024). Textbooks have been a very essential source of the teaching process because they are easy to manipulate, administer and plan the study materials. Textbooks can be divided into three types: global textbooks, the books published across the world; localized textbooks, modified global textbooks; and localized textbooks designed for a particular setting. The global textbooks have different cultural contents as well as linguistic difficulty which impedes language learning. The alienation from the global texts is caused by the social, cultural, religious and ideological differences because of ideological or geographical remoteness. This adaptation may be reflective or systematic, depending on the situation and context of the use (Rathert & Cağaroğlu, 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. (Harmer, 2007; McKay, 2003; Richards, 2014; 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 (Mustofa & Damayanti, 2024). Rathert and Cağaroğlu (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 (2012) advocates simplification and reordering to align textbooks to the needs of learners. McDonough, Shaw and Masuhara (2013) propose the addition of additional materials and deletion of unnecessary materials to make textbooks contextually suitable. Graves and Xu (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 and 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.

Yaman (2016) advocates the adaptation of global series of textbooks into classroom requirements where glocalization serves as a principle as well as practice. Bin-Hady, Sarnou and Schug (2024) examine the teaching practices of English language teachers in Yemen, Algeria, and France, who adopt a glocalized approach, blend of global English objectives and local cultural realities. It takes place at the level of material choice, task design and technology use. The study stresses the inclusion of culturally responsive text selection and local values with compromising intercultural communication goals. According to Vuong, Trakulkasemsuk and Zahabi (2025), the cultural representation in English textbooks shows dominance of Anglo-American culture, marginalizing the learners' source cultures and unharmonized representation of world cultures, particularly in Vietnam context. Similarly, the material construction of Pakistani EFL textbooks reflects the dominance of national identity and cultural values. Ali (2018) finds the interplay of Pakistani and target cultures. Similarly, Hussain, Sandaran and Saeed (2023) explore culture and national identity in Pakistani ESL textbooks with more focus on source (local culture) with religious, political, national, social and environmental values, roles and roles of Pakistan. Zaffar, Younus and Amjad (2025) evaluate cultural compatibility of intermediate-level ELT materials and find the misaligned cultural alignments in them, which hamper engagement of learners. The relationship of culture and linguistic aspects is least considered in Pakistani context. However, Parveen and Waheed (2024) explore linguistic cues of cultural representation. Pakistani culture is represented through linguistic features such as phonological and semantic in PCTB textbooks. These studies collectively reflect relatively lacking systematic patterns of linguistic adaptation as a glocalization strategy.

Corpus-based methods are extensively used in textbook analysis while going beyond the impressionist perspective of texts. Wardani (2020) stresses the significance of the role of language and cultural-collocational patterns, stating how vocabulary enhances or limits the exposure to cultural contents. Husna, Hartono and Sakhiyya (2025) analyze the vocabulary profile of Indonesian textbooks in order to determine reading comprehension of learners and developing lexical load. Likewise, in Saudi context, the corpus-based analysis is used by Almujaivel (2018) in the evaluation of culture and intercultural in EFL textbooks. Khalid and Riaz, through a corpus-based analysis of discourses, discover that quantitative patterns correlate with ideological choices. Mostly, corpus-based analysis of textbooks are related to lexical elements, vocabulary levels and cultural categories rather linguistic adaptation to make the global contents befitting to the local scenario. This study analyzes not only frequency of elements by using corpus-based methods but also the use of adaptation processes such as simplification, elaboration and localization. Linguistic adaptation has taken an explicit form in the contemporary research. Luís (2024) examines the adaptation practices in Portuguese EFL textbooks, identifying changes in vocabulary, syntax and cultural references to some extent. Mostly, there are adaptations in the size of texts, focusing on linguistic simplification with shorter sentences, controlled lexis and less grammatical complexity and linguistic elaboration

featured by added repetition, paraphrases and explanation. The purpose of both practices is to make the source texts more feasible or accessible to learners, keeping the core meanings and authenticity of language. In Pakistani context, recent studies unveil the linkage of glocalization with textbook adaptation. Mohsin and Habib (2025) find glocalized adaptation in Pakistani EFL textbooks by arguing the changes in contents, language integration, cultural appropriateness and alignment to the local cultural values like religious and social norms. Besides the merits of this study, it is a qualitative and selective text-based study, excessively relying on manual coding of a limited number of texts. Consequently, there is need of a systematic and corpus-based analysis of adaptation linked with the theoretical domain of glocalization.

3. Methodology

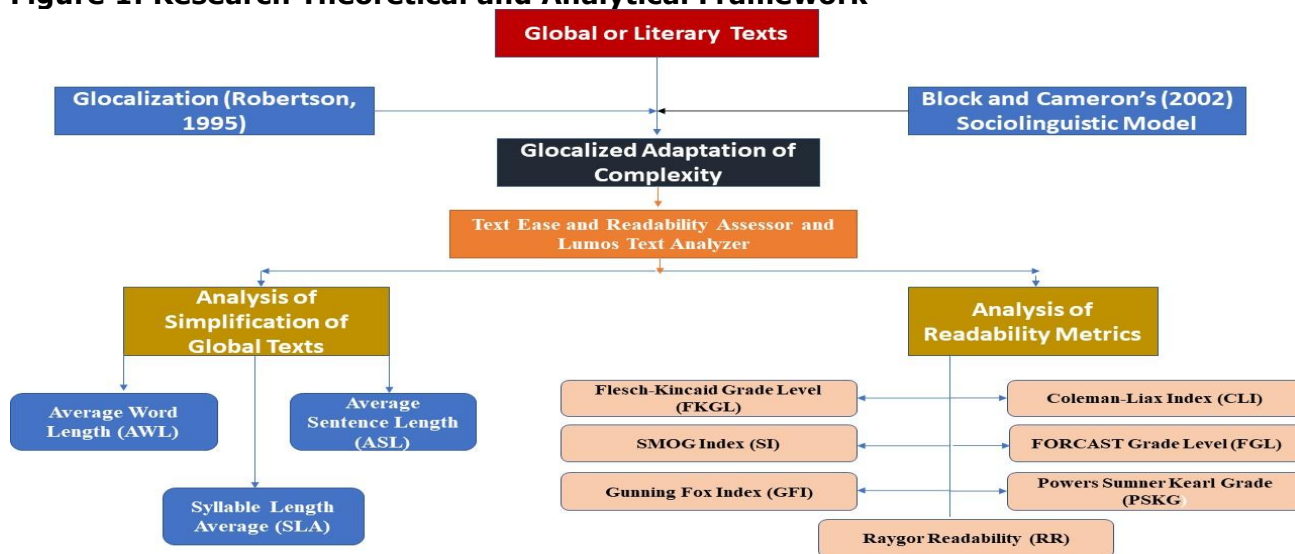
The study takes up quantitative research design to measure how the complexity of the source or native texts has been adapted in Pakistani EFL textbooks, particularly with regard to linguistic complexity. It explores the simplification or modification of global texts, literary texts. The analysis integrates digital text analysis and readability metrics in order to gauge the said simplification. This analysis is grounded in theoretical framework of glocalization proposed by Robertson (1995), which encompasses global features adapted to the local contexts forming a blend of the both, a new entity. Moreover, it is related to pedagogical adaptation of global texts. Block (2010) model is another theoretical foundation of this study, which incorporates major domains of global-local interaction, language as a social practice, economic and communicative factors of globalization, local adaptation of global materials, hybridization of local and global elements and the role of identity and power in adaptation. During the adaptation process, the original version is adapted with respect to its complexity. The complexity of the text depends upon technical vocabulary, jargon, sentence structure, syntactic features like sentence length and complex sentence structures, coherence and cohesion, word length, use of low-frequency words, text structure or paragraphing, readability metrics, stylistic features, conceptual density, logical and argumentative flow, assumptions and subjectivity of thoughts, social and cultural background, purpose and audience, language use, formality of language etc. (Mortaza, Mohsin, & Afzal, 2023; Snow & Uccelli, 2009).

The corpus of five short stories, in the text form, has been prepared and selected from a Pakistani EFL textbook, Book I, published by Punjab Curriculum and Textbook Board (PCTB). The corpus of original short stories and adapted ones was analyzed using online text analysis and readability metrics tools like Text Ease Readability Analyzer (T.E.R.A.), LUMOS Text Analyzer. These tools automatically measure the lexical density and readability of both types of texts. The tools have been selected because they include variety of readability formulas as mentioned below, giving quick comparison of multiple passages. They are freely accessible and thus available for the replicable for other researchers. Additionally, they are simple in working and appropriate for the study to find the linguistic complexity, lexical density and readability metrics. They are without enumerable tabs and functions and subscription charges as required in other tools such as Coh-Metrix and proprietary Lexile measures. The use of these tools in different studies enhance the validity of research methodology and analysis tools. Ismail, Yusof and Yunus (2016) use them to analyze ten Malaysian English chapters for different levels of discourse levels, which is an alternative to conventional readability formulas. Solnyshkina et al. (2017) measure text complexity in academic texts and compare its features with readability metrics. Buragohain et al. (2023) use LUMOS text analyzer to analyze readability statistics and determination of grade levels for students.

As the global or literary texts have higher lexical density, syntactic length and structural complexity, they go through simplification and pedagogical adjustment. Using the online tools, its measurement is manifested through digital readability metrics with multiple indices like Average Word Length, Average Sentence Length, Syllable Length Average, Flesch-Kincaid Grade Level, SMOG Index, Gunning Fog Index, Coleman-Liau Index, FORCAST Grade Level, Powers-Sumner-Kearl Grade, and Raygor Readability. The stories text as a whole was analyzed and the results were compared in graphical and tabular forms to differentiate the linguistic complexity and readability metrics of both texts, graphically manifesting the adaptation driven by the factors of glocalization, a pedagogical linguistic localization of global/literary texts. A purposive sampling method was used to select the certain short stories showing significant variations in the both versions, which aligns with the primary objectives of the study, linguistic adaptation in Pakistani EFL textbooks. Moreover, these short stories are available in the original forms on free internet resources. These selected short stories, being the representatives of

adaptations, have versatility of texts, different gender roles and the contexts of language use. Moreover, they construct the wide range of linguistic elements whose adaptations are to be explored during the course of the study. These short stories are the part of Pakistani EFL textbooks prescribed by PCTB. The researcher's extensive experience of sixteen years' English teaching at college level provides deep foundations to understand the texts.

Figure 1: Research Theoretical and Analytical Framework



Note: Adapted in part from Block and Cameron (2002); remaining elements original to the present study

4. Data Collection and Analysis

The data for this study was the corpus of five short stories with two text versions, original texts and adapted texts. The original texts were collected from different online resources while the adapted texts were retrieved from EFL textbooks published by Punjab Curriculum and Textbook Board (PCTB). The selected short stories were digitalized and changed into text format to ensure compatibility of the online tools/analyzers such as Text Ease Readability Analyzer (T.E.R.A.) and LUMOS Text Analyzer.

4.1. Adaptation of Short Stories

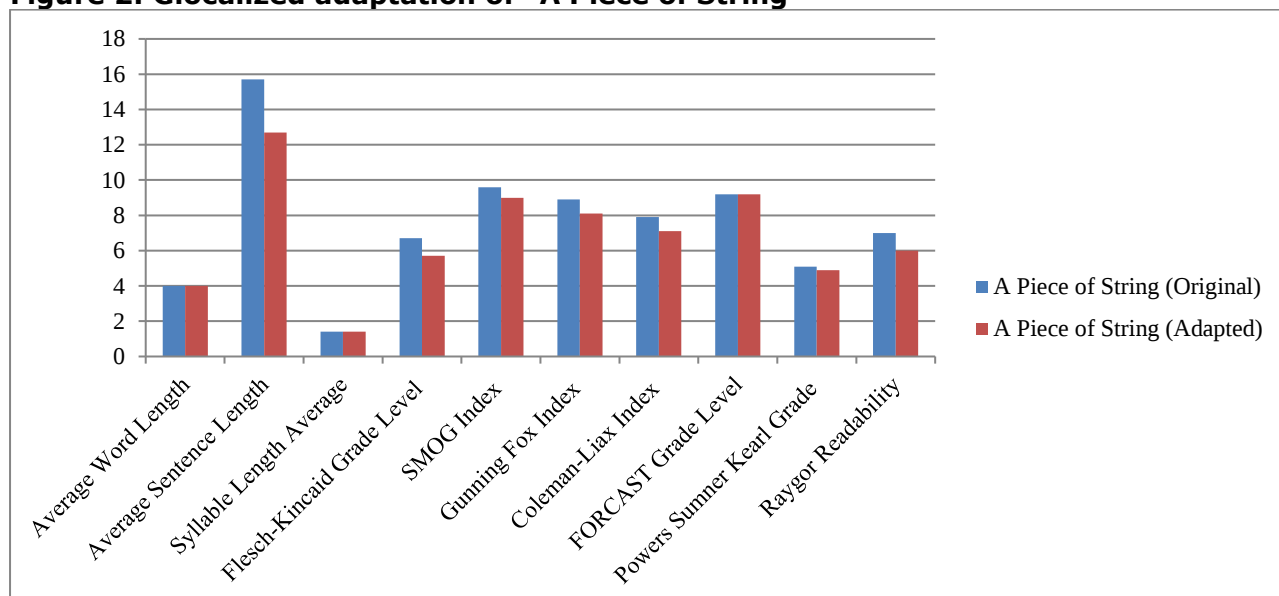
The corpus of selected stories of the textbook, both source texts and adapted texts, has been prepared for the analysis of adaptation. The analysis covers different parameters, which reflect complexity level, grade appropriateness and readability of texts as mentioned in Figure 1. The score of all the parameters expresses the appropriateness of text for different grade level students like elementary, middle, high and college levels. There is a complex adaptation of the text to make it suitable for EFL Pakistani learners. Words and sentences are modified to make them simpler and user/learner-friendly. Table 1 shows the difference between original and adapted texts.

Table 1: Linguistic complexity adaptation of selected stories of book I

S No	Name of Story	Version	AWL	ASL	SLA	FKGL	S I	GFI	CLI	FGL	PSKG	RR
1	A Piece of String	Original	4.0	15.7	1.4	6.7	9.6	8.9	7.9	9.2	5.1	7.0
		Adapted	4.0	12.7	1.4	5.7	9.0	8.1	7.1	9.2	4.9	6.0
2	I Have a Dream	Original	4.0	19.6	1.4	9.0	11.4	11.2	8.2	9.1	5.6	7.0
		Adapted	4.0	16.4	1.4	6.5	9.6	8.4	7.1	8.6	5.0	6.0
3	The Gift of the Magi	Original	4.0	13.2	1.3	5.3	8.7	7.7	6.6	8.6	4.8	5.0
		Adapted	4.0	9.8	1.2	2.5	6.4	5.0	4.0	7.6	4.2	2.0
4	A Mild Attack of Locusts	Original	4.0	13.9	1.3	4.9	8.1	6.8	7.6	8.7	4.7	6.0
		Adapted	4.0	12.8	1.3	4.7	8.2	6.9	7.2	8.5	4.6	5.0
5	The Use of Force	Original	4.0	12.8	1.3	4.7	8.0	7.3	5.6	8.3	4.7	5.0
		Adapted	4.0	12.2	1.3	4.3	7.8	6.9	5.4	8.2	4.7	4.0

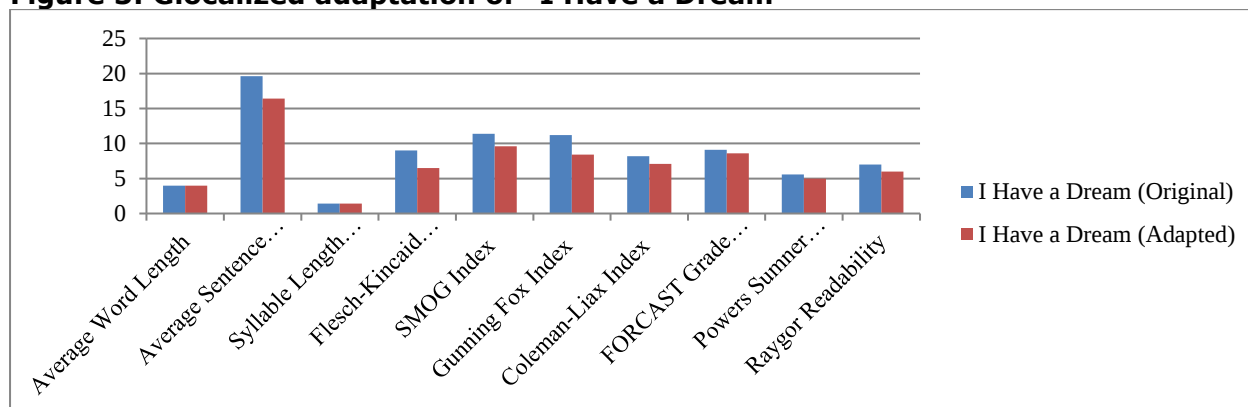
Table 1 reflects the analysis of text complexity and its grading aptness according to the US grade system. It evaluates how texts have been synchronized with the grade level. Moreover, it unveils how the complexity of texts has been managed, modified or adapted to make it practicable for Pakistani EFL learners who study English as a compulsory academic subject. All the parameters of analysis demonstrate the psychological-based statistical average which establishes the complexity level and grade level of texts with the help of an online tool, Text Ease Readability Analyzer (T.E.R.A.) and LUMOS Text Analyzer. The results of both, original texts and adapted texts, have been tabled for the analysis.

Figure 2: Glocalized adaptation of "A Piece of String"



"A Piece of String" has been adapted in the Pakistani EFL textbook, Book I, with the marked adaptation with regard to the complexity of sentences. Figure 2 shows that the average sentence length has decreased from 15.7 to 12.7, which is 20% of the original text. There is no difference in average word length and average syllable length; nevertheless, other parameters of sentence complexity reflect that FKGL, SI, GFU, CLI, FGL, PSKG and RR values have decreased to 15%, 6%, 8%, 10%, 0%, 4% and 14 % respectively. The results show that the complexity of the text has been adapted and made easier to make it feasible for EFL learners, but it is evident that the standard of text and its appropriateness of US grade level have been reduced. The result of all parameters shows that text, though simple and less complex is not suitable for the college level text complexity. FKGL, GFU, CLI, FGL and PSKG should be above 12.

Figure 3: Glocalized adaptation of "I Have a Dream"

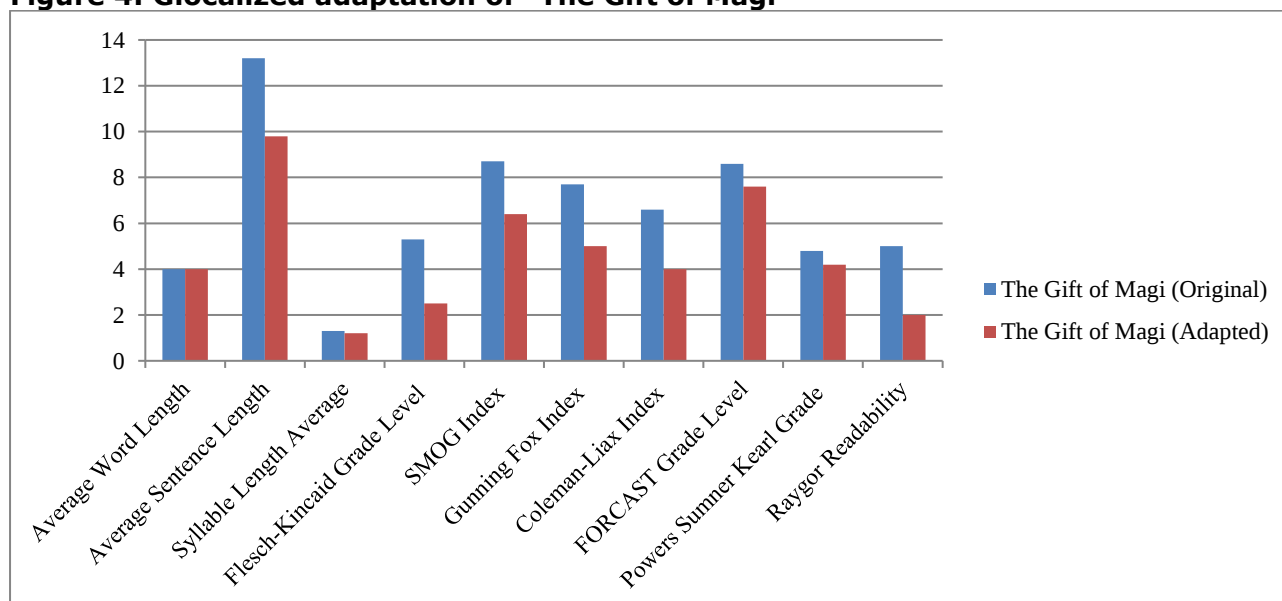


RR shows that it is suitable for 6th grade. In the original text, while analyzing lexical density, the number of sentences is 149; the word count is 2344 and the syllable count is 3234 while in the adapted version, there are 78 sentences, 990 words and 1372 syllables. Similarly, there are 149 sentences, 3234 syllables, 2344 words, 598 nouns, 170 conjunctions, 158

adjectives and 378 verbs; however, in the adapted version, there are 78 sentences, 990 words, 1372 syllables, 46 adjectives, 74 conjunctions, 289 nouns and 159 verbs. The decreased values of all parameters of sentence complexity show that the adapted texts have been modified to a great extent in the light of merging global and local features of language learning and teaching. The sharp reduction of adjectives and conjunctions suggests the trimmed description and linkage of clauses to make the narrative easily comprehensible and accessible. The adapted texts reflect under-levelled readability profile which further elucidates lowering description depth, critical attributes, less cognitive and literary challenges.

"I Have a Dream" has been modified and adapted with respect to the sentence complexity. Figure 3 shows that in the original version, while studying lexical density and complexity, there are 85 sentences, 492 nouns, 1668 words, 2390 syllables, 251 verbs, 151 conjunctions and 145 adjectives while in the adapted version, there are 47 sentences, 769 words and 1041 syllables with 235 nouns, 66 adjectives, 56 conjunctions, 115 verbs. The reduction of sentences is 38%, of syllables is 56%, of verbs 54% and of conjunctions is 62% which means that the complexity of sentences (conjunctions and verbs as building blocks of complex sentences) has been lowered in the adapted text. The average sentence length has decreased from 19.6 to 16.4, which is nearly 19% of the original text. There is no difference in average word length and average syllable length; however, the scores of FKGL, SI, GFU, CLI, FGL, PSKG and RR values express that they have declined to 27%, 15%, 24%, 25%, 13%, 10% and 14 % respectively. The scores of FKGL, GFU, CLI, FGL and PSKG are below 12 and they reveal that the standard of texts is not up to the mark as given by all the psychologists and educationists who have proposed these parameters of analysis. Furthermore, the results show that the complexity of the text has been tailored to make it easier and viable for Pakistani EFL learners. RR scores show that the text is of grade 6. These adaptative changes bring about deliberate simplification to such an extent that it compromises syntactic level, rhetoric challenges that should be expected of a college learner.

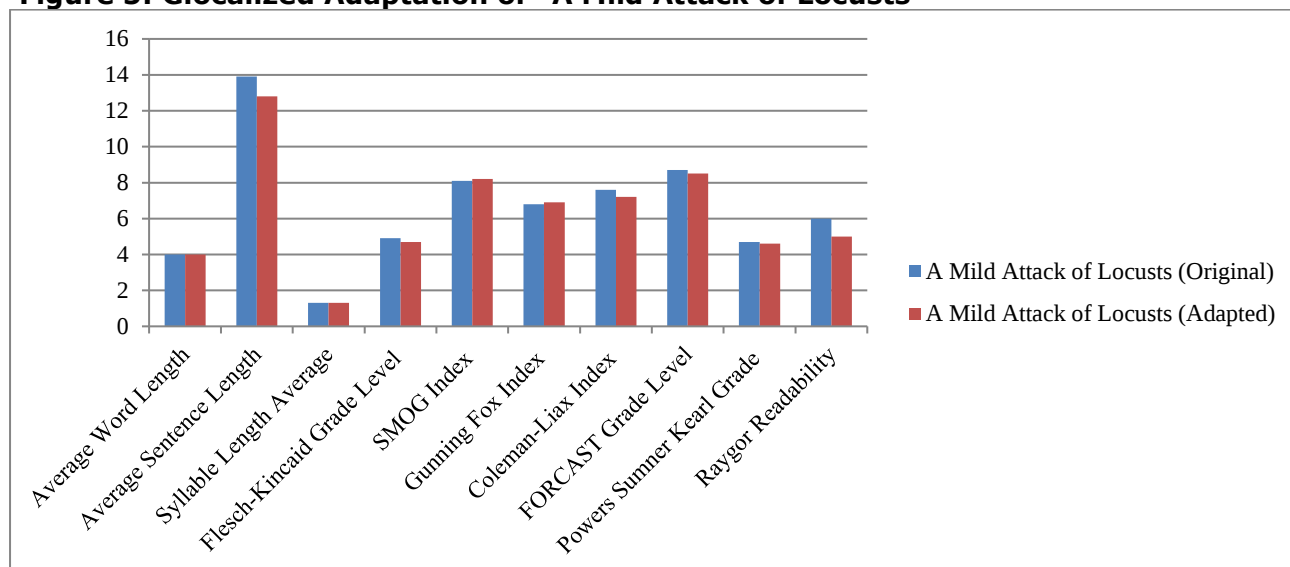
Figure 4: Glocalized adaptation of "The Gift of Magi"



When it was unearthed the lexical density and complexity, it was found that "The Gift of Magi" has 157 sentences, 2078 words, 2776 syllables, 528 nouns, 331 verbs, 222 conjunctions and 162 adjectives in the original version. But, in the adapted version, there are 158 sentences, 1541 words, 1866 syllables, 361 nouns, 259 verbs, 182 conjunctions and 104 adjectives. In Figure 4 though the number of sentences is equal in both versions, it is evident from the difference of words, lexical words and syllables that the adapted text is very simple and consists of short sentences. Therefore, ASL has reduced to 9.8 from 13.2 with a 26 % decrease in text complexity. The average word length and average syllable length is nearly similar in both versions. The scores of FKGL, SI, GFU, CLI, FGL, PSKG and RR vary in the adapted text with simplicity of text to 52%, 26%, 35%, 39%, 11%, 12% and 60 % respectively. The scores of FKGL, GFU, CLI, FGL and PSKG are below 12 and they unveil the

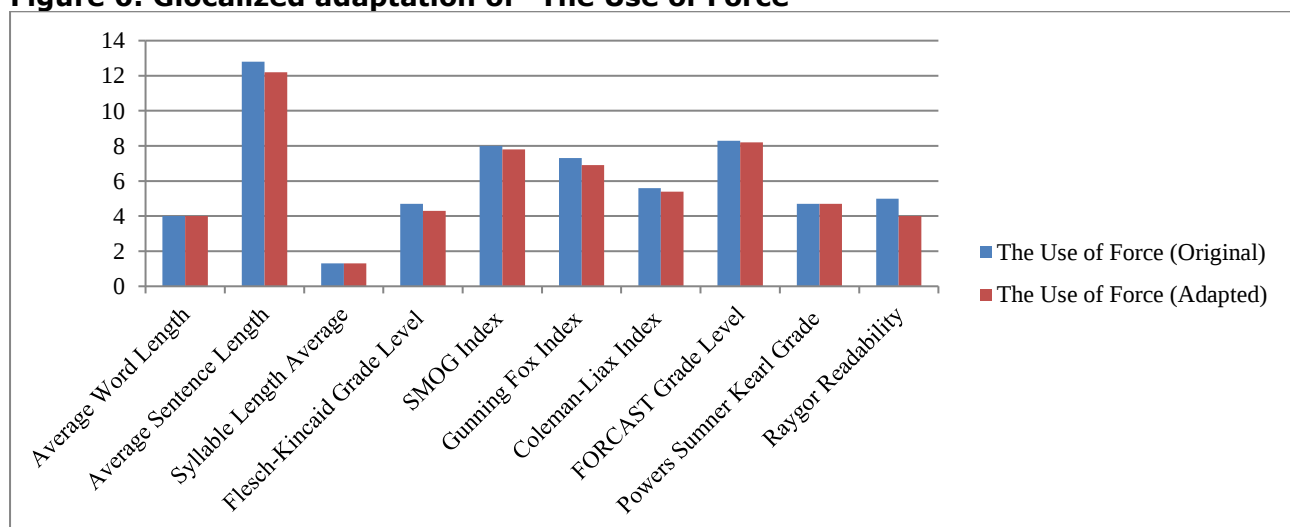
fact that the text doesn't follow the standard that should be followed at the college level according to US grade levels. The results show that the complexity of the text has been made too comprehensible for Pakistani EFL learners. RR score shows that the text is of grade 2 This doesn't correspond to the global standard of textual difficulty because in attempt to glocalize the materials, the textual simplification has gone beyond the limits of US grade-level benchmarks. The narrative of the short story has been purposely lowered down with respect to complexity to make it more accessible and pedagogically conducive for Pakistani EFL learners. Typically, it reflects roughly Grade 2 reading level.

Figure 5: Glocalized Adaptation of "A Mild Attack of Locusts"



The analysis of lexical density and complexity shows that "A Mild Attack of Locusts" has 227 sentences, 3163 words, 4142 syllables, 831 nouns, 527 verbs, 301 conjunctions and 286 adjectives. On the other hand, the adapted version has 77 sentences, 986 words, 1281 syllables, 260 nouns, 176 verbs, 80 conjunctions and 87 adjectives. Figure 5 shows that the percentage of text simplicity is 66% of sentences, 68% of words, 69% of syllables, 68% of nouns, 66% of verbs, 73% of conjunctions and 69% of adjectives which is adapted in the modified version. This variation reflects the difference of syntactic and morphological level adaptation of the text to make it very simple and easily comprehensible for Pakistani EFL learners. Therefore, ASL has reduced from 13.9 to 12.8 with a 07 % decrease in text complexity.

Figure 6: Glocalized adaptation of "The Use of Force"



The average word length and average syllable length are similar in both versions. The scores of FKGL, SI, GFU, CLI, FGL, PSKG and RR vary in the adapted text with simplicity of text and easy comprehension level to 4%, -01%, -01%, 05%, 02%, 02% and 16 % respectively.

The scores of FKGL, GFU, CLI, FGL and PSKG are below 12 and they manifest that the text doesn't follow the standard that should be followed at the college level according to US grade levels. The results show that the complexity of the text has been made easier to make it comprehensible for Pakistani EFL learners. Additionally, the RR score shows that the text is of grade 5 in the adapted version which was for grade 6 in the original version. The quantitative analysis of both versions shows a trend of downward linguistic adaptation with sharp reduction of complexity featured by major lexical categories and less dense and thinner narrative. The less use of joining words manifests that compound and complex sentences have been modified into simple sentences, also reflected by decline in metric indices and syntactic load. Thus, conclusively, the adaptation in Pakistani EFL textbooks systematically lessens syntactic complexity and lexical density to enhance comprehension of texts, obviously at the cost of stylistic richness and cognitive standard.

While analyzing lexical density and complexity, it has been found that "The Use of Force" has 118 sentences, 1505 words, 1963 syllables, 357 nouns, 253 verbs, 143 conjunctions and 110 adjectives. On the other hand, the adapted version has 104 sentences, 1265 words, 1638 syllables, 308 nouns, 211 verbs, 122 conjunctions and 89 adjectives. Figure 6 shows that the percentage of text simplicity is 11% of sentences, 15% of words, 16% of syllables, 13% of nouns, 16% of verbs, 14% of conjunctions and 19% of adjectives which is adapted in the modified/adapted version. This variation reflects the difference of syntactic and morphological level adaptation of the text to make it very simple and easily comprehensible for Pakistani EFL learners. Therefore, ASL has reduced from 12.8 to 12.2 with a 04 % decrease in text complexity. The average word length and average syllable length are similar in both versions. The scores of FKGL, SI, GFU, CLI, FGL, PSKG and RR vary in the adapted text with simplicity of the text and easy comprehension level to 08%, 05 %, 03%, 01%, 0%, and 20 % respectively. The scores of FKGL, GFU, CLI, FGL and PSKG are below 12 and they express that the text doesn't coordinate with US grade level for college students. The results also show that the complexity of the text has made it easier for Pakistani EFL learners to comprehend. Additionally, the RR score shows that the text is of grade 4 in the adapted version which was for grade 5 in the original version. The adaptation of source texts, reducing syntactic load, sentence complexity, lexical density and even narrative features of the literary texts. The readability indices correspond to the results of the analysis of lexical elements with low potential cognitive and linguistic range.

4.1. Limitations and Future Research

There are certain limitations of the study: (1) It has relatively small corpus size from a single EFL textbook, which may reduce the options of generalization of the results while determining adaptations, using grades and complexity levels; (2) The selection of literary texts has been subjectively done, considering maximum suitability to the linguistic adaptation; (3) The study amply focuses on textual and quantitative measures and does not include qualitative data derived from interviews and feedback. However, the researcher's extensive observations during the course of his teaching experience provide strong foundation to address the issue; (4) The readability analysis primarily depends on U.S-based readability metrics and grade-level benchmarks, which may not perfectly align with Pakistani curricular expectations and learners' sociocultural aspects. Future studies may address these limitation by expanding corpus to different textbooks and series, triangulating the quantitative results with class room-based qualitative data and collaborating context-sensitive readability standard, aligned with the language learning policies.

5. Conclusion

The results of the study have unveiled that the literary or global texts used in Pakistani EFL books undergo the process of glocalization in which the global contents/texts are transformed, modified and adapted according to the needs of learners in term of linguistic or textual complexity. 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, deletion or modification of difficult contents, modifying and rephrasing sentences, substituting low-frequency words and unfamiliar terms and reducing the lexical density like minimizing 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 (Table 1). The results unearth lower lexical density, shorter and less complex

sentences and comparatively easy word choices in the adapted texts, which reflects the increase in comprehension, minimal cognitive load and raising of readability characterized by low readability metrics like AWL, ASL, SLA, FKGL, SI, GFI, CLI, FGL, PSKG, RR. If the lower readability levels reduce difficulty and enhance comprehension, they also pose a problem of being substandard texts, not coinciding the standards of EFL teaching across the world particularly US grade-level. The findings also authenticate the impact of Robertson's concept of glocalization and Block and Cameron's (2002) sociolinguistic framework, according to which global texts are adapted (linguistically) in the light of local or contextual factors. It demonstrates that, besides cultural, social, economic or religious factors, linguistic complexity is also adapted or modified. Moreover, online tools for text analysis can provide a profound foundation for the assessment of texts produced by EFL learners, provision of empirical accuracy of textual analysis and contextual simplification of comparatively difficult texts using other AI-based tools like ChatGPT. These resources can help teachers, material or syllabus designers, curriculum experts and policy makers create the balance between text accessibility and challenge or standard of readability and cognition, ensuring that glocalized materials are pertinent and appropriate for Pakistani learners to engage with complex English in academic and professional spheres.

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