

LLMs as Effective Localised Materials for English Language Learners: A Comprehensive Framework

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Abstract—English Language Learners (ELL) Curricula grapple with numerous challenges in Pakistan due to its unique cultural, linguistic, and socioeconomic implications. This research guides designing culturally relevant and linguistically standardised localised ELL Curricula in Pakistan. The proposed framework is derived from the findings of three types of data: (1) semi-structured interviews of 10 language teachers, both males and females, who shared their experience about learners' performance, (2) an Independent Sample t-test to compare the means of the private and public schoolteachers' score (N=25) on the utility of ELL Curricula, and 3) a paired sample of pre and post t-test scores to assess students' performance-based. The findings of the semi-structured interviews were transcribed and the selective coding stage revealed four key themes essential for developing ELL Curricula: level of language proficiency, context relatability, student engagement, and student preferences. An independent sample t-test revealed the difference between private and public schoolteachers' views on the usage of ELL Curricula: $t(23) = -4.496$, $p < .001$ and the paired sample t-test indicated a significant difference between pretest and posttest scores $t(49) = -9.007$, $p < .001$. This research suggests that localised content enhances learners' engagement and improves their language proficiency.

Index Terms—authentic learning materials, developing framework for ELL, need-analysis, globalised pedagogy

I. INTRODUCTION

Globalization has increased the need for multicultural competence to bridge the gap and ensure effective communication (Matthews & Thakkar, 2012). The influence of culture is a significant factor in moulding the outcomes of cross-cultural communication. "Glocalization removes the fear that globalization resembles a tidal wave erasing all differences" because "diversity is the essence of social life" (Khondker, 2005, p. 187). Culture is a multifaceted concept encompassing shared beliefs, customs, behaviours, values, norms, language, and artefacts that characterize a particular group of people (Dema & Moeller, 2012; Alam & Hameed, 2023).

The current shift in the status of English as lingua franca has contested the native -speakers' culture in the context of ELT (Djenar et al., 2015; Alam, 2023; Al-Maashani et al., 2023). Canagarajah (2013) asserts that encouraging cultural and linguistic elements in students' writing activities promotes an inclusive approach to challenge traditional notions of homogenized and standardised language use in writing. Siddiqui (2008) regards language as a significant cultural expression and identity marker. Ampa et al. (2013) argue that culturally inspired learning materials can enhance the effectiveness of learners' experiences. Many scholars substantiate the significance of culture in ELT and learning

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situations, emphasizing the significant role of LLMs (Large Language Models) in meeting the specific needs of the learners (Richards, 2003; Chastain, 1988; Stern, 1983; Usama et al., 2024a, 2024b). Higa (2017) argues that glocalization reflects “local knowledge, aspects and cultures to the globalised world” and provides a solution to the critical viewpoint. According to Tomlinson (2003), teachers play an integral role in preparing LMs for language development by conceptualizing learners' needs. Matsuda (2012) acknowledges that conventionally, EL is portrayed as a static and uniform entity, while the recent multifaceted portrayal of English complicates educators' approach to ELT. When developing LLMs, it is crucial to understand the changing trends and learners' future applications of EL (Alam et al., 2020).

In view of the current tendency for the diversity of learners' cultures, the fundamental assumption of engaging non-native language learners with the monolithic culture of English is contested. Norton (2013) also argues that learners' worldly orientation is negotiated within their learning framework through interaction, reflection, and adaptation as they encounter new information (Alam et al., 2024). Kachru's (1985) "Three Concentric Circles of World Englishes is a widely recognized model that demonstrates the potential spread of English across the globe” (p. 12). The concentric model comprises the Inner Circle, Outer Circle and Expanding Circle. The Inner Circle consists of countries like Britain, Canada, and Australia, whereby most native speakers use English as their First language (L1). Pakistan is placed, among other countries, in the Outer Circle, which represents the non-native variety of English. Interestingly, the gradual process of adaptation resulted in a distinct variety of English known as ‘Pakistani English’ (PE) that has evolved under the impact of globalization and digital technology (Rahman, 2014).

Although a small percentage of people are familiar with English and its culture, English proficiency is crucial for educational, professional, and socioeconomic advancement in Pakistan. Coleman and Capstick (2012) demonstrate that "English became the language of power and prestige during the British colonial rule in the subcontinent of India” (p. 17). Rahman (1996) also argues that Pakistanis view “English as an identity-marker, a badge of distinction ... even more significantly, the less affluent also support English” (p. 273). According to Matsuda (2021), learners of English as an International Language (EIL) believe mastering English is crucial for their prospects. Mansoor (2002) also contends that the English language is considered a means of achieving an upward social trend. Temple et al. (2002) confirm that cultural context "broadens the pool of ideas from which L2 learners expand their problem-solving and decision-making skills" (p. 160). However, the trajectory of ELT in Pakistan is characterized by a mixture of approaches towards incorporating elements of the target language or local culture alongside language instruction. On the one hand, Rafieyan (2014) demonstrates that acquiring English is instrumental in adopting the target language's culture. Similarly, Amir and Saeed (2019) revealed that 60 English Language teachers at higher secondary schools preferred including target language cultural content in LMs. On the other hand, extensive research indicates an increasing demand for effective ELT materials harmonized with Pakistani learners' local linguistic, cultural, and pedagogical needs. Researchers argue that adopting local elements can reduce cultural bias in ELT textbooks (García, 2005). Given the contrasting preference for retaining the target language or incorporating local elements of culture, ELT faces significant challenges in Pakistan and several other countries in the Outer Circle (Kachru, 1986). One significant challenge is the gap between the language learned in the classroom and the language used outside of it (Alam et al., 2024a, 2024b). Coleman and Capstick (2012) concede that "the home-school language gap may also mean that even if children are in school, they are not learning much that is of value" (p. 16). The educational policies in Pakistan also insist on harmonizing the curriculum with national values and regional and local culture, as the instructional materials used in ELT are borrowed from English-speaking countries. Bengali (1999) argues that policies are merely “philosophical pronouncements about the general importance of education” as framework developers do not implement the stated policies in the planning process, which leads to a critical gap between educational content in ELT materials and cultural aspirations (p. 13). Bajwa (2021) also validates the same practice that the English Language Learning Materials Development Policy "provides only rudimentary guidelines regarding the selection, regulation, and capacity building of the writers and the publishers of the materials" (p. 152).

II. LITERATURE REVIEW

Global and local represent two sides of the same coin, and the nature of contemporary spatio-temporal processes may be better understood by recognizing and analyzing socioeconomic aspects of glocalization. Roudomet (2016) considers glocalization as a part of the broader process of globalization. Glocalization refers to incorporating local culture, value systems, practices, norms, and ideologies shared among a community's members. Glocalization focuses on using LLMs, among other factors, to facilitate the practice of ELT around the globe. LLMs refer to teaching resources and materials specifically designed to meet learners' linguistic, cultural, and pedagogical needs in a particular context and setting.

The concept of localization of educational content entails ensuring that the educational content reflects the learners' cultural, social, and historical backgrounds (Tomlinson, 2012). According to McKay (2012), introducing culturally related learning materials helps the learners understand the content by making it familiar. This strategy supports Vygotsky's sociocultural theory, which points out culture's role in regulating cognition development. Cortazzi and Jin (1996) and Ahmad and Alam (2024) have reported that learners' motivation and achievement grow when their own culture is represented in learning materials. As for the materials, localised content should also satisfactorily meet the language requirements of learners. This entails being understandable through the indexation of everyday language structures and words to facilitate scaffolding, hence the endorsement of high readability (Krashen, 1985; Alam, 2024). Based on the

work of Nation and Macalister (2010), the authors asserted that vocabulary learning is most efficient when the new vocabulary is embedded meaningfully and culturally contextualized. So, when developing localised learning materials, content writers should include the learners' L1 elements to narrow the gap between L1 and English.

One of the critical starting points in the design of localised materials is needs analysis. According to Brown (1995), needs analysis refers to the identification of the particular requirements that the learner is likely to have in a specific context; it encompasses language needs assessment comprising of the learner's linguistic skills, cultural characteristics, learning style, and learning objectives (Alam & Usama, 2023). Richard (2001) also points out that it is advisable to engage teachers, learners and society to establish the extent of the success of the materials. CBI focuses on meaning acquisition while teaching language; thus, it is used to teach localised materials (Brinton et al., 2003). CBI can enable the learner to develop language competence with topic content relevant to the learners' community, thus encouraging language and content learning. This dual focus is compatible with Mohan's (1986) knowledge framework, where the language and content are incorporated into the teaching of the language.

Task-Based Language Teaching (TBLT) is another pedagogy that can help develop localised material. TBLT emphasizes communicative activities, which are functions based on meaningful communication (Ellis, 2003; Alam et al., 2024c). In order to make the materials developed by educators engaging, it is recommended to incorporate parts of tasks which refer to such contexts and incidents. Skehan (1998) also underlined the significance of task authenticity in the sense that it inevitably enhances the use of context for language. The Proposals skills are most evident in balancing the Global and Local Content. The challenge of achieving the correct ratio between materials relevant to the entire world and those unique to the target culture is closely related to the issue of the extent of dissemination. Although localised material has to serve the learners' context, they have to prepare themselves for international communication. Thus, Kumaravadivelu (2008), promoting the concept of post-method language pedagogy, states that educators should be able to incorporate local and global perspectives appropriately.

Developing culturally sensitive resources entails several costs, such as time, skilled personnel, and finances. This is pointed out by Richards and Renandya (2002) in their idea that most institutions, particularly in developing regions, will probably not have the resources required to develop superior localised texts. These constraints can be offset by synergy in which local educators, international specialists and organizations can develop ways of improving teaching and learning processes. Several examples depicting the use of contextualized materials to improve language learning achievements are described below. For example, Alptekin (2002) conducted a study in Turkey and found that using localised materials enhanced learners' reading, cultural, and interpersonal communication skills. Likewise, an English textbook mission affair in Kenya added local myths and legends to the text to enhance the student's understanding and language proficiency (Ngugi wa Thiong'o, 1986).

Extensive research demonstrates that LLMs positively affect learners' motivation and language learning journey (Daghigh & Rahim, 2021; Kachru, 1986; Rassool, 2007; Alam et al., 2022). Teachers utilize "international" materials to satiate the specific needs of learners. However, due to linguistic and cultural variation, such content outweighs the locally developed material (Taki, 2008). Furthermore, locally developed materials are overshadowed by the neoliberal ideology and principles in ELT that disregard the community values that eventually affect the learners' perceptions (Liu et al., 2022; Zhang et al., 2022). Kramersch (2015) affirms that language and values are so closely intertwined that material developers are encouraged to identify and explicitly indicate what particular cultural values the material is designed to teach while representing Indigenous culture and norms in LLMs.

III. RESEARCH METHODOLOGY

For designing a framework for LLMs for ELT learners in Pakistan, the research utilizes mixed-methods research (MMR) to obtain a direction toward developing a framework that would be more sensitive to the needs and challenges of ELT learners in the Pakistani context. According to Creswell (2015), MMR combines multiple methods of research questions and hypotheses in a principled manner. The Grounded theory method (GTM) introduced by Barney Glaser and Strauss (1967) is used to interpret qualitative data. The process includes data collection, note-taking, coding, memoing, sorting and writing up. Consistent with Levine and Norenzayan (1999), qualitative themes are transformed into quantitative data. Furthermore, the structured observation method is used to observe a limited set of private and public-school teachers' behaviours. For quantitative data analyses, t-tests were used for hypotheses testing to determine the statistically significant differences between the means of two groups and test repeated measures. i) An independent sample t-test was administered to examine the difference between the means of the structured observations of private and public schoolteachers. ii) A paired sample t-test is used to measure the pretest and posttest scores of EL learners in one public school to assess the impact of LLMs.

A. Participants

For quantitative data collection, teachers (N=25) from private and public-school teachers were selected through purposive sampling. The teachers were engaged with ELT for the past 5 years. EL learners (N=50) were selected from one public school for the reading task.

B. Data Collection

Qualitative data were collected through semi-structured interviews of 25 ELT private and public schoolteachers. The interview questions elicited private and public schoolteachers' experiences based on learners' proficiency, performance, and engagement. They also shared their insights on the design and implementation of LLMs to meet the specific needs of ELT learners. The semi-structured interviews comprised the following questions:

1. What strategies do you employ to ensure learners easily grasp the content used in ELT?
2. To what extent do you ascertain the alignment of learning materials with the local context?
3. How do localised learning materials impact the performance of learners?
4. What steps do you take to ensure that localised materials accommodate learners from diverse socioeconomic backgrounds?
5. What methods do you use to provide opportunities for learners to engage with content that suits their learning preferences?

Quantitative data were collected through structured observations of the public schoolteachers and assessments of the learners' scores in a reading assignment.

The hypotheses of the quantitative data are as follows:

H₀₁: There is no difference between the means of private and public schoolteachers.

H₀₂: There is no difference between the pretest and posttest scores of learners in the public school.

Quantitative data analysis includes descriptive statistics and inferential analysis of the private and public schoolteachers' responses and learners' assessment scores.

IV. RESULTS

Descriptive Statistics

TABLE 1
ILLUSTRATES THE MEAN SCORES OF PRIVATE AND PUBLIC SCHOOLTEACHERS

LLMs	Teachers Private/ Govt.	N	Mean	Std. Devi	Std. Error Mean
	Private	12	2.58	.900	.260
	Public	13	4.08	.760	.211

Table 1: Descriptive Statistics for the private and public schoolteachers

TABLE 2
ILLUSTRATES THE PRE AND POSTTEST SCORES OF THE LEARNERS

Pair 1	Mean	N	Std. Devi	Std. Error Mean
Score 1	27.92	50	5.865	.829
Score 2	31.54	50	5.8639	.826

Table 2: Descriptive Statistics: Paired sample t-test for the learners

Based on the strategic progression of data collection, the result of quantitative and qualitative analyses is as follows:

The data collected through semi-structured interviews with 25 private and public schoolteachers contributed to a comprehensive understanding of the challenges and considerations involved in designing different materials for ELT learners in private and public schools in Pakistan. Based on GTM, qualitative data analysis comprised coding and thematic analysis of the semi-interview transcripts of private and public schoolteachers. The researchers organized, categorized, and analysed the data to identify key themes, patterns, and trends related to LLMs' design, implementation, and effectiveness. The selective coding identified key themes: language proficiency (LP), context reliability (CR), student engagement (SE), and student preferences (SP).

Quantitative data analyses comprised two t-tests: i). the independent sample t-test conducted for private and public schoolteachers revealed a significant difference between the means of the two groups, $t(23) = -4.496$, $p < .001$. The negative t value indicates that the mean of private schoolteachers is less than the mean of public schoolteachers. Hence, there is a significant difference between the means of the two samples, and

ii). A paired sample t-test revealed a significant difference between the two-time points, $t(49) = -9.007$, $p < .001$. The 95% confidence interval for the mean difference ranged from -2.812 to -4.42. Although the effect size of the difference was small, Cohen's d was equal to 2.842. Hence, the intervention LLMs indicated a significant influence on learners' scores.

V. DISCUSSION

As mentioned earlier, ELT materials used at Pakistani schools are imported from countries with entirely different socioeconomic backgrounds. On the one hand, the interpretation of the semi-structured interviews of all private schoolteachers revealed that learners in the private schools preferred the original text of LLMs. In the same vein, the result of the null hypothesis indicates a significant difference between the means of private and public schoolteachers' views on using LLMs. Private School teachers consider that the learners are motivated to use the original texts in the target language as most have educated parents. This view is consistent also with Rafieyan (2014), who contends that the acquisition of an SL is conducive to acquiring the culture of SL. According to private school teachers' learners display a keen interest in lessons that relate to advanced infrastructures that could offer interesting comparisons with advanced

countries of the world. The findings are consistent with the study of Amir and Saeed (2019), which concluded that 60 English Language teachers at higher secondary schools preferred including target language cultural content in LLMs due to learners' preferences. Marlina (2017) also advocates that exposure to multiple varieties of cultural contexts is conducive from an early age to developing a better command of EL. Brown (2007) considers the acquisition of L2 as also the acquisition of a second culture" (pp. 189-190). The report published by ASER (2021) identifies that 81 per cent of Pakistani students are enrolled in public schools, whereas only 19 per cent attend private institutions. Rahman (2010) also confirms that class distinction persists in English medium schools catering to the elite and middle classes. Most of the students at the private schools were fluent in EL, which validates Weng-Cheng et al.'s (2011) findings, who consider that familiarity with the cultures associated with the target language is crucial for enhancing learners' ability to communicate effectively with native speakers. Hence, introducing LLMs may not be feasible for EL learners in private schools.

On the other hand, public school teachers expressed their concerns about the curriculum that compromises the cultural context of non-native learners. Public schoolteachers pointed out that the primary focus of ELT materials in Pakistan is grammar and rich vocabulary. However, pragmatic skills are frequently undermined, hindering learners' ability to practice their language skills in real-life situations. Public schoolteachers preferred familiar cultural elements, examples, and contexts in the ELT curriculum as learners may find such materials interesting, relatable and engaging. The findings of the study for public school students are consistent with Nijkamp and Poot (2015), argues that given the significance of socioeconomic background, the attribute of social class plays a significant role in the learning process. Learners' interest and involvement can be achieved by selecting relevant topics and themes.

In view of the ratio of learners attending public schools, it is considered feasible to assess the relevance of LLMs in one of the public schools. The plight of learners in public schools in Pakistan is like the English learners in the Expanding Circle. Based on the structured observations of private and public-school teachers' behaviours, the researchers administered a paired sample t-test to measure EL learners' preference for LLMs. Learners' assessment was based on the pretest and posttest scores of their performance on a reading task (Grand Central Terminal situated in Manhattan) conducted in a public school. Later, students were assessed to obtain pretest scores. For posttest scores, the text was adapted according to the railway station and the details of its origin, local artefacts, and location. Learners were assessed on multiple-choice, vocabulary practice, inference, and reflection questions. As a part of the post-reading activity (reflection), they were asked to share their impressions of the hustle and bustle at the local railway station.

Although learners in public schools appreciate the array of global opportunities EL unlocks, Pakistan's compromised educational system standards are a harsh reality, especially when a vast majority attend public schools. Interestingly, learners were limited in expressing their reflections about their vocabulary and relatability in the pretest responses. After the intervention of LLMs, they added vivid details of their local railway station. This finding was significant because teachers did not mention those details during the lesson. Students also took more interest in pre-reading and while-reading activities. The paired sample t-test indicated a significant difference between pretest and posttest scores $t(49) = -9.007$, $p < .001$. The EL learners' performance improved when they were taught with the help of LLMs. Hence, the null hypothesis that there is no difference between the pretest and posttest scores of learners in the public school is rejected. One of the interesting findings was that they added some details through their actual observation of the place. Consistent with Matsuda (2021), an alternative way of conceptualizing EL can be adopted for learners in public schools. The process involves identifying the learners who are "in need of training in particular language skills" and "to collect information about a particular problem learners are experiencing: (Richards, 2002, p. 52). Hence, the study assesses the problems experienced by learners in the public-school context that identify the viability of using LLMs in public schools.

Theoretical Framework for Designing Localised Materials

The theoretical framework draws its inspiration from every teacher being a material developer. According to Tomlinson (2001), material development involves "production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution" (p. 66). Authenticity in learning materials' design assists in creating meaningful and realistic language learning activities (Kramsch, 2009; Nunan, 2010). Cheng (2012) also advocates the involvement of all stakeholders in selecting contextually relevant LLMs.

Proposed Framework

Framework for Advanced Language and Culture Optimization (FALCO) with effective educational strategies is proposed to design and develop LLMs for English language learners in Pakistan. Sharifian (2009) argues that speakers from different societies are not uniform entities that can be programmed with a single language framework. Instead, language expresses diversity in cultural perspectives. Similarly, native speakers' LMs must be used sparsely (Alptekin, 2002). Based on the study's findings from quantitative and qualitative analyses, the framework for LLM is proposed to address the linguistic, cultural, and educational needs of Pakistani learners. The researchers combine these approaches to develop materials that reflect local contexts, values, and practices while ensuring alignment with international ELT standards.

Components of the Proposed Framework for LLMs

Curriculum development involves identifying the knowledge, skills, and values students acquire in educational settings, deciding on the experiences necessary to achieve desired learning goals, and strategizing how educational institutions can organize, assess, and improve. In designing LLMs for ELT learners in Pakistan, the framework consists of the following components:

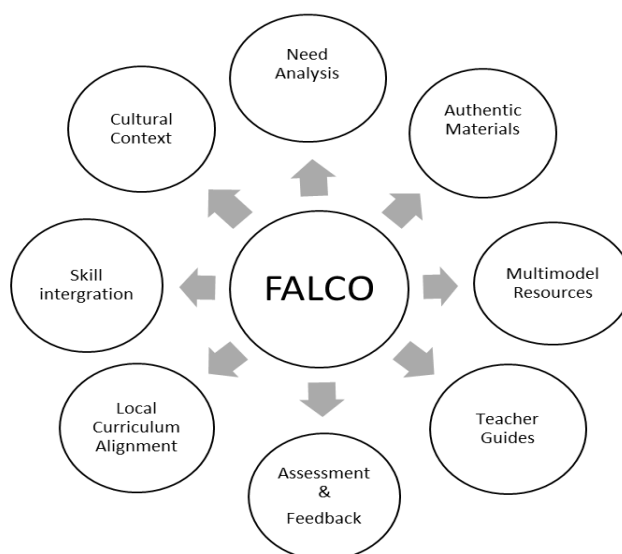


Figure 1. FALCO: Framework for Advanced Language and Culture Optimization

Need Analysis

Curriculum development is a process to enhance learners' learning by conducting a need analysis (Richards, 2002; Takaaki, 2006). Needs analysis is a set of techniques and procedures to obtain information about the learners, situations, and purposes for which they want to learn the language (Tomlinson, 2001). It requires the examination of both situations, i.e. the current and targeted one. Brindley (1989) demonstrates the significance of considering the subjective and objective needs of the learners, including the real-life situations beyond the classroom. Researchers (Songhori, 2007; Khan, 2007) have classified materials into different levels, keeping language learners in mind. The methodical gathering and examination of all pertinent information essential for meeting the language learning needs of learners from different regions of Pakistan would help develop materials that reflect their preferences.

Considering the impact of economic constraints on learners' language education, cost-effective and accessible learning materials and methods with different learning technologies (e.g. visual, auditory, kinesthetic learning) should be introduced, which can be specifically important for learners in remote areas. LLMs provide learners with appropriate input to proceed, which has additional challenges for beginners, mediocre, and advanced learners (Beg et al., 2025). After recognizing the diverse linguistic intelligence of ELT learners in Pakistan, certain amendments and adjustments in teaching/learning materials are made in the LMs accordingly.

Cultural Context

It is necessary to incorporate the cultural background of Pakistan to reflect the global context, traditions, and values of a particular region. This can include using local literature and auditory and visual references that learners are familiar with. One effective strategy can be to add local classical and contemporary works to learning materials. Introducing learners to renowned Pakistani authors, poets, and storytellers will enrich their linguistic competence and instill a sense of pride in their cultural heritage. Additionally, incorporating auditory elements such as traditional music, songs, and oral narratives can further immerse learners in Pakistan's linguistic and cultural landscape. Integrating familiar auditory cues will make language materials more engaging and memorable, facilitating more profound learning experiences. Utilizing imagery that depicts iconic landmarks, festivals, attire, and daily life scenes can provide learners with a visual anchor, reinforcing vocabulary and concepts within familiar contexts. Moreover, incorporating visual elements from Pakistani art forms such as miniature painting, truck art, and calligraphy will add aesthetic value and cultural appreciation.

Local Curriculum Alignment

After considering the learning objectives and content, specific assessments are made when designing the curriculum to support and reinforce the curriculum objectives. Curriculum designers must analyze the prescribed curriculum framework, identifying key learning objectives, competency standards, and language proficiency targets outlined by educational authorities in Pakistan. By comprehensively understanding these foundational elements, planners can tailor LLMs to address specific linguistic competencies and thematic areas emphasized within the curriculum. Collaboration with curriculum developers, subject matter experts, and educational stakeholders is integral to aligning LLMs with the regional curriculum framework. Through ongoing dialogue and feedback exchange, planners can refine and adapt LLMs to address emerging educational priorities, pedagogical trends, and student needs within the Pakistani context.

Skills Integration

In materials design, retrieval is encouraged through meaning-focused use of the four skills of listening, speaking, reading, and writing, through allowing learners time to retrieve, and through activities like retelling, role-play or problem-

solving where input. Integration of the four basic language skills, listening, speaking, reading, and writing, develops fluency and communicative competence among learners (Hinkel, 2006). Firstly, educators should adopt a multifaceted approach to skill integration to give learners ample opportunities for authentic language input across all four modalities. Meaning-focused activities should be designed to promote skill retrieval and application, allowing learners to interact with language in contextually relevant and purposeful ways. For example, tasks such as listening to authentic audio recordings, engaging in meaningful conversations, reading authentic texts, and producing written responses should be strategically incorporated into lesson plans to encourage skill integration. Activities such as retelling, role-play, and problem-solving scenarios also catalyze skill integration, requiring learners to actively process and produce language across listening, speaking, reading, and writing domains. By engaging in these interactive and collaborative tasks, learners will reinforce their language skills and enhance their ability to communicate effectively in real-world contexts.

Multimodal Resources

The use of modern technology should be ensured to create interactive materials that support independent learning. Twiner et al. (2010) suggest three principles for teachers: multimodality, orchestration, and participation. Integrating various multimodal resources helps accommodate different learning abilities and preferences. By presenting information through multiple sensory channels, learners can be provided with various access and process content, catering to individual learning styles and preferences. For example, incorporating visual aids such as infographics, diagrams, and animations alongside textual information can aid comprehension and retention, particularly for visual learners. Similarly, integrating audio recordings, podcasts, and interactive simulations can enhance auditory processing skills and facilitate language acquisition for auditory learners.

Authentic Materials

While designing a framework for ELT learners, authentic materials from a variety of sources, including newspapers, magazines, websites, and multimedia platforms, can develop an understanding of different genres and communication styles in an informative way. According to Tomlinson (2001), authentic materials are written not to teach language but to inform, amuse, provoke, excite, stimulate, and entertain. By exposing learners to authentic texts, audiovisual content, and multimedia resources, educators provide learners with authentic linguistic input that can help mimic the language they encounter in real-life situations, bridging the gap between classroom learning and real-world language use. Through activities such as reading comprehension exercises, listening tasks, role-plays, and discussion prompts, educators can facilitate meaningful engagement with authentic materials, enabling learners to apply linguistic knowledge and skills in communicative contexts. Educators can create immersive learning environments that promote active engagement, critical thinking, and language acquisition by integrating authentic materials into lesson plans and instructional activities (Alam, 2025; Mudhsh et al., 2023).

Assessment and Feedback

Material evaluation involves ‘making judgments about the effect of the materials on the people using them’ (Tomlinson, 2013). This process reflects the credibility and reliability of the material. Periodic feedback from learners, teachers, and other stakeholders to identify room for improvements and make necessary changes to make the learners interested in the material.

Feedback from learners, teachers, and other stakeholders on various aspects of the materials, including content relevance, clarity of instructions, level of challenge, and overall usability, can be constructive. Continuous evaluation and revision of instructional materials are integral in the ongoing quest for excellence in English language teaching. By soliciting stakeholder feedback, analyzing learner performance data, fostering collaboration among educators, and leveraging technology, educational publishers and curriculum developers can ensure that instructional materials remain relevant, effective, and engaging for learners. Through a commitment to continuous improvement, stakeholders can empower educators to deliver high-quality language instruction that inspires and empowers learners to achieve their full potential in English language proficiency and communicative competence.

The development of assessment tools for formative and summative assessments should be integrated to monitor progress and provide constructive feedback to Pakistani learners. Materials should provide opportunities for outcome feedback (Tomlinson, 2001). Formative assessment is pivotal in evaluating learner performance and progress throughout the language learning process. Educators should use various formative assessment tools and techniques, such as quizzes, diagnostic tests, peer assessments, and classroom observations, to gauge learners' understanding, identify areas of strength and weakness, and inform instructional decision-making (Ajmal et al., 2025). By embedding formative assessment activities within instructional materials, educators create timely feedback and intervention opportunities, enabling learners to address misconceptions, clarify doubts, and consolidate learning before moving on to new concepts or skills.

Teacher Guides

According to Tomlinson (2001), “helping teachers to understand and apply theories of language learning ... is to provide monitored experience of the process of developing materials” (p. 67). In this regard, teacher guides, lesson plans and training workshops are planned to familiarize teachers with updated materials, teaching strategies and assessment practices around the globe. These guides provide educators with a clear overview of the instructional materials, including learning objectives, content outlines, suggested teaching strategies, and assessment methods. By equipping educators with comprehensive teacher guides, educational publishers and curriculum developers empower teachers to effectively plan, deliver, and assess language instruction in alignment with established learning objectives and curriculum standards. These

workshops provide educators with opportunities for professional development, collaborative learning, and peer exchange, enabling them to stay abreast of emerging trends and innovations in language education.

VI. CONCLUSION

This research extensively examined several activities that provide a wide range of contexts, explaining the design and use of LLMs and how these are adopted in a specific context to affect the process of learning and engagement. The added cultural values of a resident language motivated the students to use the poems of the countries of their language for the skills learned. The current results also suggest that LLM does not force learners to follow the cultural norms of a native language to become international language learners. Participants recognize familiar elements and benefit from the connections they make. The ownership of language is denationalized when the educational goal is to enable learners to communicate their ideas and cultures to others. The current research findings endorse Cortazzi and Jin (1999), who assert that localization of materials is beneficial to learners as this makes the materials more familiar and, thus, more enjoyable for them. This case study has explored the specific components and features that should be included in a framework to ensure its reliability and validity in meeting Pakistani learners' linguistic, cultural and pedagogical needs.

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