

# ADAPTING LOCAL CULTURE IN ELT

## (STATE OF THE ART)

**Hieronimus Canggung Darong**

**Abstract:** This article reviews English Language Teaching by emphasizing on the integration of local culture. It discusses the nature of teaching in a way target and local culture are placed properly by providing some broader perspectives and research report reviews in terms of necessity of the integration in language teaching. Drawing from the review, the writer recommends future and prospective recommendations as well as research studies to deal with.

*Key words: Teaching, integration, local culture and target culture.*

### **Introduction**

Teaching as imparting knowledge is a global phenomenon and goes through level of education. For many English teachers, teaching English or any subjects is controlling the class, delivering information as stated in the curriculum, usually through talking or textbooks, evaluating and scoring, (Tans 2010; Maley & Bolitho, 2015, Alan and Bolitho 2015). Despite its global effects, it must be replaced by a more challenging and effective one.

The strong reliance on the conception of teaching was on Farrell's finding, (2015) which have emphasized on an idea that teaching is not who you are in terms of your ethnicity, culture or race, but what you know in terms of your effectiveness as a teacher regardless of your background. Moving further, something more important is also a process of implanting in the students strong willingness to learn is highly considered as a real teaching in the sense that the result of teaching might make the students better to learn actively. It, therefore, is more complex and

complicated than learning. As such, the reason is not because of having more knowledge as well as information on what and how to teach but rather than considering the ultimate goal, that is making the students to be active in learning. This implies that the teacher should have more than the students. They have to read and learn more to make the students learn (Tans, 2010).

Differently, (Richard, 2015) have confirmed something differently regarding to the terms in question. Human do not always interact with others. At times solitude is desired. Along hike to mountain lake, a walk along a deserted seashore, or even recording thoughts in a journal are often done alone. Within this social situation, individuals may work independently. Teaching is one of among other factors influencing learning. So then, they are not really co-extensive. Students in fact, can learn by teaching themselves without having one's guidance.

Regardless of their distinctive characteristics, a report indicates that conceptually, they go in the same line for some aspects which are interconnected, that is, good teaching necessarily results in students' learning willingness, particularly in a supportive learning environment (Farrell, 2015). In this context, direct teaching or formal teaching and indirect teaching or informal are settled. The former is concerned with so-called teacher-centered learning and the latter one tends to be a student-centered one. As the name sounds the former deals with the teachers power in directing, controlling the students. Besides, they tend to see themselves as the main source of teaching. But then, this might be of benefit for students' drive in learning. Informal teaching, on the other way around, likely to be characterized as a facilitator and smart classroom observer.

Pushing the inter-connection between teaching and learning ahead, the two terms are like two sides of the same coin. This is in line with a research finding of (Linville, 2016, Griffiths, 2015 saying that a lesson cannot be taught before it is learned.; learning cannot occur so long teaching is not. As such, it is the so-called mutual influencing, that is teaching and learning always influence one another. More importantly, both should be significant, meaningful, and experiential in their context (Siefert, Salas, D'amico (2015. Yet, there might be a crucial question is that whose context to be concerned with? How that context to be involved?

Regarding to this questions, Mahmoud (2015) questioned and remained the central issue to deal with that is which culture or context to deal with? This question, then, leads to the deep discussion and long debate up to this present time. Applied linguistics and sociolinguistics proponents, language practioners argued on their own reason toward the necessity of culture in English language context. Some confirm the integration of target culture in teaching English language as highlighted previously must be inserted. On the other way around, some purposed to teach English without considering the target culture. The other one is moving forward that is cross- culture understanding by comparing or even contrasting the target culture and the learner's native culture. The uncertainty and the confusion to which or whose culture to deal with might lead to serious problems in English Language teaching, (Snodin, 2016). The following sections will explain on this issue underlining the culture as its basis.

Moving to English Language Teaching (ELT) both as second language and foreign language, it has become the research focus. Those, who involved in eduaction field, purposed some basic ideas related to what and how teaching should be. Approaches, methods, techniques are quite many so long with the great shift of paradigm, idea or even new conception of tELT from age to age of this globe. Yet, the discussion is still, in fact, becoming the point of interest regarding to its practice in the field. Let alone in countries like Indonesia where English is considered as a foreign language. English has been formally taught for far too long before and yet, in fact, still considered as the most diffucult subject to get along with. What is the problem actually?

This article presents a discussion on English language teaching and learning in the context of English as a language and culture as a context. To be at this level, a brief overview on teaching and learning is highligthted. In this regard, the choice of adapting the target culture or the local culture as the context to be inserted in English language are outlined. Conceptual frameworks and some research findings are the basis to go to the conclusion and recomendation for the teaching practice and future prospective research studies will be.

## **Target Culture as a context**

As a term, culture is a broad concept. It deals with the ways of life such as beliefs, concepts, habits, behaviour principles and everything we learn to do. For some decades up to this present time, the relation between culture and language, in the context of teaching and learning, has been broadly discussed even debated. As such, there is no fixed conception, formula, and view yet. Yet, it is inevitably that there is a relation among those terms in the sense of the benefits. Without culture, language might be dead, and without language culture would have no formula, (Jiang, 2000). Likely, a report on language and culture has confirmed that they are so interwoven. In this regard separating them would lose the significance of their own (Lindahl & Watkins 2015).

Along this line of this argument, Siefert, Salas, D'amico (2015) in their research findings have asserted a very interesting opinion that is language is socially constructed and shared meaning system. The language meaning might not be found in the language itself or its users but on its community who has used it. Putting it differently, the meaning of language in which personal use is always social. When we interpret and use language, we relate language to social experiences and context in which that language figured. Besides, one constructs their knowledge through engaging with others. Some could be more or less depend on the process of experiencing, living and acting in the world.

In the context of teaching, the content of what to teach to the students should be connected to culture. In this respect, a teacher teaches his/her lesson should deal with something and that something is cultural. It is therefore, the importance of cultural context in language teaching cannot be denied. As stated by Limberg (2015), culture awareness plays a vital role in the classroom referring to the changes of teaching toward learning. Along the line of this statement, Couper, Denny,

Watkins (2016) emphasizing the need to study target culture have suggested that for foreign Language learners (target language learners), language seems senseless if they do not know anything about the people who speak that language.

Along the line of this argument, English learners are still struggling with the mastery of basic linguistic forms. They might success or make errors in their language production. For errors, they do not only appear as the insufficient knowledge of target language (L2) but also of insufficient knowledge of target culture. As such, the former in question might occur both in written and spoken mode resulting from linguistic transfer of L1 to L2 [4]–[8], [13]. This is to say that to treat the errors, English learners should pay attention with both the linguistics forms and culture norms of the target language users. Learning English as the target language does not only deal with syntactical aspects, phonological, and morphological (linguistic domain) but also learns the culture and the pragmatic rules of L2 users (Kadarisman, 2015). As highlighted by 22, if one successfully learns a language, he/she automatically success to learn something of the speakers of that language. To attain this, target language (English learners) should have both language and culture competence in his/her language production. Having insufficient knowledge of those two can create the so-called pragmatic errors. [23]–[25] [11],[28]–[ Similarly, (32 [33]–[35] have revealed that pragmatic errors might occur as the wrong use of any linguistic forms and of understanding what is meant by what is said in context. Thus, the culture of target language users is very influential in learning their language.

Therefore, of greater importance in Teaching English as the target language is making use of its culture as a teaching context. English teachers should teach their students the culture of L2 [18], [19], [27], [44]–[47]. to put the language barriers away and help them to do a culture adjustment regarding their language production. Likely, since language and culture are interrelated, teacher should give a space in which the target culture is embedded.[18], [19], [59], [60]. Moreover, what to teach is automatically and usually links to culture. The lesson is about something and it is cultural [46], [61]. Saying it differently [44], [62] have proposed that if one wants to learn a certain language, he/she has to learn the its people and its culture. It does

not make any sense to learn another language independently without learn its culture (Tajeddin 2012). Then, it is very crucial to pay attention on the target culture as one learns a target language. Since it is really urgent, culture might be considered as the fifth skill to master. The skill that has to go along with the language teaching skill might empower the learners to master easily.

### **Local Culture as a context**

In contrast with the first in which the target culture embeded in teaching learning process, the second view is concerned with the role of local culture in the use of English language teaching. The local culture, in this sense is any proper products, behaviour, visiable and non visible things which might be used in ELT. As such, this second view assumes that the exclusion of the target culture in teaching context is useful and of benefit for the language learners in terms of their English language mastery.

The basis of the rejection is that the understanding of local culture's role and the consideration of English as lingua franca. Furthermore, the learners might view a strange phenomenon as they experience culture differing from what they imagine. In addition, they might have negative reactions and feel shocked having unfamiliar content or context carried by target culture. Briefly, their cognitive burden would be more, aside from linguistic load, they are loaded by the feeling of alienation and strangeness. Therefore, English should be taught in a culture-free context, (Abdel & Mahmoud 2015).

Progress reports in the field have been extensively discussed and widely debated regarding the use of local culture in English language teaching. There have been many studies carried out resulting from curiosity whether its use is relevant or not. Many studies have indicated that local culture is definitely needed to integrate or to insert in the process of teaching. For example, using unfamiliar context might cause the linguistic problems. On the other way around, context familiarity by utilizing local aspect is beneficial and helpful for English learners (Chan 2013, Siegel 2014, Mohamed & Mahmoud 2015, Wei, 2005; (Nicholas, 2015, Hafner 2015). The studies have also highlighted the term processing overload of having linguistic and target culture at the same time. This means that local culture

which is more familiar and preferable to use than the target one. Focusing on students own culture instead of dealing with the discourse of target culture in EFL classroom might facilitate the target language acquisition.

Along the line the studies, Hu (2005), Swoden (2007) emphasized the concept how teachers understand, contextualize and adapt English as international language and as lingua franca in their particular context of teaching. Likely, Tin (2014) who confirmed the diversity and complexity of various ELT context and its effect in teaching process. Various context, in this sense, is that the inclusion of local culture of the learners. In his conclusion, Tin said that it is necessarily done to reconstruct the local knowledge by placing in context and through function and meaning they might serve.

While the mentioned studies concentrated on the necessity of local culture as a context of teaching, there was moving a step forward emphasizing the concrete insertion of local culture in the textbooks. Research reports on English language text book (Mohamed & Mahmoud 2015, Couper, Denny, Watkins 2016)) strongly argued that the course should rely on country's environment, reflecting people's life, belief, experiences, manner and interest. Similarly, Snodin (2016) in his report said that local teaching material was designed, as it was perceived as more culturally and experientially than other course books written by native speakers from English speaking countries. To add on, the setting of English Language teaching must take place in original source of the learners. To achieve more effective learning experiences, the integration of learners local context and culture should be carried out. As such could be as a bridge of easier learning process; without any obstacles, or if any, can be solved smoothly (Lie, 2004; Choudhury (2014.

Focusing on the identity awareness, (Beatrice Szczepek Reed a , Fatma Said b , Ian Daviesb and Geraldine BengschNicholas, 2015, Siegel 2014), have proposed that English learners should be encouraged to talk using their own local materials in order to be aware of their own culture identity in global context. Likely, Motteram (2016) has suggested to insert the locality in English textbooks for the sake of identity in 21<sup>st</sup> century. More particularly, those research findings indicated

that the inclusion of local culture in English language teaching is really significant and effective in facilitating learner's identity in learning and to living globally. To date, a relevant question is '**what happens In Indonesian Context?**'

In this respect, there have been many researchers conducting studies on English Language Teaching regarding to the use of local culture. For example, Habiburrahim, Orrell And Conway, (2016) did a research on the importance of integration local culture in curriculum. This is supported by Alamsyah (2016) and Kuntoro, Peterson and Slaughter (2017) who emphasized that the importance of local culture to be integrated in teaching learning process. As such, it has to be integrated as the role is to improve and maintain the spirit of nationalism. In this respect, it is necessary to put a great concern on the use of local culture in teaching learning process.

Meanwhile, Suwandari (2017) highlighted several beliefs, values and local wisdom from Betawi culture feasible for integration within classroom instruction. Pushing further, the study offered an alternative instructional method that incorporated with of the beliefs, values and local wisdom from Betawi culture in classroom context. This as such, beside improving English, it is beneficial for building a good character. Along line with this findings, Jacobs, Lie, & Amy (2006) investigated the development of English course book which relies much on environmental education. These cover learner class activities with students' lives outside school, curricular integration, and valuing diversity as well. Then, local culture might one element to be dealt with. Furthermore, the teachers should localize their pedagogy and might be beneficial in designing orientation, tolerance and professional development. This then, trigger them to know how the culture is practiced and to certain extent might empower the students to be more and more than they can be.

The importance of teaching language in which local culture is inserted was also emphasized by Gunawan (2005 cited in Cahyono 2006). Yet, to him, cultural materials need to be offered directly in speaking classroom. As such, it might be helpful to student's awareness when using English to interact with native speakers, thus avoiding cross-cultural misunderstanding. Moreover, it is suggested to look

and necessarily understand our own culture before comparing it with others. It means that the problem of teaching must be countered by the use of local culture in the ELT process. This insertion would be of benefit to reduce the probability of having assimilation as well as alienation. Then, it is beneficial so long with the linguistic concern of the target language for making use of the local culture.

### **Discussion**

The issue of culture is not an easy matter to resolve in in English Language teaching. The choice of adapting target or local culture as a context in English Language Teaching, in fact, is still debateable. Progress reports in the field have revealed differently following the benefits and the role of their own. Therefore, as an English teacher, there should be an extra effort to realign their ways of teaching along with materials used. More importantly, both teacher and students should attain the learning goals and more importantly, be able to produce language properly both in use and usage as well.

With respect to the inclusion of the target culture, findings of previous studies, the necessity of learning and adapting target culture in teaching and learning English relies on the acceleration of learning the target language and the consideration of expanding learners' cultural awareness to incorporate global and multicultural perspectives. The target objective of teaching cultural in language classroom is to evolve responsive action. Engagement with the values of global citizenship may be strengthened by extensive and more all- embracing comprehensive cultural experiences in the ELT. In addition, the previous studies suggesting the inclusion of target culture have claimed that the use of local context in English language teaching suffers from limitation. One of the central issue a failure to link the English language to the cultures of other countries in order to develop global communication. Therefore, such limitation is solved by the inclusion of material about global cultures. In this context, language awarness must be oriented to the diversity through which learners might overcome the barriers of linguistic and communicative performances (Lourenço, Ana Isabel Andrade & Susana Sá, 2017).

Yet, it should be noted that the inclusion of target culture in language teaching is not limited to ‘material objects, historical facts and static artefacts’, often presenting culture as static, homogenous ‘facts’ (Canale, 2016, p. 237). It only promotes peripheral comparisons between ‘our’ and ‘their’ cultures without promoting the diversity or evoking one’s criticality (Canale, 2016, p. 239). In this regard, better cultural inclusion should represent both the target language culture and other international cultures that subsequently inform and deepen the global citizenship attitude (Rachel Davidson and Yongcan Liu, 2018).

To add on, alongside the global citizenship, Intercultural citizenship education is another benefit of the target culture inclusion. As such, learning referring to ‘others’ and general awareness developing with experience and, crucially, action reflecting in individual changes and activities in the community at a range of global scales; going beyond the national boarder (Byram et al., 2017; Porto, 2019; Porto et al., 2018) (Han et al., 2017; Fang & Baker, 2018) The inclusion of the target culture in ELT classroom might develop social attitude and a positive viewpoint towards the target or global language community. In more practical sense, the learners should be taught the target culture as they intend to socialize themselves with other people in this globe. At this point, learning target language essentially includes learning its culture as they are intimately related (Kristen Michelson, 2017).

Meanwhile, regarding the inclusion of local culture, previous findings have convinced that the use of local culture is quite more effective in ELT. Standing on sociocultural theory, the learners’ social context of language learning plays a crucial role for learners in learning English as the target language. Therefore, learners’ cultures and experiences need to be utilized in the teaching-learning process. Local contexts have rightfulness and should not be put into marginal status. Consequently, materials and instructional practices should consider the locality into account that might assist learners to use their own life experiences in order to facilitate them in acquiring the target language. Aside from language acquisition, another important consideration is the rejection of the target language they want to learn. Furthermore,

English is regarded as lingua franca and should be contextualized where the people learn it.

Likely, ELT should ideally go to the context of real life through culture in which students are tuned. Then, learning language, schematic knowledge is socially and culturally acquired and situated, (Hafner 2015) He elaborates that schematic knowledge of foreign language learners, for instance, is affected by the culture of their mother tongue. Then, he assumed that students sometimes have pitfalls to understand the material as they have found unfamiliar lexical items as well as cultural items which are alien to them if teaching EFL adopting the target culture.

To be noted, adapting local culture in English Language Teaching is considered as a means of improving students' mastery in English as second or even as foreign language in one side, and building a good behaviour on the other one. The use of locality would be of benefit for learners regarding to learning material or sources and might be, to certain extent, for the curriculum development. The more students rely on local- authentic materials, the better value they get. Employing local context in teaching learning process, beside helping them to understand and know what to say, commonly there is something lies beyond behind such locality which unconsciously build the character of the learners. The value containing in local materials is quite natural and contextual.

By and large, the importance of culture in English Language Teaching (ELT) is hardly contested. Some have believed that target culture (TL) is of benefit to be included as the consideration of global citizenship and cross-culture understanding. Yet, for those concerning with local culture rely on the consideration of English as lingua franca and self-identity. Besides, local culture along with its local (first) language is badly claimed helpful in acquiring the target language. Thus, as previous studies have highlighted, both have strength and weakness.

Interestingly, different from the conflicting ideas mentioned, viewed from cognitive perspective, inclusion of a target culture againsts students' familiarity and experiential knowledge. Yet, this however, would be more beneficial and helpful as the materials rooted to their prior knowledge. Students will be encouraged to learn a foreign language. Provoking students' positive attitude toward the target

language learning and building their self- confidence can be done by adapting a local culture in the target language teaching, (Chan 2013, Nicholas, 2015).

To put it differently, English Language Teaching (ELT) should be integrated with the cultural context. Students need to be aware of how their local cultures enriching their authentic linguistic resources and social practices when learning English as a target language, thereby making their language learning more meaningful. The proportion of course, must be in accordance with student's level of progress. Then, the more we use it, the more powerful our teaching is and the better our English will be. It has been expostulated that learners do not need to rely on the native speakers of English 's culture to negotiate meaning and keep in touch with other English users. Effective L2 learners do not necessarily learn have to promote the whole target culture. Meanwhile, to make learners more global in terms of knowledge, ways of thinking, social adaptation, they should be introduced with target culture. At this point, considering the proportion, both are acceptable in the context of English Language Teaching (ELT).

Along the line of this statement, regardless the pro and cons and or the strength and weakness, to date, what is more important is the proportion in which target culture and local culture is inserted. In this regard, as a teacher, he/she should be more resourceful and knowledgeable to place the instances in which teaching a target culture or local culture. A balanced combination of localised and native-speaking, and internationalised forms of culture is an alternative way to cope with the issue in question. What to teach needs to be localised, but should also involve the target and global culture to facilitate learners' intercultural competence. The teacher should be encouraged to use teaching materials or textbooks to make sure that his/her students are exposed to global, target, and local cultural components.

By and large, inserting culture in the English Language Teaching (ELT) seems not an easy job. There must be, to certain extent, a degree of conflict between what is global and what is local in teaching-learning process. And yet, a mixture of the two in question while considering the proportion following the learners' needs. In this regard, it is very essential to have a class in the sense that the learners feel comfortable in mastering the target language resulting from the teaching activities.

Although, the inclusion of culture, whether target or local culture in ELT is little bit challenging, the proportion of what and how to utilize in teaching-learning process might be an intermediary of this challenge. In addition, having pointed out sociocultural theory supporting the social context, as playing a crucial role, in language learning, the employment of culture does not only involve the target culture but also the local one following the needs of teaching and learning.

Leaving the context of target or local culture in teaching- learning process aside, another important aspect to consider is the teaching itself. English Language Teaching should be seen more as facilitating our students in their learning than simply informing them certain kinds of information. Therefore, teaching, has to be done in a way that it results in an active learning. The balance employment of both target and local culture should be carried out in such a way that it can be more powerful and meaningful in learners' mind and character as well. Such teaching resulting in learners' active learning should empower both to the learners so that they can think globally and act locally.

### **Conclusion and Recommendation**

The position of culture has been a central issue in in English Language Teaching. The hottest issue is that the choice of target or local culture to be integrated. As such, previous studies have found different findings. Some have agreed that the target culture should be taught for the learners with the consideration of global citizenship and interculture competence of living in the global community. Differently, for those saying that local culture needs to be inserted in teaching learning process rely on the consideration of English as a lingua franca, language acquisition, and national identity. Regardless of the conflicting findings, combination of the two in question might be better. In this respect, both are acceptable and can be utilized in English Language Teaching. Then, As an English teacher, he/she has to be more resourceful and knowledgeable to know what and how to teach which subsequently manage the proportion or balance following the needs of learners in teaching-learning process.

More importantly, future research studies might be better and more beneficial as they bring closer to the integration of local culture into typography of national curriculum, textbooks along with the assessment process. Briefly, to what extent the culture is embedded in national curriculum and how should the teachers do regarding the assessment is more challenging issue to deal with. As such, the studies might yield important aspects and broaden views of contextualisation of the target language learning.

### REFERENCES

- Alan, M and Bolitho, R. 2015. Key Concepts in ELT Creativity. *ELT Journal* Volume 69/4 October
- Abdel, M. M. Mahmoud, W. 2015. Culture and English Language Teaching in the ArabWorld AGE's. *Adult Learning Journal* Vol.26 no.2
- Alamsyah, 2016. The Use of Local Short Story in English Language Learning (A Literary Review on the Use of Local Sources As an Alternative Teaching Media in EFL) *Jurnal Atmajaya*.
- Choudhury,R.U. 2014. The Role of Culture In Teaching And Learning Of EnglishAs A Foreign Language. Express, *An International Journal Of Multi Disciplinary Research* Vol. 1, Issue 4, April 2014
- Chan, J.Y.H. 2013. The Role of Situational Authenticity in English Language Textbooks. *RELC Journal* 44(3) 303 –317
- Couper,G., Denny, H, Watkins, 2016. A Teaching the Sociocultural Norms of an Undergraduate Community of Practice. *TESOL Journal* 7.1, March
- Farrell, T.S.C. 2015. It's Not *Who* You Are! It's *How* You Teach! Critical Competencies Associatedwith Effective Teaching. *RELC Journal*, Vol. 46(1) 79– 88
- Farrell, T.S.C. 2015. Reflecting on teacher–student relations in TESOL. *ELT Journal* Volume 69/1 January

- Gunawan, M.H. 2005. Cross – Culture Activities: Strategies for Intercultural Communication in EFL Context. Paper presented at LIA International Conference Jakarta
- Habiburrahim, Janice Orrell And Robert Conway Integrating Graduate Attributes Into Islamic Higher Education Curricula In Aceh, Indonesia. *Publishing Higher Degree Research: Making the Transition from Student to Researcher*, 145–154
- Griffiths,C. 2015. What have we learnt from ‘good language learners’? *ELT Journal* Volume 69/4 October
- Hafner, C. A Remix Culture and English Language Teaching: The Expression of Learner Voice in Digital Multimodal Compositions *Tesol Quarterly* Vol. 49, No. 3, September
- Hu, G. (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly*, 39, 635–660.
- Jacobs, G. M., Lie, A., & Amy, S. (2006). An Indonesia example of teaching English via environmental education. In S. Mayer and G. Wilson (Eds.), *Ecodidactic perspectives on English language, literatures and cultures* (pp. 45-62). Trier, Germany: Wissenschaftlicher Verlag Trier.
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54, 328-334.
- Kuntoro, Peterson, and Slaughter, 2017. Culture, Parenting, and Children’s Theory of Mind Development in Indonesia. *Journal of Cross-Cultural Psychology* 2017, Vol. 48(9) 1389–1409. Sage Publication
- Lindahl, K.,Watkins, N.M. 2015. Creating a Culture of Language Awareness in Content-Based Contexts. *TESOL Journal* 6.4, December 2015
- Limberg,H. 2015 Principles for pragmatics teaching: Apologies in the EFL classroom. *ELT Journal* Volume 69/3 July
- Li, M. (2004). Culture and classroom communication: A case study of Asian students in New Zealand language schools. *Asian EFL Journal*, 6(1)
- Linville,H.A. 2016 ESOL Teachers as Advocates: An Important Role? *TESOL Journal* 7.1, March

- Motteram, G. 2016. Membership, belonging, and identity in the twenty-first century. *ELT Journal*, 70(2)
- Maley, A. and Bolitho, R. 2015. Key Concepts in ELT Creativity *ELT Journal* Volume 69/4 October
- Nicholas, A. 2015 A concept-based approach to teaching speech acts in the EFL classroom. *ELT Journal* Volume 69/4 October
- Richards, J.C. 2015. The Changing Face of Language Learning: Learning Beyond the Classroom. *RELC Journal*, Vol. 46(1) 5– 22
- Suswandari, 2017 Incorporating Beliefs, Values and Local Wisdom of Betawi Culture in a Character-Based Education through a Design-Based Research. *European Journal of Contemporary Education*, 2017, 6(3)
- Sowden, C. (2007). Culture and the good teacher in the EL Classroom. *ELT Journal*, 6, 304-310.
- Siegel, A.2014 What should we talk about? The authenticity of textbook topics. *ELT Journal* Volume 68/4 October
- Snodin, N. S, 2016. Rethinking Culture Teaching in English Language Programmes in Thailand. *RELC Journal* 2016, Vol. 47(3) 387–398.
- Siefert,B., Salas,S.,D’amico,M. 2015 I Understand The Struggle: Leveraging The Lived Experiences Of African American Teachers In Tesol. 6(4), *TESOL Journal* 6.4.
- Tin, T. B. 2014. A look into the local pedagogy of an English language classroom in Nepal. *Language Teaching Research* Vol. 18(3) 397– 417
- Tans, F. 2010. On Powerful English Teaching. Paper presented in STIKIP Santu Paulus Ruteng
- Tajeddin, Z. 2012. Interlanguage Pragmatic Motivation : Its Construct and Impact on Speech Act Production. *RELC Journal* 43(3) 353 –372
- Widiati, U & Cahyono, B.Y. 2006. The Teaching of EFL Speaking in the Indonesian Context: State of the Art. TEFLIN
- Wei, Y. (2005). Integrating Chinese culture with TEFL in Chinese classroom. *Sino-US English Teaching Journal*, 2(7), 55-58.

