

LOCAL AND GLOBAL CULTURE IN ENGLISH AS FOREIGN LANGUAGE INSTRUCTION FOR TOURISM STUDENTS: WHAT, WHY AND HOW

By

IGAP Novita Sari Paragae
STAH Negeri Mpu Kuturan Singaraja
Email: paragae.novita@gmail.com

Abstrak

Artikel ini menyajikan hasil studi investigasi budaya lokal dan global yang disajikan dalam pengajaran EFL untuk mahasiswa program studi pariwisata di sebuah universitas, di Bali Utara, Indonesia. Lebih khusus lagi, penelitian ini menyelidiki budaya yang disisipkan oleh guru, alasan penyisipan, dan praktik penyisipan budaya lokal dan global dalam pengajaran EFL untuk siswa pariwisata. Penelitian ini dilakukan dalam bentuk penelitian kualitatif. Pengumpulan data dilakukan melalui wawancara dan analisis dokumen. Partisipan penelitian adalah dosen Bahasa Inggris yang mengajar Bahasa Inggris di program studi pariwisata. Data yang dikumpulkan melalui proses reduksi data, penyajian data, dan penarikan kesimpulan untuk analisis data. Berdasarkan analisis penelitian ditemukan bahwa (1) budaya lokal dan global disisipkan dalam pengajaran bahasa Inggris, meskipun budaya lokal lebih banyak dihadirkan dibandingkan budaya global, (2) budaya lokal disisipkan untuk mengedepankan identitas budaya dan nasionalisme, memberikan layanan pelanggan yang lebih baik, meningkatkan kesadaran budaya, dan meningkatkan pariwisata berkelanjutan; sedangkan budaya global disisipkan untuk meningkatkan keberhasilan pembelajaran bahasa, meningkatkan kompetensi komunikatif antarbudaya, dan meningkatkan kemampuan kerja, dan (3) budaya lokal dan global disisipkan dengan melakukan diskusi budaya, perbandingan budaya, dan proyek budaya.

Kata Kunci: Budaya lokal, budaya global, pengajaran bahasa Inggris, pelajar pariwisata

Abstract

This article presents the result of a study investigating the local and global culture presented in EFL instruction for tourism students study program in a university, in North Bali, Indonesia. More specifically, this research investigated the culture inserted by teachers, the reasons for the insertion, and the practice of the insertion of the local and global culture in EFL instruction for tourism students. The study was conducted in the form of qualitative research. The data was collected through interviews and document analysis. The participants of the study were English lecturers teaching English in a tourism study program. The data collected underwent a process of data reduction, data display, and conclusion drawing for the data analysis. Based on the analysis of the study, it was found that (1) local and global cultures were inserted in English instruction, although local culture was presented more than global culture, (2) the local culture was inserted to promote cultural identity and nationalism, provide better customer service, enhance cultural awareness, and enhance sustainable tourism; while global culture was inserted to enhance the success of language learning, enhance intercultural communicative competence, and increase employability, and (3) local and global culture were inserted by conducting cultural discussion, cultural comparison and cultural project.

Keywords: Local culture, global culture, English instruction, tourism students

1. Introduction

Language and culture cannot be separated. On one hand, language is considered a part of culture. Language can reflect the culture, knowledge, and perspectives of the community speaking the language. It reflects the thoughts, principles, and social standards of a culture through its vocabulary, idioms, and expressions, as well as the way it is constructed. On the other hand, culture is a part of language. Culture cannot stand alone without language. It can be communicated or expressed by using language. In other words, language is used as the main means of culture transmission, expression, and exchange (Oranje, 2016). Therefore, the two are inseparable, making it impossible to separate them without diminishing the importance of either language or culture (Brown, 2000).

Teaching language also involves teaching culture. When students learn a new language, they are not just acquiring vocabulary and grammar. They are also immersing themselves in the culture associated with that language (Paragae, 2023b; Sudana et al., 2021). Furthermore, Liu & Laohawiriyanon (2013) put forward that EFL students need to be familiar with the small c culture of the target culture (Liu & Laohawiriyanon, 2013). Since culture covers a set of practices, codes, and values that mark a particular nation or group (Richards & Schmidt, 2002), the "little c" which refers to everyday facets of life like attitudes, values, beliefs, and way of life in general (Peterson, 2004) is considered to be more important for foreign language learners compared to "big C" which covers high culture which covers literature arts, music, social norms, the legal system, politics, geography, architecture, classical music, literature, and history. Little is considered to be the type of culture needed by people communicating in foreign language with foreign people that it should also be involved in English

instruction as foreign language. Dewi et al. (2023) differentiated culture into some elements, namely language, knowledge system, system of social organization, equipment and technology for living, economic system, religion and art. It is suggested that among its elements, language element which covers language use, language expressions, gestures in communication, eye contact in communication is the most important for students to interact with people from different background (Dewi et al., 2023).

The involvement of culture in English instruction is considered more important for tourism students. Tourism students who are the prospective tourism workers have a high frequency in communicating and interacting with people from various countries with various background. Visitors come from various places around the globe that they have various religions, beliefs, and culture. The insertion of culture in English instruction may enhance the cultural sensitivity and awareness that can make tourism students more tolerant. The understanding and awareness of culture may prevent the occurrence of problems in interaction. The prevention of intercultural problems is important to give an excellent service for the guess in tourism industry. Therefore, the insertion of culture is crucial for tourism students.

Apart from the importance of culture, in practice, there is a debate on what culture should be presented for the students, local culture or global culture. Global culture is a collection of common experiences, customs, symbols, and beliefs that bring people together globally (Kuo & Lai, 2006; Soomro et al., 2015). It is a phenomenon that has arisen as a result of the global dissemination of concepts, meanings, and values that have extended and strengthened social ties, such as social media used worldwide, common accepted behavior and norms, etc. Local culture is the native culture of foreign language

learners (Shrestha, 2016). Local culture is the students own culture (Hartono, 2017). When the context is the students in Bali, the Balinese or Indonesian culture is the local culture of the students.

Educators now possess the choice to incorporate their native cultures into the instruction of foreign languages. The idea of incorporating local cultures can go hand in hand with learning the English language was brought by some experts (Hartono, 2017; I. A. Khan, 2016; Saraswati et al., 2018; Shrestha, 2016). It is anticipated that this will give the pupils a more fulfilling language-learning (Hartono, 2017) and authentic language experience (Wang, 2011). While other experts supports global culture (Zhan, 2016). Acquiring knowledge of foreign cultures broadens our outlook and aids in our comprehension of language meanings (Zhan, 2016). People with diverse cultural backgrounds have different lifestyles and follow different practices (Zhan, 2016). While some experts supported the blending of local and global culture (H. R. Khan & Rahaman, 2019).

Previous studies have seen the insertion of culture in English instruction. Some researchers analyzed the insertion of culture in textbook (Hartono, 2017; Liu & Laohawiriyanon, 2013; Sorongan et al., 2014). Another researcher investigated the students' perspectives on the insertion of culture (Uddin, 2017). Some other researchers investigated the implementation of culture teaching in foreign language teaching (Djumanova, 2020; Shrestha, 2016; Soomro et al., 2015).

Previous studies shed the on the local and global culture in English instruction for tourism students has not been investigated. Thus, this study elucidated the types of local and global culture inserted in English instruction and the reason for its insertion and practice of instruction with local and global culture.

2. Method

This study was conducted by using a case study design, since it explained and clarified the local and global culture integrated by English lecturers in English instruction for tourism students. This study also revealed the reason for its integration, and practice of the insertion of local and global culture in their instruction. Three English lecturers teaching in the Tourism Study Program at STAH Negeri Mpu Kuturan Singaraja, Bali, Indonesia were involved in the study. The data was collected through interviews and document analysis. The data collected were analyzed by using a method of data analysis by Miles and Huberman (1994), involving the process of data collection, data reduction, data display, and conclusion drawing.

3. Discussion

The result of document analysis and interview investigating the local and global culture inserted in English instruction for tourism students, the reason for its implementation, and the practice of inserting the culture is presented below.

The Local and Global Culture Inserted in English Instruction

The English teachers inserted both local and global culture in their English instruction. Below is the insertion of local and global culture in their English instruction based on the material.

Table 1. Mapping of local and global culture insertion in English instruction

No	Topic	Local Culture	Global Culture
1	Self-introduction	√	√
2	Family members	√	√
3	My house	√	√
4	My ambition	√	
5	Healthy life	√	√

6	Cultural celebration	√	
7	Tourism Object	√	
8	Unforgettable experience	√	
9	Global Problems	√	√
10	Campus life	√	√

Table 1 shows the mapping of the insertion of local and global culture in English instruction. The local culture is inserted more than the global culture. It is shown that from the 10 topics presented, all topics contain the insertion of local culture, while global culture was found in only six topics.

Concerning this finding, based on the result of the interview, it was found that the lecturers inserted more local culture compared to global culture because as individuals own the culture, the students need to be able to understand themselves and their culture before they understand other cultures.

Seen from the elements of local and global culture presented, the data is presented in Table 2.

Table 2. Elements of Local and Global Culture Inserted in English Instruction

Elements of Culture	Local Culture	Global Culture
Language	expressions , gestures, and words used in communication	expression s, gestures, and words used in communication
Knowledge system	Under-standing of time, weather, season,	Under-standing of time, weather, season
System of social organization	family system, marital system,	family system, marital system,

	men's and woman's relation	men's and woman's relation
Technology or equipment for living	unique tools, house, food, and beverage sources	
Economic system	occupation	
Religion	religion rituals, religious celebration s, religious convictions	
Art	music, visual arts, dance, etc	

From Table 2, it was found that the English lecturers presented all elements of local culture. The elements are (1) language, (2) knowledge system, (3) system of social organization, (4) technology or equipment for living, (5) economic system, (6) religion, and (7) art. However, for global culture, only three global culture elements were inserted in their instruction. They are (1) language, (2) knowledge system, and (3) system of social organization.

The result of the interview found that before deciding the culture inserted in English instruction, the lecturers consider several things. They are (1) the culture that can be taught in English class, (2) The culture that meet the topic of the lesson, (3) the culture that the students are not familiar with, (4) the culture that is relevant to the students. Galloway & Rose (2015) emphasized the importance of consideration in deciding the culture inserted in English class. Lecturers should the culture which are appropriate for their particular teaching situation (Galloway & Rose, 2015; Shrestha, 2016).

The result of the study that lecturers integrated local culture more than global culture is line with the findings of Hartono (2017) that the textbook or teaching material was dominated by local culture. However, this result contradicts the study conducted by Liu and Laohawiriyanon (2013) that discovered that 58, or 88%, of the overall units of analysis had a connection to the global culture. This may happen since the English instruction investigated were for general students, while in this study, the English instruction was for tourism students who need knowledge and awareness of their local culture.

The Reason of The Insertion of Local and Global Culture in English Instruction

Both local and global cultures were inserted into English instruction for tourism students. Based on the result of the interview, the importance of the insertion of culture was differentiated into the reason for local culture insertion and global culture insertion. Some reasons for the insertion of local insertion in English instruction for tourism students were as follows.

a. Promoting cultural identity and nationalism

Nationality, ethnicity, religion, socioeconomic class, generation, environment, or any other type of cultural identifier influences someone's cultural identity, which includes their self-concept and self-perception. Through the insertion of local culture, students are aware of their own culture which has shaped their concept and perception of something.

Actually, tourism students should be more aware of the existence of our culture compared to other people in our society. I hope they can influence other people and increase people's awareness of our local culture.
(Lecturer 3)

... not only cultural identity, but we need also to preserve music, arts, and historical buildings, so they can be passed down to the next generations.
(Lecturer 2)

Based on the excerpts it was found that tourism students can contribute to spreading knowledge about the value of conserving regional culture. They can work to preserve historical sites, customs, and indigenous knowledge, ensuring that they are passed down to subsequent generations.

Previous studies also found that utilizing the locally relevant cultural materials can help students learn a language more successfully while also fostering a deeper understanding of their own culture. Local cultural materials give pupils access to a "authentic" literature that draws from their own experiences, piquing their interest in the subject matter (Fu, 2018; Wang, 2011). In addition, the use of authentic material has been proved to be able to enhance students achievement in learning (Beresova, 2015; Laur, 2013; Paragae, 2023a)

b. Providing better customer service in the tourism industry

Local culture may become the reason tourists visit a certain place. Thus, as future workers in the tourism industry, students need to equip themselves with a better understanding of their own culture.

Local culture is what we sell here in the tourism sector. Thus, understanding it well will help the students to be a good and professional worker in the future.
(Lecturer 2)

In Bali, there are a lot of cultural ceremonies which were not understood well, even by local people. It would be great if the worker could give

appropriate and suitable information related to the ceremonies. (Lecturer 3)

From the excerpts of the interview, it was found that lecturers considered that local culture is important for tourism students to be understood for their careers in the future. Students studying tourism must be able to treat visitors from all cultures with the greatest respect. They may give visitors a more individualized experience by being more knowledgeable about the local culture and better understanding their requirements and expectations.

c. Enhancing cultural awareness.

Students studying tourism should be aware of the cultural contrasts and affinities between their home country or region with other countries or regions. By learning about the local way of life, they can acquire cultural sensitivity and awareness which are necessary for efficient conversation with visitors with different cultural backgrounds.

The lecturers inserted local culture since it will be the foundation of the students to create their awareness which is important for their communicative ability with people from other cultural backgrounds. It will make the students more tolerant of the problems faced during communication.

The result is line with the research conducted by Liu & Laohawiryanon (2013) that local culture may develop students' understanding of their own culture and cultural awareness in communication. In addition, some people do not understand and aware of their own culture (I. A. Khan, 2016; Saraswati et al., 2018; Shrestha, 2016; Sukarno, 2012).

d. Enhancing sustainable tourism

Sustainable tourism focuses on maintaining the ecology, culture, and history of the destinations or areas. By honoring local customs and traditions and reducing the detrimental effects of tourism on the neighborhood, tourism students can promote sustainable tourism by learning about local culture.

We realized that tourism doesn't only bring good things but only bad effects. By being aware of local culture the students will realize that the culture should be preserved or maintained. (Lecturer 2)

....., they will be an agent to promote sustainable tourism so their culture will be strong. (Lecturer 3)

From the excerpts, it was seen that by being aware of their local culture, the students may act or create tourism which can still preserve their culture, or sustainable tourism. Students of tourism can learn how to create tourism strategies that honor and protect a destination's cultural history while reducing unfavorable effects. Sustainable tourism methods can contribute to the preservation of global cultural and environmental heritage places (Amerta et al., 2018).

In addition to local culture, below are the reasons for the insertion of global culture in English instruction for tourism students.

a. Enhancing the success of language learning

Since learning a language is primarily a social phenomenon, culture is a crucial component of the process. Learners can improve their language acquisition by better comprehending the cultural views that form the language by adding global culture into English instruction.

Students' enhancement of motivation in learning when the lecturers include global culture in the instruction. It is also supported by the results of previous research. Foreign language learners can increase their language acquisition and sociocultural competency (Djumanova, 2020) by being introduced to the target and global language culture (Aydemir & Mede, 2014; Hermawan & Noerkhasanah, 2012). Language growth, attitude modification, cultural competency, and cultural understanding can all be enhanced by incorporating the target culture into foreign language instruction (Hartono, 2017). In addition, language classes can benefit from culture in some ways, including the development of linguistic knowledge and motivated language extension for pupils (Fu, 2018).

b. Enhancing Cultural Awareness and Intercultural Communicative Competence

By incorporating diverse cultures into English language instruction, lecturers can encourage their students to develop the cultural sensitivity and knowledge that are necessary for efficient communication in a globalized society, known as intercultural communicative competence. Additionally, it can foster cultural competence among students and help them avoid cultural misunderstandings.

Global culture is very important for the success of communication with people from other cultures. They will face this often when they work in the hospitality industry in the future. (Lecture 1)

When we are familiar with other cultures, we can avoid problems and

miscommunication in interacting with the guests. (Lecture 2)

Not only for their career, communicative competence with people from other cultural backgrounds is also important for students as individuals. (Lecture 3)

From the excerpt, it is obvious that global culture can enhance students' intercultural communicative competence. There are a lot of chances where the interaction or communication with people from other cultural backgrounds fails due to misinterpretation, someone's perception of politeness, etc. Learners can build intercultural competency, which is necessary for success in today's globalized society, by infusing global culture into English language training. Some experts also agree that knowledge and awareness of global culture may prevent those problems (Bahrami, 2015; Djumanova, 2020)

Cultural awareness is considered very important for English language learners since English is used in intercultural communication (Soomro et al., 2015). Enhancing students' cross-cultural communication skills is crucial, and understanding these distinctions is crucial as well (Zhan, 2016).

The result of this research also supported some research on global competence. It was found that knowledge, attitude, and skills in intercultural communication are needed in this globalization era (Ratminingsih et al., 2021; Simpson, 2019; Yaccob, 2022). In addition, global competence is now considered important to make people live harmoniously with other people in the world.

c. Increasing employability

By having an understanding of global culture, tourism students enhance their employability. Below are the excerpts from an interview with the lecturers

.....of course, it will be easier to get a job because they are sensitive to cultural differences and communicate well with people from various backgrounds. (Lecturer 3)

The employer will hire applicants who are flexible and adaptable. When they are aware of the difference in culture, they will be flexible and adaptable people. (Lecturer 2)

From the excerpts, it was found that cultural sensitivity and understanding are highly desired talents in the tourism sector. Students majoring in tourism can become more employable and stand out in a crowded job market by learning about other cultures. Zhan (2016) stated that majority of employers that post jobs prioritize an applicant's ability to communicate in English (Zhan, 2016).

Practice of Local and Global Culture Insertion

Based on the results of interviews, observation, and document analysis, there are several practices for the insertion of local and global culture in English instruction for tourism students.

a. Cultural discussion

The cultural discussion is used as an activity to insert local and global competence. Cultural discussion can be carried out exclusively or collaboratively. The collaborative cultural discussion was the discussion of cultural elements as an insertion of other material, such as reading text, listening text, or conversation. For example, when lecturers discuss a conversation, some cultural elements in the conversation are highlighted. It can be the gesture or body language of

the students performing the conversation, or the language expression they choose.

It is supported by Ali et al (2015) that real-world activities like role plays and discussions can be included in classroom education to help students become communicatively competent in cross-cultural communication. Consequently, instruction in foreign languages should prepare students to recognize cultural differences. It is also stated that carefully examining body language can help us communicate across cultural boundaries and highlight the tensions and differences between the two cultures (Zhan, 2016).

Wang (2011) called this activity as communicative activities. Here, "communicative activities" refers to those in which students actively participate in communication. Examples of these activities include role-playing, information-gap exercises, and problem-solving exercises.

The exclusive cultural discussion was carried out by the discussion of culture as the content. Since it is an English subject, English is used in the discussion to develop students' English competence. This activity was carried out by presenting a cultural phenomenon, whether it is local or global, followed by presenting some questions that may lead the discussion. Then the students were asked to discuss the questions in pairs or small groups. After the pair or small group discussion, the students were asked to state the result of their discussion in front of the classroom. Next, classroom discussion on the topic led by the lecturer can be carried out for conclusion drawing.

Ali et al (2015) also stated that teachers may introduce cultural topics on history, economics, and geography

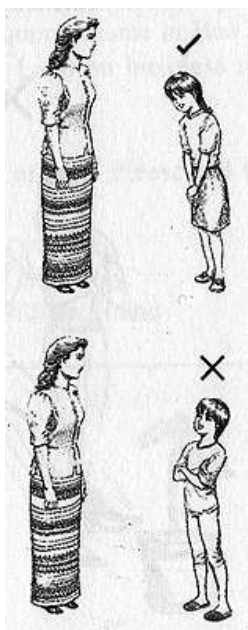
in the classroom. These techniques for promoting conversation on particular subjects may expose students to and enhance their awareness of the target culture.

The cultural discussion can be presented in the form of debates. As suggested by Lecturer 1 in an interview, the activity shown in Picture 1 can be continued by creating a debate motion, such as "It is better to have sons, rather than daughters". Next, teachers can divide the students based on their positions, whether they support the motion or against the motion. They may argue their position or cultural perspectives in the debates.

b. Cultural comparison

Local and global cultures can also be inserted by comparing the students' culture with the global culture. The lecturers can carry this out by presenting pictures that are related to the comparison of culture. Below are the pictures taken from the lecturers' materials.

(1a)



(1b)



Picture 1. Picture for cultural comparison activity taken from teacher's administration

Picture 1 is an example of the picture used by teachers in instilling local and global culture by asking the students to make a comparison of the local and global culture. Picture 1a shows two different ways performed by a young girl when communicating with an older lady. It can be seen that the lady preferred the first act when the girl did not make eye contact with her, compared to the girl standing straight and looking at her directly in the eyes. Based on the picture, the students were asked to identify which act was suitable to local culture. They were also asked to discuss whether all people would prefer the first act.

Picture 1b shows some problems in interaction due to a lack of understanding and sensitivity to different cultures. First, there is a misunderstanding of the gesture of receiving and presenting something. Second, there is a problem related to space in communicating. One person thought that the interlocutor was not friendly by moving away, and the other moved away because he thought that the interlocutor was too aggressive due to personal space invasion. By making use of this picture, the lecturer asked the students to explain the problems that

occur in the picture and compare them with their local culture.

To raise students' awareness of context, we should compare the various cultural backgrounds in language activities based on language creation. It is expected of the students to be able to utilize the language appropriately in situations involving age, sex, social standing, events, and closeness. To solve issues that arise in daily life, students should become proficient in social policy when interacting with others (Zhan, 2016). Wang (2011) also supported that making comparisons and contrast is a good way to present the different cultures in language learning.

c. Cultural project

The lecturers also instill culture by giving students assignments that require them to conduct research and present on various facets of the community's culture, such as its cuisine, music, art, or well-known sites. The language used in the project should be English. This activity can be used to insert both local and global cultures. Below are the excerpts from the interview.

For the middle test, I asked the students to make a video to introduce our culture. It can be Balinese music, dance, celebrations, well-known places, etc. I asked them to post that on YouTube. (Lecturer 2)

Having the project, the students need to research the topic they chose. They can also add and relate their experience or their previous knowledge about the topic. After doing research, they need to create the project based on their knowledge and creativity. Based on the interview it was found that the students were given some freedom to choose the topic that suited them or they are interested in, as reported below.

They can choose the topic they want, as long as it is related to culture. I also gave them the freedom to explore the culture they wanted to present, whether that was local or global culture. Some of them present famous sites in some countries, and some of them present traditions or celebrations in other countries. Some groups presented unique Balinese traditions as local culture. (Lecturer 2)

The fact that the students were given the freedom to choose what culture they could present was considered to be able to increase students' motivation in doing the project, which may lead to better learning. It is considered to be able to enhance learning (Celume et al., 2019; Paragae, 2023a)

The three activities promoting local and global culture are not exclusive. It means they can be combined. The first activity can be conducted combined with the second activity. The second activity can also be combined with the first and third activities. The more the students get exposed to the material related to culture, the better they are building their competence and awareness related to culture.

4. Conclusion

Data analysis produces some findings. First, both local and global cultures were inserted into English instruction for tourism students. The local culture was inserted more than the global culture. The elements of local culture inserted in the instruction cover language, knowledge system, system of social organization, technology or equipment for living, economic system, religion, and art. The elements of global culture inserted were language, knowledge system, and system of social organization. Second,

local and global cultures were inserted in English instruction for tourism students for some reasons. The reasons for inserting local culture are (1) promoting cultural identity and nationalism, (2) providing better customer service in the tourism industry, (3) enhancing cultural awareness, and (4) enhancing sustainable tourism. The reasons for inserting global culture were (1) enhancing the success of language learning, (2) enhancing intercultural communicative competence, and (3) increasing employability. Third, the activities carried out in the instruction to insert local and global culture were (1) cultural discussion, (2) cultural comparison, and (3) cultural project. The activity is not exclusive. It means it can be carried out as a single activity, or they can be combined.

The result of the study implied that cultural content, both local and global, is important to be inserted in English instruction, especially for tourism students. Not only enhance the success of language learning but also for students outside the classroom as individuals. In addition, it is also very crucial for students' careers in the tourism industry. It is suggested to English lecturers teaching tourism students to integrate local and global cultures by assigning the students to have cultural discussions, cultural comparisons, or cultural projects. Since this research only looked at the insertion of local and global culture from teachers' point of view, studies investigating tourism students' responses to English instruction with local and global competence need to be carried out.

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