

INTEGRATING LOCAL CULTURE INTO WEB-BASED ELT FOR YOUNG LEARNERS: A SYSTEMATIC LITERATURE REVIEW OF RECENT TRENDS AND PRACTICES

Eko Heriyanto¹, Sri Wuli Fitriati², Zulfa Sakhiyya³

Author Affiliations

¹ Universitas Muhammadiyah Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

³ Universitas Negeri Semarang, Indonesia

Abstract This study aims to explore and analyze best practices for integrating local culture into web-based English language teaching for young learners through a systematic review of 10 articles published between 2013 and 2023. Using the PRISMA framework, the study found that incorporating local culture into the English language curriculum significantly boosts students' motivation, engagement, and communication skills. Materials emphasizing local culture also encourage students to understand and appreciate their cultural identity while improving their language skills in a global context. Although challenges such as native-speakerism attitudes exist, information and communication technologies can support this integration by providing access to more diverse and relevant materials. The study recommends developing culturally responsive teaching materials and applying inclusive methodologies in teaching practices. These findings are expected to help educators and policymakers create more effective and relevant learning environments for students in an increasingly interconnected global era.

Keywords: Local culture, web-based learning, English for young learners

INTRODUCTION

The background of local cultural integration in English language teaching is becoming increasingly relevant with increasing globalization. English language education should not only focus on language acquisition but also on the introduction of the accompanying culture. As Prastiwi (2013) mentioned, education that fulfills the principle of "Unity in Diversity" is essential in the Indonesian context. On the other hand, Ratri et al. (2024) emphasize that understanding local culture can increase students' awareness of the importance of their own cultural identity in a global context.

Recent phenomena show that web-based English teaching utilizes digital technology massively. In this context, Shurovi et al. (2024) assert that educational technology can support language learning motivation in English teaching. However, the challenges in adapting local culture into web-based learning platforms are still often overlooked, making conducting more in-depth research on current teaching practices necessary.

Previous research studies have shown that despite progress in integrating local culture into teaching materials, little focus is still placed on the application of web-based learning technologies. Ratri & Tyas (2022) illustrate the need for a comprehensive understanding of the factors influencing students' English success by incorporating local culture. This research gap can be explored further to find ways in which local culture can be more effectively integrated into web-based teaching practices.

The urgency of this research cannot be underestimated. Given the richness of local culture in Indonesia, English language teaching that respects and promotes this culture will help boost students' self-confidence and ability to interact globally. In addition, as explained by Yusniawati & Lestari (2021), there is an urgent need to address the dominance of English language teaching materials that do not

consider the local cultural context. This can result in students' helplessness in understanding the global context.

This area is geared towards developing teaching materials and methods more responsive to local cultural needs. As (Ratri & Tyas, 2022) found that ELT textbooks tailored to local contexts are more engaging for students and provide them with access to more relevant learning. In a broader context, local cultural integration helps to enhance students' critical thinking skills and empathy for different parts of the world.

The uniqueness of this study lies in its systematic approach to evaluating the extent to which the integration of local culture into web-based English language teaching can enhance students' learning experiences. The variation and integration of innovative use of digital media in English language teaching, accompanied by local cultural elements, can improve students' engagement and motivation.

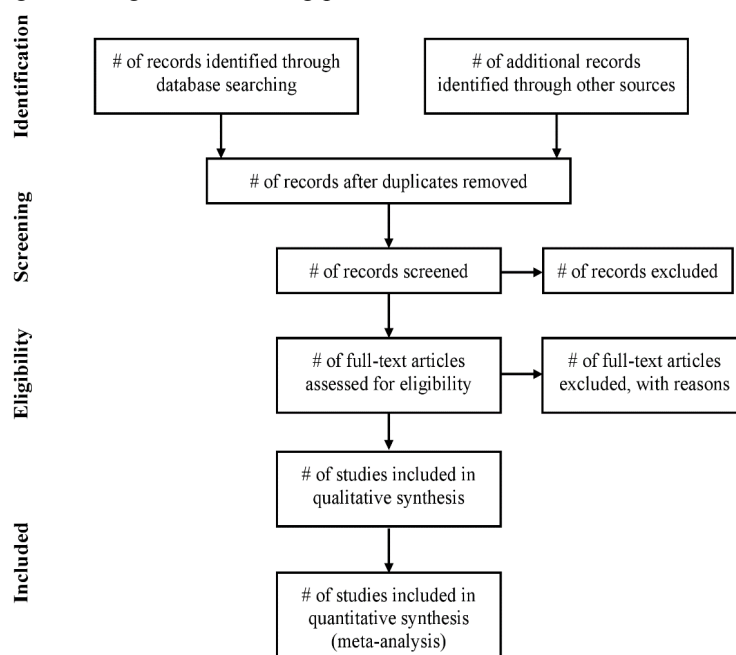
Therefore, this study aims to analyze current practices, identify effective strategies, and suggest teaching models that educators across Indonesia can implement. By systematizing existing literature, this study intends to empower teachers and students to foster a learning environment rooted in the local context while maintaining global values. It is expected that this research will make a meaningful contribution to developing an English language teaching pedagogy that is responsive to local cultures.

METHODOLOGY

In this study, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework was used to systematically review relevant literature on local cultural integration in web-based English language teaching for young learners. 37 peer-reviewed articles published between 2013 and 2023 were selected and analyzed. The article selection process was conducted carefully through several major databases, including Scopus, ERIC, and Google Scholar, to ensure the quality and relevance of the literature used in this study.

The article selection methodology followed the steps suggested by PRISMA, starting from identifying potentially relevant articles using appropriate keywords. These keywords included "local culture," "web-based English Language Teaching (ELT)," "young learners," and "systematic literature review." This process of collecting relevant articles resulted in a comprehensive database that covers various perspectives and practices implemented in different teaching settings.

After completing the identification stage, a screening process was conducted to assess the relevance and quality of the articles. Inclusion criteria included articles on integrating local culture into web-based English language teaching for young learners. Exclusion criteria were applied to articles that did not meet methodological standards, were published outside the specified time frame, or did not focus on English language teaching. This screening process resulted in 10 articles that met the predetermined criteria.



The next step in the PRISMA framework is to extract data from the selected articles. The extracted data includes information such as author, year of publication, research methods, main findings, and the cultural context discussed in each article. This process is carried out systematically to ensure that all relevant information is accurately recorded and thoroughly analyzed. This analysis provides a basis for developing themes and sub-themes that will be discussed in the literature review.

After data extraction, analysis was performed using a thematic approach, where the researcher aimed to identify and group the various themes that emerged regarding the integration of local culture into web-based ELT. This analysis sought to uncover best practices, challenges faced by teachers, and the impact of local cultural integration on effective language learning. Through this method, it is hoped that the study can contribute significantly to developing more responsive and relevant pedagogy suited to the local context in English language teaching.

Figure 1: Flow Diagram of Literature Review using PRISMA (Moher et al., 2009)

RESULTS AND DISCUSSION

The following table of selected articles related to the topic includes the author's name, year of publication, title, abstract summary, and findings of each reviewed article related to the integration of local culture in web-based English language teaching:

No	Authors	Year	Title	Abstract Summary	Findings
1	Didit Kurniadi & Ika Cahyaningrum	2023	Exploring Project-Based Learning for Young Learners in English Education	This study examines how Project-Based Learning (PBL) can improve language skills and critical thinking skills among young learners.	PBL brings students closer to their cultural context and facilitates more relevant connections between learning materials and the realities of everyday life.
2	Fiona Copland, Sue Garton, Anne Burns	2013	Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities	This research examines the challenges of teaching English to young people across global and local contexts.	Teachers have difficulty motivating students, so sensitivity to local context is essential for successful teaching.

3	Sue Garton	2013	Unresolved Issues and New Challenges in Teaching English to Young Learners	This article reviews the unresolved issues in implementing English language teaching policies for young people.	Education policies must consider local cultural contexts to enhance students' learning experiences and teaching effectiveness.
4	Syifa Muthiah, Minkhatun Nakhriyah, Nida Husna, Didin Hidayat, Farida Hamid	2020	The Readiness of Teaching English to Young Learners in Indonesia	This study examines teacher readiness in teaching English to students in Indonesia.	Despite the difficulties, students showed high readiness to learn English, which confirms the need for teaching materials that are relevant to the local context.
5	Dodi Zain	2017	Students' Competence in Teaching English to Young Learners: Descriptions through Teaching Simulations	This study investigates students' competencies in conducting English language teaching simulations for young people.	Teaching simulations help students develop their pedagogical skills, which can be enhanced by integrating local culture into lessons.
6	Seftia Fidyningrum, Shafira Dewayanti, Nailul Authar	2021	Improving Young Learners Vocabulary Mastery Through Game-Based Learning	This study examines the influence of game-based learning on improving vocabulary mastery in younger students.	Game-based learning increases motivation and vocabulary comprehension, creating a fun and relevant learning experience.

7	Devinta Ratri, Indri Astutik, Peggy Jonathans	2024	A Systematic Review on the Integration of Local Culture into English Language Teaching	This study presents a systematic review of the integration of local culture into English language teaching in Southeast Asia.	Local cultural integration positively influences students' motivation and attitudes and broadens their learning experiences.
8	Radha Nambiar, Ruzy Hashim, Ruhizan Yasin	2018	Impact of Integrating Local Culture Into Language Materials on Communicative Ability	This study examines how integrating local culture into teaching materials impacts students' communication skills.	Increasing local cultural knowledge strengthens students' communication skills and the relevance of learning materials.
9	Gilmer Procel, Manuel Tacuri, Katherine Lopez	2023	The Influence of Cultural Context on English Teaching	This research emphasizes the importance of cultural context in English language teaching, offering recommendations for more responsive ELT practices and policies.	Cultural context factors significantly influence language teaching and learning, indicating the need for more inclusive policies.
10	Marzieh Sadeghpour & Farzad Sharifian	2019	World Englishes in English Language Teaching	This article discusses the importance of integrating different variants of English in teaching to increase students' awareness of socio-linguistic realities.	Learning that emphasizes various variants of English can help students adapt to diverse socio-linguistic contexts, which is essential in developing intercultural competence.

Research on teaching English to young children highlights key aspects of integrating local culture and adopting pedagogical methods that respond to students' needs. The articles reviewed address topics like student motivation, instructional effectiveness, and educators' challenges when applying effective teaching strategies. For example, Kurniadi & Cahyaningrum's (2023) research on Project-Based Learning (PjBL) explains how this approach can enhance young learners' language skills and critical thinking. Therefore, PjBL connects students to their cultural background and creates a more meaningful link between the learning content and real-world experiences.

Meanwhile, a research by Copland et al. (2013) shows the challenges faced by educators in motivating students to learn English, where students often do not understand the purpose of learning the language. In this context, exploring how local cultural elements can help facilitate student engagement while keeping their interest and motivation in learning English is essential. These articles, along with other studies such as those conducted Garton, (2014) and Muthiah, at al. (2020), highlight the urgent need for more detailed research into the relationship between local culture, student needs, and the teaching methods used in English instruction.

In recent decades, research on integrating local culture into English language teaching (ELT) has grown substantially, especially in the multicultural Southeast Asian region. An article by Ratri et al., (2024) provides a systematic review of the role of local culture in the English language learning process. The study confirms that this approach boosts students' motivation and positive attitudes and expands their learning experiences within an authentic socio-cultural context. This indicates a shift from a purely linguistic approach to a more inclusive and contextual pedagogy.

Furthermore, articles by Nambiar et al., (2018), Procel et al., (2023), and Sadeghpour & Sharifian (2019) enrich this discussion from the perspective of communicative ability, educational policy, and awareness of global English diversity (World Englishes). Nambiar et al. emphasize how local culture-based teaching materials can strengthen students' communicative competence. Meanwhile, Procel et al. show that local cultural context greatly influences the effectiveness of teaching practices and suggest the need for policy formulation that is responsive to cultural diversity. Sadeghpour & Sharifian emphasize that introducing World Englishes can increase students' intercultural awareness and adaptability globally. These four articles collectively provide a strong foundation for integrating local and global cultures into digital-based ELT curricula, especially for early learners.

The similarities in the findings across articles suggest the importance of considering the local cultural context in English language teaching. For example, Kurniadi & Cahyaningrum (2023) emphasized that Project-Based Learning allows students to engage in more active and contextual learning. This is supported by Copland et al. (2013) who noted that students become more motivated when they understand the relevance of the learning material to their daily lives. This suggests that integrating local culture can provide a greater context in the learning process, so that students not only learn the language as a grammatical structure but also as a communication tool that functions in real life.

However, challenges persist, and research by Garton (2014) shows that despite the implementation of English language teaching policies in various countries, issues and obstacles in their execution still exist. Educators must find ways to connect the curriculum with students' cultural needs, increasing the chances of successful English learning. This involves teachers understanding the motivational obstacles students face and exploring new approaches to teaching that include relevant local cultural elements.

From a pedagogical perspective, the article by Zain (2017) highlights the importance of students' competence in language learning. Connecting language learning to students' personal experiences can create a more supportive environment for English language acquisition, improving students' confidence in language use. This suggests that teachers play a crucial role in designing engaging instruction that teaches the language and helps develop important intercultural communication skills.

Integrating local culture is not just a complement, but the core of a contextual and meaningful ELT approach. Ratri et al., (2024) demonstrated that this approach increases student engagement and strengthens their cultural identity, which is often marginalized in Western-based English teaching models.

This finding is supported by Nambiar et al., (2018) who showed that understanding local culture through teaching materials can expand students' communicative capacity more effectively. In other words, language skills do not develop in isolation from the cultural context but rather alongside the growth of students' local insights.

The implications of these findings in local culture are multidimensional. From a policy perspective, as Procel et al. (2023) emphasized, ELT curriculum needs to be more sensitive to students' socio-cultural realities and no longer adopt a "one-size-fits-all" approach that emphasizes global linguistic norms without considering locality. Meanwhile, from a globalization perspective, Sadeghpour & Sharifian (2019) add an essential dimension through World Englishes. They argue that exposure to world English varieties can facilitate the development of students' intercultural competence, which is crucial in the era of cross-cultural communication. Therefore, integrating local culture and global awareness simultaneously is key to developing web-based ELT that is adaptive, relevant, and sustainable.

As the evaluation, many of these articles' strengths are their thorough focus on analyzing local contexts and the challenges teachers face in educating students. Research conducted by Muthiah et al. (2020) shows that although students are very enthusiastic about learning English, they often encounter various difficulties in the classroom, which reinforces the need to modify teaching methods to better fit the local context. Therefore, educators need to comprehensively understand local conditions and the specific challenges students face to design more relevant and effective teaching strategies.

Most of these articles also successfully demonstrate the importance of using varied and innovative learning modalities. For example, research by Fidyaningrum et al., (2021) supports the use of game-based learning as an effective technique for improving vocabulary mastery. This offers students a fun and engaging way to learn a language. However, there is still a lack of exploration into how gamification can be applied in local cultural contexts, potentially providing more meaningful experiences for students.

On the other hand, it is also important to recognize that the challenges stemming from pedagogical and policy diversity have significantly influenced the effectiveness of English language teaching. For example, Garton (2014) offers insights into the ongoing difficulties in implementing language learning policies, such as uncertainties about the most effective teaching materials and strategies. This highlights the need for further research into how policies impact language teaching at the primary level, to better understand how these policies can be improved to enhance teaching practices.

From a methodological perspective, Ratri et al. (2024) used a systematic literature review approach, which provides a broad overview of local cultural integration practices in ELT. The main strength lies in the thorough synthesis, but this study still lacks an actionable design that education practitioners can adopt. In contrast, Nambiar et al. (2018) article is stronger in presenting empirical results of local culture-based teaching materials interventions. Still, it is limited to a specific context that is difficult to generalize. These two studies complement each other: one offers a broad perspective, while the other provides practical insights.

Procel et al. (2023) provide a highly relevant policy perspective, especially for developing countries still trying to balance global standards with local education. However, their recommendations remain normative and lack strong empirical support. On the other hand, Sadeghpour & Sharifian (2019) offers a solid theoretical framework through the World Englishes approach. The strength of this article is its ability to connect sociolinguistic realities with pedagogical practices, although it tends to be more theoretical than practical. Nonetheless, all four articles contribute to developing an integrated approach to web-based ELT for young learners.

CONCLUSIONS

The findings from the synthesized studies suggest that incorporating local culture into English language teaching has great potential to boost students' motivation, make learning more relevant, and enhance their communication skills. This highlights the importance of adapting teaching methods to include students' cultural backgrounds and experiences in learning. Additionally, existing challenges should be tackled

with more responsive and innovative strategies, emphasizing the relevance of the material to students' real lives. It can be concluded that integrating both local and global cultures is essential for developing meaningful ELT in the digital age. Learning approaches that prioritize students' cultural identities and increase awareness of the diversity of English will create a more engaging, communicative, and contextual learning experience. Therefore, educators, curriculum developers, and policymakers must review and consider this research evidence, and continue to develop teaching practices suited to students' local environments. Collaborative efforts in further research are necessary to keep enriching the English learning experience for young people, enabling them to become skilled language learners and culturally aware, sensitive communicators.

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