

Research Article

Culturally Responsive Pedagogy at Primary School Level: The Implication of Teachers' Attitudes and Contributing Factors

Idaryani Idaryani*

Faculty of Teachers Training and Education, Universitas Malikussaleh, Aceh Utara, Indonesia, 24355

*Corresponding Author: idaryani@unimal.ac.id

ABSTRACT

The study aims to explore teachers' attitudes and contributing factors in incorporating Culturally Responsive Pedagogy (CRP) in English Foreign Language classrooms for young learners in the primary school level and to draw the implications and solutions toward CRP integration. Employing a qualitative case study approach, the research involved two English language teachers as research participants from one of the public primary schools in Lhokseumawe, Aceh, Indonesia. Data was collected through interviews and classroom observations, followed by thematic analysis to interpret the findings. The findings showed that the participants have different attitudes towards CRP. One of the participants believed that CRP can improve learners' attention while the other was skeptical. The interviews indicated that both participants lacked knowledge of TEYL, were unfamiliar with the CRP approach, and had textbook reliance resulting in crucial challenges to implementing CRP in their teaching practices. Both participants found it challenging to teach young learners and had difficulty integrating learners' local cultures into their teaching practices. The findings highlight the teachers' failure to integrate CRP for young learners due to a lack of teachers' competency in TEYL and properly equipped knowledge of teaching CRP skills to the Participants. Likewise, teacher development is urgent to improve English teachers' knowledge of TEYL and their skills to teach CRP to young learners in EFL classrooms. Moreover, the contributing factors and the implications of teaching CRP are further discussed.

Keywords: Multilingualism; Teacher Development; Culturally Responsive Pedagogy; TEYL; SLM Policy

1. INTRODUCTION

Many challenges are commonly found in learning English as a foreign language for Indonesian learners. Some among others are lack of facility and technology to support teaching activities in EFL classrooms and different the status of English subject at school levels. The status of English subject at the primary school level is optional, resulted in English teacher development is not one of the main priorities by the government (Zein, 2017) as it is different from secondary school levels although, the significance of learning English at primary level cannot be considered less important (Zein, 2017).

Consequently, English teachers are less qualified and not equipped with proper method to teach English for young age at primary school level. Although English teachers graduated from English department, they do not have proper knowledge to teach English for young learners (Zein, 2016; Sekar Pramesty et al., 2022). Moreover, Indonesian schools generally have large classrooms with 28-30 students (Zein, 2017), and lack availability of digital tools and technology (Widi et al., 2022; Laila et al., 2023) that consequently teaching activities rely on a traditional text-based approach. Teaching activities are still teacher-centered and textbooks reliance (Maulana, 2021). Along with challenging factors, young learners have special characters that are beneficial for learning English activities as a foreign language. They are enthusiastic, energetic, less worried, and curious in learning a new thing (Cameron, 2002) if compared to EFL adult learners. The characteristics possessed by young learners serve strong foundations for learning English as a foreign language as long as the teachers are able to utilize the unique characteristics into teaching practices. However, young learners also possess drawbacks that inhibit learning English. In general, they have short attention and easily get bored resulting in difficulty for English teachers to manage class dynamics if teachers fail to attract learners' attention.

In Indonesia, the English curriculum at primary school level is regulated by the Ministry of Primary and Secondary Education of Indonesia (Kemdikdasmen) or formerly the Ministry of Education and Cultures (MoEC). The MoEC has introduced the School Literacy Movement (SLM), known as Program Literasi Sekolah (GLS). Initiated under Ministerial Regulation Number 23 of 2015 (Sakhiyya et al., 2018; Kartikasari & Nuryasana, 2022), this program aims to foster local cultures and enhance the character development of Indonesian students, focusing on their morality, norms, tolerance, and

other cultural values rooted in local traditions (Sulistiyo et al., 2020). In the context of English language learning, the policy aims to enrich students' cultural knowledge while the Indonesian learners learn English as a foreign language. Therefore, MoEC sets the objectives of learning topics in the endorsed textbooks used in EFL classrooms at primary school level.

Cultural knowledge of learners is the experience that learners perceive from their real actual life. Cultural knowledge can facilitate them to feel connected to their own environment while learning English as a Foreign language. Therefore, incorporate culturally responsive pedagogy (CRP) for young learners tends to harness their curiosity and their engagement when learning English as a new language. The implementation of CRP in teaching EFL aims to support students' character development as instructed by SLM Policy through learners' cultural knowledge (Wiedarti et al., 2018; Japar, 2022). Therefore, Indonesian learners have had strong foundation and embrace their local values before exposing to other foreign cultures in learning English. Incorporating CRP approach aims integrate learners' local cultures into teaching practices. Therefore, teachers can relate learners' actual experience into EFL teaching practices during learning activities to improve learners' engagement. Also, integrating CRP is essential to create a positive atmosphere of learning environment and build a strong appreciation of learners' cultures at an early age (Sulistiyo et al., 2020) while learning English. Nonetheless, incorporating CRP requires proper knowledge of teaching English for young learners (TEYL), the ability to harness young learners' uniqueness, learners' cultural knowledge into teaching practices.

Numerous studies have explored the use of CRP among Indonesian learners in learning English as a Foreign language (e.g Prastiwi, 2015; Munandar & Newton, 2021; Japar, 2022; Siregar et al., 2023). However, the issues on English teachers in integrating CRP for young learners are still unexplored at primary school level. Therefore, to fill this gap, it is prevalent to find out teachers' attitudes toward CRP and to elaborate the contributing factors in implementing CRP for young learners. Therefore, this study aims to address two following key issues: (1) What are teachers' attitudes toward Culturally Responsive Pedagogy (CRP) at the primary school level? (2) What are contributing factors in incorporating Culturally Responsive Pedagogy in EFL classrooms at primary school level? The results of this research are significant to provide insightful information for other researchers and stakeholders on the actual issues and influencing factors in incorporating CRP in EFL classrooms for EFL young learners at primary school level, and offer a practical solution of CRP integration into teaching practices for English language teachers that enable their learners' experiencing their local culture in learning English as a foreign language.

Teaching English for Young Learners

Young learners can be classified into different stages that determines their different ability in learning a second or a foreign language (Bialystok et al., 2012). Cameron (2002) categorizes children into two younger children, aged 7-8 years, and older children, aged 12-14 years meanwhile Slattery & Willis (2001) classify young learners from age 7 to 12 years old. One of the characteristics of young learners is their ability to learn actively through media such as songs, games, puppets, stories, projects, and other activities (Cameron, 2002). Another characteristic is their ability to absorb foreign language learning like a sponge. Young learners acquire a foreign language by observing, listening, doing something, and imitating. The activities should involve all four of these processes (Cameron, 2002). Nonetheless, young learners learn English from what they experience not from explanation (Scott & Ytreberg, 1990). Therefore, teaching English for young learners is different from adult learners because young learners possess unique characteristics that most of adult learners may no longer have.

Teaching activities should be dominated by hands-on and physical activities because it positively impacts their interest in learning. Moreover, young learners also experience less anxiety compared to adult learners in learning English as a foreign language (Philp et al., 2008). However, young learners have a short or limited attention span. Therefore, several characteristics of young learners must be considered before teaching English as a foreign language. Teaching and learning activities must engage their attention before they become entirely bored. Having said so, the foreign language teachers should be able to consider these characteristics when designing learning activities that provide meaningful and enjoyable learning experiences (Brewster, 2004). Previous studies highlighted challenges in teach English for young learners (TEYL). They lack focus when teachers are instructing young learners in learning (Sehan, 2018; Laila et al., 2023). Other issues are lack of facility (Scott & Husain, 2021), digital learning resources and English teachers' development (Jazuly et al., 2019; Meisani, 2021) to teach English for young learners. Although technology is one of promising tools in dealing with young learners to create attractive learning environment (Sehan, 2018), and media should be dominantly utilized in classrooms (Cameron, 2002), technology and teachers' development remain the main challenges in TEYL.

Culturally Responsive Pedagogy

Culturally Responsive Pedagogy (CRP) aims to maintain and embrace the learners' cultures while gaining other knowledge or culture (Ladson-Billings, 1995). Culturally sustaining pedagogies view students' experiences and prior knowledge from different cultural backgrounds as valuable assets, rather than as shortcomings or barriers to learning (Kidwell & Pentón Herrera 2019). Along the same lines, Lynch (2011) defines CRP as a student-centered approach to teaching in which the

students' unique cultural strength is identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. CRP aims to harness learners' cultures and their experience to create learning environment more relevant to the learners (Gay, 2018; Chang & Viesca, 2022). In the context of teaching English as a Foreign Language (EFL), CRP incorporates students' cultural backgrounds and learners' life experiences into classroom activities. Conversely, it is prevalent that teaching strategies are more meaningful and engaging while recognizing and celebrating students' cultural identities. This approach fosters a deeper connection between students' histories and their learning experience. Moreover, CRP in learning English as a Foreign Language (EFL) in primary schools involves integrating students' cultural backgrounds and experiences into teaching and learning. This approach aims to make learning more relevant and engaging for students by acknowledging and valuing their cultural identities (Hidayati et al., 2024). Therefore, in CRP, teachers need to incorporate the learners' local culture, such as traditions, language, and community practices from learners' daily experiences. In line with this, Siregar et al. (2023) outlined that adopting learners' local cultures helps learners see the relation of their classroom learning activities and it decreases alienated feelings while learning English. Furthermore, Siregar et al. (2023) mentioned that in teaching English with a CRP approach, the lesson plan designed is prevalent to students' fund knowledge; therefore, it can facilitate learners' comprehension and help them retain new information in learning English.

A previous study conducted on CRP shows that implementing CRP can facilitate learners' comprehension, enhance learners' cultures, and create a more engaging learning environment. Munandar & Newton (2021) investigated how the Indonesian English teachers in a senior high school in East Java applied Culturally Responsive Teaching (CRT) by employing a qualitative case study toward five teachers from vocational and Islamic high schools. The findings showed that the teachers were mindful of integrating CRP into their English lessons, focusing on the local cultures, religious, moral, and national values to counterbalance the differing cultural norms of native English speakers. The study also noted that the teachers' perspectives on culture and interculturality were shaped by Indonesia's language policies, general education system, and English teaching practices. Similarly, Siregar et al. (2023) conducted a study to develop Culturally Responsive English Teaching (CRET) for 3 English teachers and 33 learners from grade five in two primary school levels in Medan. The study's findings indicated the CRET model impacts learners' performance. Integrating learners' social lives and cultures can facilitate learners' comprehension of English. They postulated that English teachers should teach the cultural diversity of Indonesia and encourage learners to use their mother tongue when learning English.

However, the implementation of teaching CRP is challenging when English language teachers are not equipped with proper skill to teach CRP. Yildirim (2019) explores the implementation of culturally responsive teaching (CRT) among teachers in Turkey, particularly within higher education institutions, as part of a broader multicultural education framework. The study identifies a significant challenge in the lack of teachers' skills to effectively engage in culturally responsive practices. Although the English instructors regarded themselves as competent, the findings suggest that targeted training is crucial to enhance their awareness and abilities in adopting CRT, which is essential for addressing the diverse educational contexts they encounter. The research indicates a strong need for teacher training programs that integrate students' cultural identities into learning materials. By equipping teachers with the necessary knowledge and skills, they can likely achieve more effective English instruction that resonates with their students' cultural backgrounds.

Moreover, several works demonstrate the endorsed textbooks presents the CRP in teaching EFL. The three endorsed textbooks analyzed by Mahmud (2019) at junior high school levels present local cultures. It found that there are two predominant reasons for representing local culture in the EFL Junior High School textbooks; promoting a sense of familiarity to Junior High School students in learning English as well as strengthening the aspects of national culture and identity portrayed in the textbooks. Therefore, the learners can relate their cultural and linguistic knowledge to their English experience. As suggested by Kidwell & Pentón Herrera (2019) EFL textbooks should be able to present examples of students' daily life experiences.

A similar study was conducted by Rahmatika et al., (2023) to investigate the multicultural values embedded in English Language Teaching (ELT) textbooks for ninth-grade students. It focused on how these values are represented through text and imagery in the textbooks and how social semiotic dimensions can be utilized to interpret them. The results revealed that among the four multicultural values identified, the value of responsibility to the global community was the most frequently depicted, while respect for human dignity and universal human rights was represented the least. Additionally, Riadini & Cahyono, (2021) investigated how cultural content is represented in a tenth-grade English textbook published by Indonesia's Ministry of Education and Culture. Their study analyzed the cultural elements within the textbook, focusing on how effectively these materials convey multicultural understanding to students. The findings suggest that the EFL textbook incorporates target cultures and source and international cultures. Source cultures are represented most frequently, while international cultures are depicted the least. Overall, the cultural materials within this English textbook are effectively integrated into the teaching and learning process of the English language, enhancing students' understanding of various cultural contexts.

2. RESEARCH METHOD

The study focused on investigating teachers' attitudes in teaching CRP in EFL classrooms to young learners seeking contributing factors in implementing CRP, and the implications toward classroom dynamics and learners' engagement in EFL classrooms at one of the public primary schools located in Lhokseumawe City, Aceh Provinces, Indonesia. The research employed a qualitative approach and was structured using a case study design, as advocated by (Yin, 2011). The qualitative case study design provides meticulous and comprehensive data collection and analysis, which can be utilized to enhance themes and theories, leading to a better understanding of a phenomenon (Creswell, 2018). This aligns with Yin (2011) that the case study method enables researchers to offer a detailed and thorough description of the issue, presenting a unique example of real individuals in real-life contexts. In this case study, the research method aims to offer detail description on the issue of teachers' attitude, the contributing factors, and implication in teaching CRP for young learners.

Participants of the Research

The study involved two participants of English teachers. The selection of participants was based on purposive sampling, taking into account their educational backgrounds that graduated from English language departments, and have taught English at primary school for two years. The selected participants were labeled as T1, T2. T1 teaches fifth grade and T2 teaches the sixth grade. The research also involved the fifth and sixth graders for classrooms observation.

Data Collection

To answer the key issues of this research, data was collected using two primary methods: semi-structured interviews followed by classroom observations for triangulation data. By combining semi-structured interviews and direct classroom observations, the study enabled a comprehensive analysis in incorporating CRP into teaching practices to young learners toward classroom dynamics and learners' engagement. A semi-structured interviews were conducted to T1 and T2 in the Indonesian language to facilitate fluent communication. Each interview session lasted approximately 45 minutes. The interviews were conducted separately with different days between T1 and T2. Initially, T1 was interviewed followed by T2 in the next following days. The interview sessions were recorded with the smartphones. The interviews focused on participants eliciting the information regarding their attitudes toward CRP, and contributing factors that participants experienced in incorporating CRP in their classrooms. The interview questions were designed to elicit responses about participants' understanding, beliefs, and instructional integration of cultural content in their teaching practices for young learners. Questions were designed based on themes in the literature on culturally responsive pedagogy, with particular reference to teacher awareness, classroom practices, and perceived impact on learning by young learners. The guide included open-ended questions such, "Do you think you need to relate the events of Market Day when teaching English? Why? "What challenges do you face when teaching your learners? The interviews were conducted in the participants' offices meanwhile the classroom observations were taken place in the classrooms after the interviews as triangulation data from interviews. Each meeting for English subject at primary school lasts 60 minutes. The observations were conducted for two meetings for each grade. Therefore, each meeting record lasts 60 minutes. Before the observation, the consent from both participants were arranged and they were notified that the research required classroom observations and recorded teaching activities of T1 and T2 with smartphone to capture the actual classroom environment and interactions between the participants and teachers' strategies to implement CRP students during the meeting sessions. The observations were used to enhance and verify the data collected from the interviews. The observations were conducted for four different days once in a week because the schedule of each classroom was every Tuesdays.

Data Analysis

The study employed thematic analysis as its primary method of data examination. This approach involved identifying, organizing, and exploring patterns or themes that emerged from the results of interviews and classroom observation. The use of thematic analysis enabled the researchers to gain a deeper understanding of teachers' attitudes on CRP and how they implement it in their teaching practice, and to delve further contributing factors emerge from the data in adopting CRP into participants' teaching practices. Through this method, the study delved into the intricate details of the data, offering a rich and comprehensive exploration of the subject matter, while ensuring that the findings were both reliable. The recorded interviews were transcribed and analyzed based on a three-step framework outlined by Miles et al. (2014): data condensation, data display, and conclusion/verification of data findings. In the data condensation phase, irrelevant responses to the research questions were removed, and the researchers focused on key points and theme emerged from the interview for presenting the data as narrative texts. The recordings were transcribed into descriptive narratives and coded.

Data coding involved classifying and segmenting text passages in the forms of words, phrases, and sentences to identify meaningful descriptions and significant data categories that highlighted major themes (Creswell & Creswell, 2017). Data coding was based on their frequency of occurrence to explore the themes and meaningful patterns emerged from data coding. The transcripts were reviewed to extract key themes and insights relevant to the research questions and objectives. The key themes were identified based on lack of teachers' awareness of CRP, teachers' belief of CRP, teachers' attitude of CRP, learners' cultural values in EFL, CRP incorporation and impact. Also, the key themes were also coded based on the supporting and inhibiting factors. The coding process was based on inductive approach, allowing themes to emerge from the data rather than being imposed based on the theoretical framework. First, all transcripts were read multiple times for familiarization. Initial codes were then assigned to segments of text that reflected patterns in the participants' attitudes and practices and contributing factors. Each theme was supported by evidence from the participants' responses and compared across the two cases (T1 and T2) to identify convergences and divergences in teacher beliefs and behaviors. The final codes were organized into a matrix to facilitate cross-case analysis and interpretation. In the conclusion/verification phase, researchers drew conclusions about teachers' attitude and contributing factors in incorporating CRP. Final steps were verifying and organizing the data by frequency, chronology, and significance to refine the researchers' assumptions and align findings with the broader study results (Miles et al., 2014) and draw the implications from the findings.

Additionally, Gipps, (2007) emphasized the importance of implementing specific procedures to enhance the reliability of a study's findings. These procedures include checking transcripts to avoid transcription errors, monitoring for definitional drift in coding to ensure consistency, and conducting code cross-checking. To validate this research findings and interpretations, the researcher represented the data to the participants and the data was double checked by the research participants to ensure the validity of the findings. This step allows verification of the accuracy of the data collected and ensured that the interpretations and presentations of the findings are consistent with the data gathered from participants' experiences from the interviews and classroom observations.

Moon et al., (2016) highlight that the credibility of qualitative research can be established through four essential criteria: credibility, dependability, confirmability, and transferability. To enhance the credibility of the data on this study, classroom observation method was employed as triangulation, after semi-structured interviews. Initially, the first observation was conducted before interviews and after interview. The interviews were conducted to seek clarification and confirmation of the data from the initial observation. This approach bolstered the research's credibility. Regular debriefing sessions were also held to maintain credibility, allowing for continuous reflection and critical evaluation of the research process. Therefore, a comprehensive record of all interview and observation procedures was meticulously maintained. Ethical approval for this study was obtained from two of participants. The participants were notified the aim of the research and given the outline of the research. To ensure confidentiality, all personal identifiers were removed from the data. Pseudonyms were assigned to each participant, and any identifying information was omitted from the final transcripts and research report. All digital recordings and transcripts were securely stored in a password-protected folder, accessible only to the researcher.

3. RESULTS AND DISCUSSION

3.1 Results

The research findings confirm several crucial points in incorporating CRP in EFL classrooms for young learners at primary school level. English teachers lacked of knowledge on TEYL, lack awareness of CRP, and do not have competency to teach CRP. They also have different views in incorporating CRP. Both participants were unaware that the goals of School Literacy Movement (SLM) policy encourage the English teachers to integrate the learners' culture and their experience in learning EFL. Moreover, the findings also revealed the insufficient facilities and technology to support teaching practices in T1 and T2 classrooms. Moreover, study confirms that inhibiting factors are more dominant than supporting factors to incorporate CRP in EFL classrooms for young learners.

3.1.1. Participants' attitude on CRP

Participants' attitudes in incorporating learners' local cultures vary. T1 believed that incorporating CRP is beneficial while T2 considered that incorporating CRP does not make any different toward her teaching practices. Moreover, T1 and T2 believed that textbooks are important teaching materials to support teaching-learning activities. Additionally, both of participants highlighted the challenges they faced in terms of the limited availability of technology and facilities to support teaching activities. The findings are in line with previous works (Sehan, 2018; Scott & Husain, 2021) regarding lack availability of facility to support TEYL. Overall, the findings can be illustrated in the following [Table 1](#).

Table 1. Participants' Attitude toward CRP

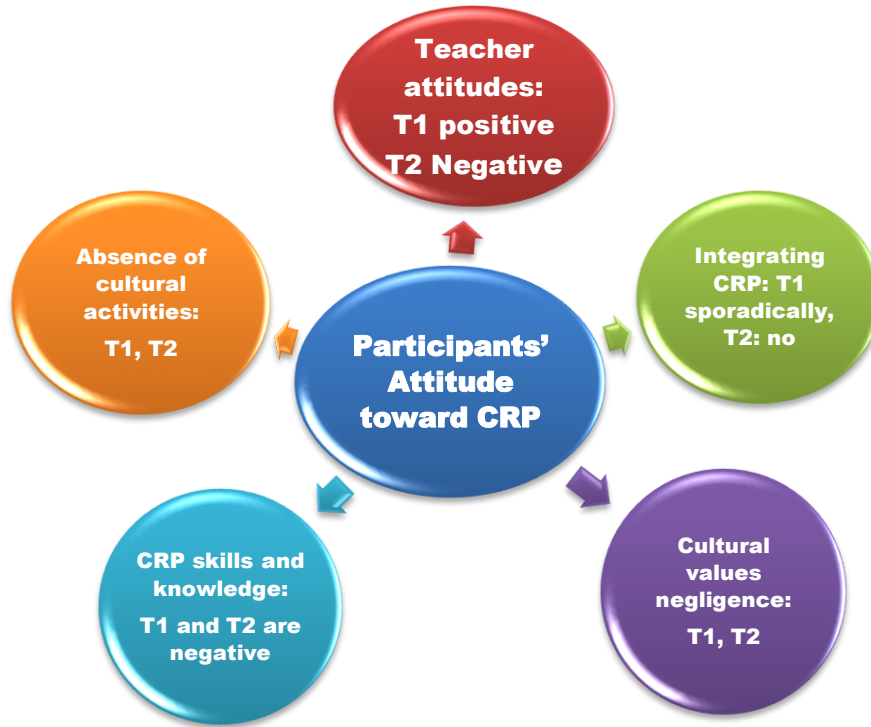
Attitudes	CRP	Participants	
		T1	T2
Lack of CRP Awareness	CRP Adoption	Do not recognize the importance of adopting culturally responsive pedagogy in their teaching practices as part of LSM policy.	
Cultural believe	Incorporating Cultural elements	Positive view but sporadically integrate in teaching practices	Does not believe that cultural content incorporated impact learning engagement
Cultural Values in English Teaching	Neglect of Cultural value Integration	Both T1 and T2 do not incorporate cultural values in their teaching materials and are unaware of the necessity to promote cultural values in English learning.	
Limited Reflection on Cultural Integration	Absence of Cultural Activities	T1 has never considered integrating learners' cultural experiences or activities from outside the classroom into her teaching practices.	
Cultural Impact on Learning	Beliefs on Cultural Integration	Positively believe to engage learners but no consistent practice	Believes that incorporating cultural elements (e.g., traditional food) into teaching does not significantly influence students' comprehension of English.

The data on the table 1 confirms that both Participants T1 and T2 lack awareness of adopting CRP in EFL classrooms. In addition, T1 has positive attitude on CRP. She stated that according to the teaching activities she did previously by instructing her students to bring fruits from learners' houses for learning the various taste in English. She found out the learners were interested and more involved in learning. As highlighted from previous findings that incorporating learners' local cultures in learning English can improve learners' engagement (Prastiwi, 2015; Siregar et al., 2023). On the contrary, the other participant has a negative attitude to adopt CRP into her teaching practices. T2 stated that to relate learners' real-life experience does not make any different in her learners' engagement.

Furthermore, the results of interviews shows that participants do not aware whether or not the cultural contents were involved in their textbooks. Participant T1 confessed that she never thought her teaching practice to relate learners' experience from outside of classroom activities or any cultural events experienced and familiar by learners to the learners beyond the themes from endorsed textbook. However, T1 incorporated the cultural contents based on the instruction from the textbook without realization the topic highlighted the cultures and experience that are familiar for her learners. T1 admitted that integrating the topics from textbook is worth noting because students were interested when learning English and more engaging in learning "*I think that is a good idea when I asked students to brings fruits from their homes when teaching about taste in English*". In the same line, participant T2 also does not acknowledge that cultural contents are incorporated in her teaching activity. She was skeptical on CRP and believed that it does not have a crucial impact on learning activities for her students, "*I believe integrating cultural contents such as traditional food 'timphan' or 'mie Aceh' in teaching activity does not influence learners' comprehension or engagement*". Therefore, both T1 and T2 integrate local cultures in teaching English sporadically, merely based on the topic and instruction from the endorsed textbooks.

Although the textbooks that participants use are endorsed by MoEC, both T1 and T1 do not acknowledge the goals of SLM policy to promote and improve learners' awareness of their cultural knowledge when learning English. However, both T1 and T2 acknowledge the SLM policy program for the activity of 15 minutes reading before starting the study and other activities namely: *Market Day*, the event conducted monthly for the learners from grade 5 above in their school. However, participants stated that they did not know what the goals of SLM policy in general. The following are the summary from the result of the study illustrated in the graphic A for teachers' attitudes in incorporating of CRP into teaching practices.

Graphic A.



3.1.2. Contributing factors

Based on the interview and observation, the findings show that several challenging and supporting factors in incorporating CRP in EFL classrooms. The findings confirm that inhibiting factors dominantly contribute to incorporate CRP in learning English for young learners. Meanwhile, only three factors support the implementation of CRP. Furthermore, the contributing factors are depicted comprehensively in the following table 2.

Table 2. Contributing Factors in CRP

Contributing Factors in Incorporating CRP					
Challenges	Participants		Supports	Participants	
	T1	T2		T1	T2
Unfamiliarity with SLM Goals	Partial Acknowledge		Acknowledgment of SLM Activity	Partial Acknowledge	Partial Acknowledgment
Textbooks Reliance	Yes		Students are excited and active to respond	Yes	
Textbooks Availability	No	Yes	Cultural Relevance teaching	Partly	
Writing based-text	Yes		Curriculum Content	Yes	
Mostly teachers centered	Yes				
Curriculum demand	Yes				
Lack CRP awareness	Yes				
Using the foreign culture English textbooks	No	Yes			
Lack of technological support in teaching	Yes				
Dependency on External Resource Provision	Yes				
Lack knowledge on TEYL	Yes				

The findings illustrated in **Table 2** reveal several challenges in adopting CRP for young learners at primary school. The participants of T1 and T2 are unfamiliar with the SLM Policy at the primary school. Participants partially acknowledge the SLM Policy activities implemented outside of the EFL classroom. Both participants confessed that they did not receive any dissemination regarding the LSM policy program. This finding is in line with previous research findings (Japar, 2022) that the SLM policy is not disseminated properly to the teachers as the policy actors in the classrooms. Based on the interviews, the participants acknowledged the SLM policy from the 15-minute reading activity implemented every morning before starting the study in their school. Moreover, the participants also do not have any training or educational support in terms of SLM Policy.

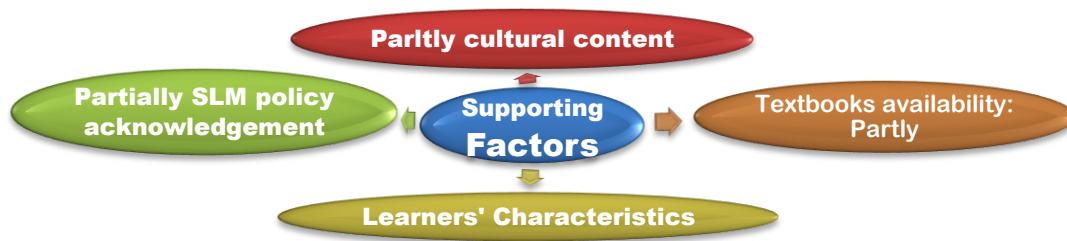
Furthermore, relating to English teaching materials, T1 stated that she faced challenges teaching English to students because the students do not have textbooks. She further added that normally textbooks are distributed by school freely for the students. She expressed that teaching activities are limited without textbooks, "*Students do not have textbooks which makes it difficult to teach them.*" The result of the study shows that other challenges to supporting CRP are due to a lack of facilities and technology. Both participants believed that teaching performances are better if the technology and facilities are available. Based on observation, T1 made an effort to show the pictures from the textbook during the learning activity although the pictures were small and not proper visible for large class with 28 students. Besides, T1 stated that it is challenging that school does not have a sufficient number of in-focus as one of the crucial tools to support her teaching activities "*If I can use in-focus, I can play video sometime to make learning more fun, students like that and they look very interested*". The results of observations also confirmed that teachers found it difficult to explain the pictures to the learners.

Curriculum demand is also one of the significant hindrances to adopting CRP. Participant T1 stated that for the final test, the students take writing test that questions are formulated and provided by the Regional Educational Office "*We get question packs from Regional offices, if I want to use final test based on my questions, I need to print it by myself*". The test is normally in multiple-choice in written format. It is in line with the results of the observation that teaching activity overall emphasis on writing activities for both classrooms. The observation showed that teaching activities were driven dominantly by traditional text-based teaching and teacher-centered approaches. It is also confirmed based on the interview from T1, "*Dominantly, I used PPP method to teach learners because that is easier way so far*". In addition, T2 also stated her teaching aims focus on writing skill, "*I asked my students to write English vocabularies in their books that function as their English dictionary*".

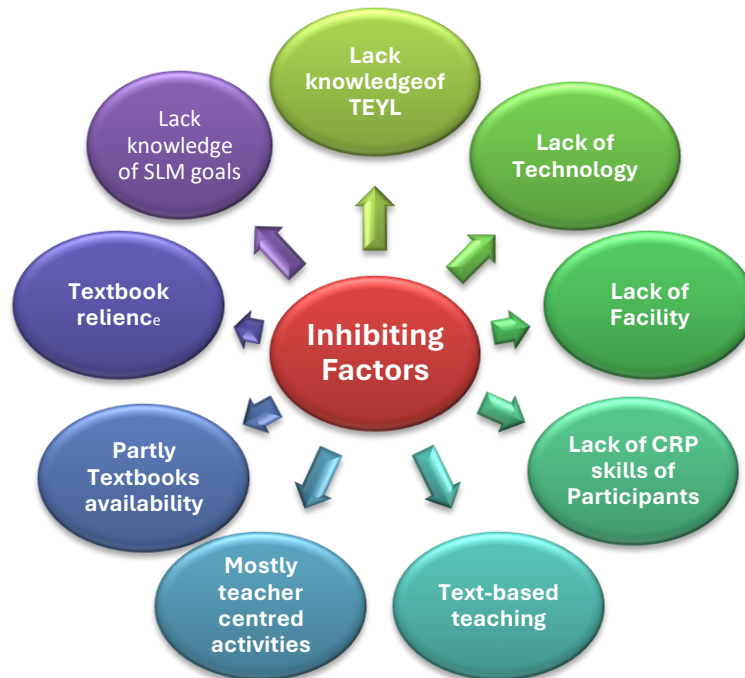
Moreover, during teaching-learning process, the teacher did not relate their teaching topics to the learners' local cultures when explaining the particular point to the learners. Neither participant elaborate their explanation by relating learners' life-experience. According to the results of the interview from T2, she confessed learners' confusion when exposed to the unfamiliar names "*Alfonso, Made*" found in the topic of textbooks endorsed by MoEC. Participant T2 confessed that learners were confused when they were introduced to the names of people that were not found in learners' life context, "*They (learners) keep asking, 'Is Alfonso the name of the person, Mam? 'Is Made a name of a person, Mam?'*". The foreign names are only found in textbooks for the sixth grade. T2 stated that she supported the use of the foreign names in textbooks. She believed that it can give the challenge and improve learners' comprehension to understand deeply the differences of the subject of the sentence syntactically, "*If the students' are is confused, it is ok. It means that they should think harder to create the sentences in English*". Moreover, both participants acknowledge that they were not equipped with proper knowledge on TEYL, "*When I studied at University, there were no subject on how to teach English for young age because English was not yet generally taught at school*".

Furthermore, the results of study confirm supporting factors from the observation and interviews. According to the data from observation, the learners from both classrooms showed curiosity in the first 30 minutes of teaching activities. Curiosity is one of the unique characteristics that young learners have. Most of them were curious and responding to the topics. However, for the last thirty minutes, the classroom dynamic gradually changed. Some learners competed to seek teachers' attention while the rest were quiet, ignored, and sleepy. The unstable class dynamics were also confirmed based on the data from the interviews with T1 and T2 that learners most of the time were difficult to manage. The situation is in line with the previous studies (Cameron, 2002; Sehan, 2018). Lastly, teaching material used by both participants supported the CRP that present the Indonesian contexts in general that mostly are familiar to the learners. The contents of textbooks support the CRP. It is reflected through the contents and topics provided in textbooks. The finding is inline from previous works (Mahmud, 2019; Riadini & Cahyono, 2021; Rahmatika et al., 2023). The supporting and inhibiting factors are illustrated in the Graphic B and C as follows:

Graphic B.



Graphic C



3.2 Discussion

Integrating CRP into teaching-learning can enhance students' engagement (Zein, 2020) because CRP aims to appreciate learners' life experience into classroom activities by relating their local cultures. The *Market Day* event conducted in the learners' school as part of learners' experience is one of the examples of cultural contents in this study that teachers should relate their students' experience into teaching practices. Therefore, it creates a relevant learning atmosphere for their learners. Moreover, the hands-on activity conducted by participant T1 to bring teaching materials from learners' houses to learn the taste in English enable teachers to capture the learners' attention and involvement during learning process. The hands-on activity enables learners to connect their real-world experience and creates learning activities more interesting, as confessed by T1. The learners can relate their real-life experiences, which results in a stable, dynamic classroom, a more enjoyable learning environment, and less stressful teaching activities for learners. Additionally, the activity is suitable for young learners because young learners are curious, energetic, and active learning. Learning English involved physical activities and reflect learners' experience from their real-life context rather than long explanation text-based approach (Scott & Ytreberg, 1990). By valuing and incorporating students' cultural backgrounds, educators can facilitate a deeper understanding and appreciation of English within the context of learners' identities as stated from previous works (Lynch, 2011; Gay, 2018; Kidwell & Pentón Herrera, 2019). Therefore, CRP does not only help in establishing students' identities as Indonesian learners but also creates a more engaging learning environment. When learners connect English with their own culture, it fosters a sense of attachment and relevance, enhancing their motivation and interest in the (Abidin & Usman, 2021; Prastiwi, 2015).

However, due to lack of proper knowledge of participants either in teaching TEYL or CRP, both participants failed in integrating learners' cultural content into English teaching. It indicates that teachers are not fully aware of the potential impact of connecting students' cultural experiences with English language learning. Neither they were able to harness young learners' characteristics to CRP. Lack proper knowledge to teach young learner and skill to incorporate CRP into teaching practices resulting in classroom dynamic were difficult to manage and less involvement of the learners. Finally, the learners became passive and resulted in learning atmosphere tedious and stressful for both teachers and learners. Moreover, a lack of understanding by participants, T1 and T2, on CRP principles in teaching practices resulted in losing opportunity to enhance learners' cultural awareness while learning EFL as encouraged in SLM Policy. The sporadic use of cultural content endorsed in textbooks in teaching practices fails to affirm learners' identity and build learners' confidence because learners cannot reflect their real-life context in classroom activities. Sporadic integration of CRP results in missing critical opportunities to continuously affirm students' identities as young learners at an early stage when learning English before exposing to foreign cultures while learning English, failing to build their confidence, and fostering a sense of belonging of their cultural values in learning English as a foreign language. Therefore, this finding confirms the failure of teachers as the policy actors of SLM Policy in classrooms as the consequent of lack dissemination of SLM Policy to primary school levels as suggested by (Japar, 2022) and teacher development to teach CRP (Yildirim, 2019).

Moreover, the participants failed to relate the *Market Day Event* conducted once a month in school that can harness learners' comprehension to express the past event in learning tense aspects in English. Additionally, the participants were also unable to relate their teaching practices to the contexts of learners' life experiences by relating the events of *Maulidar Rasul* that are familiar to the learners to create better appreciation of learners' cultures while learning English. Harnessing learners' cultural knowledge sustainably enable the learners to embrace their own cultural values as part of their identity as found from previous study (Prastiwi, 2015). However, due to insufficient knowledge of participants to integrate CRP in classrooms, the cultural content from real-life experience of learners was included only occasionally into teaching practices and without a structured or consistent approach that resulted in failed sustainable dynamic classrooms. Consequently, students are not able to experience a sustainable and coherent connection between their cultural backgrounds in EFL classrooms. This inconsistency results in a lack of sustained engagement and appreciation for the cultural content that reflect learners' real-life context into teaching practices in classrooms, limiting the overall impact of CRP.

Moreover, the sporadic incorporation of CRP is due to participants do not have a proper teaching training program to teach CRP in EFL classrooms that equips educators with proper knowledge and strategies to effectively adopt CRP into their teaching practices beyond what have been prescribed in the endorsed textbooks. A previous study (Yildirim, 2019) confirmed that training development is crucial to empower educators on how to teach CRP in EFL classrooms. However, this finding contradict to the previous study (Munandar & Newton, 2021) conducted at junior high school level. English teachers at junior high school are aware to implement CRP in EFL classrooms. This finding suggests that due to the status of English subject at primary school is optional, therefore, lack attention from the government to disseminate the goal of SLM Policy for teachers at primary school level, were experienced by participants T1 and T1. This finding is aligned with the statement by Zein (2017, p. 136) that "*establish effective communication between the macro-level – the level of government or decision makers where decisions on and about language teaching are made*" is crucial. Consequently, the participants adopt CRP in their teaching practices sporadically and relied on the topics instructed from the textbooks endorsed by the MoEC. The participants, T1, conducted hands-on activity to learn taste in English was done sporadically. Participant did not initiate the activity but rather followed the instruction from textbooks. Moreover, participants solely focus their teaching materials from textbooks without trying to elaborate and relate it with learners' real-life context beyond the textbooks. Additionally, participants were not able to innovate their teaching strategies to encounter the challenges they faced because of textbooks reliance as confirmed from previous study (Scott & Husain, 2021) lacked capacity to teach CRP (Yildirim, 2019), and insufficient knowledge of teaching TEYL (Meisani, 2021, 2022; Rizka Pebriantini et al., 2024).

Consistent integration of CRP is prevalent to allow more meaningful connections to students' lives and experiences. Consequently, incorporating cultural content by participants occasionally merely based on the topic instructed in textbooks failed the participants to highlight the crucial local cultures derived from learners' experience from their real-life contexts. The failure to understand CRP, turns the cultural topics suggested by MoEC into a "token" subject, rather than creating a holistic, nuanced understanding of how cultural perspectives by participants facilitate English language learning. The situation also leads to the failure of participants to develop an understanding of local cultural values of learners as the interrelated subjects in EFL classrooms.

Additionally, the textbook reliance for cultural content among teachers indicates that teachers are not actively seeking ways to create their teaching practices more culturally engaging. Teachers are less effective and innovative in teaching because they do not leverage their teaching topics beyond the cultural topics endorsed in the textbooks.

Consequently, it contributes frequent traditional base-text teaching practices (Scott & Husain, 2021). Consequently, the participants lack of innovation to adjust their teaching strategies to meet learners demand (Scott & Husain, 2021). Teaching topics provided by MoEC cover the general topic for all primary schools in Indonesian. The inability of the participants to innovate their teaching practices beyond the topic provided in textbooks and lack attention from government to develop teachers' skill in teaching CRP constraint the teachers to innovate the teaching practices and leverage teaching materials from endorsed textbooks that suit the learners' need and their life-experienced. The study also suggests the failures of English teachers to adjust their teaching practices that relate to learners' context. Consequently, the participants were struggling to maintain learners' engagement. Most of the time, the teachers failed to maintain the learners' attention and not able to manage the classroom dynamic sustainably. One of young learners characteristics is limited attention span (Cameron, 2002) that finally resulted in lack focus of the students. This findings is in line with previous study that one of the challenges to teach young learners is that learners has limited focus (Sehan, 2018) and one of the challenge for teachers to teach young learners is difficulty to manage classrooms.

The incorporating of CRP fails to meet the SLM Policy because inappropriate teachers' capacity and lack of facilities and technology to support teaching practices. Even though teachers equipped with textbooks endorsed by the MoEC with sufficient and well depicted cultural topics and cultural contents as found in previous study (Mahmud, 2019; Riadini & Cahyono, 2021), the participants were unable to implement efficiently when the teaching activities requires digital tools such as loud speakers and in-focus in classrooms. The participants cannot modify the teaching materials available surround them. To better connecting with students' cultural contexts, it requires English teachers to have more flexible and innovative teaching approaches (Scott & Husain, 2021), without the necessary capacity or skills to adapt the curriculum, classes often resort to learning of textbook content, lacking any form of differentiated instruction. Therefore, the study indicates crucial gaps between cultural relevance provided in endorsed textbooks, SLM Policy goals, teachers' capacity, technology and facility availability, and local cultures that are experienced by learners to be adopted into teaching practices by participants. This finally results in teaching activities are tedious and text-based method dominated by the participants during the teaching practice as confirmed from previous work (Maulana, 2021).

Furthermore, despite limited facilities and lack availability number of textbooks as admitted by one of the participants, those challenges can be solved. Teachers can utilize the classroom conditions to relate their teaching topics and overcome the challenges. However, it requires teachers' creativity and proper knowledge in integrating CRP and teaching TEYL. Participants were not able to overcome the facility shortages by using the pictures of the national heroes available in the classrooms. Therefore, they failed to create teaching atmosphere more engaging for learners by creating teaching learning process more relevant to the learners. Additionally, participants were unable to leverage the teaching materials by using available classroom materials, such as pictures or other materials directly related to the teaching topic and students' context to overcome lack of technology and facility in classrooms. Consequently, the government support to provide proper training for teachers is crucial to support the one of the SLM Policy goals at EFL classroom for young learners at primary level.

Moreover, the findings indicate that the implementation of SLM Policy in the contexts of English subject at primary school level failed due to inappropriate knowledge and teacher development among English teachers at primary school. Participants do not understand the goal of presenting cultural contents in textbooks, particularly regarding character building and awareness of local cultures of the learners because of unfamiliarity with goals of SLM Policy. Therefore, teachers failed to develop learners' character building by harnessing the cultural values from learners' local cultural experience as required by SLM Policy guidelines. One of the main goals of SLM Policy is to build learners' character buildings (Widi et al., 2022) instilled from local cultural knowledge of learners. Although the participants are aware of the implementation of SLM Policy in schools in other teaching subjects, they failed to understand the goal of SLM Policy for EFL teaching practices. Therefore, the study suggests that the government is involved to disseminate the goal of SLM Policy not only for other subject but also including English subject because English teachers are also part of SLM Policy actors as it is also postulated by previous finding (Japar, 2022).

Having said so, this study draws two significant implications. First, it is urgent that teachers at primary school level to be equipped with proper method for TEYL. English teachers' competence to teach English at primary school is still under qualified to teach English for young learners. This is in line with the previous works (Jazuly et al., 2019; Meisani, 2021) to teach English for young learners that many English language teachers at Indonesian primary schools are low proficiency in teaching young learners because most of them graduated from various English educational background that did not have proper knowledge in teaching English to young learners. Consequently, teachers were primarily deficient in skills related to create teaching materials, managing classrooms, and providing proper instruction for young learners. It is also challenging for English teachers to innovate their teaching strategies and teaching materials without proper knowledge and teaching training to teach CRP at primary school. Secondly, English teachers' development for integrating CRP for young learners is urgent to succeed the goals

of SLM Policy. English teachers at primary school level need to be equipped with proper knowledge on how to teach CRP to young learners. The findings highlight the urgent need for proper training for English language teachers at primary school level to equip proper skill and method on teaching English with cultural relevant to young learners.

4. CONCLUSION

Teaching CRP for young learners tends to relate learners' experience that is reflected in classroom while they are learning English. However, teaching CRP for young learners required the teachers to have a proper knowledge of unique characteristics of young learners in learning EFL. Besides, teaching CRP also require teachers' skill to relate learners' cultural content in their teaching practices. This study suggests that teachers need guidance and proper training equipped with culturally responsive teaching practices and more flexible culturally teaching resources on how to make English learning culturally relevant by linking it to students' life experiences, local traditions, and cultural events. However, this study has some limitation. The number of participants and school involved is limited. The study relatively involved one school. Therefore, the results of this study cannot be generalized. Recognizing that the teachers' attitudes, challenges, and supportive factors identified in a single primary school may not reflect those in different settings, a broader approach in future research is advised to include larger groups of participants and longer duration of observation in classrooms and different research method to obtain a more comprehensive understanding of CRP in teaching practices at primary school level. Moreover, the research data was limited to the results of interviews and observation without analyzing the endorsed textbooks and lesson plan used by the participants. Furthermore, it is recommended to consider various locations and school contexts, such as public schools or urban areas, and to extend the research to multiple schools. Additionally, future studies should investigate the integration of CRP across different grade levels, as the current study focused solely on fifth and sixth graders. Expanding research in these areas would enhance the understanding of the challenges, support factors and implications of teaching CRP and contribute to developing more effective teaching strategies to enhance learners' cultural awareness and engagement in EFL classrooms.

REFERENCES

- Abidin, Z., & Usman, J. (2021). Analyzing Aceh Cultural Heritage: Mathematical Tools and Language Use. *Jurnal Ilmiah Peuradeun*, 9(3), 661. <https://doi.org/10.26811/peuradeun.v9i3.574>
- Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism : consequences for mind and brain. *Trends in Cognitive Sciences*, 16(4), 240–250. <https://doi.org/10.1016/j.tics.2012.03.001>
- Brewster, J. (2004). *The primary English teacher's guide*. Penguin English.
- Cameron, L. (2002). Teaching Languages to Young Learners. L. Cameron. In *ELT Journal* (Vol. 56, Issue 2). <https://doi.org/10.1093/elt/56.2.201>
- Chang, W. C., & Viesca, K. M. (2022). Preparing Teachers for Culturally Responsive/ Relevant Pedagogy (CRP): A Critical Review of Research. *Teachers College Record*, 124(2), 197–224. <https://doi.org/10.1177/01614681221086676>
- Creswell, J. W. (2018). Mixed Methods Procedures. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. teachers college press.
- Gipps, G. R. (2007). *Analyzing A Qualitative* (Vol. 2901, Issue June).
- Hidayati, A. F., Yuliati, Y., & Hutagalung, F. D. (2024). The implementation of culturally responsive teaching in ELT classrooms within the concept of emancipated curriculum. *ELT Forum: Journal of English Language Teaching*, 13(2), 150–162. <https://doi.org/10.15294/elt.v13i2.7731>
- Japar, E. (2022). *The integration of multimodality in English teaching in Indonesian junior high schools* [Queen's University]. <https://pure.qub.ac.uk/en/studentTheses/the-integration-of-multimodality-in-english-teaching-in-indonesia>
- Jazuly, A., Indrayani, N., & Prystiananta, N. C. (2019). The Teaching of English in Indonesian Primary Schools: a Response to the New Policy. *Linguistic, English Education and Art (LEEAA) Journal*, 3(1), 17–25. <https://doi.org/10.31539/leea.v3i1.609>

- Kartikasari, E., & Nuryasana, E. (2022). School literacy movement program in elementary school, Indonesia: Literature review. *Journal of Education and Learning (EduLearn)*, 16(3), 336–341. <https://doi.org/10.11591/edulearn.v16i3.20383>
- Kidwell, T., & Pentón Herrera, L. J. (2019). Culturally Sustaining Pedagogy in Action: Views from Indonesia and the United States. *Kappa Delta Pi Record*, 55(2), 60–65. <https://doi.org/10.1080/00228958.2019.1580982>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- Laila, F. N., Adityarini, H., & Maryadi. (2023). Challenges and Strategies in Teaching English Speaking Skills to Young Learners : Perspectives of Teachers in Indonesia. *Voices of English Language Education Society*, 7(3), 542–556.
- Lynch, M. (2011). What is culturally responsive pedagogy. In *HuffPost Education*.
- Mahmud, Y. S. (2019). the Representation of Local Culture in Indonesian Efl Textbooks: Rationales and Implications. *Indonesian EFL Journal*, 5(2), 61. <https://doi.org/10.25134/ieflij.v5i2.1727>
- Maulana, M. I. (2021). Task-Based Language Teaching; Potential Benefits and Possible Criticisms in Indonesian Contexts. *Journal of English Teaching and Learning Issues*, 4(2), 69. <https://doi.org/10.21043/jetli.v4i2.12183>
- Meisani, D. R. (2021). The Use of E-Resources for Young Learners English Teaching Materials. *LLT Journal: A Journal on Language and Language Teaching*, 24(1), 640–649. <https://doi.org/10.24071/llt.v24i1.3080>
- Meisani, D. R. (2022). Conditions for teaching English to young learners: Indonesian teachers' perspectives. *English Language Teaching Educational Journal*, 5(2), 119–128. <https://doi.org/10.12928/eltej.v5i2.4989http://journal2.uad.ac.id/index.php/eltej/index>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society*, 21(3).
- Munandar, M. I., & Newton, J. (2021). Indonesian EFL teachers' pedagogic beliefs and classroom practices regarding culture and interculturality. *Language and Intercultural Communication*, 21(2), 158–173. <https://doi.org/10.1080/14708477.2020.1867155>
- Philp, J., Oliver, R., & Mackey, A. (2008). Child's play. *Second Language Acquisition and the Younger Learner*, 3–23.
- Prastiwi, Y. (2015). *Folktales as a medium of teaching English: Two primary schools in Solo, Indonesia (Doctoral Dissertation)*. Deakin University.
- Rahmatika, A., Azizah, N., & Andriyanti, E. (2023). Multicultural Values Represented in English Textbooks for Indonesian Learners: A Social Semiotic Analysis. *Dinamika Ilmu*, 23(1), 53–73. https://journal.uinsi.ac.id/index.php/dinamika_ilmu/article/view/6023
- Riadini, U. S., & Cahyono, B. Y. (2021). The Analysis of the Culture-Related Contents in an Indonesian English Textbook. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 285. <https://doi.org/10.21093/ijeltal.v5i2.711>
- Rizka Pebriantini, Vianty, M., & Amrullah. (2024). EFL Teachers' Lived Experiences in Teaching English to Young Learners. *Voices of English Language Education Society*, 8(2), 501–511. <https://doi.org/10.29408/veles.v8i2.26985>
- Sakhiyya, Z., Agustien, H. I. R., & Pratama, H. (2018). *The reconceptualisation of knowledge base in the pre-service teacher education curriculum : Towards ELF pedagogy*. 8(1), 49–56. <https://doi.org/10.17509/ijal.v8i1.11464>
- Scott, T., & Husain, F. N. (2021). Textbook Reliance: Traditional Curriculum Dependence Is Symptomatic of a Larger Educational Problem. *Journal of Educational Issues*, 7(1), 233. <https://doi.org/10.5296/jei.v7i1.18447>
- Scott, W. A., & Ytreberg, L. H. (1990). Teaching English to Children (pp. 1-4). In NY: Longman Inc.
- Sehan, Z. (2018). investigation on the last year EFL university students" ideas on using story in teaching English to young learners. *Journal of Language and Linguistic Studies*, 14(1), 125–138. www.jlls.org
- Sekar Pramesty, N., Maghfiroh, A., & Atiek Mustikawati, D. (2022). Teachers' Challenges in Teaching English to Young Learners in Rural Area. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5283–5292. <https://doi.org/10.35445/alishlah.v14i4.1517>
- Siregar, L. K., Mayuni, I., & Rahmawati, Y. (2023). Culturally responsive English teaching: Developing a model for primary school EFL teachers in Indonesia. *Issues in Educational Research*, 33(4), 1582–1600.

- Slattery, M., & Willis, J. (2001). *English for primary teachers: A handbook of activities and classroom language* (Vol. 1). Oxford University Press.
- Sulistiyo, U., Supiani, Kailani, A., & Lestariyana, R. P. D. (2020). Infusing moral content into primary school english textbooks: A critical discourse analysis. *Indonesian Journal of Applied Linguistics*, 10(1), 251–260. <https://doi.org/10.17509/IJAL.V10I1.25067>
- Widi, B., Fatimah, N., & Zuraina, A. (2022). Digital literacy readiness : Voices of Indonesian primary and secondary English teachers. *English Language Teaching Education Journal*, 5(2), 129–142.
- Wiedarti, P., Laksono, K., & Retnaningsih, P. (2018). *Desain induk gerakan literasi sekolah*.
- Yildirim, R. (2019). Teaching in culturally and linguistically diverse classrooms: Turkish EFL instructors' experience. *Journal of Language and Linguistic Studies*, 15(3), 1155–1170.
- Yin, R. (2011). *Robert_K_Yin_Case_Study_Research_Design_and_Mebookfi-Org.Pdf*.
- Zein, M. S. (2017). Elementary English education in Indonesia: Policy developments, current practices, and future prospects. *English Today*, 33(1), 53–59. <https://doi.org/10.1017/S0266078416000407>
- Zein, S. (2017). Language-in-Education Policy on Primary Efl: the Case of Indonesia. *Int. J. of Pedagogies & Learning*, 12(2), 133–146.
- Zein, S. (2020). *Language policy in superdiverse Indonesia*. Routledge.
- Zein, S. M. (2016). Government-based training agencies and the professional development of Indonesian teachers of English for Young Learners : perspectives from complexity theory. *Journal of Education for Teaching*, 42(February 2016), 205–223. <https://doi.org/10.1080/02607476.2016.1143145>