

The Impact of Local Cultural Integration in ELT Materials and Curriculum: A Review of the Literature

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ABSTRACT

The use of local culture in English Language Teaching (ELT) materials and curricula has been increasing in importance for teachers, researchers, and policymakers around the world. In this study, which was conducted within the context of the PRISMA systematic review approach, 20 peer-reviewed articles published between 2018 and 2022 were analyzed to determine the role and impact of local cultural integration in ELT. The key findings establish that the incorporation of local culture into ELT not only motivates learners and facilitates a better understanding of the language but also enhances cultural identity and critical thinking. The application is, however, confronted with challenges, including teacher readiness, lack of localized materials, as well as competition between international language norms and local realities. This article brings about an in-depth analysis of current trends, pedagogies, concerns, and prospects that will be valuable for ELT material developers, curriculum planners, and education stakeholders around the globe.

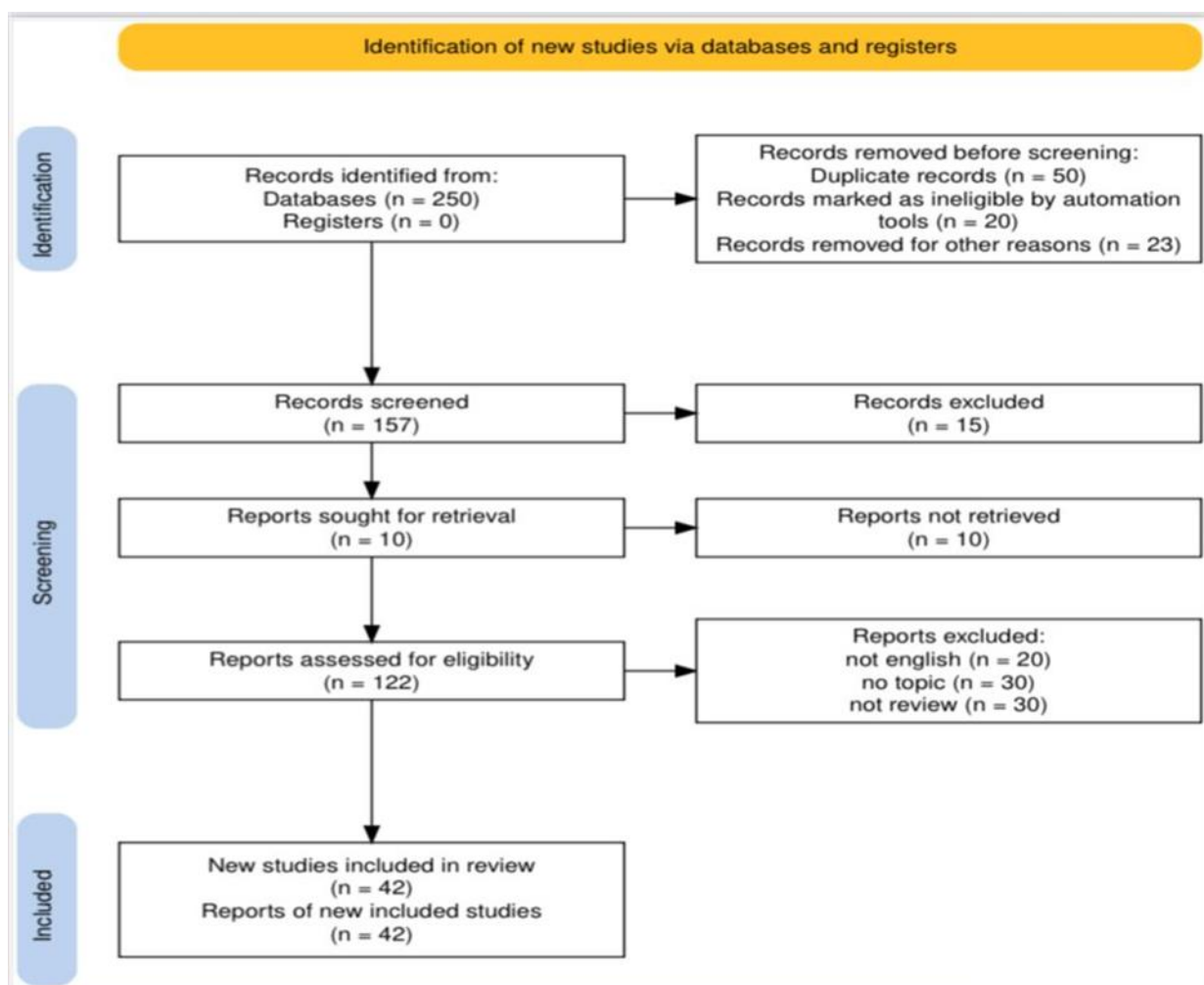
Keywords

Local Culture, ELT Materials, Culturally Responsive Pedagogy, PRISMA, Language Curriculum, Globalization, Identity, EFL.

Introduction

It is an era characterized by globalization and the dominance of English as a world lingua franca that poses unique cultural dilemmas for English teaching in non-native settings. Traditional English Language Teaching (ELT) material and curriculum have, in the past, privileged the target culture, predominantly Anglo-American norms, to the point of marginalizing the learners' own cultures. However, recent development in education discourse, brought about by the rise of culturally responsive pedagogy, demands the utilization of material that is meaningful to students' sociocultural contexts.

The use of local culture in ELT promotes learner motivation, develops intercultural understanding, and facilitates personal and national identity. Scholars argue that successful learning occurs when students can relate linguistic input to their daily lives and local values. In Indonesian, Vietnamese, Bangladeshi, and other EFL environments, the use of folklore, daily customs, and traditional values in instruction has been shown to promote better understanding and motivation. The aim of this article is to review the literature on this topic systematically utilising the PRISMA model to provide a synthesised, evidence-based discourse.



Methodology

This study follows the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) framework. Systematic review was done by identification, screening, eligibility, and inclusion of articles. The searches were conducted with keywords such as "local culture" AND "ELT materials", and other keywords pertaining to the same. Google Scholar, JSTOR, ResearchGate, ScienceDirect, and databases of local academic journals were used as sources.

Inclusion criteria: (1) Published 2018–2022; (2) Peer-reviewed articles from journals; (3) Empirical or theoretical research on ELT and local culture. Exclusion criteria: Books, book chapters, and studies beyond ELT. 20 articles were examined.

Findings and Discussion

The research provides diversified strategies for integrating local culture into ELT: contextualized texts, role-playing, and writing exercises focusing on local traditions. These lead to increased learner motivation, identity affirmation, and improved understanding.

Challenges include resource deficits, poor teacher training, and tension between local-global norms. Teachers are made into cultural mediators, and curriculum planners develop rich, authentic materials that are locally rich. Different studies validate the benefits and highlight the lack of official frameworks for evaluating cultural integration.

Conclusion and Future Directions

The local culture must be incorporated into ELT materials for learner interest and making language learning meaningful. It fosters linguistic and cultural identity, increases motivation, and develops intercultural competence. Despite these benefits, systemic support is needed. Curriculum developers, teachers, and policymakers should work together to optimize implementation. Future studies should test empirical impacts, determine evaluation instruments, and create scalable pedagogic models.

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