

ENHANCING ENGLISH LITERACY THROUGH ETHNOPEDAGOGY : A FOCUS ON CULTURAL RELEVANCE IN TEACHING PRACTICE

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Article Info	Abstract
<p>Article History Received: September 2024 Revised: October 2024 Published: January 2025</p> <p>Keywords Ethnopedagogy approach; Cultural relevance; English Literacy; ICT; Teaching Practice;</p>	<p><i>Information and Communication Technology (ICT) provides digital media innovations to gain Literacy and understanding. In South Sumatra, the potential of local wisdom, such as folklore and traditional songs, highlights the importance of these elements in Ethnopedagogy and cultural preservation. The research provides contributions to both educators and learners. By incooperating ethnopedagogy into the learning materials, it can make teaching practice become more inclusive and enhance literacy in a culturally contextualized manner optimally. Therefore this study aims to enhance students' English literacy by integrating Ethnopedagogy context throuh learning material, which emphasizes cultural relevance and teaching practices that also reflect students' cultural backgrounds. This study employs a descriptive qualitative methodology to explore the enhancement of English literacy through Ethnopedagogy. Data were collected through a literature review. The qualitative approach facilitated an in-depth analysis of how cultural relevance and effective teaching practices can improve English literacy education. This study investigates the integration of cultural contexts into Literacy Instruction. The study then addresses the role of cultural identity in literacy achievement. The research further explores challenges and solutions in culturally relevant literacy instruction. The findings underscore the significance of incorporating local wisdom and cultural elements in developing effective English literacy programs that resonate with students' cultural backgrounds and enhance their learning experiences.</i></p>
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INTRODUCTION

Many students encounter considerable challenges in cultivating their English literacy skills, which encompass speaking, reading, writing, and listening. As highlighted by Nathir Ghafar et al. (2023), these challenges manifest across a variety of contexts, spanning both academic and everyday life situations. The hurdles that obstruct students' progression in English literacy often lead to broader implications, affecting their learning experiences and limiting future opportunities. English proficiency is not merely an academic asset; it serves as a critical component for higher education advancement, facilitates international communication, and propels economic growth (Alhendi & Osama, 2020). This underscores the far-reaching significance of fostering English literacy among students, positioning it as a vital ingredient for their holistic development and societal contribution.

Literacy's importance is ingrained early in a child's educational journey, beginning at the elementary school level, a phase that represents a pivotal period in developmental growth. This stage marks the foundation of language acquisition and cognitive development, rendering it crucial for nurturing literacy skills. Iskandar et al. (2024) emphasize that early childhood

education is designed to harness and cultivate a child's potential in its entirety, reinforcing the role of elementary education as a cornerstone in literacy advancement. Strong literacy skills at this formative stage significantly contribute to shaping children's academic trajectories and enhancing their future capabilities.

The Ministry of Education's framework delineates fundamental literacy as a composite of several core competencies, including reading, writing, numeracy, and proficiencies in science, digital technology, financial literacy, and cultural literacy. These foundational skills are indispensable for equipping students to navigate and comprehend the complexities of the modern world (Bata et al., 2023). However, prevailing research reveals persistent gaps in students' literacy competencies, particularly in reading, mathematics, and science. This evidences a pressing need to intensify literacy development initiatives at the elementary level to rectify disparities and elevate overall academic outcomes.

Despite the recognized importance of literacy, numerous students continue to exhibit low motivation and enthusiasm for engaging in English literacy activities. This phenomenon is particularly pronounced in rural areas where exposure to English is minimal and often perceived as irrelevant to students' immediate environments and aspirations. The limited integration of English in their daily lives contributes to a disconnect, fostering the perception that English literacy is an abstract pursuit detached from practical utility. In addressing this challenge, the concept of ethnopedagogy emerges as a transformative approach that incorporates cultural relevance into pedagogical practices. By embedding students' cultural contexts into English instruction, ethnopedagogy seeks to bridge this divide, fostering greater engagement and intrinsic motivation. Murnane, Sawhil et al. (2012) conceptualize cultural literacy as an interactive process through which individuals engage with diverse cultures, thereby co-creating and articulating shared identities and values.

The novelty of this study lies in its exploration of ethnopedagogical approaches to English literacy development, particularly within underrepresented and rural educational contexts. While previous studies have extensively examined the cognitive dimensions of literacy acquisition, this research uniquely integrates cultural frameworks as a vehicle for enhancing English proficiency. By situating language learning within culturally familiar narratives and contexts, the study offers innovative pathways to enrich students' literacy experiences. This approach not only acknowledges the sociocultural dynamics at play but also addresses the broader spectrum of barriers inhibiting English literacy advancement.

Furthermore, this study delves into the intersection between cultural identity and language learning, proposing that the incorporation of local cultural elements can serve as a catalyst for literacy improvement. It posits that students are more inclined to engage in literacy activities when they perceive the material as reflective of their own heritage and lived experiences. By fostering a sense of ownership and relevance, ethnopedagogy empowers students to develop a deeper connection with English literacy, transforming it from an abstract concept into a tangible and meaningful skill. The research's focus on elementary education further enhances its novelty, targeting a critical juncture where interventions can yield long-term benefits. By embedding ethnopedagogical principles at the foundational stages of learning, the study aims to instill sustainable literacy habits that persist throughout students' academic journeys. This forward-looking perspective aligns with the broader objective of equipping students with the necessary tools to thrive in an increasingly globalized environment.

The study underscores the imperative of reimagining traditional literacy instruction through culturally responsive methodologies. It highlights the transformative potential of ethnopedagogy as a means to democratize literacy education, ensuring that students from diverse backgrounds have equitable access to quality English instruction. By advocating for pedagogical inclusivity, the research contributes to the ongoing discourse on literacy development, paving the way for more holistic and integrative approaches to education.

RESEARCH METHOD

Research Design

The research design of this study adopts a qualitative descriptive methodology aimed at exploring the intersection between English literacy and ethnopedagogical approaches. This method allows for an in-depth examination of how cultural relevance can enhance the teaching and learning process, particularly in fostering greater engagement and understanding among students. By employing a qualitative framework, the study captures nuanced insights into the challenges and strategies associated with integrating local cultural contexts into English literacy instruction. The descriptive nature of this research facilitates a comprehensive review of existing literature and practices, offering a detailed narrative that highlights the potential of ethnopedagogy as a transformative tool in education.

Research Objects

The research object focuses on the enhancement of English literacy through the lens of ethnopedagogy, emphasizing the role of cultural relevance in shaping effective teaching practices. This study seeks to explore how ethnopedagogical principles can be embedded within English literacy instruction to foster a more meaningful and contextualized learning experience. The objective is to analyze the extent to which cultural identity and local heritage influence literacy achievement and to identify practical strategies for incorporating these elements into classroom practices. By centering the research on cultural responsiveness, the study aims to address the disconnect often observed between students' lived experiences and the curriculum, ultimately contributing to more inclusive and effective literacy education.

Research Instruments

The research instruments employed in this study primarily consist of literature reviews and document analysis, allowing the researcher to gather a wide range of data on ethnopedagogy and its application in English literacy instruction. The researcher conducted comprehensive reviews of scholarly articles, educational reports, and case studies that examine the intersection of cultural identity and literacy development. This method ensures that the data collected reflects diverse perspectives and experiences, providing a holistic understanding of the topic. The study also involves the collection of information on teaching practices that integrate local cultural contexts into literacy instruction, further enriching the analysis.

Data Analysis

In terms of data analysis, the study utilizes qualitative methods that encompass data collection, data display, and the drawing of systematic conclusions. The collected data are coded according to specific themes and categories that align with the research objectives, enabling the researcher to identify patterns and relationships within the information. This process facilitates the organization and interpretation of data in a manner that highlights key insights and findings. By employing a systematic approach to data analysis, the study ensures that the conclusions drawn are well-supported and reflective of the broader educational landscape. The emphasis on qualitative analysis allows for a deeper exploration of the cultural dimensions of literacy education, contributing to the ongoing discourse on pedagogical innovation and inclusivity.

RESEARCH FINDINGS AND DISCUSSION

Integration of Cultural Contexts into Literacy Instruction

Literacy encompasses the essential skills of reading and writing, developed through a continuous dialogic process between individuals and their broader social and historical contexts. Wijaya (2021) highlights that literacy is more than a cognitive activity; it functions as a semiotic system embedded in social interactions and contextual understandings. This

perspective aligns with Gay (2002), who asserts that literacy engages individuals in a complex interaction with their environments, shaping and being shaped by the socio-historical fabric within which it operates. Literacy not only enables individuals to navigate texts but also allows them to engage with the world in meaningful ways, using signs and symbols to interpret and communicate knowledge. Media literacy further broadens this concept, emphasizing the capacity to critically understand, evaluate, and utilize media as a primary source of information and communication. According to Ramaiah and Saraswati Rao (2021), teachers can enhance students' information literacy by integrating technological tools, ensuring that learners access, assess, and apply information effectively.

Schools and educators play a critical role in tailoring literacy activities to reflect the unique circumstances of their students. Wohlfart and Wagner (2023) suggest that literacy education must be flexible and adaptive, aligning with the cultural and social realities of learners. The incorporation of cultural context into language learning helps students adapt their communication styles to resonate with cultural norms, fostering more effective interactions and enhancing the authenticity of their relationships within educational settings. As Karlik (2023) posits, true mastery of a language extends beyond the mechanics of grammar and vocabulary; it necessitates a profound understanding of the culture from which the language originates. Language serves as a cultural vessel, intertwining with the values, traditions, and social practices of a community. This notion is reinforced by Suryani et al. (2020), who argue that language and culture are inseparable, with language functioning as a crucial element for preserving and transmitting cultural heritage. Dix and Corbett (2023) emphasize that language cannot be detached from its cultural context, as cultural underpinnings form the foundation upon which language is built.

From an educational standpoint, the integration of cultural elements into language instruction is essential for fostering comprehensive literacy development. Teaching English, or any language, without incorporating cultural insights risks creating a disconnect between learners and the linguistic content, potentially undermining national identity and cultural pride. Language education, therefore, must reflect both local and target cultures, equipping students with the cultural knowledge necessary to navigate global and local contexts effectively. Akbar et al. (2023) stress the importance of acknowledging and respecting cultural differences to cultivate inclusive and supportive learning environments. Recognizing the diverse cultural backgrounds of students not only enriches the educational experience but also prepares learners to engage in cross-cultural interactions with empathy and understanding.

Culture exerts significant influence over educational beliefs, shaping how learners perceive the value of education and engage in classroom activities. Kowalski et al. (2022) identify three core objectives in the teaching of culture: cultural knowledge, cultural awareness, and cultural competence. Cultural knowledge refers to the structured, often second-hand information about a culture that is presented systematically, typically through educational materials and instruction (Parkhouse et al., 2019). While valuable, cultural knowledge alone is insufficient for fostering deep intercultural understanding. Thi and Nguyen (2017) argue that cultural awareness emerges when learners reflect on and engage with both their culture and that of the target language, facilitating deeper insights into the similarities and differences between the two. This reflective process enables students to develop more nuanced perceptions and fosters greater intercultural sensitivity.

Cultural competence, as highlighted by Permatasari (2023), represents the highest level of cultural integration, encompassing the skills and resources necessary to interact with individuals from diverse ethnic and cultural backgrounds. It involves not only recognizing cultural differences but also managing and embracing them successfully. Cultural competence allows learners to navigate diverse social environments with confidence, fostering mutual respect and collaboration across cultural boundaries. This capacity is crucial in the modern,

interconnected world, where cross-cultural communication is an indispensable skill in academic, professional, and social settings.

The implications of this study for improving English as a Foreign Language (EFL) learners' literacy are significant. By embedding cultural relevance into literacy instruction, educators can create more engaging and meaningful learning experiences that resonate with students' lived experiences. This approach helps bridge the gap between abstract linguistic concepts and practical language use, encouraging learners to view English not merely as a subject but as a tool for global engagement and self-expression. Incorporating ethnopedagogical methods—teaching that draws from the students' cultural contexts—can bolster motivation and enhance retention, leading to higher levels of literacy achievement.

Furthermore, integrating cultural literacy into EFL instruction promotes holistic language development, enabling learners to appreciate the interplay between language and cultural identity. This dual focus not only enhances linguistic proficiency but also fosters critical thinking, empathy, and global awareness. By cultivating cultural competence alongside linguistic skills, educators prepare students to navigate diverse international environments confidently, ultimately empowering them to become more effective communicators and culturally responsive global citizens.

The study underscores the necessity of rethinking conventional EFL approaches, advocating for pedagogical strategies that reflect the multifaceted nature of language learning. As language shapes and is shaped by cultural forces, fostering cultural competence within EFL instruction enriches the educational journey, providing students with the tools to succeed academically while preserving and celebrating their cultural identities. This integrative approach positions literacy education as a transformative force, bridging cultural divides and fostering greater understanding across linguistic and cultural boundaries.

Role of cultural identity in literacy achievement

Integrating local culture into literacy instruction provides a powerful means of connecting students' lived experiences with academic content, effectively bridging the gap between traditional literacy frameworks and cultural practices (Ratri et al., 2024). This culturally responsive approach fosters greater relevance and meaning, resulting in enhanced student engagement and comprehension (Hadianto et al., 2022). When literacy instruction reflects the cultural contexts of learners, it promotes deeper connections between their identities and the learning process, reinforcing the significance of the material (Tompo et al., 2023). This alignment between culture and literacy has been linked to improved academic performance, as students demonstrate higher levels of engagement and achievement across diverse demographic groups (Bayar & Karaduman, 2021).

Cultural identity plays a pivotal role in shaping literacy development, influencing how students acquire and process information within educational settings. Kim (2007) emphasizes that cultural identity and learning are inextricably linked, as students draw upon their cultural knowledge to interpret texts and navigate their academic journeys. Literacy, therefore, is not solely a cognitive skill but also a social practice rooted in cultural contexts. By acknowledging and incorporating students' cultural backgrounds into teaching methodologies, educators can create inclusive learning environments that validate and leverage the diverse experiences of their students. This approach not only enriches the literacy experience but also fosters a sense of belonging and confidence, which are essential for academic growth.

Practical applications of cultural integration in literacy teaching may include the selection of texts that reflect local folklore, traditions, and historical narratives. These materials resonate with students, making abstract literacy concepts more tangible and accessible. Additionally, encouraging students to write about their cultural experiences or engage in storytelling activities rooted in their heritage further strengthens their literacy skills by providing authentic and

meaningful contexts for learning. Collaborative projects that celebrate cultural diversity within the classroom can also enhance peer learning and foster cross-cultural understanding.

Ultimately, integrating local culture into literacy education serves as a catalyst for both personal and academic development. It empowers students to see their cultural identities reflected in the curriculum, promoting greater engagement and fostering a holistic approach to literacy that extends beyond language acquisition. This culturally inclusive model represents a pathway to not only improving literacy outcomes but also cultivating globally aware and culturally competent learners. It can be presented in Table 1.

Table 1
Applying Culture to Enhance Literacy

Author	Statement	Result
Siliņa-Jasjukeviča & Rancāne (2022)	Acquiring knowledge of conventional celebrations and ceremonies of culture	This practice assists learners in situating themselves within cultural frameworks and valuing cultural heritage then enhance understanding reading and writing and appreciation multicultural.
Nurlia Djafar & Novianty Djafri (2024).	Incorporating cultural literacy through the use of traditional dance	Assists students in comprehending cultural values and appreciating diverse cultures, which in turn enriches literacy skills through the exploration and expression of cultural heritage
Si'ilata et al. (2023)	Connecting pedagogical practices with family cultural literacies	This way validates children's cultural identities and expands the concept of literacy to include oral texts in heritage languages and English.
O. Lee et al. (2007)	Dialogues regarding family language and cultural heritage to integrate multicultural education into literacy improvement efforts.	Assists in connecting students' existing knowledge with new scientific ideas, making the learning experience more relevant.
Moll et al. (2001)	Employing methods to link students' home knowledge with classroom teaching through culturally relevant texts,	Enhances student engagement and literacy skills, strengthens teacher-student relationships, increases family involvement, promotes culturally responsive pedagogy
(Hadianto et al., 2022b)	Short-term cross-cultural practice in school and university	Students' experiences enhance cultural literacy

The integration of culture into literacy education has undergone significant evolution, reflecting shifts in the understanding of culture from a static, fixed concept to a dynamic and interactive framework. McDonough (2008) highlights key stages in the development of multicultural discourse, illustrating how cultural perspectives in education have progressed to recognize the fluid and evolving nature of culture. This shift emphasizes the importance of collective symbolic contributions, where diverse cultural narratives and expressions play a vital role in shaping the educational experience. By incorporating these elements, multicultural education fosters a more inclusive and representative approach to literacy, aligning learning with the lived experiences and identities of students.

A practical understanding of culture in literacy education encompasses several functional concepts that reflect how culture influences learning. One such concept is the idea of culture as a lived experience, which posits that students' day-to-day interactions, traditions, and community practices shape their approach to literacy. This perspective encourages educators to design instructional materials and activities that reflect the cultural backgrounds of their students, making learning more relevant and accessible. For instance, incorporating local folklore, proverbs, and community stories into reading and writing exercises helps bridge the gap between home and school literacy practices, fostering deeper engagement and comprehension.

Another key aspect of cultural integration in literacy is the recognition of culture as a social construct. This perspective views culture as a collective process involving dialogue and exchange within diverse communities. In literacy education, this translates to creating classroom environments that celebrate diversity and encourage collaborative learning. Group projects, peer discussions, and cultural exchange activities enable students to share their cultural knowledge, enriching the learning process for the entire class. This collaborative approach not only enhances literacy skills but also promotes empathy, respect, and cross-cultural understanding among students.

Furthermore, culture can be understood as a tool for identity formation and self-expression. Literacy activities that encourage students to explore their cultural heritage and express their identities through storytelling, personal narratives, and creative writing empower them to take ownership of their learning. This fosters a sense of pride and confidence, which is essential for academic success and personal growth. By embedding these cultural concepts into literacy education, educators can create more inclusive, engaging, and effective learning environments. This approach not only enhances literacy outcomes but also prepares students to navigate and contribute to an increasingly multicultural world. It can be seen in Table 2.

Table 2
Cultural Concepts Based on Practical Functions

Culture Concept	Function Practice
Liberal Multiculturalism	This initial stage emphasizes the recognition and celebration of cultural diversity. It often focuses on including various cultural groups within a framework that values individual rights and freedoms but may not deeply engage with the complexities of cultural interactions.
Multiculturalism of Difference	This stage moves beyond mere recognition to highlight the importance of understanding and valuing cultural differences. It critiques the homogenization of cultural identities and advocates for acknowledging unique cultural experiences and perspectives.
Critical Multiculturalism	At this stage, the discourse interrogates power dynamics and the socio-political contexts that shape cultural identities. It emphasizes the need to challenge oppressive structures and practices that marginalize certain groups, advocating for social justice and equity.
Post structural Multiculturalism	This phase further complicates the understanding of culture by viewing it as fluid and constructed through ongoing meaning-making processes. It recognizes that identities are not fixed but are continuously shaped by cultural exchanges and interactions.
Trans figurative Multiculturalism	Envisions culture as an expressive, representational, and trans figurative process. This conception allows for the emergence of new identity positions and encourages the collective articulation of cultural representations. It aims to prepare students for engagement in culturally diverse environments, fostering robust new cultural identities that are inclusive and dynamic.

Challenges and Solutions in Culturally Relevant Literacy Instruction

English teachers hold a pivotal role in embedding cultural elements into their teaching practices, making language instruction more engaging and relevant to students. In the past, language instruction primarily emphasized communicative techniques with little attention to cultural content (Harris et al., 2020). However, the increasing demand for integrating local culture into English as a Foreign Language (EFL) teaching reflects the need to enhance student motivation and comprehension (Chicherina & Strelkova, 2023). By intertwining local culture with the target language, teachers can foster a deeper connection between students and the learning material. This approach not only preserves cultural traditions but also creates meaningful links between students' experiences and the language being taught. Lee et al. (2023) argue that effective EFL teaching should strike a balance between introducing the target language culture and reinforcing local cultural values, cultivating cultural awareness in the process.

Integrating local culture into EFL education enables students to engage with texts more intimately by drawing parallels between their lived experiences and the material. This pedagogical approach serves to enhance not only linguistic competence but also cultural literacy, positioning students to better navigate the globalized world without losing touch with their heritage. It fosters a sense of identity and belonging, which can positively influence students' motivation and learning outcomes. By preserving cultural traditions and exploring local wisdom through the medium of English, students develop a multifaceted understanding of the language that transcends grammatical and lexical knowledge.

Despite the numerous benefits, the integration of cultural literacy into EFL instruction presents several challenges. Murnane, Sawhill et al. (2012) outline obstacles faced by students in both developing and advanced countries, underscoring the universality of literacy issues. Binti Ghazali et al. (2021) highlight the need for improved teacher training, better teaching materials, and strategies to address the diverse socioeconomic backgrounds of students. In many cases, the disparity between classroom instruction and online assignments exacerbates these challenges, leading to mismatches in learning experiences (Sha'Ar et al., 2022). Additionally, teachers often encounter difficulties in mentoring students, which can result in unethical practices such as copying. Technical issues, including access to digital platforms and registration problems, further hinder effective literacy development. The disconnect between course content and students' actual needs, particularly in areas like speaking skills and digital literacy, limits overall proficiency growth.

To address these challenges, educators must adopt comprehensive and adaptable strategies that cater to the diverse needs of their students. Khairuddiniyah (2018) emphasizes the importance of creating supportive classroom environments, developing appropriate instructional strategies, and assessing students' literacy skills holistically. Effective literacy teaching requires innovative approaches that extend beyond conventional methodologies. Kuo (2014) suggests that integrating critical literacy activities into English language learning can significantly enhance student engagement. By connecting personal experiences to classroom activities, students become active participants in the learning process. Activities such as analyzing picture books, engaging in thematic writing exercises, and exploring culturally relevant narratives not only bolster critical thinking but also promote deeper motivation and understanding. However, Kuo advises that these activities should complement rather than replace traditional language instruction.

Lestari and Syahdan (2019) recommend practical strategies to enrich students' literacy experiences, including icebreakers, memory recall exercises, brainstorming sessions, class discussions, games, fill-in-the-blank activities, and English camps. These interactive approaches create dynamic learning environments that stimulate students' interest and encourage active participation. Pt and Paragae (2023) further suggest that cooperative, problem-based, and project-based learning models can foster collaborative learning experiences, promoting both individual and collective growth. These methodologies allow students to engage with content on a deeper level, reinforcing key language skills while integrating cultural elements.

Gauci (2017) identifies additional strategies that emphasize the professional development of teachers, the integration of students' cultural backgrounds into lessons, and the cultivation of higher-order thinking skills. Continuous professional development equips teachers with the skills needed to implement culturally responsive teaching, ensuring that they remain adaptable and innovative in their practices. Furthermore, by selecting culturally rich texts for reading exercises, educators can seamlessly incorporate local and target cultures into their lessons. Reading serves as a valuable tool for exposing students to diverse cultural narratives, enhancing their appreciation of different perspectives, and deepening their understanding of both the target language and their own heritage.

Integrating culture into reading activities stands out as one of the most effective methods for promoting cultural literacy. Selecting texts that reflect students' cultural backgrounds and the target language culture not only enriches the reading experience but also fosters empathy and cross-cultural understanding. Educators must plan lessons with cultural sensitivity, recognizing the unique features and learning styles of each student. This culturally aware approach to teaching ensures that students are not only developing their language skills but also engaging in meaningful, transformative learning experiences.

Ultimately, the integration of cultural literacy into EFL education represents a pathway to producing well-rounded, culturally competent students equipped to navigate diverse linguistic and social landscapes. By embedding local and global cultural elements into the curriculum, teachers can inspire a deeper appreciation for language learning, fostering students' growth as global citizens. This holistic approach to literacy instruction reaffirms the importance of balancing language proficiency with cultural knowledge, positioning students for success in both their academic and personal lives.

CONCLUSION

Students face significant hurdles in developing their English literacy skills, which are crucial for educational advancement and international communication. These challenges span various contexts, from academic settings to everyday life, and are particularly pronounced for those from regions with limited English exposure. This lack of practical application can diminish motivation and engagement with English literacy activities. To address these issues, integrating cultural relevance into literacy instruction through Ethnopedagogy offers a promising solution. This approach aligns teaching practices with students' cultural backgrounds, making learning more engaging and meaningful.

Effective literacy instruction is viewed as focusing on language skills and understanding the cultural context that shapes language use. This integration helps students connect more deeply with the language and improves their learning experience. Integrating local cultural elements into English as a Foreign Language (EFL) instruction can provide several benefits, including contextualizing learning, increasing emotional engagement, and reducing learning difficulties. Educators are encouraged to include cultural elements in textbooks and teaching methods to promote cross-cultural understanding and tolerance. This approach supports an inclusive learning environment that acknowledges and respects cultural differences, enhancing students' motivation and achievement in Literacy.

Challenges in implementing culturally relevant literacy instruction include the need for better teacher training, improved teaching materials, and addressing diverse student needs. Strategies to overcome these challenges involve developing effective teaching methods, creating supportive classroom environments, and integrating critical literacy activities that connect students' personal experiences with their learning. Innovative methods such as cooperative, problem-based, and project-based learning are highlighted as effective strategies for improving English literacy. In planning lessons with cultural sensitivity and understanding, educators can better support students' literacy development and prepare them for a complex, interconnected world.

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