

Schematizing CLLA in the Educational Taxonomy Implementation by the Teachers of Three Asian Countries

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Abstract This action research investigated schematizing CLLA (Cultural Language Learning Approach) in the educational taxonomy by involving 40 secondary and higher education English teachers coming from Indonesia, Malaysia and the Philippines through webinar workshop series. The participants were introduced to the use of CLLA for their teaching by enhancing Bloom's FCPM (Factual, Conceptual, Procedural, and Meta-cognitive) knowledge dimensions. The gathered data were questionnaires and in-depth observation results on the online peer-teaching activities which were then analyzed descriptively and validated using peers-debriefing. The highlighted focus of the questionnaires was on their understanding of CLLA principles while the observation focused on their teaching performance using CLLA by exploring the FCPM in the tasks given. This study revealed as follows: (1) results of the analysis of the questionnaires showed that the teachers never used cultural discourse as their teaching materials, (2) intervention results showed the teachers' improvement in understanding the principle of CLLA, (3) in-depth observation towards the peers teaching practice showed that they were able to use CLLA embedded by the FCPM, and (4) They realized that various local cultures can enrich their teaching materials sources. This study recommends that CLLA can be practically and theoretically beneficial for future studies.

Keywords Action Research, FCPM, Knowledge Dimensions, Intervention, CLLA

1. Introduction

The massive involvement of foreign culture is assumed to decrease the recognition of the local culture by the young generations, especially in Asian countries, such as Indonesia, Malaysia and the Philippines. The advancement in information and communication technology (ICT) is rapidly changing most of human life including academic, professional, and personal lives. This affects the Association of Southeast Asian Nations (ASEAN) policy to initiate its ten member-states to achieve regional integration [1] where Indonesia, Malaysia and the Philippines are included in it.

In connection with the advancement of ICT, the aforementioned three Asian countries are also considered of having failed in language learning, especially concerning involving culture as their teaching material. In connection with such a case, Tran [2] asserts that there was a mismatch between EL teachers in defining the objectives of culture teaching and their actual classroom practices. This fact is underlined by Marek [3] who has similarly doubtfully quoted such a condition.

Most teachers realize that teaching the culture of native-speaking countries is valuable, but it is still insignificantly done, how much of the course should be about culture [3]. Language, as well as culture, is such an integral part of

being human that many people tend to assume it is inherited genetically. When someone tries to communicate with people from different cultures and adjust to the differences, it proves that the culture is learned. Culture is a holistic lifestyle. Culture is also complex, abstract, and broad. Many aspects of aid culture determine communicative behaviour. Elements of sociocultural distribution include many human social activities [4].

Previous studies define that culture not only shows a nation's identity but also a sense of nationalism. A country whose people uphold a sense of nationalism will become a strong nation. This attitude of nationalism must also be nurtured from an early age. The importance of nationalism makes it obligatory for anyone to know what real nationalism is [5-6]. The current study was triggered by the aforementioned previous studies.

1.1. CLLA (Cultural Language Learning Approach)

CLLA (Cultural Language Learning Approach) is an approach to teaching language by employing traditional cultural heritages in which materials are presented in the form of texts. So far, CLLA has been developed in ELT through human puppets performances that can be picked from YouTube as the teaching materials delivered in an integrated way by developing pairs-skills of listening-speaking and reading-writing [7-9]. In its development, such a novel approach has been employed to introduce other more cultural materials, such as local cultural buildings (such as temples, antique housing, palace, ancient fortress, and water castle), ceremonies (traditional weddings, religious ceremonies) and foods and beverages. Those cultural products can be used as language materials through the discourse being taught. As it is known that every country or even community has its own original local culture as the ancestors' heritage.

Learning other languages and cultures is an opportunity to gain critical distance from both others and oneself. In this case, learners must be treated as whole human beings who need intercultural communication to enlarge their life experiences worldwide [10]. Teaching language using cultural discourse is considered efficient for learners and can improve both language and the cultural discourse content being learned as their new knowledge. Besides, the local cultural heritage can be well-preserved by the fact that not all learners in a certain community understand their valuable ancestors' heritage.

1.2. Educational Taxonomy

Educational taxonomy was first introduced in 1956 by Benjamin S. Bloom and it is known as Bloom's taxonomy. It is currently worldwide taught in a majority of teacher-education programs included in Asian countries. However, it is not the only framework for teaching thinking. It consists of six levels of thinking, namely: knowledge, comprehension, application, analysis, synthesis, and

evaluation. It was, then revised as remembering, understanding, applying, analyzing, revising, and creating which is often displayed as a pyramid [11]. Taxonomy was, then, separated into two categories, namely the LOTS (Lower-order thinking skills) and HOTS (Higher-order thinking skills). It is categorized to distinguish human critical thinking orderly from the easier to the more complicated ones.

LOTS consist of remembering, understanding, and applying, while HOTS in its development include synthesizing, analyzing, reasoning, comprehending, application, and evaluation. Learning using HOTS, is intended to enable the learners to apply such taxonomic patterns in carrying out their learning process to obtain new knowledge through their creativity to solve problems critically [7-9, 12]. Thus, this study more focused on the use of HOTS rather than LOTS.

1.3. Schematizing CLLA in the Educational Taxonomy

Schematizing is defined as the process of abstraction from the experience of the core characteristics needed to understand or operate in a particular cognitive domain [13]. Its data has a crucial role in a data platform at Meta's scale. These systems are planned with the knowledge that every decision and trade-off can impact the reliability, performance, and efficiency of data processing [14]. Regarding the current study, the process of abstraction was conducted based on the author's long experiences in benefiting various Javanese local cultures as the learning materials to develop language learners with various ethnic and cultural backgrounds. It aimed at both stirring the learners' sense of belonging and their pride in their own national cultures. Besides, using cultural products as learning materials was considered an effort to conserve the local culture's existence and to respect the ancestors' heritage.

Even though local culture provides many benefits in language teaching (LT). However, several previous studies asserted that most teachers seemed unrealized to use it significantly [2, 7-9]. Hence, this current study investigated schematizing CLLA (Cultural Language Learning Approach) in the educational taxonomy to obtain the following research data: (1) Teachers' realization of the importance of local culture as teaching materials; (2) Teachers' experiences in using local culture in their course; (3) Teachers insights towards CLLA as a novel approach; (4) Teachers capacities in employing CLLA in the educational taxonomy; and (5) Results of schematizing teachers CLLA implementation in the educational taxonomy.

The results of this study are expected to provide information regarding teachers' insights on the importance of using CLLA to benefit the local culture existence that needs preservation to prevent them from fade-away extinction. Besides, the findings can be an alternative basic data to conduct future studies.

2. Materials and Methods

2.1. Research Design, Type and Duration

This study used a mixed method. A mixed methods research integrates elements of quantitative research and qualitative research to answer the research question and can help to gain a more complete picture than an isolated quantitative or qualitative study. It also allows the researcher to enrich data that cannot be obtained through only research method type [15-17]. However, several previous studies found its use was still very limited.

The current study synthesized the use of mixed methods with an action research approach (ARA), aiming at investigating and solving the current appeared issues. ARA consists of two models, namely: participatory and practical action research [18]. Participatory action research is an approach to an enquiry which involves researchers and participants working together to understand a problematic situation and change it for better improvement [19]. Participatory ARA involves participants as understudied community members to empower them for gaining the research outcomes.

This approach treats participants as co-researchers during the research process. Practical action research focuses more on the process of solving the appeared specific issues. Either participatory or practical ARA intends to improve more on the capacity and ability of future practitioners rather than focusing on a theoretical body of knowledge contribution [16,18,19]. ARA is commonly conducted cyclically with synthesized cycles as suggested by George [16] and [20].

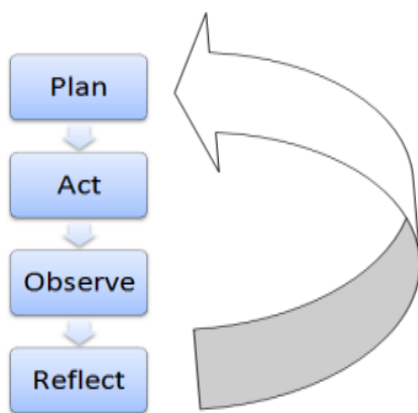


Figure 1. ARAC (BRM, 2023)



Figure 2. ARAC (Inspired by George, 2023)

Both Figures 1 and 2 perform 4 cyclical stages of activities. Figure 1 consists of: Planning - Acting - Observing - Reflecting. Figure 2 consists of Planning - Acting - Analyzing - Concluding. This study synthesized sequential actions of both Action Research Approach Cycle (ARAC) models as illustrated in Figure 3. The ARAC was in this case, accomplished by involving stages of Planning - Acting-Observing-Analyzing-Reflecting-Concluding sequentially.

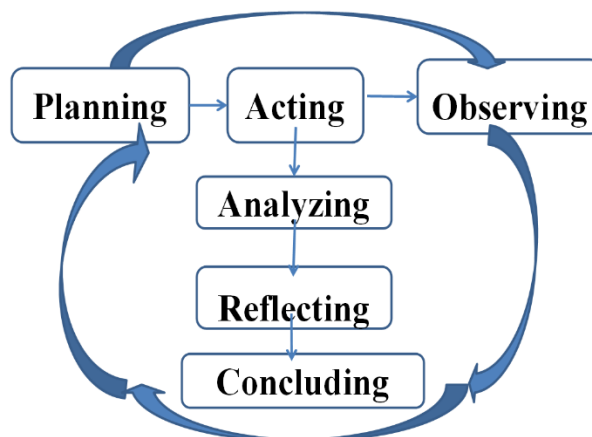


Figure 3. The Synthesized ARAC in the Current Study

In this sense, both participatory and practical models were employed by involving 5 (five) secondary teachers coming from Malaysia, 5 (five) Philippines lecturers and 30 Indonesian ELT within the event of 3 (three) days of International Webinar Serials held in August 2021 by a private university in Yogyakarta, Indonesia. The researcher functioned as a data collector and several 6 (sixth) teachers from Indonesia and Malaysia were involved as research collaborators, while the rest were treated as participants. The sixth collaborators were trained on how to conduct the teaching process to the peer participants using CLLA.

2.2. Instrumentation

The current study employed questionnaires, interviews and observation as the research instruments. The questionnaire was used to gather information on the participants' needs and insights regarding CLLA (Cultural Language Learning Approach) as a novel approach to benefiting their local cultural existence in their community as their teaching materials. Interviews were conducted towards the most active six participants appointed as volunteers to perform ELT (English Language Teaching) using CLLA. They were Malaysian, Indonesian and Philippines secondary and tertiary level teachers who were interviewed in connection to their understanding, readiness and preparation for conducting ELT as a teaching intervention in the online teachers' forum. The observation was employed to gather data regarding the participants' competence in implementing CLLA to make use of each

local culture as their teaching materials. In this case, all participants were invited to conduct peer teaching using CLLA which was practically delivered using Blended Learning Method or BLM in short. BLM has been so far, considered as an effective method for language studies [21-24].

2.3. Data Collection Technique

Consistently with the concept of ARA (Action Research Approach), the current study's data was gathered by conducting the three stages of activities, namely: planning, acting and analyzing results. In this case, the planning data was gained from the results of a questionnaire addressed to the ELT (English Language Teachers) from Indonesia, Malaysia and the Philippines. The questionnaire was distributed to find data on the teaching needs regarding the use of CLLA as a novel teaching approach that was a novice for them. Teaching Needs Analysis includes 3 aspects of "necessity", "wants" and "lacks". Those three

aspects are intended to organize a course [25] and to improve learners' proficiency level in the target language [24]. The results of the three aspects of needs are analyzed to motivate students' learning and their interactive class enthusiasm by using authentic materials [26]. Table 1 performs the Questionnaires of Needs Analysis of the current study.

2.4. Data Analysis

The "planning" data was gained by analyzing the results of questionnaires distributed to the 40 participants, who were English teachers coming from Indonesia, Malaysia, and the Philippines. The analysis results were used as the basis for designing the target learning process. The "acting" stage data was obtained by analyzing the results of learning process observation conducted cyclically. The cyclical action is aimed at achieving the best practice of the action stage result.

Table 1. Questionnaires of Needs Analysis

No.	Necessities	Wants	Lacks
1.	The teaching approach should be changed to adapt to the current global situation and conditions including benefiting local culture.	I love my local art and culture.	I dislike using my own local culture as a means of teaching discourse.
2.	Local culture can be used as learning materials to stir learners' sense of belonging and pride in their own culture.	I prefer teaching foreign cultures rather than the local ones.	I rarely insert local culture into my teaching materials.
3.	Local culture is very crucial for the intention of an effort to preserve nations' culture.	I prefer using native speakers' cultures as my teaching materials rather than my own local cultures.	Honestly, I never benefit from all local cultural heritage as my teaching materials, even though it is included in the Curriculum.
4.	Local culture is quite matched to teach learners' attitudes.	I prefer benefiting both foreign and local cultures for my teaching materials.	I have never benefited local culture as my teaching materials since it is not suggested in the national curriculum.
5.	The language education curriculum must include culture as teaching materials.	Local folktales can be used as a means of improving learners' attitudes through the given teaching discourse.	So far, local cultures and arts are only suggested in the local wisdom Curriculum.
6.	Local culture can be benefited as language teaching content.	Local cultural ceremonies can be used as a teaching discourse.	I have not known what kind of teaching approach can be employed to teach culture and art.
7.	Local culture can be benefited from teaching all language skills in an integrated way.	Local cultural buildings can be used as a model of textual teaching materials.	I do neither know what is CLLA like, nor how to implement it in ELT class.
8.	Teaching local culture means preventing its existence from fade-away extinction.	Local cultural performance can be used as a model of textual teaching materials.	I am not sure, whether CLLA is matched to teach the local culture where I teach.
9.	Benefiting local culture as teaching materials can get various advantages, such as new knowledge, morals taught, and language.	I would love the local culture where I teach, but I do not know what to do.	I disagree with CLLA as a teaching approach.
10.	To my mind, there is nothing special about local culture to attract language learners learning.	I think that embedding local cultures and arts is very important for the learners to realize that they love their priceless heritage.	I would like to use CLLA as my alternative teaching approach when I am well-acquired about how to employ it.

In this case, the cycle lasted 3 (three) rounds with 6 (six) teachers treated as research collaborators. Each cycle was carried out by each collaborator who was voluntarily invited to carry out different cultural materials themes, namely: "Cultural Buildings", "Cultural Performance", Traditional Ceremonies, and "Traditional Food and Beverages". The whole cycle was accomplished in four sessions of performances. The involved volunteers (who functioned as collaborators) were two Malaysian secondary teachers and four lecturers of the English Education Department from a private university located in Yogyakarta, Indonesia. The results of cyclical actions were then analyzed both qualitatively (in the form of words) and quantitatively (in the form of numerical data). Both types of data are concluded as the research findings. As an illustration, analysis data of the synthesized ARAC stages in the current study are performed as follows.

2.4.1. Planning Stage

At the "Planning" stage data was gathered through the results of the questionnaire of Needs Analysis (NA) as shown in Table 1. It consisted of three components: "Necessities", "Wants", and "Lacks" with 10 questions for each. The "Necessities" aspect is required to find information on whether local culture needs to be included in the current curriculum. "Wants" information is needed to obtain teachers' insights related to the existence of local culture in their communities, and "Lacks" information is needed to find teachers' competence in benefiting local culture to teach using CLLA. Results of the NA were analyzed for each as the basis of designing the peer-teaching plan and its materials to perform in the webinar forum. The teaching materials were in the form of textual or discourse adopted from the community where the teacher worked for.

3. Findings

This section performs the results of data analyses regarding the investigated data, namely as follows. Firstly, teachers realization on the importance of local culture as teaching materials. Secondly, teachers' experiences in using local culture in their courses. Third, teachers' insights towards CLLA as a novel approach. Fourth, teachers' capacities in employing CLLA in the educational taxonomy. Five results of schematizing teachers' CLLA implementation in the educational taxonomy. The findings are performed as follows.

3.1. Teachers' Realization of the Importance of Local Culture as Teaching Materials

The result of questionnaires related to teaching needs is particularly shown in the "wants" domain. Among 40 teachers who were involved in this study that each of the

10 elements quoted in the "wants" domain revealed that 34 persons out of 40 participants (85%) agreed to embed local culture as alternative materials using CLLA. This means that they realized that local culture can be benefited as materials and CLLA will be an alternative approach to use.

3.2. Teachers' Experiences in Using Local Culture in Their Course

Teachers' experiences in using local culture were depicted in questionnaire responses in the "lacks" domain. The responses showed that 27 of 40 (around 68%) participants responded that they had neither got significant experience in using local culture nor benefiting CLLA as their teaching approach. The rest participants sometimes embedded both native speakers and local cultures in their teaching process.

3.3. Teachers' Insights towards CLLA as a Novel Approach

This study found that most teachers had not known CLLA, except the two Malaysian teachers and the four English lecturers from the host university for they had previously learned particularly for preparing their presentation materials. The Malaysian teachers employed CLLA for performing Malaysian Dances and Legends. The four lecturers used CLLA amazingly for introducing various Javanese local cultures such as "Buildings", "Performances", "Ceremonies", and "Food and Beverages". Results of observation showed that their performances were attracted and well-acquired by the audience who were also involved as this research participants.

3.4. Teachers' Capacities in Employing CLLA in the Educational Taxonomy

Teachers' capacities in this case were primarily addressed to the six performers treated as the research collaborators. Based on their attractive and amazing performances, it can be strongly decided that they had good competencies in benefiting CLLA as an alternative approach to teaching culture, particularly the local culture where they conducted their teaching duties. CLLA was delivered in an integrative way with BLM (Blended Learning Method), since it is considered beneficial to perform the best combination between classroom instruction and computer-mediated instruction [21]. Materials were adopted from internet sources, especially YouTube.

Taxonomic education was developed, especially by involving the audience's HOTS thinking level, such as analyzing, evaluating and creating. The aforementioned three stages were enhanced by asking the participants to analyze the questions as shown in Figure 4.

Analysis Questions	Evaluation Questions	Creation Questions
1) What is the performance about?	1) In your opinion, is local culture should be preserved?	1) Create an English song translated from the folk-song in your community!
2) Why do wayang (human puppets opera) stories not attract young generations?	2) Do you consider that wayang (human puppets opera) stories are attractive?	2) Describe the characters of the main role in the story according to your mind!
3) What do the stories imply?	3) What are the most absurd arguments against the existence of traditional dances?	3) Write a procedure of cooking your most favourite traditional food and beverage!
4) Identify what makes the issues appear and explain the arguments!	4) What do you think about government's unawareness to financially support for local culture preservation?	4) Do you have an idea how to prevent local culture from fade-away extinction?

Figure 4. HOTS Questions Implemented in this Study

3.5. Results of Schematizing Teachers' CLLA Implementation in the Educational Taxonomy

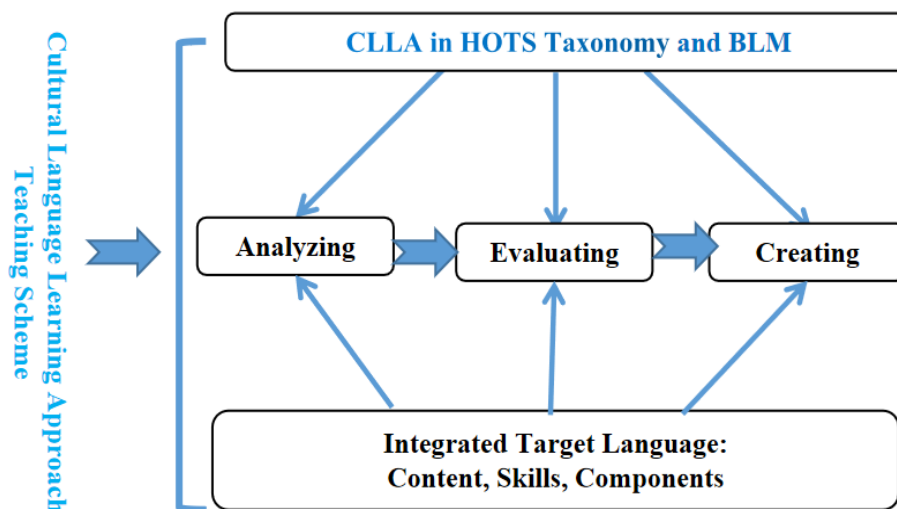


Figure 5. CLLA Teaching Scheme

Schematizing in this study aimed at abstracting the experience of the core characteristics needed to understand or operate in a particular cognitive domain. Based on the observation results towards the teachers' performance core characteristics during the three sessions of the webinar series, this study abstracted the CLLA teaching schema as depicted in Figure 5.

4. Discussion

As it is described in the previous section, this study aimed at investigating five types of information, namely (1) teachers' realization of the importance of local culture as teaching materials; (2) teachers' experiences in using local culture in their courses (3) teachers insights towards CLLA as a novel approach; (4) teachers capacities in employing

CLLA in the educational taxonomy; and (5) results of schematizing teachers CLLA implementation in the educational taxonomy.

The first data finding reveals that 85% of participants wanted to benefit local culture as their teaching materials. The rest of the 15% did not mean that they did not have any interests to do it, but because they worked outside of their communities and did not fully introduce the local cultures where they worked for. The reasons were that they were not local teachers, whereas learning another language and culture is an opportunity to gain critical distance from both others and oneself. This is in line with several previous studies conducted by Tran [2] and Hermayawati [7-9] that revealed that most teachers seemed unrealized to use local cultures significantly. Such reasons did not make sense considering that it is currently not difficult to find any cultural sources if they intended to enhance both the new

local cultural knowledge and language. Instead of using local culture to teach, foreign teachers can introduce their native culture to enrich the learners' cultural knowledge of their teacher as intercultural language learning.

The second data performs that teachers' experiences in using local culture were considered as the "lacks" domain of Needs Analysis. Around 68% of 40 participants admitted that they had neither got significant experiences in using local culture nor benefiting CLLA as their teaching approach. This is because the most current curriculum used in many countries does not include local culture firmly. If included, it is in the local wisdom or hidden curriculum. Meanwhile, local culture played an important role in early childhood curriculum development [27]. Local culture and environmental education integration effectively introduced students to adjust background knowledge, and the curriculum implementation in an English classroom facilitated learners' situated learning [28-31].

The third finding is regarding teachers' insights towards CLLA as a novel approach. The third data shows that only 6 (six) teachers had known CLLA, two Malaysian teachers and four English lecturers from the host university for they had previously learned particularly for preparing their presentation materials. The six people who were treated as research collaborators had just well-acquired such a novel approach. They claimed that they would implement such a novel approach as an alternative approach to teaching their local culture for they are all indigenous teachers from Malaysia and Indonesia. Their intentions to use such an approach for local culture teaching must be endorsed since previous relevant studies implied that local culture materials affect to enhance both learners' cultural knowledge and awareness of local content, besides providing them with ideas to harness communicative competence [32].

The fourth finding reveals teachers' capacities in employing CLLA in the education taxonomy. Among the six performers treated as the research collaborators, two persons showed their incredible capacities in teaching using CLLA by introducing each local culture as the teaching materials. The four others were less attractive, because of their less interesting discourse. The taxonomic capacity primarily focused on the audience's HOTS (Higher Order Thinking Skills) level of analyzing, evaluating and creating development by benefiting local cultures from the three countries being involved with CLLA as an approach to delivering the discourse. HOTS was primarily highlighted for it matched with the secondary and tertiary students [11-12]. The rest of the 34 teachers who participated in the online workshop forum seemed very enthusiastic about joining such a performance, even though not all of them were active in the Q-A session forum. In the case of practising the approach, they still need wider acculturation after this current study. Acculturation needs to be crucially and intensively generated for the sake of local culture preservation and CLLA's sustainability [6-9].

The fifth data reveals the results of schematizing teachers' CLLA implementation in the educational taxonomy. This fifth data performs CLLA scheme implementation, particularly aiming at developing learners' higher order thinking skills (HOTS) by adopting local culture materials from the internet application platforms known as Blended Learning Method (BLM) to discuss in the forum. The scheme provides sequential language teaching practice, particularly for secondary and tertiary levels. BLM is immersed together with the use of CLLA by considering that any local culture can be adopted from the internet, besides, it adjusts with the current advanced technology. In this case, teachers are the 'spearheads' or key players of innovation [33] by implementing novel teaching approaches or methods including CLLA. The previous findings affirm that online practice enables learners to enhance their four language skills, autonomous learning and motivation [34-35]. All of these current study findings provide the gap with the previous studies on how to utilize local cultures (LC) as teaching materials guided by the CLLA Scheme as depicted in previous sections.

5. Conclusions

The current findings particularly provide an alternative language teaching approach called CLLA (Cultural Language Approach) including ELT (English Language Teaching) for worldwide teachers with the following intentions. Firstly, endorsing teachers to realize that local cultures (LC) is beneficial to enhance learners' knowledge, language competence, taxonomic critical thinking as well as attitude through the use of BLM and HOTS. Secondly, enriching teachers' insights regarding LC through their teaching experiences. In this sense, teachers should consistently make use of LC either as a formal or hidden curriculum. Third, teachers enrich their insights (especially of this research participants) through their teaching practices using CLLA, as the novel approach. Fourth, teachers can improve their capacities in employing CLLA embedded with the educational taxonomy and BLM to perform their teaching process. Fifth, this study harnesses an updated scheme as a guide for conducting language teaching using integrated CLLA, BLM and HOTS. All of the aforementioned data findings are provided for future relevant studies as the basis of updating both knowledge and language teaching practices.

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