



**INCORPORATING CULTURAL EXPOSURE INTO TEACHING PRACTICES:
NATIVE SPEAKER TEACHER VS INDONESIAN EFL TEACHER**

Rima Purwita Sari
Indonesia University of Education
Email: r.purwitasari@gmail.com

Abstract

As English language teacher, both Native English Speaker Teacher (NEST) and Indonesian EFL Teacher own professional competence as well their perception, assumption, beliefs and values that are shaped by their social and cultural interaction. They bring with them their personal and professional attributes into the classroom. As language and cultural aspects are interrelated, particularly since English is now a lingua franca, thus exploring how the different professional and personal background of English language teachers relates to their teaching becomes essential. The purpose of this study is to examine how teachers' cultural exposure of the target language is incorporated and affects their teaching. This study is qualitative in nature, aiming to describe how the cultural exposures of three different types of teachers are reflected in their teaching practices. Data collection is done through semi-structured interview, class observation and document analysis. The finding shows that teacher's cultural exposure affects their teaching philosophy and attitude considerably large, particularly in their perspective towards student-teacher rapport. The incorporation of the cultural exposure is done through content of teaching materials and instruction in the classroom. The three types of teacher demonstrate a similar approach and methods when teaching the language, despite the differences in their cultural exposure of the target language.

Key words: *teaching practice, cultural exposure, native English speaker teacher (NEST), teaching philosophy and attitudes*

Introduction

As English language teachers, both Native English Speaker Teacher (NEST) and Non-Native English Speaker Teacher (NNEST) bring with them perception,

assumption, beliefs and values that is shaped by their social and cultural interaction. Teaching the language also means conveying the target language cultural values, which makes language and

culture inseparable. In Kramsch's (1998) generalization, language expresses, displays, and symbolizes cultural reality. The exposure to the target language culture becomes central as the role of context is essential in language learning. It is common that EFL students do not really understand the various meanings of new words in different contexts. It is essential for teachers to provide a rich context for students' language learning and practice. Teaching is much more than direct delivery of some preplanned curriculum; teaching is spectacularly unlimited (Ayres, 2001, p.5).

For instance, teaching English idioms requires an understanding of the cultural sociolinguistic perspective. Such contextual information enhances adolescents' interpretation of idioms (Nippold & Martin, 1989). Idioms are very common in both written and spoken language. Lundblom and Woods (2012) write that idioms "appear in conversation, print (magazines and newspapers), and media (movies, radio, and television)". In contrast, context-reduced language will be hard for readers to understand (Brown, 2001). Consequently, it is more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling. For this reason, therefore EFL teachers must have a thorough and profound grasp of the language and its culture, in order to enhance students' language skills and communicative competence.

Language and Culture

Language and culture are two separate definitions but they are overlapping and closely interrelated to each other. As defined in Kramsch's (1998), "language expresses, displays, and

symbolizes cultural reality". People use language to relate facts, events, ideas, belief, attitude to those who share the same experience; to communicate via media such as exchange information through telephone, letters, emails, newspapers, and diagram; to create new experience, and to recognize one's social identity. The cultural value in language is displayed by some interrelated and interacted dimensions, such as syntactic, morphology, semantics, and pragmatics (Brogger, 1992).

Kramsch (1993) compares the integration of language and culture to the two sides of a coin, and recognizes that language as the vehicles of culture has duality of text and context. Consequently, language expresses not only an individual's thoughts and intention, but a speech community's knowledge and expectation as well. Language is a tool to express culture, and a mirror to reflect culture. Language as a means to satisfy the physical and mental needs of human beings has following functions: communication—to transmit information, to express thoughts, emotions and attitude; recognition—people show or judge one's nationality, hometown, race, political view, and religious belief by using language; promotion of cognition—by using language children shape their view of the world; and adults form new conception of the world as it develops; performance—to perform actions such as apology, assurance, etc. (Clyn, 1994). All in all, the meaning transmitted by language is influenced by user's cultural background, idea of values and context. Furthermore, Kramsch (2003) points out, "the words that people utter both refer to a concrete believable world and represent a speaker's or a discourse community's stance and authority towards

that world”. Language is always situated and contextualized by culture.

Research into Cultural Exposure

According to Arjun Appadurai (1996), the adjectival ‘cultural’ refers to “the realm of differences, contrasts, and comparisons”, as opposed to ‘culture’ as a noun form which means the implication that culture is some kind of object, thing, or substance. Based on this distinction, then *cultural* refers to the implications and not necessarily the substance or the objects.

The cultural exposure one can get is through technology, through traveling abroad, through communities at work or near home (if any). There have no studies in the past that examine the complex nature of cultural exposure. Past studies measured cultural exposure in a variety of ways, such as whether one worked abroad or not (Reuber and Fischer, 1997), the number of experiences (Takeuchi et al., 2005; Tarique and Takeuchi, 2008; Tay et al., 2008), or length of time (Carpenter et al., 2001; Tarique and Takeuchi, 2008; Tay et al., 2008). So far, no research has been found about studying the cultural exposure in language teaching context.

A study by Crowne (2013) of 485 university students in northeast part of the United States explores the influence of cultural exposure to cultural intelligence. She explores and divides the cultural exposure into two dimensions, the breadth of cultural exposure through traveling abroad; and the depth of exposure through the experience by participating in local culture. Scholars have found some evidence of this by applying experimental learning theory and found support that the most effective method of learning about a new culture is by having a ‘concrete

experience’, which involves being immersed in an experience and employing feeling and understanding (Yamazaki and Kayes, 2004). Thus, an individual who immerses themselves in a culture by visiting local shops and restaurants and interacting with the locals will likely learn more from their cultural exposure than someone who does not. Scholars have stated that experiential learning is necessary for the formation of the behavioral patterns essential for cultural intelligence (Alon and Higgins, 2005).

Teaching Practices

Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes (Brophy and Good, 1986; Wang, Haertel and Walberg, 1993). A type of teaching practice is the direct instruction, which materialize in close monitoring, adequate pacing and classroom management as well as clarity of presentation, well-structured lessons and informative and encouraging feedback. This method has generally been shown to have a positive impact on student achievement. Teachers should also consider motivation, goals and outcomes. As cited in Teaching and Learning International Survey (TALIS) report chapter 4, Krammer *et al.* (2006) proposed three basic (second-order) dimensions of instructional quality: clear and well-structured classroom management (which includes key components of direct instruction), student orientation (including a supportive climate and individualised instruction), and cognitive activation (including the use of deep content, higher order thinking tasks and other demanding activities). The report concludes that the teaching practice is translated into a

triarchic model of teaching practices: 1) identifying structure, 2) student orientation, and 3) enhanced activities as basic dimensions of teaching practices.

Instructional practices depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell *et al.*, 2004; Baumert and Kunter, 2006). Good instruction is determined by teacher's background, beliefs and attitudes; they should also be responsive to students' needs and various student, classroom and school background factors. TALIS report examines whether teaching practices "adapt" to students' social and language background, grade level, achievement level, and class size. For example, studies on aptitude-treatment interactions suggest that students with low intellectual abilities profit more from structured, teacher-centred instruction, while students with high intellectual abilities may gain more from less structured and more complex instruction (Snow and Lohman, 1984).

For teaching practices, both teacher background and classroom context should be taken into account: are teaching practices "adaptive" with regard to students' social and language background, grade level, achievement level, and class size. It has been demonstrated that quality of instruction is fundamental to student learning. For instance, Wang, Haertel and Warburg (1993) showed that classroom management and classroom interactions had effects similar in size to students' cognitive competencies and their home environment. Likewise, when reviewing contemporary research on school effectiveness, Scheerens and Bosker (1997) concluded that characteristics of instruction have a greater effect on student

achievement than those of the school environment. However, researchers agree that there is no single, well-defined best way of teaching.

In Indonesian classroom context, the teaching practices are influenced by pervasive cultural values, including those related to power distance such as paternalism and respect for older individuals, implicitly regulating interactions between the young and the old (Liem, Martin, Nair, Bernardo & Prasetya, 2009; Liem, Nair, Bernardo & Prasetya, 2008). Order and neatness are maintained by the elders, and the younger generation is expected to follow the rules. This conservative situation allows the gap to grow and forms a directing-following interactional pattern between two generations, which is reflected in the school system as hierarchical and monotonous (Central Intelligence Agency, 2007).

Native English Speaking Teachers (NEST) and Indonesian EFL teachers

In the context of English Language Teaching (ELT) in Indonesia, the dichotomy between so-called native speakers and non-native speaker teachers are still apparent. So-called native speaker teachers, as specified by the non-native teachers, they are more desirable because they are perceived to have greater fluency, better pronunciation, deeper understanding of English culture context, and understand more of the nuances of the language (McKay, 2003; Tajeddin & Adeh, 2016). However, Kirkpatrick (2010) contends that the idealized native speaker is becoming less relevant as a model for L2 learners and that a capacity for communication with other L2 users is becoming far more

valuable (cf. Cook, 2005). Kirkpatrick asserts that the most appropriate linguistic benchmarks should be derived from bilingual or multilingual speakers using English as a lingua franca in region-specific contexts. This is because English is now used more as a lingua franca between speakers of English as a second/foreign language—including roughly 800 million users in Asia (Bolton, 2008)—than for non-native speakers to communicate with native speakers. Nevertheless, the perception that native speaker is the ideal teacher still outweighs the non-native teacher who most of the times regarded as deficient educators.

Likely, from students' perspective, the perception towards native and non-native speakers show a range of opinions: native speaker teachers were perceived to have good oral skills, a wide vocabulary, and knowledge about their own culture, but they often had little facility with grammar and had difficulty explaining complex items (cf. Lasagabaster & Sierra, 2005). They were perceived as having little language learning experience and lacked knowledge about language teaching methodology. On the other hand, non-native speaker teachers were valued for their own experience as language learners, their strict commitment to methodology, and their hard work, but they were perceived as having poorer oral skills and inadequate knowledge of 'Western' cultures compared with native speaker teachers (Mahboob, 2003).

In the Asian context, Cheung and Braine's (2007) study of 420 students in Hong Kong revealed a generally favorable attitude toward non-native speaker teachers, whose perceived effectiveness matched native-speaker teachers. They also conveyed insight into English language

usage, exhibited positive personality traits, could code-switch for complex explanations, and shared the educational and cultural background of their charges.

Specifically for Indonesian EFL teachers, some research show that most Indonesian teacher lacked competence in some of the English skills they teach. For instance, while teacher may be competent in using grammar, he or she may not be proficient in listening and speaking skills. Analysis from writing test indicated that the teachers had low knowledge of the organization of ideas, poor use of grammar, and a very limited range of vocabulary (Lengkanawati, 2005).

Method

Respondents

As qualitative approach is contextual, the subject participant is selected because of who they are and what they know, rather than by chance (Hamied, 2017). The research participants of this study are teachers of English language: two Indonesian EFL teachers and one native English speaking teacher. The selection is based on the level of cultural exposure they received. The native speaker teacher is Jenny (pseudonym), from the United Kingdom (UK) which has full exposure of English culture, while two other English language teachers are from Indonesia, Dani and Indah (pseudonym). Dani has been working in international school for more than 8 years and has been exposed to the target language culture, even though he has never studied or worked abroad; while Indah has never studied abroad and is working in a state secondary school in Cimahi, West Java.

Instruments

Three instruments are employed to obtain a thorough and comprehensive result: semi structured interview, field notes taken in class observations, and document analysis. Semi-structured interview is conducted to attain teacher's insights and perception about their cultural background. Driven by previous study which draws on cultural exposures, the open-ended questions are developed to obtain the breadth and the depth of participant's cultural exposure (Crowne, 2013). The interviewing style is particularly useful when the aim is to seek information on individual personal experiences, how people make decisions, people's behavior, feelings and emotions (Hamied, 2017). The four main inquiries of the interview includes personal background, cultural exposure, personal affiliations (including teacher's attitude towards target language culture), and classroom practices. The categories are generated into 14 items of open-ended questions and interviews lasted anywhere from 20-35 minutes. The second instrument is collecting data through field notes which were taken during class observation. Field notes contain descriptive information about what is seen, heard, and experienced on-site. These descriptive notes should be extensive, clear, and detailed (Hamied, 2017). The last instrument is document analysis. The document analysed is the lesson plan or unit planner in which each teacher has designed and were responsible of.

Procedures

The class observation is done once for each type of teacher; each period lasted for 45 minutes, so in total 90 minutes class observation is conducted. Field notes were taken by jotting down what was seen and heard throughout the session. Field notes were then coded and labeled with relevant themes to address the research questions. Semi-structured interview was conducted nearly 30 minutes for each teacher. There are 14 questions which are categorized in personal background, cultural exposure, personal affiliations (including teacher's attitude towards target language culture), and classroom practices. The interview was recorded then was transcribed. The transcript then was coded and labeled with relevant themes. As for document analysis, the teaching materials and the lesson plans were collected from each teacher, then translated into a comparative matrix to analyse the similarities and differences.

Data Analysis

Based on the data obtained from interview transcripts, field notes and the comparison of lesson plans, following themes are emerged: teaching philosophy and attitudes, the degree of cultural exposure of the target language, teaching practices observed, and ways of incorporation of cultural exposure into teaching practices. The comparative matrix is shown on the following table.

	Indah, an Indonesian EFL teacher (less exposure)	Dani, an Indonesian EFL teacher (more exposure)	Jenny, a native speaker teacher (full exposure)
Teaching philosophy and attitude related to cultural	<ul style="list-style-type: none"> Teacher as facilitator Perceives English language as a language that brings economic value 	<ul style="list-style-type: none"> Teacher as a friend and facilitator Accept and is comfortable with diversity 	<ul style="list-style-type: none"> Teacher as learning facilitator Has great interest in English

exposure		<ul style="list-style-type: none"> • Internalize time management • Passionate about learning and using the language 	<p>Language and Literature</p> <ul style="list-style-type: none"> • Accept and is comfortable with diversity • Has British perspective towards humour, manners • Emphasizes the importance of the sense of sound, idiomatic, sense of the language, how to use the language, and put them together in English.
English Cultural Exposure Received	<ul style="list-style-type: none"> • Has been learning English for more than 20 years • Participates in various professional development held in Indonesia • Watch movies and read English academic text 	<ul style="list-style-type: none"> • Length of learning English: 17 years • Work/ involved in English community: • 8 years • Actively using English: 17 years • Reads three (3) novels a week • Reads newspaper, news broadcast, watch movies regularly (almost every day) 	<ul style="list-style-type: none"> • 36 years of full English exposure • British family background • Length of stay in Indonesia: 10 years • Speaks Indonesian fluently, and use it occasionally • Have lived and stayed in different countries • Reads a novel a week •
Teaching Practice	<ul style="list-style-type: none"> • Structuring • Provider of source materials • Teacher-centered 	<ul style="list-style-type: none"> • Less structuring • Student-oriented • Facilitator of students' learning • • 	<ul style="list-style-type: none"> • Less structuring • Student-oriented • promote higher order thinking questions • Facilitator of students' learning
Ways of incorporation in teaching practices	<ul style="list-style-type: none"> • Through learning materials (texts used, content) 	<ul style="list-style-type: none"> • Establish 'open-equal' type rapport with students • Acknowledgement of students' cultural values • Through stories (content) • 	<ul style="list-style-type: none"> • Through teaching materials, news articles (content) •

Table 1 Comparative matrix of Native Speaker Teacher and Indonesian EFL Teachers

Results and Discussion

What are teachers' teaching philosophy and attitudes in relation with their cultural exposure?

As a British citizen who was born in Portugal and was raised in the UK, Jenny regards the way people use English language and how they have the senses of idiomatic, sounds and the use of it as something significant. Therefore, as a native speaker teacher, she tries to make her teaching and learning as authentic as possible, in order for her students to understand the language and the message it conveys in a variety of discourse and context. She explains her perspective toward the importance of English cultural context in teaching as follows:

Excerpt 1:

"I think it is certainly in the level of class that you observed, in grade 11 and 12 level it does quite make a bit difference. You have sensitivity to the language, and so maybe even just lower level, the rules are enough to get you through. But I think as you're talking about exposure, reading, just a sense of the language, sense of the sounds, idiomatic. A sense of how to use language senses how to put senses together in English and do you think it's important."

Jenny's teaching philosophy and attitude is influenced by her 'native-ness' of being an English in a way that her students should be able to understand the context and the sense of language use, as she understands it. She teaches English to Indonesian and Korean students who are still learning to use academic English. Being able to explain and analyse the text

and connecting it with its context is part of the learning objectives. Jenny's teaching philosophy and attitudes could be seen from the questions she posed in the class. She asked her students higher order thinking questions related to their task.

Unlike Jenny who emphasizes the use of English in her teaching, Dani is more affected by his cultural exposure in a way he perceives teacher-student relationship. Dani who has been working in international school and having been involved in international community for more than 14 years, perceives that teacher-student relationship could be established equally. He explains it as follows.

Excerpt 2:

"I think that to be their friends, instead of being their teacher that giving a lot of information. I think that's my choice to make a class fluent, just go with the flow. So I put myself as their friend."

Dani's perception towards teacher-student relationship is the embodiment of his experience and cultural exposure from the English and international community. It is a different way of seeing and thinking, in contrast with Indonesia's cultural values and perspective. He spent 16 years of his education in Indonesian schools and in university, where teaching style, culture and curriculum is more structured, and teacher-centred. Teacher is viewed as the role model in the society and there are certain behavioural conducts and manners in which students must follow. Some researches empirically confirm the 'traditional' teaching method that is implemented by most schools in Indonesia.

The students are passive and act as receiver of knowledge, while the teacher is the transmitter of knowledge (Zainil, 2013). It is his experience teaching and working in international school that contributes to the shift in his way of thinking and perspective, specifically in teacher-students rapport. He thinks himself is a global citizen to the medium extent as seen in his answer,

Excerpt 3:

“Not really in fashion, but the way they think. Internalize, it helps me to think, in more manageable, to manage myself, (maybe the concept of time?) Yes, the concept of time. The way I see differences, so I have to be open-minded.”

Dani explains that he is an open-minded person and could accept differences. Therefore in his teaching style, he positions himself as ‘a friend’ that accommodate and recognizes his students’ needs, rather than a person who transfer knowledge. On the other hand, Indah’s teaching philosophy and attitude is reflected from the way she manages her class. As a person who is educated in local Indonesian schools throughout her life, she imposes a direct-teaching and teacher-centred teaching style. Although in the beginning of her class, she emphasized more on communicative teaching and gave more room for her students to demonstrate speaking skills, she provided the resource materials and decided on the learning outcome. It was also apparent from the type of questions she posed to her students, Indah asked close-ended questions more often than open-ended questions.

How much cultural exposure do teachers receive?

Each teacher has a different range of cultural exposure. Jenny is a British citizen, whose family is also British, and she regularly visits her home country. She sees herself as a global citizen who is comfortable with diversity and could accept differences. Before coming to Indonesia, she lived in West Africa and ever worked in France. So culture wise, she regards herself as someone who easily adapt to new culture. She states that,

Excerpt 4:

“I think I would say to a large extent (I am a global citizen), honestly. I don’t know if I’ll ever live in the UK again. I don’t know if I’ll move on somewhere else. But I think, ever since I’ve lived and travel away, I’ve always aware of that, possibility of moving, I just never expected to live in the UK.”

Despite her long term stay in Indonesia and her adaptability to local culture, Jenny still thinks herself as British in terms of the way she perceives humour and manners.

Excerpt 5:

“I think culturally I am very British. However, I think probably, ever since I’ve always move around and lived in different places, and worked in France as well as in here, I think I feel most British in terms of maybe what I think is rude or what I think is polite, or what I think is humour. I think we’ve been in Indonesia for ten years now. So I think I’ve adapted reasonably well.

But you know, sadly wouldn't say I'm Indonesian I'm not as British as my friends had hoped either."

The fact that she has been living in Indonesia for ten years; it has changed herself considerably much. She feels that she is no longer 'British' as her British friends had hoped.

Likewise, Dani maintains his cultural exposure of the target language by reading novels in English three times a week and communicating in English during his working hour at International School. He explained during the interview that he actively participated in international community events and interacted with different people from different nationalities. Apart from reading teaching materials in English, he always speaks Indonesian at home with his family, and speaks Bahasa Indonesia to his Indonesian co-workers at the school. He feels 'truly' Indonesian; and the reason for consistently exposing himself to English language and culture is because of professional development.

Similarly, Indah who has been teaching English for 15 years also maintains the cultural exposure through reading and choosing teaching materials from the internet. Apart from reading English texts, she spends her time studying and reading academic textbooks related to her Master's course she is currently doing. At home, she always uses Bahasa Indonesia or Sundanese to communicate with her family. She has never worked or studied abroad. She spends her professional career teaching in state secondary school in Cimahi. Her teaching philosophy and attitudes is shaped by her personal background. She went to university majoring in English education.

Her exposure of English language and culture was obtained through reading novels, and watching movies.

What kind of teaching practice each teacher demonstrates?

Teaching practices reflects the teaching philosophy and attitudes; and are constituted by professional competence and related teacher's beliefs and attitudes (TALIS, 2009). In her teaching, Jenny demonstrates less structuring and allows her grade 11 students to express their ideas and gives more room for the students to decide their own learning instruments. For instance, referring to class observation, the students were to perform a scene which conveyed a theme in cultural differences based on a narrative they were studying. The students worked in small groups and wrote script for their skit. To accomplish the task, they did their own research and decided among themselves how will the cultural difference will be depicted in the scene. Teacher guided them only when they have come up with their own ideas and gave feedback at the end of their performance. So, Jenny demonstrates less structuring, less teacher-directed and more student-oriented.

Her teaching practice differs to her background which was educated and was raised in the British school system throughout her adolescence. The British school system where she was educated in the UK, as she explained further, adopted the GCSE-A (General Certificate of Secondary Education) A-Level curriculum. It is a curriculum which has internationally recognised qualification and awarded in a specified subject. Generally the course is taken in a number of subjects by students in secondary education in England and

Wales over two to three years (Brooks, 2014). GCSE teaching learning philosophy is more teacher-centred, more structured and use norm-reference grading and assessment. In contrast, IB curriculum is more student-centred, research based inquiry learning and employs the criterion-based assessment as opposed to GCSE curriculum (www.ibo.org). It is her experience teaching in an IB World School that shapes her teaching style as it is now. She confirms it in her interview:

Excerpt 6:

“I went to a private girls’ school. I think it was quite different really to the BIS philosophy, as we didn’t really do inquiry-based learning or very much group work. Curriculum was GCSE & A-levels.”

Likewise, Dani teaching practices also reflect the school teaching philosophy which is inquiry-based learning. Dani does two methods in supporting the needs of English Language Learners, the pull-out method and the in-class support. He demonstrates the combination of both structuring practices and student-oriented, where he adjusts teaching materials according to students’ level of English and also explicitly states the learning goals in the beginning of the lesson.

Similarly with Dani and Jenny, Indah demonstrates the structuring practice. She imposes active learning who gives more time for student-talk, but she is in control of the outcomes of the lesson. Students worked on the text Indah has chosen, and were asked to mimic the exemplar text. In the beginning of her class, she stated her learning objectives explicitly.

When teaching, she posed close-ended questions and directed the discussion all along. She constantly checked her students’ progress on their work and graded them at the end of the lesson. Her students were not involved in the planning. This teaching practice reflects structuring and direct-teaching, a typical style of most Indonesian schools.

How do teachers incorporate their cultural exposure into teaching practices?

Jenny explains that she incorporates the cultural exposure through teaching materials. As many as possible, she would choose news articles that conceive cultural values and perspectives. She explains it as follows:

Excerpt 7:

“A lot of that is going to be choosing materials. Maybe choosing the novels or choosing the news articles that we read, or the things that we watch. And anything that comes up in the discussion and we can talk about the comparisons between our culture and different culture. Yeah, I think from my perspective that would be from the materials that we read. Makes it authentic and that’s different again at lower levels. It’s hard to find authentic materials.”

So, Jenny would consciously and carefully choose the learning and teaching materials, and consider the cultural values and perspectives they embody.

Similarly, Dani also incorporates his cultural exposure through teaching materials. He perceives that cultural understanding as something critical in his

subject, thus he uses various themes of narratives which covers the diversity and appreciation to it. Discussion and ‘mutual talk’ between teacher and student is something Dani consistently promotes in his teaching. On the other hand, Indah chooses teaching materials and text from most often the internet and from the English learning website where text has been modified and adapted. She selects text from www.englishindo.com which is less authentic, yet the topic content and the language is ‘friendlier’ to Indonesians students. The genre of text she chose is hortatory text, a transactional text.

Conclusion and Recommendation

From the three-types of English language teachers observed in this study, it can be concluded that their teaching practices reflects the professional competence which is shaped by their educational and professional background. Although the three teachers went to a different education system, their teaching approach and method are influenced by the curriculum of the school where they are working currently. Dani and Jenny teaching approach and practices are similar, while Indah demonstrates a different teaching practice.

As for the cultural exposure of the target language, the three teachers differ greatly, and receive a different portion of exposure. Jenny, who is British born and raised, regards and emphasizes the use of English language, its register and as something significant. She incorporates the perspective and values of different cultures through different genres of text, including English literature. Dani and Indah who represent Indonesian EFL teachers, incorporate their cultural exposure through

teaching materials as well. However, Indah’s selection of text and resources are limited to transactional text, while Dani chooses and incorporates a wider range and various narratives and expository text. To sum up, the cultural exposure of the target language is incorporated in the selection of teaching materials and teaching style; and it also embodies in teacher’s way of thinking and perspectives towards the English language and culture.

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