

Received: 30 August 2025
Revised: 15 November 2025
Accepted: 3 December 2025
Published: 7 December 2025

English Educators' Perceptions of Integrating English Literature into Cross-Cultural ELT Class: A Qualitative Study in Indonesia

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ABSTRACT

Cross-cultural understanding is an essential competence in contemporary English Language Teaching (ELT). This research aims to explore English educators' perceptions of integrating English literary works into cross-cultural ELT and to identify opportunities for their pedagogical use. Drawing on Intercultural Communicative Competence (ICC) and literature in language education, this qualitative study employed semi-structured interviews with four participants, including two lecturers and two master's students in English studies from Sanata Dharma University, Indonesia. The data were analyzed using thematic analysis. The findings indicate that English literary works support cross-cultural understanding by reflecting cultural identities, exposing learners to diverse cultural perspectives, and fostering respect and cultural sensitivity. The study also identifies pedagogical opportunities for integration, including culturally informed text selection, flipped classroom approaches, and comparative literary reading through collaborative learning. These findings offer implications for curriculum development and instructional practices in cross-cultural ELT contexts.

Keywords: Cross-Cultural Understanding, English Language Teaching, English Literature

INTRODUCTION

Teaching English literatures in diverse culture or multicultural education is an effective way to assist students appreciate various cultures (Isro'iyah & Herminingsih, 2023). The lives of people and society are reflected within literature that uses emotive expression for expressing universal themes (Khan, 2021). It allows people to explore various cultural stories, traditions, and viewpoints by mirroring what individuals experience. Reading various literary pieces helps

students see the world through the lens of different cultures, become sharper thinkers, and show empathy for the people (Sevre, 2024). It helps people from various cultures discuss their identities, history, and social problems with more understanding (Sezen & Zubaku, 2023).

Cross-cultural understanding class is one of the examples in the multicultural education. The course teaches learners how different cultures shape people's identity, behavior, values, and styles. This class aim is to prepare students with practical skills to adapt to diverse environments and culture. It is undeniably crucial for learners who work in the current globalize setting. Besides, it also essentials to maintain the effective communication and harmonious relationship (Ramayana et al., 2022; Aifang et al., 2024). It can also strengthen learners' intercultural competence, which is one of the important skills demanded in the current era, 21st century. Therefore, some universities in Indonesia have included it in their curriculum.

Byram's (1997) theory of Intercultural Communicative Competence (ICC) becomes an important foundation for this study. Intercultural Communicative Competence (ICC) believe that language learning is also about understanding and engaging with different cultural perspectives, rather than merely developing linguistic proficiency. Byram (1997) identifies five key components of ICC, including attitudes of openness and curiosity, knowledge of social and cultural contexts, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. All of them emphasized that effective intercultural communication needs respect, reflection, and the ability to compare and connect one's own culture with others. In the context of English language teaching (ELT), ICC works as a framework to demonstrate how literature functions to bridge between language learning and cross-cultural understanding (Byram, 1997). Beside Byram's (1997) Intercultural Communicative Competence (ICC), the researchers also used book from Kramsch (1998) entitled language and culture. Kramsch (1998) believes that language and culture are inseparable, because every act of speaking is also a cultural act. She argues that learning a language means engaging with the values, beliefs, and social practices of its speakers. Thus, literature in language education can serve as a powerful medium for learner to learn cultures (Kramsch, 1998).

Most previous studies have concentrated on how reading literature supports language learning among students (Altun, 2023; Wanjarri, 2024; Julia & Jeyanthi, 2024; Yehia, 2025). Studies that focus on what educators think can help us see the concrete issues and gains involved in exploring literary works across different cultural backgrounds. Some experts point out that global experiences greatly help English language teachers understand multiple cultures and gain essential skills for working with people from various backgrounds (Çelik, 2025). A study written by Ntoulia (2022) also discusses how literature, particularly in children and adolescents' education can be used as a tool for cultivating cross-cultural empathy and awareness of diversity. Julia and Jeyanthi (2024) show that English literature can be used as an effective tool in ESL, not only to develop linguistic skills such as reading, speaking, and writing, but also to construct cultural competence. Through literary works, ESL students comprehend the context of the sociocultural of a society, develop cultural awareness, and become better global communicators. The study employed mixed methods, which involve semi-structured interviews and a survey for delving deeper into students' perceptions towards the effect of literary works in enhancing cross-cultural understanding and intercultural communication.

Various studies show literature's value in learning any language, as it encourages people to interact with others from other cultures and become more globally conscious (Huang, 2023). Studies further show that literature reading increases cultural understanding by leading students to reflect on their cultural backgrounds and assumptions (Juanda et al., 2024). Even though literature's educational benefit is being recognized more, studies on its use in formal cross-cultural understanding classes are still limited. Most research looks at the literature's contribution to learning language, not to growing cross-cultural understanding in schools or

higher education. It is necessary to carry out qualitative studies that record English educators' perceptions of integrating English literature into Cross-Cultural ELT Class. Previous studies also have explored students' perceptions. Hence, higher education teachers or educators are chosen. The researchers believe that their views will provide valuable insights to the integration of English literature into Cross Cultural Understanding class.

This study aims to explore English educators' perceptions of integrating English literary works into cross-cultural ELT and to identify opportunities for their pedagogical use within ELT contexts. Hence, two research questions were raised: 1) How do teachers perceive the integration of English literary works into cross-cultural classrooms? 2) What are the perceived opportunities of using English literature to support cross-cultural understanding in ELT contexts? This study contributes to ELT by providing insights into how literature can be integrated into cross-cultural class and offers implications for curriculum development that emphasize cultural awareness.

METHOD

This study employed a qualitative approach. It is used to explore the experiences and perspectives of the participants regarding the use of literature in improving intercultural understanding. This research allows researchers to describe the phenomenon naturally and gain insight into participant's viewpoints (J. W. Creswell & David Creswell, 2017). Moreover, a descriptive qualitative approach is used to describe the phenomenon systematically (J. W. Creswell & David Creswell, 2017). In this study, the researcher chose this method to help provide a comprehensive description of the practices and experiences of lecturers and students in integrating literary texts.

Purposive sampling was used for participant selection technique in this research. According to Campbell et al. (2021) purposive sampling is a technique where participants are selected based on research aims and objectives, to increase trustworthiness. This technique allowed researchers select participants based on the criteria that relevant for this research. Total participants in this research are four participants. It is consisted of two lecturers of cross-cultural understanding and two master's students in English literature. They were chosen because they met the criteria of having experience teaching or learning literature in English classes and being involved in the practice of cultural values in the learning process. Participants were selected based on their exposure to literature, which give them deeper experience in the field of literature. Their learning experiences in the field of literature have given them good interpretive and analytical skills in the socio-cultural context. With these competencies, they have a high sensitivity to the socio-cultural values in a piece of literature, which is an important aspect in the process of cross-cultural understanding (Julia & Jeyanthi, 2024). The views of these literature students also complement the views from lecturer and provide new perspectives from students in interpreting cultural values and perspectives in a literary text. Overall, the participants were selected because they could provide rich and relevant information for this study.

Table 1. Participant Demographic Information

| No. | Participant Code | Gender | Role |
|-----|------------------|--------|------------------|
| 1 | Participant 1 | Male | Lecturer |
| 2 | Participant 2 | Female | Lecturer |
| 3 | Participant 3 | Female | Master's Student |
| 4 | Participant 4 | Male | Master's Student |

The main instrument in this research was the semi-structured interview. This type of interview was used to collect data in this study because this technique can balance structure and flexibility, where the researcher uses main questions based on the theories used, but also allows

participants to explore their answers (DeJonckheere & Vaughn, 2019). For the interview, the researchers made blueprint based on some theories to delve deeper into the participants' views on the topic discussed. The theories present are Kramsch (1998) book *Context and Culture in Language Teaching* Byram's (1997) *Intercultural Communicative Competence (ICC)* in his book, *Teaching and Assessing Intercultural Communicative Competence*, and Hall (2005), in his book, *Literature in Language Education*. All of the theories are used as foundations in the interview questions. All of these interviews recorded with the verbal consent of the participants and displayed with numerical pseudonyms to maintain the validity and accuracy of the data. Numerical pseudonyms were used to protect the identity of participants and also maintain research ethics (Heaton, 2022). The interview process was conducted face-to-face at Sanata Dharma University in June 2025.

After that, the results of this interview were transcribed to convert from audio to written form. After successfully transcribing the data, researchers conducted data analysis. In this study, researchers used thematic analysis. This technique was chosen to assist in identifying emerging patterns and reporting them as researcher-generated themes (Lochmiller, 2021). Creswell (2013) presents the steps in thematic analysis which include: (1) preparing the data to be analyzed, (2) data familiarization, in this part researcher read the data several time in order to understand the data, (3) coding the data, at this stage, each excerpt is given a code that represents this participant's statement, (4) grouping the codes into themes, codes with the same meaning are grouped into one theme, (5) interpreting the meaning of the themes, and (6) interpreting the findings in the form of narration or visualization. This analysis helped the researcher to organize in-depth findings related to the practice of teaching literature with the development of cross-cultural understanding. To ensure the validity and credibility of the data, this study applied author triangulation. Author triangulation is a triangulation process that involves several researchers in analyzing and interpreting findings (Carter et al., 2014). With more than one researcher conducting data analysis, individual bias can be avoided in conducting data analysis (Creswell & Poth, 2016). This triangulation will also strengthen the findings obtained due to the cross-verification process between researchers.

RESULTS AND DISCUSSION

Results

1. Potential Integration of English Literature into Cross-Cultural Understanding Class

Based from the interview, the result showed that participants perceived English literary works as a closely connected to the cultural identities and the socio-historical context. Literary works were seen as a cultural product that naturally reflects values, norms, and lived experiences in the community. Some of the participants strengthen these views:

“Literary work is a product produced by people who live within a certain culture.”
(Participant 1)

“The historical and socio-cultural aspect is inseparable, and it will be reflected naturally.”
(Participant 2)

Furthermore, participants also reported that literary works expose students to diverse cultural perspectives within a single work. Differences in language use, writing style, social norms, and cultural practices were frequently mentioned. Through this opportunity and exposure, students can encounter and familiarize themselves to multiple ways of thinking and behaving. Participants 3 shared:

“It's like you see two worlds in one text.” (Participant 3)

Additionally, participant 1 gave a concrete example when she read a book with multicultural values:

“Asians rejecting other people's offers indicates politeness... Europeans are to the point.” (Participant 1)

In addition, lecturers also noted that engagement with literary works raised students' awareness of respects, manners, and appropriate behavior in intercultural interactions. This is a very important point. Reading literature was associated with increased sensitivity towards cultural differences and an appreciation of values may appear to the students. Some of the participants said:

“Understanding culture makes me aware and helps me to behave with people with different cultures appropriately.” (Participant 4)

“Within these works, there are values that are upheld in a particular culture that might be strange for other people.” (Participant 2)

In the discussion section, the themes are further explored through related studies and relevant theories.

2. Perceived Opportunities of Integrating English Literature in Cross-Cultural Classes

Participants identified several opportunities in integrating English literature into a cross-cultural understanding classroom, especially related to text selection and the teaching method. Various genres and types (short stories, poetry, excerpts) were considered suitable for classroom use, especially when aligned with curriculum objectives and students' proficiency levels.

“We must adjust to the curriculum and learning objectives... and choose literary work carefully.” (Participant 4)

“Short stories can be a powerful tool to learn about culture in a short time.” (Participant 3)

Some participants also described that comparative reading activities were frequently mentioned as a way for students to examine similarities and differences across cultures presented in literary texts. Classroom discussions and flipped classroom were commonly used to allow students to share interpretations and perspectives.

“By comparing two literatures, we practically understand two different perspectives.” (Participant 3)

“It will be much more enriching because we can see our friends' perspectives.” (Participant 1)

In the discussion section, these themes are further examined in relation to relevant theories and previous studies.

Discussion

1. Potential Integration of English Literature into Cross-Cultural Understanding Class

1.1. Literature Reflects Cultural Identity

One of the central perceptions shared by the participants is that literary works inherently reflect the cultural identities of the authors and societies. All the participants agreed that literary works can depict cultural aspects. These cultural aspects written in literary works are influenced by the authors' living experiences in certain communities. Unconsciously, it affects how they write the literary works.

“Literary work is a product produced by people who live within a certain culture.” (Participant 1)

“Literary work is written by authors who live in a certain cultural context, and within their works. Then, the historical and socio-cultural aspect is inseparable, and it will be reflected naturally.” (Participant 2)

These comments showed the idea that the author's cultural positioning is inseparable with the literary content that they are writing. This perception forms a foundational argument for integrating English literature into cross-cultural understanding class. This perception also resonates with the theory of biographical criticism, which believed that understanding a literary text requires knowledge of the author's cultural background and life experiences (Abrams &

Harpham, 2011) It is undeniable that language is closely related to culture. From the previous research, it can be seen that literature reflects and shapes cultural identity (Altun, 2023; Wanjarri, 2024; Yehia, 2025). Kramsch (1998) in his fundamental research stated that every time people speak, they perform a cultural act. Participants in this study emphasized that novels, short stories, or poems are not culturally neutral, but they carry embedded worldviews, traditions, or norms from the communities in which they are living. Thus, it can be a very good way to learn about culture.

“Literary works can be a bridge to learn cultures, yes. Because we have not been there, but we can imagine and immerse ourselves there, in a certain country with different cultures.” (Participant 4)

This interesting idea underscores the idea that reading literary works allows readers to encounter cultural perspectives beyond their own. This insight aligns perfectly with Hall’s (2005) notion that literature in language education can serve as a gateway to understanding the cultural complexity behind language use. Therefore, integrating literature into a cross-cultural understanding class potentially offers learners not only exposure to diverse cultural values but also the opportunity to reflect on their own culture.

1.2. Exposure to Cultural Perspectives

Another theme from the interviews is the role of literature in providing learners with exposure to diverse cultural perspectives. Participants believed that through literary works, readers can see different cultural perspectives, values, or norms different from their own. Exposure to different cultural perspectives can be a good potential for them to learn about the other culture. As two of the participants stated:

“In one novel that I read, the characters are not all American. There’s an Asian mom, and the way she talks or acts is totally different from the American mom. It’s like you see two worlds in one text.” (Participant 3)

“Asians rejecting other people’s offers indicates politeness. On the other hand, Europeans are to the point, if they reject it means they really reject it.” (Participant 1)

These interesting ideas emphasize how literature can function as a window to cultural diversity. It makes the reader more aware of multiple perspectives across different countries.

“If you read book, your windows of the world will be opened. It will expose you to many different cultures.” (Participant 1)

This aligns with Byram’s (1997) Intercultural Communicative Competence (ICC) which basically believed that people can effectively and appropriately interact with others from different cultures through cultural understanding. One of the fundamental components of ICC is interpreting and relating which is related to people’s ability in comprehending and interpreting cultural differences (Byram, 1997). Through literature, readers can get powerful exposure to the different cultural values or norms.

Based on previous research, literary works can foster cultural literacy and guide the learners towards ethical attitudes and good character (Suyitno, 2017; Arista, 2020) In another previous research by Julia & Jeyanthi (2024), the integration of cultural elements into language learning can give the learners exposure and help them to understand the sociocultural context of language which will also improve their communication skills across cultures. The findings also align with Hall (2005), in his book, which believed that literature provides a space for the development of critical literacy and cultural awareness. Therefore, exposure to literature not only introduces students to alternative cultural norms but also encourages them to question their assumptions and broaden their worldview, both of which are essential components of cross-cultural understanding.

1.3. Cultivates Respect and Manners

Another important theme emerging from the interview is the role of literary works in cultivating respect and manners across cultures. Through characters or values of literary works, learners are introduced to the subtle codes of politeness, gratitude, and humility that vary from one culture to another. As one participant noted:

"After we get exposure to various cultures, the first characteristic that we develop is tolerance. We respect and admit that in society there are many different cultures and those are beautiful" (Participant 3)

Another participant emphasized the behavioral impact of cultural awareness, stating that:

"Humans are complex. Since I often interact with people with different culture, understanding culture makes me aware and helps me to behave with people with different cultures appropriately." (Participant 4)

Through these ideas, it shows the powerful role of literature which can grow learners' respect even without dealing with real-life situations. The exploration in literary work is crucial in a nowadays era, in which the globalized world sometimes leads to misunderstandings and intolerance (Osieja, 2015). It can be good potential in cross-cultural understanding class if the lecturer encourages their students to explore the cultural differences through work of literature. It supported with previous research which stated that literary works play a vital role in fostering empathy, tolerance, and critical awareness within learners (Ntoulia, 2022; Ågerup, 2023; Osieja, 2015). One of the participants mentioned basic manners in conversation:

"From the novel, it can be seen that "thank you" and "sorry" are the most basic manners, but somehow in our culture, it seems not that important. We must make a habit of things like this" (Participant 1)

"By reading literary works, we can appreciate other cultures because within these works, there are values that are upheld in a particular culture that might be strange for other people." (Participant 2)

This perception aligns with Byram (1997) point of view that intercultural competence involves developing respectful attitudes and understanding of social practices across cultures. This can be a meaningful takeways from cross-cultural understanding class as Byram (1997) mentioned that attitudes of openness and curiosity are as important as linguistic proficiency. Using literary resources, students can become skilled at understanding cultural aspects and grow more empathetic, which is valuable in cross-cultural situations (Ok & Smith, 2023). This highlights literary works' transformative potential in shaping intercultural attitudes beyond classroom, preparing learners not only to learn about other cultures, but also to live ethically among them.

2. Opportunities of Integrating English Literature in Cross-Cultural Understanding Class

2.1. Literary Text Selection and Cultural Representation

The first and foremost points that influence the successful integration of literary works into cross-cultural understanding class is text selection. The participants shared that careful consideration needs to be taken in choosing suitable literary works.

"Actually, there is no particular format or requirement to use a particular literary work.

But of course, for successful learning, we must adjust to the curriculum and learning objectives of the class and choose literary work carefully." (Participant 4)

It can overcome the most prominent problem, which is time limitation. In cross-cultural understanding classes, they only have one semester or six months to learn. It will be difficult if all the students should read several novels across the semester. It is because students have different reading skills and habits. Some participants noted:

“Short stories can be a powerful tool to learn about culture in a short time. Literature is vast, there are poems, short stories, play scripts, and many more. Of course it doesn't always have to be books.” (Participant 3)

“I usually teach using excerpts from the book but with context, or poetry. I think it will be more manageable for classroom use but still contain a lot of cultural information.” (Participant 2)

Short stories and poems were frequently mentioned as preferred types of literary work due to accessibility but still has good potential to convey rich cultural representation in limited class time. Not only the types of literary works, but some of the participants also mentioned genre that is suitable for cultural learning.

“It can be any genre, but you have to choose one that depicts real-world situations. Sometimes the fantasy genre contains things that are too imaginative so that it diminishes the cultural elements” (Participant 1)

One participant mentioned explicitly about genre which she thinks suitable to be implemented in classroom.

“Political or biographical is a good genre, because it contains regulations that define the identity of certain nations. Romance is also good, because it usually contains strong cultural values or customs.” (Participant 3)

These insights highlight that text selection is not merely logistical decisions, but a pedagogical one. Lecturers should consider kinds of cultural narratives and values that learners are exposed to. As Hall (2005) argues, selecting text with meaningful cultural content is essential to enable literature to function as both a linguistic and intercultural resource in language education.

2.2. Flipped Classroom for Cultural Exploration

Some of the participants highlighted the value of flipped classrooms approaches in maximizing cultural learning through literature. Flipped classrooms contain two stages, first is pre-class learning, meaning that students access educational materials at home, and second is in class activities (Liu & Nan, 2024). Previous studies indicate that flipped classroom can be beneficial for English learning, because it can foster communication between teacher and students as well as strengthen basic skills such as reading and writing (Sumampouw, 2022; Rubio & Antonio, 2024). The participants mentioned that flipped classroom can be very effective instead of using class time for reading the material. Some of the participants shared their experiences when conducting flipped classroom, even though they did not use written literature as the learning material.

“I often incorporate it in class. Sometimes I give them videos of people reading poetry, then we discuss it together in class.” (Participant 2)

“Maybe I can give them questions that I cornered on cultural understanding, as a guide for them to read the text from home.” (Participant 3)

Flipped classroom gives students flexibility and freedom to explore and read the literary works. It means that this pedagogical strategy not only addresses time constraints but also encourages active participation and critical engagement with the cultural content in literary works. Hall (2005) believed that literature should not be treated as passive reading material, but as an interactive medium in which learners can actively negotiate cultural values.

2.3. Comparative Reading for Intercultural Understanding

In addition to the flipped classroom approach, some of the participants shared valuable insight about comparative literature reading, which can be the central activity in the classroom. Comparative literature is rooted in the study of two or more literary phenomena, which focus

on their commonalities and specificities (Khalliyeva et al., 2022). This method allows learners to explore cultural perspectives through juxtaposition and reflection. As one participant noted,

“The product can be a comparison between two cultures, the compare and contrast method. Looking for similarities and differences, then commenting on what you agree and disagree with. This is where we actually learn. We don't have to read a lot, it's okay, but we learn.” (Participant 1)

Another participant strengthens the idea of compare and contrast methods in learning culture through literature

“By comparing two literatures, we practically understand two different perspectives. We can stand in two different places simultaneously and learn different points of view.” (Participant 3)

This method directly supports two core components from Byram's (1997) Intercultural Communicative Competence (ICC) which are skills of interpreting and relating, and critical cultural awareness. Through comparative literature, it will strengthen learners' sensitivity towards emerging values from literary works. They will learn to think and address problems in different contexts. If learners compare other cultures with their culture, it will encourage self-reflection. It encourages them to think critically, to identify how cultural norms operate differently across societies. This aligns with Kramsch (1998) who stated that cross-cultural understanding begins with understanding oneself in relation to others. In practice, comparative reading can involve pairing local literary works with text from different cultural context, such as comparing Indonesian short story with another short stories from Asia such as Japan, Thailand, or China. As one participant noted,

“In Indonesian class context, try to learn the nearby culture first, such as Southeast Asia or Asia. So, it will be more relevant, and the learning can be more focused.”

(Participant 4)

This method allows learners to explore not only cultural differences but also shared human experiences. It deepens intercultural insight.

2.4. Collaborative Learning Through Constructivist Paradigm

Another pedagogical strategy emphasized by participants is the use of collaborative learning grounded in the constructivist paradigm. In cognitive constructivism, knowledge is not something ready-made, it is something that must be constructed (Piaget, 1952). Furthermore, Vygotsky (1980), in his book, developed an idea of social constructivism which believes that knowledge is not passively received but actively built through social interactions and shared meaning-making. It means that learners have to effectively interact with their environment through collaborative learning. It also complements Byram's (1997) focus on intercultural interaction, where meaning is co-constructed in diverse social context. As one participant noted,

“I always used discussion in my class; I used video of people reading poems. I emphasized that there is no absolute right or wrong in interpretation, so students can share their understanding freely.” (Participant 2)

It is closely related to the previous theme, because discussion can be the main activity in flipped learning. The discussion can discuss and compare short literary works that they have read. Some of the participants share their view of the use of group discussions in their class.

“We can use small group discussion or jigsaw activity in comparison and contrast activity. It will be much more enriching because we can see our friends' perspectives.” (Participant 1)

“In class, we can discuss the guided question that I gave to them. We can go in a group, and they can share their views with their peers.” (Participant 3)

Through the activity, learners are encouraged to take initiative in their learning, fostering critical thinking and problem-solving skills (Mulyadi, 2022). In cross-cultural understanding

classes, collaborative literature activities can take many forms, such as jigsaw reading, small-group discussions, et cetera.

3. Positioning the Findings within Global English Language Teaching Practices

Because of the more globalized world, English can become the bridge to getting know and learn about other cultures around the world. Therefore, the findings of this research are relevant to broader global ELT practices, particularly within classes that emphasize cultural value, such as cross-cultural understanding classes, literature classes, et cetera. Lecturers and experts' views on English literature become a reflection of culture mirror challenges that are also commonly faced by English teachers worldwide. They need to actually help students to get to know better about different cultural perspectives while learning the language. In this way, English literary works provide opportunities for students to see and encounter cultures beyond their own, a situation that is shared across many international ELT contexts.

Therefore, the teaching practices identified in this study, such as selecting culturally relevant texts, using comparative reading strategies, using flipped learning strategies, and encouraging classroom discussion, can be applied in various ELT contexts. These practices are quite flexible and can be adapted to different classroom settings around the world where English is taught and used as an international language. For that reason, the findings offer practical insights for English teachers in diverse cultural settings who aim to use literature to support cross-cultural understanding among students.

CONCLUSION

This study explored English educators' perceptions and perceived opportunities regarding the integration of English literary works into cross-cultural understanding in ELT contexts. The findings indicate that English literary works have strong potential to support cross-cultural understanding, as they reflect cultural identity, expose students to diverse cultural perspectives, and help cultivate respect, tolerance, and appropriate manners among learners. The study also highlights several opportunities for integration, including careful selection of literary texts with suitable cultural values, the use of flipped classroom approaches to address time limitations, and comparative literature activities through collaborative learning such as group discussions or jigsaw methods. This study contributes to ELT by providing insights into how literature can be meaningfully integrated into cross-cultural instruction and offers implications for curriculum development that emphasize cultural awareness. However, this research is limited to a single university context. Therefore, future studies are recommended to involve a wider range of participants from different institutions, explore specific literary genres, and employ alternative research approaches, including quantitative methods, to enrich the findings.

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