International Conference on Sustainable Tourism and Entrepreneurship

Vol. 01 No.01 August 2026, ISSN: 3163-2912

Contextual English Language Education Through Social Heritage: Malige Traditional House

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ABSTRACT

This study explores the integration of the Malige traditional house as a form of social heritage within contextual English language education in Buton. The research is grounded in the premise that local cultural heritage can serve as meaningful and authentic learning resources, enabling students to develop language competence while strengthening their cultural identity. The study aims to examine how the Malige traditional house can be incorporated into English language learning through contextual and culturally responsive approaches, and to analyze its impact on students' language skills, cultural awareness, and engagement. This research employs a qualitative case study design conducted in a higher education setting in Buton. Data were collected through classroom observations, interviews with lecturers and students, and analysis of instructional materials and student projects. The learning activities were designed using contextual and project-based tasks, where students explored the architectural, historical, and social meanings of the Malige traditional house and presented their findings in English through oral presentations, descriptive texts, and multimedia projects. The findings indicate that the integration of the Malige traditional house as social heritage in English language education enhances students' motivation, improves their vocabulary and communicative competence, and fosters a deeper sense of cultural identity and pride. Students demonstrated increased confidence in using English to describe local culture and heritage, while also developing critical thinking and collaborative skills. The contextual approach enabled learning to become more relevant, authentic, and socially meaningful. The study concludes that social heritage, such as the Malige traditional house, can function as an effective pedagogical resource in English language education.

Keywords: *Contextual English language education, social heritage, Malige traditional house, cultural identity, culturally responsive pedagogy, Buton.*

1. INTRODUCTION

The global spread of English has transformed it into a key medium for international communication, education, and cultural exchange. In many non-English-speaking countries, including Indonesia, English is taught not only as an academic subject but also as a tool for global participation. However, despite the growing emphasis on communicative competence, English language teaching often relies heavily on standardized textbooks and foreign cultural content. Such materials frequently present contexts, traditions, and social practices that are distant from students' everyday experiences. As a result, learners may acquire grammatical knowledge and vocabulary without developing the ability to express their own cultural identity in English.

This condition reflects a fundamental problem in English language education: the disconnection between language learning and local cultural context. Students are often more familiar with foreign cultural symbols, such as Western festivals, landmarks, or lifestyles, than with their own local heritage. This imbalance not only reduces the relevance of language learning but also limits students' capacity to communicate their cultural identity in global contexts. In regions with strong cultural traditions, such as Buton, this issue becomes particularly significant. The Malige traditional house, for example, represents an important form of social heritage that reflects social hierarchy, philosophical values, and communal life. Yet, such local cultural elements are rarely integrated into English language teaching materials or classroom practices.

The absence of local cultural content in English education may have several consequences. First, it can reduce students' motivation, as the learning materials do not reflect their social environment. Second, it may weaken cultural awareness and identity, especially among younger generations who are increasingly exposed to global influences. Third, it limits students' communicative competence in real-world intercultural situations, where they are expected to introduce and explain their own culture to others. Therefore, there is a need for English language education that not only develops linguistic skills but also supports cultural identity and heritage preservation.

One promising approach to addressing this issue is contextual English language education. Contextual learning emphasizes the connection between academic content and real-life situations, allowing students to learn language through meaningful experiences. In this approach, local culture, environment, and social practices can serve as authentic learning resources. By integrating social heritage into language instruction, educators can create learning experiences that are both linguistically and culturally relevant. The Malige traditional house, as a symbol of social heritage in Buton, offers rich cultural content that can be used in various language learning activities, such as descriptive writing, oral presentations, interviews, and project-based tasks.

The integration of cultural content into language education is supported by several theoretical perspectives. Contextual Teaching and Learning (CTL) emphasizes the importance of connecting learning materials with students' real-life contexts to enhance understanding and retention. Similarly, culturally responsive pedagogy highlights the role of learners' cultural backgrounds in shaping effective learning experiences. This approach encourages teachers to use culturally meaningful content that reflects students' identities and social realities. In the field of language education, approaches such as Content-Based Instruction (CBI) and Project-Based Learning (PBL) also support the integration of meaningful subject matter into language learning, allowing students to develop language skills while engaging with authentic content.

Although these theories provide a strong conceptual foundation, many studies on culturally responsive or contextual language education focus on general cultural themes or national-level content. There is still limited research that explores the use of specific local social heritage as a core learning resource, particularly in the context of English language education in regions like Buton. Most existing studies emphasize global or widely recognized cultural topics, leaving local cultural artifacts underrepresented in classroom practices. This gap indicates the need for research that examines how specific local heritage, such as the Malige traditional house, can be integrated into English language learning and what educational outcomes such integration may produce.

Based on these considerations, this study proposes the use of the Malige traditional house as a social heritage resource within contextual English language education. The study explores how local cultural heritage can be transformed into meaningful instructional content and how such integration influences students' language competence, cultural awareness, and engagement. Through contextual and project-based learning activities, students are encouraged to explore the architectural, historical, and social meanings of the Malige house and express their understanding in English.

The objectives of this study are:

a. To examine the integration of the Malige traditional house as social heritage in contextual English language education.
b. To analyze the instructional design and classroom implementation of heritage-based language learning activities.
c. To investigate the impact of such integration on students' language skills, cultural awareness, and learning engagement.

This study is expected to contribute both theoretically and practically. Theoretically, it provides insights into the application of contextual and culturally responsive approaches in English language education using local social heritage. It also addresses the research gap concerning the use of specific local cultural artifacts as instructional content. Practically, the findings may offer guidance for teachers, curriculum developers, and educational institutions in designing English learning materials that are culturally relevant and socially meaningful.

In a broader sense, this study is expected to support the preservation and promotion of local cultural heritage through education. By enabling students to learn English while exploring their own cultural environment, language education can function not only as a tool for global communication but also as a medium for cultural continuity and identity formation. Through this approach, English language education can become more relevant, meaningful, and culturally grounded in the local context.

2. LITERATURE REVIEW

1. Supporting Theories

1.1 Contextual English Language Education

Contextual English language education refers to an instructional approach that connects language learning with learners' real-life experiences, social environments, and cultural backgrounds. This approach is rooted in constructivist learning theory, which views knowledge as actively constructed through interaction with meaningful contexts rather than passively received from instruction (Vygotsky, 1978). In language education, contextual learning emphasizes the use of authentic materials, social interaction, and culturally relevant content to support meaningful communication and language development.

From a constructivist perspective, learning occurs when students actively engage with their environment and relate new knowledge to prior experiences. Brown (2007) argues that language learning becomes more effective when learners are involved in meaningful communication rather than isolated grammar drills.

Similarly, Richards (2015) highlights that contemporary English language teaching has shifted from form-focused instruction to communicative and context-based approaches that emphasize real-world language use.

Contextual Teaching and Learning (CTL) provides a pedagogical framework for implementing contextual approaches in the classroom. CTL emphasizes the connection between academic content and real-life situations, allowing students to learn language through authentic tasks and experiences (Johnson, 2002). In this approach, learning activities are designed to reflect real-world contexts, encourage collaboration, and promote critical thinking. Research shows that contextual learning improves students' language competence, motivation, and engagement because it makes learning more meaningful and relevant (Suryani et al., 2021).

In the field of English language teaching, contextual approaches are closely related to communicative language teaching (CLT) and content-based instruction (CBI). CLT focuses on the development of communicative competence through meaningful interaction, while CBI integrates language learning with subject matter content (Richards & Rodgers, 2014). According to Nation and Macalister (2010), language learning becomes more effective when students are exposed to meaningful input that is connected to their interests, experiences, and knowledge.

Recent studies also emphasize the sociocultural dimension of contextual language learning. From a sociocultural perspective, language is learned through social interaction and participation in cultural practices (Lantolf & Thorne, 2006). This perspective highlights the importance of integrating learners' cultural backgrounds into language instruction. When teaching materials reflect students' social and cultural realities, learners become more engaged and confident in using the language (Gay, 2018).

Contemporary research further indicates that contextual and culturally responsive approaches improve both linguistic and affective outcomes. Culturally responsive teaching acknowledges students' cultural identities as valuable resources for learning and encourages the use of culturally meaningful content in the classroom (Ladson-Billings, 1995; Gay, 2018). In English language education, this approach enables students to use English to express their own cultural knowledge rather than merely learning about foreign cultures.

Moreover, contextual learning aligns with project-based and experiential learning models, which emphasize real-world tasks and authentic communication. Thomas (2000) states that project-based learning enhances students' motivation and language skills because it involves meaningful inquiry and collaboration. Recent empirical studies confirm that contextual and project-based language learning improves students' speaking, writing, and critical thinking skills (Suryani et al., 2021).

Based on these theoretical perspectives, contextual English language education can be characterized by several key principles:

a. Language learning is connected to real-life contexts and experiences.
b. Instruction uses authentic and culturally relevant materials.
c. Learning is student-centered and collaborative.
d. Communication is emphasized over isolated grammar practice.
e. Assessment is performance-based and context-oriented.

In the context of heritage-based language education, contextual English language learning provides a strong theoretical foundation for integrating local cultural resources into instruction. By using local social heritage as learning content, students can develop language skills while strengthening cultural awareness and identity. Therefore, contextual English language education is an appropriate framework for studies that incorporate traditional cultural elements, such as the Malige traditional.

1.2 Culturally Responsive Pedagogy (CRP)

Culturally Responsive Pedagogy (CRP) is an educational approach that places students' cultural backgrounds, identities, and lived experiences at the center of the teaching and learning process. This approach aims to create inclusive, meaningful, and socially relevant learning environments by recognizing culture as a fundamental component of education. CRP seeks not only to improve academic achievement but also to strengthen cultural identity and critical awareness among learners.

The foundation of CRP can be traced to the work of Ladson-Billings (1995), who introduced the concept of culturally relevant pedagogy. She argued that effective teaching for diverse learners must meet three key criteria: (1) promoting students' academic success, (2) supporting the development of cultural competence, and (3) fostering critical consciousness about social realities. This framework emphasizes that education should empower students both intellectually and culturally.

Building on this foundation, Gay (2018) expanded the concept through the term culturally responsive teaching. Gay describes CRP as an approach that uses the cultural knowledge, experiences, and performance styles of students to make learning more appropriate and effective. She argues that culture should be integrated into all aspects of education, including curriculum content, instructional strategies, classroom interactions, and assessment practices. According to Gay, culturally responsive teaching enhances student engagement, motivation, and academic achievement because it connects learning with students' real-life contexts.

Recent scholarship continues to emphasize the importance of culturally responsive approaches in contemporary education. Ladson-Billings (2021) revisited her earlier work and argued that culturally relevant pedagogy must evolve to address changing social, cultural, and political contexts. She stressed the need for education that is responsive to diversity, promotes equity, and encourages critical thinking. Similarly, Hattam and Schulz (2024) highlight that

culturally responsive teaching practices help create inclusive classrooms where students' cultural identities are valued and used as learning resources.

In addition, recent studies in the Indonesian context indicate that culturally responsive teaching plays an important role in improving students' engagement and learning outcomes. Patras et al. (2024) argue that culturally responsive approaches are essential for addressing the diverse cultural backgrounds of students and for making education more meaningful and inclusive. Their findings suggest that culturally responsive teaching can enhance motivation, participation, and academic performance.

Core Principles of Culturally Responsive Pedagogy Based on the theories of Ladson-Billings, Gay, and recent scholarship, CRP is characterized by several key principles:

a. Cultural relevance
   Instructional materials and activities are connected to students' cultural backgrounds and lived experiences.
b. Cultural identity development
   Learning supports students in understanding, valuing, and expressing their cultural identities.
c. Critical consciousness
   Education encourages students to analyze social realities and develop awareness of issues related to culture, equity, and justice.
d. Meaningful and contextual learning
   Learning experiences are connected to real-life situations and social contexts.
e. Culturally Responsive Pedagogy in English Language Education

In the context of English language education, CRP emphasizes that language learning is inseparable from culture. English should not be taught solely as a foreign cultural product but as a tool for expressing learners' own cultural identities. This approach encourages the integration of local cultural content into language learning materials and activities.

Through culturally responsive English teaching, students can:

1. Use English to describe local traditions, architecture, and social practices.
2. Compare local and global cultures.
3. Develop communicative competence grounded in their own cultural contexts.

Such practices make language learning more meaningful and authentic, while also promoting cultural awareness and identity formation.

1.3 Social Heritage in Education

Social heritage refers to the collective cultural practices, values, traditions, and material artifacts that are passed down across generations within a community. This includes language, rituals, folklore, social structures, festivals, and built heritage such as traditional houses and settlements. In educational settings, social heritage functions as a culturally grounded resource that connects learning with students' lived realities, identities, and community values.

1.3.1. Theoretical Foundations

From a sociocultural perspective, learning is fundamentally shaped by social interactions, cultural tools, and community practices (Vygotsky, 1978). When education engages with learners' cultural heritage, it creates opportunities for meaningful participation and knowledge construction. Heritage becomes not just subject matter but a mediating tool through which learners build knowledge, language, and identity.

Critical heritage theory further expands this view by suggesting that heritage is not only a reflection of the past but also constructed, contested, and socially negotiated in the present (Smith, 2006). This aligns with educational practices that position heritage as dynamic content for learning rather than static cultural facts.

In language education specifically, heritage offers authentic contexts for meaningful communication and identity expression. Local cultural resources—stories, traditions, architecture, and community practices—can serve as content in language learning tasks that are both cognitively and socially engaging. Such use of heritage supports transformative pedagogy, where learners relate academic content to their lived contexts and cultural identities.

1.3.2 Social Heritage and Learning Outcomes

Recent research highlights several educational benefits of integrating social heritage into learning:

1. Cognitive Engagement and Meaning-Making
   Educational tasks rooted in heritage deepen conceptual understanding because learners connect abstract knowledge with concrete cultural contexts (Akagawa et al., 2023).
2. Cultural Identity and Self-Concept
   Heritage-based learning strengthens cultural identity and pride. Students who explore local heritage in academic contexts develop positive self-concepts and cultural awareness (Chin & Teo, 2022; Jeli et al., 2023).
3. Learner Motivation and Relevance
   Students report higher engagement when learning materials reflect their cultural background and community life (De Fina & Perrino, 2024).
4. Intercultural Competence
   Heritage content in language instruction encourages comparison between local and global cultures, strengthening intercultural awareness and empathetic communication (Lopez & Hernandez, 2023).

These findings align with educational scholars who argue that heritage should be treated not as peripheral content but as an integrative pedagogical resource that bridges community knowledge and formal schooling (Kim & Lee, 2023).

1.3.3. Heritage, Culture, and Language Education

In the field of language education, social heritage provides meaningful and authentic content for communicative tasks. Heritage-based approaches encourage learners to use language to describe, interpret,

analyze, and present aspects of their own culture, which enhances both language ability and cultural confidence.

For example, using local traditional houses as language learning resources allows students to:

a. Expand vocabulary related to architecture, community life, and social values.
b. Produce descriptive, narrative, and explanatory texts based on real cultural artifacts.
c. Engage in project-based learning, such as community interviews and multimedia presentations.
d. Compare local cultural concepts with global contexts in critical discussions.

Research in multilingual and multicultural educational contexts suggests that heritage-infused language instruction fosters both linguistic competence and cultural mediation skills, which are essential in globalized communication environments (Garcia & Wei, 2024; Nguyen et al., 2025).

2. Content-based instruction (CBI) and project-based learning (PBL)

Content-Based Instruction (CBI)

It is an approach to language teaching in which language learning is integrated with subject matter learning. In CBI, the target language (e.g., English) functions as the medium through which content knowledge is acquired. The main goal is not only linguistic accuracy but also meaningful communication and conceptual understanding (Brinton, Snow, & Wesche, 2003).

In essence, learners acquire English because they engage with meaningful topics and tasks rather than through isolated drills. CBI aligns with communicative and constructivist theories, which emphasize that language develops when learners use language to access and construct meaningful knowledge (Richards & Rodgers, 2014).

Theoretical Foundations

a. Constructivist Theory

CBI is grounded in constructivism, which posits that learners actively construct knowledge through interaction with their environment. According to Vygotsky's sociocultural theory, learning happens through social interaction and mediation, where language functions both as a tool for communication and a cognitive tool for thinking (Vygotsky, 1978).

"Cognitive development is fundamentally a socially mediated process." – Vygotsky

CBI leverages this idea by immersing learners in real content that stimulates interaction and meaning-making.

b. Content and Language Integrated Learning (CLIL)

Modern extensions of CBI include CLIL, which has gained prominence in language education research. CLIL emphasizes the dual focus of content mastery and language learning, which is particularly relevant in multilingual contexts (Coyle, Hood & Marsh, 2010; Ball et al., 2015).

CBI and CLIL share common principles:

- Language learning through content
- Authentic academic tasks
- Integration of cognitive and linguistic goals
- Recent Theoretical Support and Empirical Findings (2022–2025)

Recent research confirms that CBI:

- Enhances academic language proficiency by situating language use in meaningful subject matter (Galante, 2023).
- Supports critical thinking and deeper conceptual understanding (Lee, 2024).
- Increases learner motivation because content relates to real interests or real-world knowledge (Rahim, 2023)
- Encourages self-regulated learning and learner autonomy (Santos & Alvareza, 2024).

According to Al-Ali & Al-Khresheh (2024), CBI improves both fluency and accuracy because students are required to negotiate meaning and synthesize content while using English in integrated tasks.

Project-Based Learning (PBL)

Project-Based Learning is a student-centered instructional approach where learners explore and respond to authentic, complex problems or tasks over extended periods (Thomas, 2000). PBL encourages investigation, collaboration, critical thinking, and creation of tangible products.

Unlike traditional teaching, PBL is not teacher-centered but organized around projects with real outcomes — such as presentations, portfolios, reports, exhibitions, or community tasks.

Theoretical Foundations

a. Experiential Learning Theory

PBL is supported by experiential learning theory (Kolb, 1984), which argues that learning involves cycles of Projects provide learners with authentic experiences that encourage reflection and application.

b. Constructivism and Inquiry-Based Learning

Like CBI, PBL is grounded in constructivism, emphasizing learner agency, knowledge construction, and meaning-making. Students co-create knowledge by engaging in inquiry, research, investigation, and problem solving (Bransford, Brown & Cocking, 2000).

Inquiry-based learning within PBL encourages learners to form questions, investigate, and develop solutions, which enhances academic reasoning and language use simultaneously.

Recent Theoretical Support and Findings (2022–2025)

Contemporary research shows that PBL:

- Improves student engagement and motivation because tasks are personally meaningful and authentic (Nguyen et al., 2023).
- Enhances collaboration and communication skills, critical thinking, and self-directed learning (Zhao & Li, 2024).
- Supports interdisciplinary learning, which is valuable in heritage studies involving culture,

language, and social knowledge (Park & Lee, 2024).

- Encourages digital literacy and multimodal communication in project outcomes (Miller & Johnston, 2025).

Ravi et al. (2025) demonstrate that projects that integrate technology and AI tools further personalize learning and provide scaffolding for complex tasks.

c. Variables Discussed in the Study

This study involves three main variables:

- Independent Variable: Integration of social heritage (the Malige traditional house) into contextual English language education.
- Dependent Variables: Students' English language competence (vocabulary, speaking, writing, and comprehension).
- Students' cultural awareness and identity.
- Students' learning engagement and motivation.

Supporting Variable:

Instructional approach (contextual learning, culturally responsive pedagogy, and project-based activities).

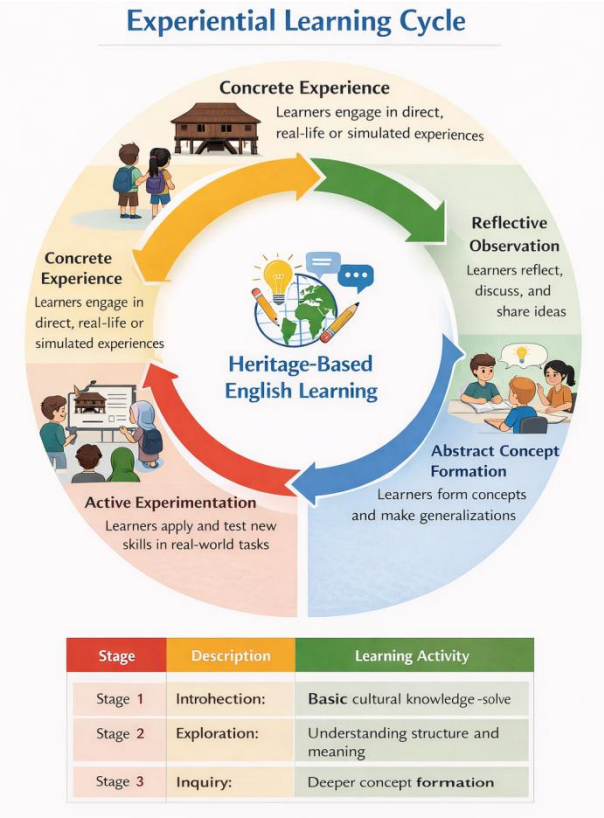


Figure 1. Experiential Learning Cycle

d. Relevant Previous Studies

Previous research has highlighted the importance of integrating culture into language education. Studies on culturally responsive pedagogy have shown that students learn more effectively when instructional materials reflect their cultural backgrounds. Such approaches increase motivation, participation, and comprehension.

Research on contextual learning has also demonstrated that authentic and meaningful content improves language acquisition. Students who learn language through real-life contexts tend to develop better communicative competence than those who rely solely on textbook-based instruction.

In the field of heritage-based education, several studies have explored the use of local culture as instructional content. These studies indicate that integrating local traditions, folklore, or historical sites into language learning can enhance both linguistic and cultural outcomes. However, many of these studies focus on general cultural themes or nationally recognized heritage, rather than specific local cultural artifacts.

In the context of Indonesian English language education, research on local culture integration is still limited, particularly in relation to specific traditional architectural heritage. Few studies have examined how local traditional houses can function as pedagogical resources in English classrooms. This indicates a research gap that the present study seeks to address.

4. Hypotheses

Based on the supporting theories and previous studies, the following hypotheses can be proposed:

The integration of social heritage into contextual English language education improves students' English language competence.

The use of the Malige traditional house as instructional content increases students' cultural awareness and identity.

Contextual and heritage-based learning activities enhance students' engagement and motivation in English language learning.

(If the study uses a qualitative design, these hypotheses may function as guiding assumptions rather than statistical hypotheses.)

5. Conceptual Framework

This study is based on the assumption that contextual and culturally responsive learning environments improve both linguistic and cultural outcomes. The conceptual framework can be described as follows:

Social Heritage (Malige Traditional House)
↓
Integrated into
Contextual and Culturally Responsive English Language Education
(using CBI and PBL approaches)
↓
Leads to
Improved Language Competence
Enhanced Cultural Awareness and Identity
Increased Student Engagement

In this framework, social heritage serves as the core learning content, while contextual and culturally

responsive approaches function as the instructional strategies. These strategies are expected to produce positive outcomes in students' language development and cultural understanding.

6. Expected Contribution of the Study

The literature suggests that contextual and culturally responsive language education is beneficial for both linguistic and cultural development. However, there is limited research on the use of specific local social heritage, particularly traditional architecture, as instructional content in English language classrooms. This study contributes to the field by providing empirical insights into how the Malige traditional house can function as a pedagogical resource and how such integration affects students' learning outcomes.

The findings are expected to enrich the theoretical discussion on heritage-based language education and provide practical guidance for educators seeking to design culturally relevant English learning experiences.

3. METHOD

This study employed a qualitative case study design to explore the integration of social heritage into contextual English language education, focusing on the Malige traditional house as a learning resource. The case study approach was selected because it allows an in-depth examination of educational practices within their real-life context and provides a holistic understanding of how cultural heritage can be incorporated into language learning. The research was conducted in a higher education setting in Buton, Southeast Sulawesi, Indonesia, over one academic semester.

The target population of the study consisted of undergraduate students enrolled in an English language class related to communication and cultural studies. A purposive sampling technique was used to select participants who were actively involved in the learning activities centered on local heritage. The sample included approximately 25–30 students and one lecturer who implemented contextual and project-based learning activities related to the Malige traditional house. The participants were chosen because they represented learners who experienced the integration of local cultural content in English language instruction.

Data were collected using multiple qualitative techniques to ensure depth and credibility. The primary techniques included classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted during learning sessions to examine how contextual and project-based tasks were implemented and how students interacted with the cultural content in English. Semi-structured interviews were carried out with selected students and the lecturer to gather insights into their experiences, perceptions, and challenges in learning English through social heritage materials. Document analysis involved reviewing lesson plans, teaching materials, student assignments, reflective journals, and multimedia projects produced during the course.

The main research instruments were observation guidelines, interview protocols, and document analysis checklists. The observation guidelines focused on student engagement, language use, interaction patterns, and the integration of cultural content. The interview protocols included open-ended questions designed to elicit participants' reflections on the learning process, cultural understanding, and perceived benefits. All instruments were developed based on the research objectives and validated through expert review and pilot testing to ensure clarity and relevance.

In qualitative research, the researcher played a central role as the primary instrument of data collection and interpretation. The researcher was present in the classroom as a non-participant observer during the learning process. Field notes were taken systematically to capture interactions, instructional strategies, and student responses. The informants in this study included the course lecturer and selected students who were willing to share their experiences in more depth. Data were collected over approximately three months, covering the planning, implementation, and evaluation stages of the contextual learning activities.

To ensure the validity and trustworthiness of the findings, the study employed several strategies, including triangulation, member checking, and prolonged engagement. Triangulation was achieved by comparing data from observations, interviews, and documents. Member checking was conducted by sharing interview summaries with participants to confirm the accuracy of interpretations. Prolonged engagement in the research setting allowed the researcher to gain a deeper understanding of the learning context and build trust with participants.

Data analysis followed an interactive qualitative analysis model. The process involved data reduction, data display, and conclusion drawing. First, the collected data were transcribed, organized, and coded to identify recurring themes related to language development, cultural awareness, and student engagement. Next, the data were displayed in thematic categories to facilitate interpretation. Finally, conclusions were drawn based on patterns and relationships found across different data sources. The analysis was conducted continuously throughout the research process to allow emerging insights to inform subsequent data collection.

Overall, this methodological approach enabled a comprehensive understanding of how the Malige traditional house, as a form of social heritage, functioned as a contextual learning resource in English language education and how it influenced students' language skills, cultural identity, and learning motivation.

4. FINDINGS AND DISCUSSION

This section presents the findings of the study and discusses them in relation to the research objectives and relevant theoretical frameworks, including contextual English language education, culturally responsive pedagogy, social heritage in education, and Content-Based and Project-Based Learning approaches. The

results are organized into three main themes: (1) student engagement and motivation, (2) development of language competence, and (3) strengthening of cultural identity through social heritage.

1. Increased Student Engagement and Motivation

The findings from classroom observations and interviews indicate that the integration of the Malige traditional house as a learning resource significantly increased student engagement. Students showed higher levels of participation during discussions, group activities, and project presentations compared to conventional textbook-based lessons. They were more enthusiastic when learning tasks were connected to familiar cultural contexts.

Students reported that learning English through local heritage made the subject more meaningful and relevant to their lives. Instead of dealing with abstract or foreign topics, they were able to discuss something they already knew or had experienced. This familiarity reduced anxiety and increased their willingness to communicate in English.

This result supports the principles of contextual learning, which emphasize that students learn more effectively when new knowledge is connected to their real-life experiences. It also aligns with culturally responsive pedagogy, which suggests that integrating students' cultural backgrounds into instruction can enhance motivation and participation.

2. Development of Language Competence

Data from student assignments, presentations, and interviews reveal improvements in students' vocabulary, speaking confidence, and overall communicative competence. Students were able to acquire new vocabulary related to architecture, culture, social structure, and traditional ceremonies associated with the Malige traditional house.

Through project-based tasks, students engaged in various language activities such as:

- Conducting interviews with local community members
- Writing descriptive and explanatory texts about the Malige house
- Preparing oral presentations and multimedia projects
- Participating in group discussions and peer feedback sessions

These activities required students to use English for authentic communication rather than rote memorization. As a result, students demonstrated improved fluency, clearer pronunciation, and more structured presentations by the end of the course.

This finding is consistent with Content-Based Instruction (CBI), which emphasizes the use of meaningful subject matter as the basis for language learning. It also reflects the benefits of Project-Based Learning (PBL), where students develop language skills through collaborative, inquiry-based projects.

3. Strengthening Cultural Identity and Awareness

One of the most significant outcomes of the study was the increased cultural awareness and sense of identity among students. Many participants expressed pride in being able to explain the Malige traditional house in English, especially when imagining interactions with international audiences.

Students reported that the learning activities helped them:

- Understand the social functions of the Malige traditional house
- Recognize the symbolic meanings embedded in its architecture
- Appreciate the cultural values associated with Butonese society

The integration of social heritage into language education allowed students to position themselves as cultural ambassadors. Instead of only learning about foreign cultures through English, they used English as a tool to represent their own culture.

This finding supports theories of social heritage in education, which highlight the role of cultural artifacts and traditions in shaping learners' identities. It also reinforces the goals of culturally responsive pedagogy, where education becomes a means of cultural affirmation and empowerment.

4. The Role of Contextual and Project-Based Learning Strategies

The instructional design of the course played a crucial role in achieving these outcomes. The learning process was structured around contextual and project-based activities that required students to actively explore the Malige traditional house.

The learning stages included:

a. Exploration stage: Students were introduced to the concept of social heritage and the historical background of the Malige house.
b. Inquiry stage: Students conducted observations, interviews, and data collection related to the Malige house.
c. Production stage: Students created written texts, presentations, and multimedia projects in English.
d. Presentation stage: Students presented their projects and received feedback from peers and the lecturer.

This process encouraged active learning, collaboration, and critical thinking. Students were not only passive recipients of information but also active constructors of knowledge.

The results confirm that combining contextual learning with CBI and PBL approaches creates a more authentic and meaningful language learning environment. Students used English as a medium to explore real-world content, which enhanced both linguistic and cultural outcomes.

This section is part main article results research and is usually the longest part of something article. The

research results are presented in part. These are "clean" results. The data analysis process, such as calculating statistics and testing process hypothesis, is not presented. Only results analysis and results testing the hypothesis only what is necessary reported. Tables and graphs can be used to clarify the presentation results study verbally. Tables and graphs must be given a comment or discussed.

For a qualitative study, part results load parts details in form-related sub-topics directly with the focus research and categories.

Discussion in the article aims for: (1) answer formulation problems and questions research; (2) shows How findings That obtained; (3) interpret/interpret findings; (4) linking results findings study with structure knowledge that has been established; and (5) gives rise to theories new or modification theories that have been There is.

In answering formulation problems and questions, research results must be concluded in a way explicit. Interpretation of findings is done with the use of existing logic and theories. Findings in the form of reality on the ground are integrated/associated with results study previous studies or with theories that have been there. For this, there is a reference. Explain implications theoretical and practical implications of the findings study.



Figure 2. Contextual English Language Education

5. CONCLUSIONS

This study set out to explore how social heritage, specifically the Malige traditional house, can be integrated into contextual English language education and how such integration contributes to language learning, cultural awareness, and identity formation among students in Buton. The findings demonstrate that the use of local heritage as instructional content successfully addressed the initial problem of the disconnection between English language learning and students' cultural realities.

The results show that contextual learning activities centered on the Malige traditional house enhanced students' engagement and motivation in learning English. When students were encouraged to use English to explore and explain familiar cultural elements, they participated more actively and demonstrated greater confidence in communication. English was no longer perceived merely as an academic subject, but as a practical tool for expressing local knowledge and experiences.

In line with the research objectives, the study also found that integrating social heritage into learning tasks contributed to the development of students' communicative competence. Through content-based and project-based activities, students were able to expand their vocabulary, improve their speaking and writing skills, and use English more meaningfully in authentic contexts. Language learning occurred alongside inquiry, collaboration, and creative production, rather than through isolated language exercises.

Another important outcome of the study is the strengthening of students' cultural awareness and sense of identity. By learning to describe and interpret the Malige traditional house in English, students gained a deeper understanding of their own cultural heritage and developed pride in their local identity. This ability to communicate local culture in a global language positions students as cultural mediators and supports the continuity of social heritage in a globalized world.

Overall, the study offers new insights into the potential of social heritage-based contextual learning as an effective approach in English language education. It highlights that local cultural resources can function not only as complementary materials, but as central content that shapes meaningful learning experiences. The findings suggest that integrating social heritage into English language instruction can simultaneously support linguistic development, cultural preservation, and identity formation, making it a relevant and sustainable model for language education in culturally diverse contexts.

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