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BRIDGING GLOBAL AND LOCAL VALUES IN AN INTERNATIONAL EFL CURRICULUM: EXPLORING STUDENTS' COMMUNICATIVE COMPETENCE AND IDENTITY FORMATION

by

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Abstract:

This study investigates how the integration of global and local values within an international English as a Foreign Language (EFL) curriculum supports students' communicative competence and identity negotiation. A qualitative case study was conducted involving 20 Grade 7 students and three teachers at a private Islamic junior high school in Surabaya, Indonesia. Multiple datasets were generated through a 20-item questionnaire, semi-structured interviews, classroom observations, and curriculum document analysis. The questionnaire dataset was analyzed descriptively using frequencies, percentages, means, and standard deviations, while interview, observation, and document data were analyzed using thematic analysis. The findings indicate that global and local values were integrated across classroom interaction, learning materials, and instructional practices, creating opportunities for students to develop communicative competence while maintaining their local cultural identity. Rather than experiencing identity conflict, students negotiated their identities positively by combining global perspectives with pride in their Indonesian cultural values. This study contributes to EFL research by demonstrating that the integration of global and local values serves as a contextual mechanism linking communicative competence and identity negotiation within an international curriculum. The findings also provide practical implications for designing culturally responsive international EFL curricula that simultaneously promote global competence and local cultural sustainability.

Keywords: communicative competence; identity negotiation; global values; local values; international curriculum; qualitative case study.

Abstrak:

Penelitian ini bertujuan mengkaji bagaimana integrasi nilai-nilai global dan lokal dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (English as a Foreign Language/EFL) pada kurikulum internasional mendukung pengembangan kompetensi komunikatif dan negosiasi identitas

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Ratnawati et al. (2026)

peserta didik. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan 20 siswa kelas VII dan tiga orang guru di sebuah SMP Islam swasta berkurikulum internasional di Surabaya. Data diperoleh melalui beberapa himpunan data (multiple datasets), yaitu angket berisi 20 butir pernyataan, wawancara semi-terstruktur, observasi kelas, dan analisis dokumen kurikulum. Data angket dianalisis secara deskriptif menggunakan frekuensi, persentase, rerata, dan simpangan baku, sedangkan data wawancara, observasi, dan dokumen dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa nilai-nilai global dan lokal terintegrasi dalam interaksi kelas, materi pembelajaran, dan praktik pembelajaran, sehingga menciptakan kesempatan bagi siswa untuk mengembangkan kompetensi komunikatif sekaligus mempertahankan identitas budaya lokal mereka. Alih-alih mengalami konflik identitas, siswa mampu menegosiasikan identitasnya secara positif dengan memadukan perspektif global dan kebanggaan terhadap nilai-nilai budaya Indonesia. Penelitian ini memberikan kontribusi bagi kajian EFL dengan menunjukkan bahwa integrasi nilai-nilai global dan lokal berperan sebagai mekanisme kontekstual yang menghubungkan kompetensi komunikatif dengan negosiasi identitas dalam kurikulum internasional. Temuan ini juga memberikan implikasi praktis bagi pengembangan kurikulum EFL internasional yang responsif terhadap budaya, sehingga mampu mendorong kompetensi global sekaligus menjaga keberlanjutan nilai-nilai budaya lokal.

Kata kunci: *kompetensi komunikatif; kurikulum internasional; negosiasi identitas; nilai-nilai global; nilai-nilai lokal; studi kasus kualitatif.*

INTRODUCTION

The growing role of English as a global lingua franca has transformed English as a Foreign Language (EFL) education into more than a linguistic enterprise (Basher et al., 2025; Suoc et al., 2025). English learning today is closely connected to issues of global communication, intercultural understanding, and identity formation (Grigoryeva & Zakirova, 2022; Hossain, 2024). As a result, EFL classrooms increasingly promote global values such as openness, intercultural awareness, critical thinking, and communicative confidence (Tsani, 2020; Yurtsever & Özel, 2021). However, in multilingual and culturally rich contexts such as Indonesia, this global orientation raises critical questions about the preservation and negotiation of local cultural values and students' identities (Prasatyo et al., 2025; Zalli, 2024). This tension between global and local orientations provides the central motivation for the present study (Hasnah et al., 2024; Huang et al., 2023).

From a theoretical perspective, communicative competence has long been recognized as a core goal of language education (Kadirova, 2025; Noviyanti, 2022), communicative competence as encompassing not only grammatical knowledge but also sociolinguistic, discourse, and strategic competence. In international curriculum settings, communicative competence is typically fostered through student-centred pedagogy, authentic materials, and task-based interaction (Deji-Afuye & Zhou, 2025; Hicham et al., 2025). While these approaches are effective in enhancing students' speaking ability and confidence, scholars

argue that communicative competence development is inseparable from learners' social identities and cultural positioning (Moghaddam, 2022; Munezane, 2025).

Research on language learner identity highlights that language learning is a socially situated process in which learners continuously negotiate their identities through participation, investment, and power relations (Rostandi & Rohandy, 2024; Yue, 2025; Yue & Huang, 2024). (Norton, 2013) emphasizes that their perceptions of themselves deeply influence learners' motivation and engagement as legitimate speakers of the target language. In EFL contexts, identity negotiation becomes particularly complex when learners are exposed to global cultural norms that may differ from their local values (Florendo et al., 2025; Umar & Ali, 2025). Studies in Asian contexts indicate that students often experience ambivalence when learning English, balancing aspirations for global participation with loyalty to local cultural norms such as politeness, respect, and collectivism (Hasnah et al., 2024; Tsai, 2025).

The implementation of an international curriculum in the Indonesian EFL context illustrates the strong influence of global values carried through English as a lingua franca. Although such curricula aim to develop communicative competence, critical thinking, and global awareness, they may also create subtle tensions between global orientations and students' local cultural identities. Stating from (Ratri et al., 2025), language learning is not merely a cognitive process but is deeply connected to identity and investment. Students' willingness to engage with English depends on how they see the language shaping their future selves and social positions. When English is associated with prestige and global mobility, learners may feel the need to reposition or renegotiate aspects of their local identity.

Similarly, (Dominique, 2024) emphasize that multilingual learners are not passive recipients of dominant norms. Instead, they actively shuttle between languages and cultural frameworks, strategically drawing on both global and local resources. However, in practice, international curricula often rely on standardized benchmarks of communicative competence that implicitly prioritize global references and perspectives (Smith, 2025; Xu et al., 2025). As a result, opportunities to meaningfully incorporate local knowledge and cultural expression can be limited. This situation underscores the importance of adopting a global-local approach, one that nurtures global communicative competence while affirming and sustaining students' local identities (Smith, 2025; Yaccob et al., 2022).

To address this complexity, the concept of glocalization has gained increasing attention in applied linguistics and language education. Glocalization emphasizes the dynamic interaction between global influences and local practices, arguing that global and local values do not replace one another but coexist and mutually shape educational experiences (Beneitone & Yarosh, 2021; Bin-Hady et al., 2024). In EFL classrooms, global-local pedagogy encourages teachers to integrate local cultural content, learners' lived experiences, and local languages into English instruction. Empirical studies suggest that such integration can enhance learner engagement, identity affirmation, and meaningful communication (Lian, 2026; Manan & Hajar, 2025). Translanguaging practices further support this process by allowing students to draw on their full linguistic repertoire to construct meaning and express identity (Almashour, 2024; Situmorang et al., 2021).

Despite these theoretical advances (Beneitone & Yarosh, 2021; Hasnah et al., 2024), previous empirical studies remain fragmented in their investigation of international EFL education. First, studies on intercultural communicative competence have primarily examined the development of students' intercultural awareness, communicative competence, and global communication skills (Moghaddam, 2022; Munezane, 2025). However, these studies generally pay limited attention to how students negotiate their cultural identities while developing communicative competence. (Bin-Hady et al., 2024).

Second, research grounded in identity theory has provided valuable insights into learners' identity negotiation, investment, and cultural positioning (Norton, 2013; Rostandi & Rohandy, 2024; Yue, 2025; Yue & Huang, 2024). Nevertheless, these studies predominantly focus on sociocultural processes and rarely examine whether identity negotiation is accompanied by the development of communicative competence or how both dimensions interact within classroom practices. (Hossain, 2024; Hasnah et al., 2024)

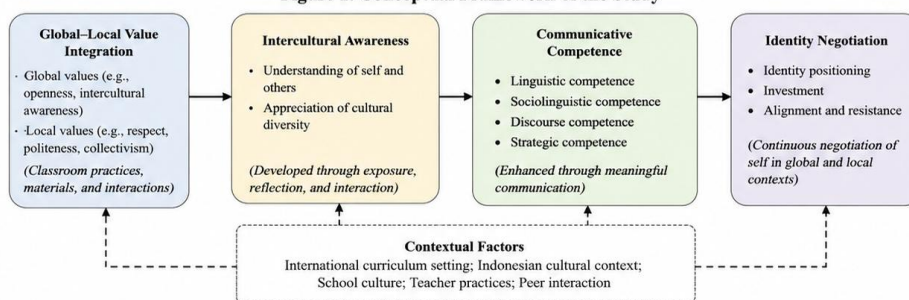
Third, studies on international curriculum implementation have mainly investigated curriculum alignment, policy implementation, institutional practices, or teachers' perspectives (Shamsiev Baxriddinovich & Fatchurrohman, 2024; Setiawan & Suwandi, 2022; Setya & Degeng, 2025). While these studies demonstrate how international curricula are implemented, they provide limited evidence regarding how global and local values are simultaneously enacted in everyday classroom interaction and how such integration shapes students' communicative competence and identity development.

These observations reveal three important research gaps. First, communicative competence and identity negotiation have largely been investigated as separate constructs rather than as interconnected learning outcomes. Second, existing studies have rarely examined the integration of global and local values as the pedagogical mechanism through which both communicative competence and identity negotiation develop. Third, previous studies have predominantly focused on senior secondary schools, higher education, or policy implementation, leaving international curriculum classrooms at the Indonesian junior secondary level largely underexplored. Furthermore, although mixed-methods research has increasingly been recommended to investigate complex educational phenomena (Kalra & Danis, 2024; Younas et al., 2024), very few studies have combined descriptive quantitative evidence of students' perceptions with qualitative exploration of classroom experiences within a single bounded case.

Table 1. Comparative Summary of Previous Studies and the Research Gap

Previous Studies	Research Focus	Participants / Context	Research Design	Main Findings	Research Limitation (Research Gap)
ICC studies (Moghaddam, 2022; Munezane, 2025)	Intercultural communicative competence	EFL learners (various contexts)	Mostly quantitative	ICC and communicative competence improved through classroom instruction	Identity negotiation process not examined
Identity studies (Norton, 2013; Rostandi & Rohandy, 2024; Yue, 2025; Yue & Huang, 2024)	Identity negotiation	EFL learners (various contexts)	Mostly qualitative	Identity is socially negotiated through investment, participation, and positioning	Communicative competence not measured or linked to identity negotiation
International curriculum studies (Shamsiev Baxriddinovich & Fatchurrohman, 2024; Setiawan & Suwandi, 2022; Setya & Degeng, 2025)	International curriculum implementation	International schools in Indonesia	Case study / evaluation	Implementation practices, curriculum alignment, and institutional strategies were described	Global–local value integration in classroom practices and its impact on students' competence and identity not explored
Present study	Global–local values, communicative competence, and identity negotiation	Junior high school students in Indonesia	Mixed-methods case study	Examines how global and local values are embedded in the EFL classroom and how they contribute to both communicative competence and identity negotiation	—

Figure 1. Conceptual Framework of the Study



Note. The framework illustrates that the integration of global and local values fosters intercultural awareness, which contributes to the development of communicative competence and, in turn, shapes students' identity negotiation.

Accordingly, the novelty of the present study does not merely lie in discussing global and local values. Rather, it lies in simultaneously examining (1) how global and local values

are embedded in an international curriculum EFL classroom, and (2) how this integration contributes to both students' communicative competence and identity negotiation within the same mixed-methods case study. By integrating communicative competence theory with identity theory in a global–local pedagogical framework, this study offers a more comprehensive understanding of students' learning experiences than studies that examine these dimensions separately. Through a mixed-method case study approach, the results of this study are expected to provide empirical evidence to inform culturally responsive EFL pedagogy and support educators in designing international curriculum practices that promote global competence while sustaining local cultural identity.

Therefore, this study addresses the following research questions: (1) How do global and local values influence students' communicative competence and identity negotiation?, (2) How are global and local values embedded in the English as a Foreign Language (EFL) classroom within an international curriculum?

METHOD

Design

This study employed a qualitative case study design, following Yin (2018) case study framework. The study focused on one international curriculum EFL classroom as a bounded case to investigate how global and local values are embedded in classroom practices and how they shaped students' communicative competence and identity negotiation. To obtain a comprehensive understanding of the case, the study utilized multiple data sources consisting of a quantitative dataset (questionnaire) and qualitative datasets (interviews, classroom observations, and document analysis).

The study employed multiple datasets to achieve methodological triangulation within the bounded case (Yin, 2018). The quantitative dataset consisted of students' responses to a structured questionnaire, which described their perceptions of global values, local values, communicative competence, and identity negotiation. Descriptive quantitative data are appropriate for summarizing participants' responses and identifying overall patterns within a specific context (Creswell, 2014; Cohen et al., 2018). The qualitative datasets consisted of semi-structured interviews, classroom observations, and document analysis. Following Yin (2018), the use of multiple qualitative data sources strengthens the credibility of case study

research through data triangulation. The qualitative data were analyzed to provide contextual explanations of how global and local values were enacted in classroom practices and how students negotiated their communicative competence and cultural identities (Miles et al., 2020; Braun & Clarke, 2022).

The study did not seek to measure actual improvement in communicative competence or establish causal relationships. Rather, it aimed to understand how students perceived the integration of global and local values and how these experiences were reflected in their communicative competence and identity negotiation within one bounded international curriculum EFL classroom.

Participant

This study involved 20 Grade 7 students (Class 7A) enrolled in an international curriculum at an Islamic private junior high school in Surabaya, Indonesia. The participants were aged between 13 and 14 years and consisted of both male and female students with varied academic abilities. Based on the school's English placement records and classroom achievement, the students demonstrated lower-intermediate to intermediate English proficiency (approximately CEFR A2–B1), enabling them to participate in English classroom interactions and complete the research instruments.

Purposive sampling was employed following Yin (2018), as the selected classroom represented a bounded case in which global and local values were intentionally integrated into English language learning. The inclusion criteria were: (a) students were officially enrolled in the international curriculum program, (b) they regularly attended English classes throughout the semester, and (c) they voluntarily agreed to participate in all stages of data collection. Students who were absent during the data collection period or did not provide complete questionnaire responses were excluded from the analysis.

The international curriculum adopted by the school combined the Cambridge Lower Secondary Curriculum with the Indonesian National Curriculum. English was used as the primary medium of instruction in English lessons, while learning materials emphasized intercultural communication, global perspectives, critical thinking, and collaborative learning without neglecting Indonesian cultural values and school character education. Although the primary participants were students, three teachers (English, Mathematics, and Science) were

involved only as key informants for data triangulation through semi-structured interviews and classroom observations. Their perspectives were used to corroborate the students' responses and classroom practices rather than as the primary unit of analysis.

Prior to data collection, permission to conduct the study was obtained from the school principal. Written informed consent was obtained from students' parents or legal guardians, and verbal/written assent was obtained from all student participants before data collection. Participants' identities were anonymized, and confidentiality was maintained throughout the study.

Table 2. Demographic characteristics of student participants (N = 20)

<i>Characteristic</i>	<i>Description</i>	<i>N</i>	<i>Percentage</i>
<i>Participants</i>	<i>Grade 7 students (Class 7A)</i>	20	100%
<i>Age</i>	<i>13–14 years</i>	20	100%
<i>Gender</i>	<i>Male and Female</i>	20	100%
<i>English proficiency</i>	<i>Lower-intermediate to Intermediate (approximately CEFR A2–B1)*</i>	20	100%
<i>Educational program</i>	<i>International Curriculum (Cambridge Lower Secondary integrated with the Indonesian National Curriculum)</i>	20	100%
<i>English learning background</i>	<i>English learning since primary school</i>	20	100%
<i>Learning environment</i>	<i>Bilingual English learning with global and local cultural integration</i>	20	100%
<i>Sampling technique</i>	<i>Purposive sampling</i>	—	—

Instrument

To answer the research questions, data were generated using four instruments: (1) a questionnaire, (2) a semi-structured interview protocol, (3) classroom observation, and (4) a document analysis checklist. These instruments were selected to capture both quantitative and qualitative data, allowing the researcher to generate multiple datasets from different sources of evidence, which strengthened data triangulation within the case study.

First, the questionnaire generated a quantitative dataset that provided a descriptive profile of students' perceptions of the integration of global and local values within the international curriculum EFL classroom. Following established procedures for educational questionnaire development, the instrument was developed through four stages: identifying the research constructs, generating questionnaire items from the theoretical framework, expert

review, and pilot testing prior to the main study (Artino et al., 2014; Cohen et al., 2018). The questionnaire consisted of 20 closed-ended items measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were distributed across four dimensions, with five items representing each construct: (1) Global Values (Items 1–5), (2) Local Values (Items 6–10), (3) Communicative Competence (Items 11–15), and (4) Identity Negotiation (Items 16–20). These dimensions were developed based on Byram's (1997) intercultural communicative competence framework, Canale and Swain's (1980) communicative competence model, and Ting-Toomey's (2005) identity negotiation perspective. The distribution of the questionnaires items is described in Table 3.

Table 3. Questionnaire blueprint

<i>Dimension</i>	<i>Theoretical Basis</i>	<i>Item Numbers</i>	<i>Number of Items</i>
<i>Global Values</i>	<i>Byram (1997)</i>	<i>1–5</i>	<i>5</i>
<i>Local Values</i>	<i>Glocal/Local Culture Framework</i>	<i>6–10</i>	<i>5</i>
<i>Communicative Competence</i>	<i>Canale & Swain (1980)</i>	<i>11–15</i>	<i>5</i>
<i>Identity Negotiation</i>	<i>Ting-Toomey (2005)</i>	<i>16–20</i>	<i>5</i>
<i>Total</i>			<i>20</i>

To establish content validity, the questionnaire was reviewed independently by two experts in EFL education and intercultural communication. They evaluated the clarity, relevance, and representativeness of each item, and several wording revisions were made before the questionnaire was administered. A pilot study involving students with characteristics similar to those of the target participants was subsequently conducted to examine item clarity and instrument reliability. Internal consistency was assessed using Cronbach's Alpha, resulting in a coefficient of $\alpha = .84$, indicating good reliability for educational research (Taber, 2018). Although only representative questionnaire items are reported in the Results section for presentation purposes, all twenty items were included in the quantitative analysis.

Second, the qualitative instrument was a semi-structured interview protocol consisting of ten open-ended questions, which was developed based on the research questions. The interview focused on students' experiences regarding global and local values, communicative competence, and identity negotiation. The interviews focused on participants' experiences in learning English within an international curriculum, their views on the presence of global and local values in classroom learning, and their perceptions of how these experiences influenced

their communicative competence and identity negotiation. The interview guide was validated through expert review to ensure clarity and relevance.

Third, classroom observations were conducted to obtain direct evidence of how students communicated in English and responded to learning activities that incorporated both global and local cultural values. During the observation process, the researcher acted as a non-participant observer, meaning that the researcher did not take part in classroom activities but focused on recording students' interactions and learning behaviors.

Fourth, a structured observation checklist was used to guide the observation process. The checklist included aspects such as students' participation in discussions, interaction with classmates and teachers, willingness to express ideas in English, and responses to cultural topics discussed during lessons. In addition to the checklist, field notes were written to document important classroom events and interactions that could not be fully captured through the observation form.

Data collection techniques

Data were collected over a two-month period using four complementary sources of evidence: (1) questionnaires, (2) semi-structured interviews, (3) non-participant classroom observations, and (4) curriculum document analysis. Consistent with Yin's (2018) case study approach, the use of multiple datasets enabled the researcher to investigate the bounded case from different perspectives and strengthened the credibility of the findings through data triangulation.

The questionnaire was administered to all 20 students during regular English lessons. Students completed the questionnaire individually within approximately 20–25 minutes. The questionnaire generated a descriptive dataset representing students' perceptions of global values, local values, communicative competence, and identity negotiation. These data provided an overall profile of students' perceptions that was subsequently compared with evidence obtained from interviews, classroom observations, and document analysis.

Classroom observations were conducted during six regular English lessons over the two-month data collection period. Each observation lasted approximately 80–90 minutes, following the school's regular timetable. The researcher acted as a non-participant observer and did not intervene in classroom activities. A structured observation protocol was employed

to record students' classroom participation, English language use, interaction patterns, responses to global and local cultural topics, teacher–student interaction, and learning activities reflecting intercultural practices. Field notes were written immediately after each observation to complement the observation checklist and document contextual information that could not be captured using predetermined observation categories.

Semi-structured interviews were conducted with five purposively selected students representing high, medium and low questionnaire profiles. Each interview lasted approximately 20–30 minutes and was audio-recorded with participants' consent. The interviews generated qualitative content and discourse data concerning students' perceptions of communicative competence and identity negotiation. To enhance data credibility through triangulation, interviews were also conducted with one English teacher, one Mathematics teacher, and one Science teacher. These teachers were not considered primary participants but served as triangulation informants.

Curriculum-related documents were collected throughout the study, including the English syllabus, lesson plans, teaching materials, PowerPoint presentations, students' worksheets, and assessment documents. Document analysis followed Bowen's (2009) document analysis procedures by identifying, reviewing, and coding documentary evidence related to the integration of global and local values. The document checklist guided the examination of curriculum objectives, learning activities, cultural content, instructional materials, and classroom tasks. Documentary evidence was subsequently compared with classroom observations and interview data to establish methodological triangulation.

Data Analysis

Consistent with the qualitative case study design, data obtained from multiple sources were analysed using complementary analytical procedures. The questionnaire generated a descriptive dataset, whereas interviews, classroom observations, and curriculum documents generated qualitative datasets. Rather than integrating quantitative and qualitative findings as in mixed-methods research, each dataset was analysed according to its characteristics before being compared through methodological triangulation to develop a comprehensive understanding of the bounded case.

The questionnaire dataset was obtained from 20 students through a 20-item five-point Likert-scale questionnaire, generating ordinal data describing students' perceptions of global values, local values, communicative competence, and identity negotiation. Prior to analysis, the internal consistency of the questionnaire was examined using Cronbach's Alpha, yielding a reliability coefficient above .70, which is considered acceptable for educational research (Taber, 2018). The questionnaire responses were analysed using descriptive statistics in IBM SPSS Statistics Version 26, including frequencies, percentages, means, and standard deviations. These descriptive statistics provided an overall profile of students' perceptions and served as contextual evidence to complement the qualitative findings. Consistent with the qualitative case study design, no inferential statistical analyses were conducted.

The interview, classroom observation, and curriculum document datasets were analysed using (Braun & Clarke, 2006, 2021) thematic analysis framework. The analysis followed six iterative stages: (1) familiarisation with the data through repeated reading of interview transcripts, observation field notes, and curriculum documents; (2) generation of initial codes by identifying meaningful units of data; (3) searching for patterns by grouping similar codes into preliminary categories; (4) reviewing and refining categories across the three qualitative datasets; (5) defining and naming the final themes; and (6) producing an analytical narrative that addressed the research questions. Following this iterative process, four overarching themes were generated: Integration of Global Values, Preservation of Local Identity, Communicative Competence Development, and Identity Negotiation. The coding process was conducted manually without qualitative data analysis software to allow continuous comparison across the datasets.

To enhance the trustworthiness of the qualitative analysis, the coding framework and emerging themes were reviewed independently by two experts in qualitative research and EFL education. Their feedback focused on code consistency, theme relevance, and alignment with the research questions. Any discrepancies were discussed until consensus was reached before the final themes were established.

The interpretation of themes related to communicative competence was guided by Canale & Swain (1980) communicative competence framework, whereas themes concerning identity negotiation were interpreted through Ting-Toomey's (2005) Identity Negotiation Theory. Documentary evidence and classroom observations were subsequently compared

with interview findings to identify convergent and divergent patterns regarding the integration of global and local values within classroom practices. The descriptive questionnaire findings were not subjected to thematic coding but were used to contextualise and corroborate patterns emerging from the qualitative datasets.

Finally, methodological triangulation was employed by comparing evidence across the four datasets—questionnaire responses, student interviews, classroom observations, and curriculum documents. Findings were considered credible when similar patterns consistently emerged across at least two different data sources. This cross-dataset comparison strengthened the credibility, dependability, and trustworthiness of the findings within the bounded case.

RESULT AND DISCUSSION

Results

The results presented in this section address the two research objectives: (1) to examine how global and local values influence students' competence and identity negotiation, and (2) to explore how global and local values are embedded in the English as a Foreign Language (EFL) classroom within an international curriculum. The findings are drawn from both quantitative and qualitative dataset, providing a comprehensive understanding of the relationship between values integration, student development, and classroom practices.

Quantitative findings: questionnaire results

1. Descriptive Statistics of Students' Perceptions

Table 4. Descriptive Statistics of Students' Perceptions (N = 20)

<i>Dimension</i>	<i>Mean</i>	<i>SD</i>
<i>Global Values Integration</i>	<i>4.35</i>	<i>0.48</i>
<i>Local Values Preservation</i>	<i>4.20</i>	<i>0.52</i>
<i>Communicative Competence</i>	<i>4.10</i>	<i>0.55</i>
<i>Identity Negotiation</i>	<i>4.05</i>	<i>0.57</i>

Table 4 presents descriptive statistics of students' responses across four measured dimensions. The highest mean score is found in Global Values Integration ($M = 4.35$), while Identity Negotiation shows the lowest mean score ($M = 4.05$). Standard deviation values indicate relatively similar response distributions across all dimensions.

2. Item-level students' perceptions of global and local values integration

table 5. item-level perceptions of global and local values integration (N = 20)

No	Statement	Mean	SD
1	<i>I am proud to be part of the international class.</i>	3.9	0.6
2	<i>I feel that my culture is appreciated in this class.</i>	3.8	0.7
3	<i>I can express my opinions freely in English.</i>	3.6	0.6
4	<i>I can still maintain my local values and traditions while studying in an international curriculum.</i>	4.6	0.5
5	<i>I still feel proud as an Indonesian student even though I use English every day.</i>	4.1	0.7

Table 5 displays item-level responses from students. The highest mean score appears in Item 4 ($M = 4.6$), while the lowest mean score appears in Item 3 ($M = 3.6$). All items are measured using a five-point Likert scale.

Qualitative findings: thematic analysis

Table 6. Coding Categories, Themes, Frequency, and Percentage ($N = 20$)

No	Theme	Coding Categories	Frequency	Percentage
1	Integration of Global Values	global awareness, intercultural exposure, international communication	18	90%
2	Preservation of Local Identity	cultural pride, local tradition, identity maintenance	16	80%
3	Communicative Competence Development	speaking practice, classroom interaction, confidence expression	15	75%
4	Identity Negotiation	cultural balancing, reflection, adaptation strategies	14	70%

Table 6 presents four themes identified from interviews, classroom observations, and curriculum documents: Integration of Global Values (90%), Preservation of Local Identity (80%), Communicative Competence Development (75%), and Identity Negotiation (70%). These themes demonstrate students' engagement with global perspectives while maintaining their local cultural identities.

Theme 1: Integration of global values

Table 7. Interview Evidence

Coding Category	Participant Quote
Global awareness	"We learn global issues such as climate change in English class."
Intercultural exposure	"We understand how students from other countries learn."
International communication	"We use English to discuss global topics."

The interview data show several recurring statements related to students' experiences of learning global issues, participating in intercultural discussions, and using English to

communicate about international topics. These excerpts illustrate the coding categories that contributed to the theme of Integration of Global Values.

Table 8. Classroom observation evidence

<i>Focus</i>	<i>Field Notes</i>
<i>Global discussion</i>	<i>Students discussed international topics in group work.</i>
<i>English use</i>	<i>Students used English during classroom interaction.</i>
<i>Cultural comparison</i>	<i>Teacher facilitated comparison of cultures.</i>

Classroom observations documented learning activities in which students participated in discussions involving global topics, communicated in English, and compared global and local cultures. These classroom events correspond to the coding categories identified from the interview data.

Table 9. Document evidence

<i>Document Type</i>	<i>Evidence</i>
<i>Lesson plan</i>	<i>Includes global learning objectives</i>
<i>Teaching material</i>	<i>Contains international case examples</i>
<i>Curriculum guide</i>	<i>Refers to intercultural content</i>

Curriculum documents, lesson plans, and instructional materials also contained references to global perspectives and intercultural learning objectives. The documentary evidence complemented the interview and classroom observation datasets by showing the planned integration of global values within instructional activities.

Theme 2: Preservation of local identity

Table 10. Interview Evidence

<i>Coding Category</i>	<i>Participant Quote</i>
<i>Cultural pride</i>	<i>"I am still proud to be Indonesian."</i>
<i>Local tradition</i>	<i>"We still talk about Indonesian culture."</i>
<i>Identity maintenance</i>	<i>"My local values are still important."</i>

The interview excerpts demonstrate that participants frequently referred to local traditions, cultural pride, and the maintenance of Indonesian values while participating in the international curriculum. These responses were grouped under the theme of preservation of local identity

Table 11. Classroom Observation Evidence

<i>Focus</i>	<i>Field Notes</i>
<i>Cultural reference</i>	<i>Students mentioned local traditions.</i>
<i>Value discussion</i>	<i>Teacher guided local-global comparison.</i>

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Observation data recorded several classroom interactions in which students related learning activities to Indonesian cultural practices and participated in discussions comparing local and global perspectives. These observations correspond to the interview findings.

Table 12. Document Evidence

<i>Document Type</i>	<i>Evidence</i>
<i>Lesson plan</i>	<i>Includes local cultural content</i>
<i>Worksheet</i>	<i>Uses Indonesian contextual examples</i>

The lesson plans and learning materials included examples of Indonesian cultural content and locally contextualised learning activities. These documents provide additional evidence of the incorporation of local cultural values into classroom instruction.

Theme 3: Communicative Competence Development

Table 13. Interview evidence

<i>Coding Category</i>	<i>Participant Quote</i>
<i>Speaking confidence</i>	<i>"I feel more confident speaking English."</i>
<i>Interaction</i>	<i>"I speak English with my classmates."</i>
<i>Participation</i>	<i>"I participate in class discussions."</i>

Students described classroom experiences involving English communication, classroom participation, and speaking practice. These excerpts represent the coding categories associated with the theme of Communicative Competence Development.

Table 14. Classroom Observation Evidence

<i>Focus</i>	<i>Field Notes</i>
<i>Oral practice</i>	<i>Students engaged in group presentation.</i>
<i>Interaction</i>	<i>Students used English in discussion tasks.</i>

Classroom observations recorded students participating in discussions, presentations, and collaborative learning activities conducted in English. These observational records correspond with the interview evidence presented above.

Table 15. Document Evidence

<i>Document Type</i>	<i>Evidence</i>
<i>Lesson plan</i>	<i>Includes speaking activities</i>
<i>Task sheet</i>	<i>Contains group discussion tasks</i>

The curriculum documents showed that speaking activities, collaborative tasks, and classroom discussions formed part of the planned instructional programme. These documents support the observational records describing classroom communication activities.

Theme 4: Identity Negotiation

Table 16. Interview evidence

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Coding Category	Participant Quote
<i>Identity balance</i>	<i>"I try to balance Indonesian and global identity."</i>
<i>Reflection</i>	<i>"English learning makes me think about myself."</i>
<i>Adaptation</i>	<i>"I adjust when speaking English."</i>

Interview excerpts show that participants discussed balancing global experiences with their Indonesian cultural background, reflecting on their identities, and adapting to English-medium classroom communication. These excerpts contributed to the coding categories under Identity Negotiation.

Table 17. Classroom observation evidence

Focus	Field Notes
<i>Reflection activity</i>	<i>Students shared personal views.</i>
<i>Cultural expression</i>	<i>Students expressed identity-related opinions.</i>

Observation records documented classroom activities in which students expressed personal opinions, reflected on cultural experiences, and participated in intercultural discussions. These observations correspond to the interview evidence presented for this theme.

Table 19. Document evidence

Document Type	Evidence
Worksheet	Contains reflection tasks
Lesson plan	Includes identity reflection activities

Curriculum documents and reflective learning tasks contained activities encouraging students to discuss cultural experiences and express personal viewpoints. These documentary data provide additional evidence related to the theme of identity negotiation.

Discussion

1. Global–Local Value Integration in the International EFL Classroom

One of the principal findings of this study is that global and local values were simultaneously embedded within classroom practices in the international curriculum. Evidence from questionnaires, interviews, classroom observations, and curriculum documents consistently demonstrated that students encountered global perspectives while continuing to engage with Indonesian cultural values during English learning. For example, one student explained:

"We greet our teacher by bowing and shaking hands... we also learn to communicate with people from different countries."(S-1)

This excerpt illustrates that classroom interaction combined international communication with

culturally rooted practices rather than positioning them as separate educational experiences.

This finding is consistent with previous studies arguing that internationalised curricula should promote intercultural awareness without diminishing learners' local cultural identities (Bin-Hady et al., 2024; Darvin & Norton, 2023; Hasnah et al., 2024; Moghaddam, 2022; Norton, 2013; Rahman et al., 2020; Ratri et al., 2025; Rostandi & Rohandy, 2024). Likewise, Beneitone & Yarosh, (2021); Hasnah et al., (2024); Lian, 2026; and Manan & Hajar, (2025) argue that global and local knowledge should coexist within international education.

However, the present study also differs from previous research in several respects. Most earlier studies focused primarily on curriculum policy, intercultural competence, or teachers' perspectives, whereas the present study demonstrates how global and local values are enacted simultaneously through everyday classroom interaction, instructional materials, and students' lived learning experiences. Rather than examining globalisation as an external curriculum policy, this study illustrates how students experience global–local integration during routine classroom activities.

One possible explanation is that the international curriculum implemented in this school did not treat global values as replacements for local cultural practices. Instead, teachers deliberately linked international topics with Indonesian cultural examples, enabling students to connect global perspectives with familiar cultural experiences. Consequently, English functioned as a medium for intercultural dialogue instead of becoming a symbol of cultural assimilation.

From a theoretical perspective, these findings extend Byram's Intercultural Communicative Competence framework. While Byram emphasises intercultural knowledge, attitudes, skills of interpreting, discovery, and critical cultural awareness, the present study suggests that these dimensions become more meaningful when learners are encouraged to negotiate intercultural understanding through their own local cultural identities. Local culture therefore functions not merely as background knowledge but as an active resource for intercultural communication.

Overall, the findings suggest that international curriculum classrooms can successfully integrate global and local values when intercultural learning is intentionally contextualised within students' own cultural environment.

2. Why global–local integration supports communicative competence

Another important finding concerns students' communicative competence. Although the study did not measure language achievement through performance tests, evidence from questionnaires, interviews, classroom observations, and curriculum documents consistently showed that students experienced frequent opportunities to communicate in English within meaningful intercultural contexts. One participant stated: *"We usually discuss different cultures in English, and everyone is encouraged to participate."* (S2). Similarly, classroom observations documented regular group discussions, presentations, and collaborative learning activities conducted primarily in English.

These findings are consistent with previous studies suggesting that communicative competence develops more effectively through authentic communication and meaningful interaction (Canale & Swain, 1980; Hicham et al., 2025; Isnaini & Fauzia, 2024; Munezane, 2025; Rahayu et al., 2022; Tomlinson & Jackson, 2021; Xu et al., 2025). Previous research generally attributes communicative competence to communicative practice and task-based learning.

The present findings extend this understanding by demonstrating that authentic communication becomes more meaningful when classroom interaction simultaneously incorporates global perspectives and learners' local cultural experiences. Students did not simply practise English for linguistic purposes but used English to discuss issues that were personally and culturally meaningful.

One contextual explanation may be that integrating local cultural references reduced psychological distance between classroom content and students' daily experiences. Familiar cultural contexts appeared to facilitate participation while global themes broadened opportunities for intercultural communication.

These findings also broaden Canale and Swain's model of communicative competence. Although the original framework conceptualises competence through grammatical, sociolinguistic, discourse, and strategic competence, the present findings indicate that communicative competence is also influenced by opportunities to negotiate cultural meanings during classroom interaction. Thus, communicative competence may be understood not only as linguistic performance but also as socially situated intercultural communication.

3. Why identity preservation remained strong

Another noteworthy finding concerns the persistence of students' local identities despite continuous exposure to English and international learning materials. Questionnaire results showed consistently positive responses regarding identity negotiation, while interviews revealed that students maintained a strong sense of Indonesian cultural identity. One participant commented: *"I am still proud to be Indonesian even though I use English every day."*

Classroom observations likewise recorded frequent references to Indonesian traditions during English discussions, while curriculum documents explicitly incorporated local cultural content.

These findings support previous studies suggesting that language learning does not necessarily weaken learners' cultural identities (Darvin & Norton, 2023; Hasnah et al., 2024; Norton, 2013; Yue & Huang, 2024). Nevertheless, they differ from studies expressing concerns that international education may contribute to cultural displacement. One explanation is that the curriculum intentionally legitimised local culture within English learning activities. Students therefore did not perceive English as replacing Indonesian identity but as an additional communicative resource.

From a theoretical perspective, these findings extend Ting-Toomey's (2005) Identity Negotiation Theory. Rather than emerging primarily from intercultural conflict, identity negotiation in this study occurred through the harmonious coexistence of global and local cultural orientations. Similarly, Norton's concept of identity is enriched by showing that investment in English learning can coexist with strong attachment to local cultural identity.

4. Understanding students' lower confidence in expressing opinions

Although students generally reported positive perceptions across all questionnaire items, expressing opinions freely in English received the lowest mean score among all questionnaire statements. This pattern differs from previous findings that frequently associate international curricula with high communicative confidence (Hicham et al., 2025; Xu et al., 2025). Instead, the present study suggests that confidence in expressing opinions may develop more slowly than other aspects of communicative competence. A possible explanation is that expressing

opinions requires not only grammatical knowledge but also strategic competence, interactional confidence, and willingness to take interpersonal risks. Students may understand English sufficiently yet remain cautious when expressing personal viewpoints in front of peers.

This finding complements Canale and Swain's strategic competence component by illustrating that communicative competence involves managing uncertainty and maintaining interaction rather than simply producing linguistically accurate language. Therefore, classroom opportunities for discussion should continue to encourage students to articulate personal opinions within supportive learning environments.

Overall, the findings demonstrate that international curriculum classrooms can simultaneously promote communicative competence and identity development when global perspectives are meaningfully integrated with learners' local cultural experiences. Rather than positioning global and local values as competing educational orientations, the findings indicate that both dimensions function as complementary pedagogical resources. Consequently, this study extends existing theories of intercultural communicative competence and identity negotiation by highlighting the pedagogical significance of global–local value integration within authentic EFL classroom practices.

CONCLUSION & IMPLICATION

Conclusion

This study addressed two research questions concerning the role of global and local values in an international curriculum EFL classroom. First, the findings demonstrate that global and local values were not experienced as competing educational orientations but were simultaneously integrated into classroom interaction, learning materials, and instructional practices. This integration created meaningful opportunities for students to develop communicative competence while maintaining strong connections with their local cultural identity. Second, the findings reveal that students negotiated their identities positively within an international learning environment. Rather than perceiving English as a threat to their cultural identity, students viewed English as an additional communicative resource that

enabled them to participate in global communication while preserving their Indonesian cultural values.

Beyond answering the research questions, this study contributes new knowledge by demonstrating that the relationship between communicative competence and identity negotiation can be understood through the integration of global and local values within authentic classroom practice. Previous studies have generally examined communicative competence, identity negotiation, or international curriculum implementation separately. In contrast, this study illustrates how these dimensions interact simultaneously within one international curriculum EFL classroom through evidence obtained from questionnaires, interviews, classroom observations, and curriculum documents.

From a theoretical perspective, the findings extend communicative competence theory by suggesting that communicative competence is influenced not only by linguistic knowledge and interactional skills but also by learners' opportunities to construct intercultural understanding through locally meaningful learning experiences. The findings also enrich Identity Negotiation Theory by showing that identity negotiation may emerge through the harmonious integration of global and local cultural orientations rather than through cultural conflict alone.

Empirically, this study provides evidence from an Indonesian international junior secondary school, a context that has received relatively limited attention in previous EFL research. By combining multiple datasets within a qualitative case study, the study offers a comprehensive description of how global–local value integration is reflected in students' perceptions, classroom interaction, and curriculum implementation.

Pedagogically, the findings demonstrate that international curriculum classrooms can simultaneously promote communicative competence and cultural identity when teachers intentionally integrate global perspectives with students' local cultural experiences. Such integration enables English learning to function not only as language instruction but also as intercultural learning that supports students' confidence, cultural awareness, and identity development.

Limitations of the Study

Several limitations should be considered when interpreting the findings of this study. First, the study involved only twenty students from a single international curriculum classroom within one private Islamic junior high school. Consequently, the findings should be interpreted as context-specific rather than statistically generalizable to other international schools or EFL settings. The relatively small sample size and single-school context primarily affect the transferability of the findings, although they provide rich contextual insights consistent with qualitative case study research.

Second, only three teachers participated as triangulation informants. Although their perspectives strengthened data credibility through methodological triangulation, a larger and more diverse group of teachers could provide broader insights into instructional practices across different subject areas and institutional contexts.

Third, part of the evidence relied on students' self-reported questionnaire responses and interview accounts. Although these data were corroborated through classroom observations and curriculum document analysis, self-report measures may still reflect participants' subjective perceptions rather than their actual communicative performance.

Finally, the questionnaire dataset was analyzed descriptively without inferential statistical analysis because its purpose was to complement the qualitative findings rather than to test hypotheses or establish causal relationships. Consequently, the study emphasizes depth of contextual understanding over statistical generalizability. Future research involving multiple schools, larger participant groups, longitudinal designs, and mixed analytical approaches would strengthen the transferability and broader applicability of the findings.

Implications of the study

Theoretically, the findings contribute to the development of communicative competence and identity research by demonstrating that global–local value integration functions as an important contextual mechanism linking language learning and identity formation. The study suggests that communicative competence and identity negotiation should not be conceptualized as separate constructs but as mutually reinforcing processes that develop through intercultural classroom interaction grounded in learners' local cultural experiences.

Pedagogically, for EFL teachers, the findings highlight the importance of designing learning activities that deliberately integrate global issues with local cultural knowledge.

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Classroom discussions, collaborative projects, presentations, and reflective tasks should encourage students to communicate in English while drawing upon their own cultural experiences. Such practices create meaningful opportunities to develop communicative competence alongside intercultural awareness and cultural identity.

For curriculum developers and international schools, the findings suggest that international curricula should move beyond adopting global standards alone. Curriculum design should intentionally embed local cultural content, values, and community knowledge into learning objectives, instructional materials, and assessment tasks. Such integration enables students to develop global competence without weakening their local cultural identity.

For educational policymakers, the findings indicate that bilingual and international education programs should promote balanced global–local educational policies. Rather than viewing English as a vehicle for globalization alone, policy frameworks should encourage culturally responsive international education that simultaneously strengthens global communication skills and preserves national and local cultural values. This approach may contribute to more sustainable and culturally inclusive international education in multilingual societies such as Indonesia.

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