



Implementing Local Content Materials in EFT Class at UKI Toraja

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Abstract. This research was to find out; how the English for tourism materials implemented by lecturers at UKI Toraja. The method used in this research is qualitative method. The subjects of this research are the two lecturers of English for tourism at English Department UKI Toraja The instrument used in this study were interview protocol. Based on the data obtained, the results show that: There are seven steps use by the lecturers in implementing EFT materials at UKI Toraja; a) identifying the vocabularies involved in local content topics, b) conducting the observation, c) presenting the observation result, d) carrying out discussion, e) summarizing, and f) giving feedback.

Keywords: Local Content · Perception · Strategy · Tourism Materials

1 Introduction

To achieve the goal of teaching a subject, one of the factors to be considered is the availability of teaching materials. The materials should be met with the students' need, the presence of sufficient teaching materials which is based on the students' need is truly important to support the attempt to achieve the goal of teaching this subject.

Since 2010, the English for Tourism course has been taught as part of the study program offered by the English department at UKI Toraja. In the beginning, this course was only offered as an elective subject within the English Education Study Program. This was due to the fact that it was believed, at the time, that the students should take this course due to the fact that they are living in a region where tourism is prevalent. As a result of this consideration, the English for Tourism course was made compulsory and passed to the third and the fifth semester of the academic year. Because it is common knowledge that Tana Toraja is one of the tourist destinations in Indonesia, it is not only anticipated that students who graduate from the English Department of UKI Toraja will go on to teach English, but it is also anticipated that they will work in disciplines related to tourism. For instance, they might be able to find employment at a hotel, as a tour guide, at tourist locations, or in the provision of tourist information, as well as in a variety of other tourism-related occupations.

The materials covered in this course related tourism, culinary, accommodation, Toraja's local culture, and tourist destinations in Toraja. These topics could answer

the requirements or prepare students to become students of Toraja who are able to learn about culture and are able to explain the situation, culture, and tourism items that serve as tourist sites in their location. According to what the experts have to say, to determine what English competencies students require in order to enable them to succeed both in academic and occupational settings accurately, it is imperative to carry out a Needs Analysis (NA). NA is defined as “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” [1]. Richards further mentions that different types of students have different language needs and what they are taught should be restricted to what they need. Similarly, Hutchinson and Waters (1987) state that, what is being taught should be relevant to the learners, that is why the team teaching of English for Tourism combine the general materials and local content materials [2].

2 Method

The research was conducted at English Department UKI Toraja to find out how do the lecturers implementing the tourism materials by using local content at English for tourism class. The instrument of this research was the interviews protocol. The data analysis technique in this study was qualitative method to explain more and determining the how do the lecturers implementing the tourism materials by using local content at English for tourism class. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research [3]. Furthermore, in analyzing the data the we employed Miles’ and Huberman’s model (1994). The elements of their model are: data reduction, data display and conclusions [4].

3 Results and Discussion

Result

1) Designing the General Topic to be Adapted into Local Content

If the teacher’s preparation influences the learning process, it can go smoothly. Compiling a learning design is one of the ways to ensure learning success. A good learning design will have a positive impact on learning activities. As a result, it will be more convenient for educators to educate as well as students to learn and understand the information. The instructional resources were created should be considered with the needs of the students in needs in learning.

Interviewer: [“what do you prepare to start the class?”]

Lecturer 1: [“of course. How can I say that it was dominated with images and provide brochures that were used by the travel agent for the promotion or tourism socialization it was in printed materials such banner, brochure and those were showed in the class or shared it to the students to be learned? Beside that preparing the lesson materials that was called RPP to now become RPS. Of course, those themes should be prepared before teaching. After that it collaborating to the local content materials on the brochure which

is the local content. As we want or not, we are living in Tana Toraja so of course all the content that put in the brochure has to be dominating with the local content of Toraja”]

Lecturer 2: (“first of all, it must be course outline. It is just like GBBP and now known as RPS. We have teaching group, so we meet with lecturers. There three of us teach EFT. At the time we met to decide the suitable topic with every meeting and then it becomes the form of assignment, whether it is individual assignment or group and also mid test”).

According to the findings of the interviews, the first step in producing EFT material, particularly in including the local content into their learning materials is to design the course outline to be modified into local content. Before teaching, lecturer 1 stated that he developed a lesson plan based on local content to be taught in EFT class. He also developed supporting educational media in the classroom, such as photos, pamphlets, brochures, and so on that related with local content they discuss in the class. Meanwhile the lecturer 2 stated that they developed a team teaching first before teaching the EFT materials to students. Three of EFT lecturers who teach English for tourism at English Department UKI Toraja made up the team teaching that should discuss what kind of materials should be organized in EFT to be taught in class, as well as how to incorporate local information. When creating a lesson plan, lecturers should consider the benefits of the material as well as the students’ learning needs. They should be comfortable with the EFT materials that will be taught in class after the meeting.

2) Identifying the Vocabularies Involved in Local Content Topics

In learning English for tourism, the students are obligated to have many vocabularies that related the materials. The students should have more capability to owned and produce many new vocabularies that might involve in EFT materials especially local contents that they were learned.

Interviewer: [from those topics that you have been taught

Lecturer 1: [the topics that are teaching from many aspects, all those things that connect to how the Toraja people live their life each day included both death and life such as identifying the vocabularies that might involve in topics.

Lecturer 2: (“I always present that this material will be studied during the class. They have to find everything related to the materials and in my class, I teach more about vocabulary because there are many new and update terms that have to be known when we study about tourism).

We found that both instructors told the students to identify the vocabulary used in EFT themes based on the results of the interviews above. According to lecturer 1, he teaches EFT with all things relating to Toraja, including life and death. It indicates that EFT materials are based on Toraja people’s lives and activities, which are referred to as Rambu Tuka’ and Rambu Solo’ Students must identify vocabulary that are involved in the topic when studying such topics. The purpose of providing those vocabularies is to expand students’ vocabulary in relation to local topics. During the interview, lecturer 2 echoed similar sentiments, stating that when teaching EFT materials, it is extremely important to teach about local content. She stated that more vocabulary should be taught because there are many new and updated terms that must be learned when studying tourism.

Interviewer: (“What activities does your lecturer do when you study about Tour, tourism and tourist?”)

Student 12: (memorizing vocabulary...”)

Interviewer: (“What activities does your lecturer do when you study about Food and drinks?”)

Student 15: (“The lecturer assigned the students to make a list of the vocabulary used when ordering food and drinks. The students made a conversation about food and drinks and then practiced it with a friend”).

Based on the findings, we addressed a similar question on how the lecturer applied the EFT materials, particularly in items of including local content. According to both students’ statements, the lecturer asked them to identify the along with the local content that needed to be memorized. When we questioned the students 1 2 what type of activities the EFT lecturer does in class, he replied that while learning about our, tourist, and tourism, they memorized several words that were linked to the topic. The same arguments were made in the interview by student 15, who stated that when learning about food and drinks, the lecturer assigned the students to make a list of vocabularies that are used when ordering food and drinks at a restaurant in English. Following the listing of vocabularies, students should engage in a conversation that includes the vocabularies they have discovered and memorized. Another stage the students took in learning EFT was to practice the dialogue with their seatmate in front of the class.

3) Conducting the Observation

Observation is obtained by observing process at work, according to the observation method, which entails human observation of what people actually do or what events occur during the situation. In learning EFT, the students were assigned to do the observation at the hotels, restaurants, and the tourism object at Toraja and North Toraja.

Interviewer: [How do you involve and take part with the students to study about local content?

Lecturer 1: [well we make a field study. Visiting, traveling, and having tour with students]

Interviewer: (“can you explain how do you teach the topic?”)

Lecturer 2: (“The students are also given feel trick. They are divided into the groups after that they are sent to the hotel with recommendation letter to do observation about the types of room in that hotel).

We found, based on the findings in the interview, that both lecturers implement observation as teaching approach while teaching English for tourism. According to the lecturer 1, observation is one the teaching strategies used in field studies to learn local content. The lecturers lead students on a visit of tourism object in Toraja and Toraja Utara to learn about the object and simulate the students as a tour guide. Meanwhile the second lecturer repeated the first lecturer’s concerns, stating that she organizes the students into groups to conduct the observations in the hotel or restaurant as part of field study. The students were dispatched into the hotel to examine and describe the various sorts of hotel rooms in order to present their findings at the following meeting.

Interviewer: (“What activities does your lecturer do when you study about responding to complain?”)

Student 4: (“The assignment I got when we studied about responding to complain was that we did an observation in hotels then made interview about how to handle complaints from customers well and politely”).

Student 9: (“When we studied the topic about food and drinks, we were assigned to do an observation in restaurants or cafes. Then we interviewed the owners of the restaurants or cafes about how to make food and drinks with good quality”).

Based on the students’ statements, it is clear that their arguments are in line with the lecturers’ statements. Their arguments supported the use of observation by EFT lecturers in teaching local material in EFT classes. The four students verified that they had been divided into groups and would be doing the observation at the hotel. The students were also given the task of conducting an interview with the hotel manager or even the hotel owner to learn how to handle customer complaints and what they do to address them. Meanwhile, student 9 shared the same sentiment as student 4, stating that while studying the topic of food and drinks in EFT class, they observed restaurants and cafes that were related to the topic. Interviewing the restaurant’s owner is a requirement of the observation to learn more and deeper about what makes their cafe or restaurant famous and unique in terms of food and drink.

4) Presenting the Observation Result

Presentation is an active activity where a speaker conveys and communicates ideas and information to a group of audiences. In learning EFT, the students also conducted the presentation after doing the observation.

Interviewer: (“So what is the main activity do you use to involve local content material?”).

Lecturer 1: (“making notes, and paper to be presented in front of the class”).

Lecturer 2: (“sometimes I ask the students to make a presentation”).

To use local content information. As indicated by the lecturer in the interview, students also conduct a presentation in class while learning local topics. The second lecturer shared the same perspective as lecturer 1, stating that she occasionally asks students to perform presentations as a teaching approach in order to learn about local topics in EFT class.

Interviewer: (“So what is the main activity do you use to involve local content material?”).

Student 9: (“The lecturer assigned us to do observation in hotel and restaurant. Then we presented it in front of the class”).

Student 16: (“We were assigned to make a presentation based on the result of the interview we did”).

According to the findings of the interviews, both students and lecturers agreed with each other. The students share the results of their observation in front of the class after doing it at the hotel or restaurant. As student 9 stated, they were instructed to give a presentation in front of the class after learning about booking hotel and restaurant reservations. Meanwhile, student 16 stated that they presented all of the material acquired during their interviews with the owner or management in front of the class. Because this was a group project, each group developed a presentation and presented it to the class.

5) Carrying Out Discussion

Discussions are strategies designed to stimulate thinking, challenge attitudes and beliefs, and develop skills. It is the oral interaction between people during learning in the classroom, that is, between teacher and learners, or learners and learners with the teacher as facilitator.

Interviewer: (“other than tour, is there any other material that you gave to students?”)

Lecturer 1: [“making notes, and paper to be presented and discussed in front of the class, giving some corrections about it and giving some feedback”]

Interviewer: (“so what is the main activity do you use to involve local content material”)

Lecturer 2: (“as I said before, there are individual assignment and group assignment. I sometimes ask students to form a pair to work together and discuss in every material in the class such as speaking, writing, reading and listening.”)

Based on the findings of the interviews, discussion is one of the lecturers’ strategies for incorporating local content into EFT materials. According to lecturer 1, the students are assigned to do the presentation first, and the results of the presentation will be discussed in class. Lecturer 2 expressed a similar point of view, stating that in EFT class, students were divided into pairs to discuss various subjects relevant to the theme.

Student 12: (“The way the lecturer involved us as students in local culture of Toraja when teaching EFT is by giving us a chance to tell anything about what we know about Toraja starting from food, culture, tourist destination, and custom of Torajan people. Then the lecturer gave us a chance to answer question given by the lecturer in every meeting. The lecturer also gave us a chance discuss in the process of teaching and learning”).

Student 13: (“The activities we did when we studied about tour, tourist and tourism in EFT class can be listed as follows: at the beginning, the lecturer started the lesson about the topic by giving questions about the differences among tour, tourism and tourist. Every student gave their opinion responding to it by explaining what they know about the three terms. After that, we were given assignment about the topic”).

We found that discussion is one of the teaching strategies used by the EFT lecturer to incorporate the local material in the class based on the students’ statements. The purpose of the conversation is to allow students to share their thoughts on the issue they are discussing. Students took advantage of this opportunity to share a wealth of information with one another. Student 12 revealed that in a meeting there must be a discussion done in the class. In every meeting during a discussion session, every student has the same opportunity to express their opinions. In the interview, Student 13 expressed similar sentiments, stating that when they were studying about tours, tourists, and tourism, we opened a discussion session for students by posing a question to be answered by the students. During this session, students shared their thoughts and ideas about tours, tourists, and tourism individually. The lecturer would summarize the students’ arguments and provide some background information on the topics at the end of the discussion.

6) Summarizing

In general, a conclusion is a statement that is derived from the overall findings of the discussion or analysis. The instructor draws conclusions and recommendations based on what students have learnt throughout the course of the learning process. The teacher

can present an overview of the most important topics from the meeting's materials. The meeting information will also be easier to comprehend for students. Students understand the importance of education. After the meeting, the teacher will have presented the content in its entirety, and the pupils will have fully comprehended it.

Interviewer: ("How do you end your class?")

Lecturer 1: ["there must be a conclusion I the end of the meeting related with the topic."]

Lecturer 2: ("I always give conclusion of the study. For example, when we study about storytelling to the visitors because the main point of EFT that involve local content material is students understand about Torajan culture and they are able to explain it to the visitors.")

The statements of two lecturers above show that at the end of the meeting, both lecturers summarize the topic. We inquired about the lecturer's method of reaching the conclusion the class. Lecturer 1 stated that he never fails to summarize the topic of the day at the end of the meeting. The same comment was made by lecturer two, who stated that she offers a conclusion at the end of each meeting linked to the topic they discussed with the students that day.

Student 8: ("Drawing conclusion and giving quiz to students about the topic").

Student 9: "The lecturer drew conclusion about the topic and then gave assignment to the students individually and in groups".

From the students' arguments above, it can be concluded that the students agreed with the lecturers' statements above which stating that summarizing is always done at the end of the meeting. The goal of summarizing at the end of the meeting is to improve the students' comprehension of the material. Students 8 and 9 agree with the lecturers when they say that summarizing is one of the teaching strategies used by lecturers when incorporating local content into EFT materials.

7) Giving Feedback

The lecturer's actions or information that provides information about a person's performance or understanding is referred to as feedback. Feedback is information about the gap between what was understood and what was meant to be understood, as well as how the next action should be taken. It can be used for a variety of purposes, including increasing success, correcting mistakes, assisting in the discovery of misunderstandings, suggesting specific improvements, making future suggestions, praising, or even punishing. All of these advantages are, of course, beneficial to varied degrees depending on the circumstances. The usefulness of feedback is determined by who offers it, whether it is task or ego related, how it is delivered, and if it is received and acted upon.

Interviewer: [other than tour, is there any other material that you gave to students?]

Lecturer 1: ["making notes, and paper to be presented in front of the class, giving some corrections about it and giving some feedback"]

Interviewer: ("hm... how do you make the students apply it directly?")

Lecturer 2: ("We have talked in the class about the description. After collecting their description of tourism object, I check the grammar whether it is true or false. After that I resend into the class group to be learned by the students together about tourism object")

We concluded from the aforementioned statements that both lecturers recognize the necessity of using feedback in the implementation of local culture materials. According to lecturer 1, feedback is given to students after they do a presentation in front of the class. Meanwhile, lecturer 2 made a similar response to the previous lecturer, claiming that the feedbacks were given after correcting the students' depiction of something connected to local subject that was being addressed at the time. The feedback could be in the form of grammar corrections, punctuation usage, writing style, or even the body of the description text that the student wrote in class.

Student 8: ("Sometimes, after presenting the result of our observation, our lecturer gave us additional explanation and responds to the presentation").

Student 12: ("Drawing conclusion about the lesson, giving out soft file if any, then giving questions, giving points to students who answered the questions. And lastly before going home, there was a prayer led by a student").

4 Discussion

A lesson plan is a blueprint that a teacher creates before beginning the teaching and learning process in the classroom [5]. Making decisions about what has to be done to attain goals is what planning is all about. As a result, the planning process should begin with setting goals to be achieved through a thorough needs analysis and decision-making process, followed by determining the steps that must be taken to achieve the stated goals, and finally, our mindset directed how that goal can be achieved effectively and efficiently. We discovered that lecturers' first step in implementing local content in English for tourism materials is to design lesson plans. The lecturers should create a lesson plan that contained some basic subjects that were converted into local content based on the needs of the students. When creating the lesson plan, the lecturers should meet to decide what kinds of topics are appropriate for EFT classes, particularly local content materials, and how to implement the materials in the classroom.

Learning vocabulary is critical since it is the foundation for learning sentence structure and other language skills. It will be easier for someone to read, write, listen to, and speak English if they have a large vocabulary [6]. One of the difficulties in developing language skills is the restricted time and place available for using English as a communication tool. Based on the expert opinion above, the lecturers realize the importance of vocabulary in EFT class. As a result, the students were given the task of identifying some words related with EFT subjects. When it comes to English for tourism, one of the goals of the English for tourism class at UKI Toraja is to broaden and deepen students' understanding of Toraja's tourism potentials. The lecturer assigned the students to learn more about vocabularies related to the local content materials they had in class based on the goal. Students should build a conversation and practice the language in front of the class after identifying vocabulary.

Observation describes a rule for conducting evaluations by conducting direct and organized observations. The data obtained in the observations were recorded in an observation note. Recording in this situation is a component of the observation activity. The practice of seeing a process or item with the goal of feeling and further understanding the knowledge of an event based on previously existing knowledge and opinions in

order to get the information needed to continue a research is known as observation [7]. Based on lecturers' and students' responses from the interview, we discovered that while learning English for tourism, students were assigned to undertake observation at hotels, restaurants, and tourism objects in Toraja and North Toraja. This is a lecturer's approach for allowing students to see the scenario firsthand at the location where they are doing their observation. As a result, the lecturer not only presents the story, but the students are able to comprehend the issue through their observations. As a final consequence of their observations, the students should give a presentation in front of the class with their group.

Discussions are strategies designed to stimulate thinking, challenge attitudes and beliefs, and develop skills [8]. Discussions incorporate characteristics of learner-centered instruction; learners are at the center of the learning process, teachers guide learners, deep understanding of the topic is a goal, and social interaction is emphasized. Although there existed multiple teaching styles, the discussion method is the most important in the learning environment when it comes to enabling the learners' deep understanding of the topic. The lecturers and students exchange their perspectives on a previously delivered topic during a classroom discussion. The following are some of the advantages: increases student interest and participation, provides feedback to lecturers, encourages preparation, develops students' speaking skills, manages the classroom environment. During classroom discussions, the lecturer will usually begin by lecturing for a period of time. Following the lecture, the lecturer poses questions to the students, requiring them to respond with concrete examples and reflect on their grasp of the subject. After the students gave a presentation, the lecturer 1 might apply this method, according to the findings. Their presentation's outcomes will be discussed with the other students in the class. Meanwhile, lecturer 2 divide their students into pairs to debate the topic that has been assigned.

To summarize is to put a reduced version of written or spoken material into your own words, stating the major points and omitting everything that isn't necessary. Summarizing entails assessing information, differentiating significant from inconsequential aspects, and condensing variety of information into a few short, cohesive sentences [9]. Closing the lesson is the final step in the classroom learning process, and it involves restating what has been taught. Teachers must have interesting closing abilities, because the growth of student learning outcomes might improve at the end of the session when the major points of the information that has been explained are redefined. The ability to close the class is equally crucial to consider. The reason for this is because not all students will be able to fully comprehend and internalize the subject matter till the conclusion. Based on this study we found that both lecturers always use conclusion at the end of the meeting supported by the lecturers and students' statements on findings. The aim of the conclusion is to increase the students' comprehension about the materials were given by the lecturers.

Giving Feedback is the last step in implementing the strategy in teaching EFT materials. Feedback should be conveyed in a language that the learners understand, have purpose, and relevant with students. Teachers can provide students with development suggestions, learning strategies, and feedback [10]. The value of constructive feedback is an important component in learning process because it. The full meaning

of teacher feedback can be understood as guidance information that reflects on future school trajectories.

Teacher feedback is powerful pedagogical tool for promoting interaction in educational guidance between teachers and students [11]. The feedback stresses the students performing a self- assessment to measure success achieved from the lecturer. We conclude that both lecturers always provide feedback based on the findings of this investigation. According to lecturer 1, feedback is given after the students give their presentation, while lecturer 2 claimed that feedback is given to correct the students' understanding of the topic, and that the feedback takes the form of grammar corrections, punctuation usage, writing style, or even the body of the description text that the students wrote in class.

5 Conclusion

There are seven steps use by the lecturers in implementing EFT materials at UKI Toraja; a) identifying the vocabularies involved in local content topics, b) conducting the observation, c) presenting the observation result, d) carrying out discussion, e) summarizing, and f) giving feedback.

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