

CULTURALLY RESPONSIVE TEACHING IN THE AGE OF ARTIFICIAL INTELLIGENCE

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1. Introduction

According to Jawaharlal Nehru, “Culture is the widening of the mind and of the spirit.” This statement emphasizes the importance of culture in influencing the ways people create their own understanding and act. In the 21st century, the physical learning environments have expanded into a melting pot of students who are linguistically, ethnically, religiously, and socioeconomically distinct. These spaces are representative of the human experience and on the one hand, enhance the opportunity for teachers to engage stakeholders and on the other, present the challenge of developing equity and inclusion.

As Will and Najarro (2022) explain, “Culture is operationalized as the traditions, language, values, and beliefs and the accomplishments of clan or community.” In the modern sociocultural milieu with the transformation of classrooms into more inclusive spaces, creating a sense of belonging and nurturing togetherness is no longer a fancy phrase but an actual requirement of the curriculum. Individual students have their own culture and ethical values due to the exposure they experienced growing up and these tremendously affects how they look at the world, socialize with other students and learn. These experiences, as Will and Najarro (2022) argue, are part of the learner’s identity and must be what education seeks to use as a foundation.

To make sense of living in diverse learning spaces such as the one mentioned above, teachers often adopt culturally responsive teaching (CRT). This type of teaching approach values the culture of students by including it in the learning process meaning learners can relate what they are being taught. As Gay (2000) states, “When conceptual knowledge and skills are coupled with the students’ experiences and frames of reference, students will find the knowledge more relevant, more interesting, and more easily and thoroughly acquired.” The relevance of academic content to the student’s cultural context results in better retention and recall, and this is empowering and creates an inclusive environment.

CRT’s reach is not limited to the educational part of people’s lives, critical as it is, it also helps in enhancing how students adapt and relate to the class in terms of identity, honor and belonging. One of the founders of the National SEED Project which is focused on gender equity and diversity Emily Style raises concern with the following quote “Half the curriculum walks in the door with the students.” The emphasis here is on how the learner’s cultural

background and their day-to-day life are critical to learning. CRT ensures that these aspects are taken into consideration thereby enriching the personal and academic life of the students.

During this chapter, we intend to demonstrate the power that nurturing inclusiveness through culture-centered teaching carries. We will also show how the use of tools, more importantly, artificial intelligence can enhance the practice of culture responsive teaching. Teachers who appreciate culture and technological advancement can shape up classrooms that mirror the prevailing world and the reality that their learners would assume in future. The integration of both AI and culture responsive teaching connects to an improvement in education through ensuring all learners receive equal learning opportunities.

2. Addressing Inequities in Education

Education, in general, is a phenomenon consisting of various elements such as teacher, learner, society, and several other factors (Akdemir, 2019; Ataş Akdemir, 2020; Ataş Akdemir & Ayık, 2021; Ayık & Ataş Akdemir, 2015; Zengin & Ataş Akdemir, 2020). When it comes to the disparities in the opportunities and outcomes of education, we see that there is a fruitful divergence of students in classrooms. The perpetuation of cycles of educational inequity has been proved in multiple studies to hinder underserved English learners, economically disadvantaged students, and students of color, Allington & McGill-Franzen (1989), Darling-Hammond (2001), Oakes (2005). Parallel to societal views, even the classroom is seen as a ‘melting pot’ of orientation, races, religion, languages and so on. However, this difference isn’t a disadvantage because with it also comes the responsibility and need for unique strategies for each student, because of the student’s ability or lack to comprehend something.

This is the reason why CRT was invented, this idea focuses and explores the different cultural facets that each student learns which ultimately requests for a multi-faceted approach to education. In order to grasp all of the peculiarities or features of students, It’s necessary to take into account gender, age, socio-economics, location and more – and with that devise an adequate learning environment. But in order to account for that, there has to be a desire to understand a student’s background, and how education can realistically reach them.

The interaction of students’ cultural experiences with the activities carried out in class is one of the most significant components of CRT. Orosco and O’Connor (2014), and Sleeter (2012) argue that “all learners bring a range of interests, lived experiences, perspectives, and cultural and linguistic knowledge into multicultural classrooms.” These characteristics influence the way students approach the content, work with other people and form their own worldview. Understanding and appreciating such elements is not just an advantage, it is a necessity if one is to promote equal and fair educational opportunities for all.

In order to reverse these inequalities, building relationships and encouraging trust is a prerequisite. Zaretta Hammond (2015) is adamant in bringing forth the fact that, “In a culturally responsive pedagogy, it is important to take into consideration the fact that relationships are as critical as the curriculum” (p. 72). Effective learning relationships for students with teachers in the classroom is necessary in order to encourage feelings of trust and safety within the classroom environment. The American educator Horace Mann’s remark

“The best teachers teach from the heart, not the book” also exemplifies this, reinforcing how students benefit through personal interactions.

Trust pervades the relational structures described above. Respecting and understanding one another enables students to build trust knowing that the environment is safe and inclusive. Neuroscience makes a case for this notion observing that, “the brain feels safest and most relaxed when we are connected to others we trust to treat us well,” (Hammond, 2015, p. 73). This aspect of dynamics is strengthened when Hammond calls it “building a culture of care” which helps the dependent learners in the process of developing a sense of autonomy in a through a process she calls a learning partnership.

When teachers give priority to relationships, it becomes possible for them to address the equity gap which includes the classroom culture. Students who are felt seen, heard, and appreciated are bound to be ready, willing, and able to learn, take risks and perform well academically. In this light, socially responsive teaching is no only about addressing the left over issues discrimination in our society but also, about encouraging students to work hard for success.

However, as the classrooms more and more reflect the social fabric of the society within which they are situated, CRT’s perspective is becoming more pertinent in closing the gaps in society. It is through delving into students’ culture and life history as well deliberately and systematically integrating these into the students’ educational processes, that education can be transformed and made more relevant.

3. The Role of CRT in Language Education

Language education benefits from students’ sense of belonging as well as their academic achievement as a result of adopting culturally responsive teaching (CRT). This teaching strategy interweaves students’ cultural backgrounds into the teaching and learning process, especially when it comes to teaching English as a Second Language (ESL). Culturally sensitive approaches are crucial in fostering Active participation of bilingual students and in affirming their language identity. CRT enhances engagement of students by recognizing and appreciating their identity, and further enables students to perceive their cultural and linguistic heritage as resources that can be beneficial to them.

Besides, CRT enables language learning to be taken a notch higher as there is incorporation of a student culture into the learning materials. In such classrooms, learners are encouraged to use their memories and feelings, recounting their day by day examples, stories, and proverbs. In these ways, the students bring their own culture to the learning process while improving their language competences and gaining insights into their classmates’ cultures. As a result of the instruction being interactive and delivered in a context-rich environment, students will be eager to learn new things both at school and outside of it.

The case study of Queen Elementary School in Canada aptly demonstrates the potential of CRT as a useful framework in language education. This particular study was carried out in a school setting, as described in the publication *Exploring Teacher Practices for Enhancing Student Engagement in Culturally Diverse Classrooms*, and has worked with two teachers in a two month program with the support and guidance of a university professor.

Aimed at engaging students, particularly those from low-socioeconomic and immigrant families, the purpose was to put in practice CRT strategies. Regular classroom observation, instructional guidance and feedback provided to the teacher enable progress monitoring, all of which create a strong foundation for the application of CRT in the classroom.

The study was able to establish a number of crucial teaching strategies (CRPPs) that improved inclusivity and learner engagement. Changes such as encouraging exploration of personal cultural heritage by students and teachers, modifying the curriculum to the students relevant experience, allowing communication between students from different cultures, and adapting lessons to the students' goals and knowledge bases, were made. These strategies were developed with the students in mind but primarily catered towards the students embellishing the learning environment, thus allowing for an ecosystem in which numerous cultural identifiers were imbricated into the learning.

The results uncovered by this research show the effects of culturally relevant pedagogies on engagement and learning, some of the boring aspects and dreary elements of lessons were transformed. Teachers stated that integrating culture in students' activities during the lesson encouraged them to take responsibility for their learning. Instead of beginning the lessons by registering only academic work, students were encouraged to introduce themselves to the class and tell their cultural stories so that they started feeling inclusive. The students were more engaged with the materials, more active during the self evaluation, as well as during the feedback sessions. They built confidence, independence and deeper comprehension of academic content.

Besides, the scope of CRT presented in terms of language teaching and teacher's engagement does not end there. By participation in the sort of conversations where trust and compassion are involved, students can exercise their reading, writing, speaking and listening skills. It increases students' motivation through encouragement to share their cultural background by demonstrating CRT experience which is more relevant to their life, thus encouraging thinking critically, socializing, solving problems and becoming independent. As teachers provide students with current relevant and cultural examples, it helps students become citizens within a global society and be able to function well in an international arena.

The use of artificial intelligence in education has provided a whole new approach to the use of culturally responsive teaching. AI in its nature enables the educator to design and deliver individualized inclusive learning in classrooms to fit the needs of all students. Educators can effectively incorporate culturally responsive teaching using AI technologies so that every learner is involved and connected. AI is appreciated by a wide range of people and Aslan (2019) notes that "Artificial intelligence has established itself as a leading technology in many sectors in recent years." With regards to education with a focus on language use, AI greatly increases engagement, effectiveness and cultural awareness.

The recent advances in artificial intelligence tools such as adaptive learning systems, virtual learning tutors, or natural language processing tools have revolutionized both the course skill acquisition by students and the skill delivery by teachers. These tools in question analyze how a learner conducts himself or herself in order to identify areas of weakness and offers all types of exercises to correct the weakness (Chaudhary et al., 2021). Such

considerable AI provision and support is not only beneficial for students but also helps teachers develop strategies for managing the great diversity of the students' learning needs.

4. The Role of Artificial Intelligence in Culturally Responsive Teaching

As far as language acquisition is concerned, the CRT theory shifts the attention to the need to be multilingual and multicultural. For instance, when a pupil is permitted to speak in his own language, it greatly assists the learning of other skills. Thus, the model reconstructs the concept of a mother tongue into a tool for pupils as it enables them to more achieve success in listening, speaking, reading and writing. Therefore, the learning of languages is not in itself an end; it is an instrument which serves to link different peoples, help people communicate across cultures, and, remind teachers and scholars about the importance of diversity in culture and language to the teaching process.

The worth and importance of different cultures in the society are established through this approach as the language educators using this approach make it possible to turn their classrooms into spaces which are respectful and empowering to every student. In addition to this, it or bracelet paints students' linguistic skills as survival tools and more importantly helps them develop intercultural skills necessary to function in a multiethnic and multilingual world.

In recent years, artificial intelligence tools, such as adaptive learning tools, virtual tutors, and natural language processing tools, have changed the provision and acquisition of skills by students. These technologies assess how students perform, ascertain weaknesses, and employ various exercises to remedy the weaknesses (Chaudhary et al., 2021). With such high levels of individualized assistance, the AI tools also enable educators to make the learning environments accessible for all the great variety of learners.

Apart from catering to the diverse needs of students AI is also capable of creating virtual reality that helps students in achieving higher thinking levels. Students can employ high end machine tools such as machine learning, virtual reality, and natural language processing to acquire communicative skills in realistic but structured environments. For instance, attending virtual sessions with AI characters of different cultures or talking with a chatbot that imitates the business world provide learners with vivid situational contexts for practicing language (EFL Cafe, 2024). Hence, students can learn to understand cultural differences and use the acquired knowledge in real life situations.

One of the two central goals of CRT is to enhance problem-solving, critical thinking, and learning that is genuine by applying real life resources. This goal is achieved in part by AI through tools such as real time translation applications, interactive educational software, collaborative tools, and online feedback systems. Such tools enable students to become active participants in more meaningful group activities, learn to appreciate other cultures, and involve themselves in language rich tasks. This helps both learners and teachers integrate these resources into the classroom and make it more active and inclusive to accommodate multicultural and multilingual classrooms.

Another contribution that AI provides is incorporating a multicultural point of view in the processes of teaching and learning. As lessons are designed to meet the cultural realities

of a classroom, ai powered tools embed this fundamental principle into teaching and learning. Such tools also make it possible for students to express their own cultural contexts and strengthen their relationship with the subjects so that they make sense more. For instance, AI may be used to evaluate students' cultural backgrounds and select topics and plans of lessons that relate especially to their experiences as part of the philosophy of culture respect.

The intersection of AI and CRT in a multilingual environment proves to be especially beneficial. The adoption of real-time translation tools, adaptive learning technologies, and NLP assists students from varied linguistic and cultural backgrounds by fulfilling the individual learning requirements and narrowing down the cultural differences. With the use of AI, the teachers are able to integrate the students' native languages into the lessons, turning the native languages into valuable tools instead of obstacles. This aids in developing listening speaking, reading and writing skills at the same time encouraging people to work with cross-cultural communication. By fostering these kinds of AI, as it has been shown, students' empowerment in primary multilingual classrooms overcomes the language barrier, therefore enabling AI students to bond with each other in various ways.

With the help of AI, the role of teacher in the overcoming of bias, teaching problem solving skills and constructive action in real life situations gets larger than it ever could using CRT alone. Removing AI from the equation effectively means teaching languages in a vacuum, whereas with AI implemented teaching languages go hand in hand with culture, which appreciated difference and diversity. Punishing students with AI and CRT together gives us the right way to adjust to the environment of 21st education in which a need to know how interact and communicate multilaterally and in a multifaceted and technologically advanced world growing in importance.

Just as with every other discipline, the effectiveness of incorporating AI into the CRT has the potential to be immeasurable. Teachers have an unprecedented opportunity to diversify learning by nurturing the cultural contexts of each learner, and AI substantiates that chance. In such an approach, all students are able to learn and grow academically while being achieved altos of the new society whose interconnectedness is a source of multifaceted economical development.

5. Enhancing CRT Through AI Applications

Artificial intelligence (AI) has emerged as a transformative force in education, offering tools and strategies that align seamlessly with the principles of culturally responsive teaching (CRT). By leveraging AI, educators can enhance cultural awareness, foster inclusivity, and create personalized learning experiences that resonate with students' diverse backgrounds. AI applications such as adaptive teaching platforms, natural language processing (NLP) tools, and virtual assistants provide the means to integrate cultural diversity into educational practices effectively. These tools tailor content to reflect students' cultural contexts, fostering engagement, and creating an inclusive environment that supports both academic and personal growth.

AI-enhanced CRT is a game changer for ESL learners. Incorporating cultural identities into any form of teaching nurtures a sense of inclusion and faith, which is important

for the development of students' and teachers' relationships. Race, religion, and even the students' mother tongues are some of the specific aspects that bear on how students use the learning materials and interact with each other. CRT AI tools make use of learning analytics, which can factor in the variables and activities that are appropriate based on various cultures. This statement, "By using AI-powered learning analytics, teachers can personalize resources and activities to accommodate different cultural views," as Bennett (2024) indicates. In addition to ensuring academic excellence, this strategy helps learners to engage with people in the real world with ease.

The effectiveness of culture-responsive teaching (CRT) practices, which emphasize the importance of intercultural communication for socializing in multicultural settings, is augmented by the use of AI technology. Students receive a scenario-based, hands-on experience whereby AI-powered tools depict real-world cultural climate. One such instance involves the use of AI to generate culturally context appropriate conversations through simulated language learning situations. As EFL Cafe (2024) mentions, 'students who are aware of cultural differences are more equipped to establish healthy interactions, comprehend more accurately and enhance the relations and dynamics in a group' students stand out as humble and understanding owing to these mediations.

Technological advancements such as AI also aid in language acquisition of English as a second language greatly. Apps such as Grammarly, Rosetta Stone and Duolingo are great applications for improving vocabulary, pronunciation and grammar. Real-time language reinforcement is made possible through instant feedback made possible by these applications through the use of NLP.

Voice recognition tools let students polish their pronunciation as they may compare their speech to that of a native speaker reducing the need for an instructor to be in constant attendance (Zhai et al., 2022). In a similar vein, Quizlet and Kahoot gamified tools greatly enhance leaning a language into a fun activities and game play making the process of learning enjoyable and motivating.

Kahoot is one such application that allows collaborative learning where students can work in groups and engage in some knowledge reconstruction with quick response and feedback. Such interactions also prevent the fossilization of grammar, vocabulary, and other language errors while encouraging the growth of critical thinking and problem solving. Teachers can collaborate with students through AI tools such as Classkick and Kaizena, which allow for instant feedback, such that students can resolve issues swiftly and learn at a steady rate.

Providing feedback is crucial to the approach of Communicative Language Teaching and the use of AI tools has changed how it is imparted to students. For instance, with the help of Kaizena, teachers can render seamless, personalized and audio comments, work by students encourages them to listen, write and read better. One more aspect that adds to the learning experience of both students and teachers together are the real time collaboration capabilities. In the same way, chatbots as well as Virtual assistants offer a conversational simulation and provide instant feedback on the appropriate use of language, tone and culture.

This ensures that for every action learners take, these tools provide feedback appropriate to their level of understanding.

AI tools also help address the language barriers that inhibit interaction and collaboration in multilingual settings – as is the case in the classrooms. The availability of DeepL and Google Translate empowers students, teachers, and parents with real-time language translation to facilitate communication. With Seesaw and ClassDojo, this feature is further enhanced as students are able to ask questions in their language. Such tools promote not only language differences but also a greater integration of school and home since interactions are now free and trustworthy.

The promise AI holds for improving CRT is enormous but its use in the classroom must be managed paying attention to the potential ethical issues that may arise. Educators also face the consequences of algorithmic bias, the digital divide, stereotyping an entire culture, and various other scenarios that pose a challenge. To counter these threats, teachers need to assess the AI tools at hand, provide suitable ethical policies, and plan how each student can have technology equity in the future. Educators, developers, and researchers will all need to join their personal strengths to upgrade AI technologies while remaining focused on the aims of diversity, equity, and inclusion.

AI in collaboration with CRT, aids educators in crafting an enriched learning environment for the students where they celebrate their cultural identity and also aid in their academic, as well as personal growth. It has turned education into a more engaging, individualized, and universal endeavor and has equipped students with the tools necessary to thrive in an interconnected and culturally rich society.

6. Ethical Considerations in Integrating AI with Culturally Responsive Teaching

Amalgamation of artificial intelligence to culturally responsive teaching is a multi-faceted opportunity to elevate boosts the quality of education particularly in English as a Foreign Language and English as a Second Language spaces. EFL Cafe, 2024 points out, The merging of AI to multiculturally based communication education is a game changer for ESL/EFL education, but there has to be a connection between the theory and the practice as well as the technical and ethical issues being tackled so that everyone who wants can be catered for. There is no doubt over the revolutionary nature of the application of AI into education, but this politically sensitive and ethically conscious area has a many complex contexts and factors which have to be carefully considered.

AI algorithms are continuously over trained when they are fed with large datasets, and to make matters worse, they are confronted with some serious ethical issues now. We are all aware of the issue where inherent bias persists within AI – this stems from society holding onto exaggerated stereotypes. It is evident through research and by analyzing social behavior that there is a distinct prevalent bullying culture which disregards and neglects a multitude of sides while placing undue influence onto a single dominant side. Because of this chaos, AI language tools are trained to heavily lean content that goes against certain cultural or linguistic communities. To take a real-life example, Picture an AI language tool which tends to refrain from utilizing a regional dialect simply because that particular culture is not

deemed as dominant. The contradiction of this is represented perfectly. Such scenarios advocate for both educators and developers of AI tools to comprehend that they have a critical responsibility at hand of evaluating AI tools and making sure that the outcomes produced are accurate and reasonable.

Moreover, the lack of availability of the necessary devices and internet access further mends the digital space divide that already exists, and in turn outlines a strong ethical concern that AI lacks universal accessibility. Howamointed with the intelligence that AI possesses, there is a termination to the amount of individualized enriched personalized learning experiences and such building has to balance ensure that it remains equitable. For students belonging to disadvantaged communities, there are barriers set they're unable to initiate bypass. This vicious equational cycle further diminishes already disadvantaged students and the resources students and teachers lack should not be an ethical concern but rather groundwork which fixes the systemic differences.

Students, educators and parents should have a complete understanding of how artificial intelligence works and what ethical guidelines should be followed. Lack of transparency with how AI tools work can easily deteriorate trust and lead to miscommunication and AI technologies being rejected. It is important for developers to always inform and explain what their tools can and can't do while teachers and educators must ensure their tools are used properly in class. There is a need of well defined ethical guidelines and policies which can form this axis of transparency and ensure best AI practices among educators so that their students have their rights and identities respected first.

Data security and privacy are two critical challenges that must be addressed simultaneously. Artificial intelligence tools almost always contain pre-existing templates and prior user data which allows them to build a more tailored experience. This information consists of sensitive student data about their educational achievements, behavior, and even their culture or language. The protection of this information from inappropriate use or abuse is critical to the maintenance of trust and the protection of children privacy. Hence, arrangements must be made to have stringent data protection rules, legal and social regulations in place and that data collection methods are ethical, as well as appropriate.

Integration of AI ethically into CRT means that any tools that are made must also be culturally appropriate. Tools need to be designed within the understanding of cultural pluralism and there should not be an attempt to force a particular culture ethos or perspective. For instance, an AI-based language simulator should operate within language and other parameters that are best suited for a multicultural environment such as a language classroom. Such development goes hand in hand with respect for cultures because people from different countries are coming together as a society of developers, educationists and cultural experts.

Teachers as practitioners also act as the boundary spanners in the face of the ethical complexities posed by AI. Educators in this context have the responsibility of interrogating the AI tools to be used with students ensuring they are within the tenets of CRT and do not disadvantage the learners. For example, AI generated content can be look into narrating cultures that are relevant to the learners or develop AI tools that are specifically targeted to

students. Educationalists are also central in building students' digital skills geared towards understanding how AI can be of help or hindrance in the education process.

In overcoming the above ethical challenges, collaborative work between educators, developers, researchers, and policymakers is critically important. As a team, stakeholders can improve AI technologies, create effective and culturally appropriate tools, and define ethical guidelines for their application in education. Such collaboration guarantees that AI's promise to improve CRT is achieved in a fair and responsible manner for all learners irrespective of their backgrounds.

Ultimately, addressing ethical considerations in AI and CRT integration is not merely a technical challenge but a moral imperative. By prioritizing equity, transparency, and cultural sensitivity, educators and developers can harness AI to create inclusive, empowering, and transformative educational experiences. This approach not only aligns with the goals of CRT but also prepares students to thrive in a diverse and interconnected world.

7. Conclusion

The integration of artificial intelligence (AI) into culturally responsive teaching (CRT) represents a transformative shift in education, with immense potential to create inclusive and dynamic learning environments. By aligning the innovative capabilities of AI with the principles of CRT, educators can address the diverse needs of students, foster cultural sensitivity, and promote equitable access to learning opportunities. This synergy enables the development of classrooms where every learner feels valued, supported, and empowered to succeed.

Advanced AI solutions like advanced natural language processing and sentiment analysis have great potential in comprehending the individual problems students face. Students can create rich, meaningful learning experiences with their educators who are able to foster an engaging ambiance by providing instant feedback, customising lessons, and recreating different scenarios. However, if we wish to use AI to its fullest extent, AI literacy must be integrated into the framework of teacher education programs along with CRT guidelines. In order to further encourage teachers to make use of AI in classrooms, they must be prepared properly so that they may teach students belonging to multicultural backgrounds with ease.

The role of AI extends beyond language development to augmenting socialisation, creativity and critical thinking. The role of AI's ability to build empathy and collaboration amongst its users will help students in dealing with the multifaceted nature of the global world. Bilingual learners can be assisted through tools like ClassDojo and Seesaw which focuses on the enhancement of communication between teachers, students, and families. Integrating these tools with CRT principles further facilitates meaningful engagement alongside technological innovation and intercultural understanding.

The CRT-accompanying AI integration can only be fruitful if pre-existing ethical challenges to these technologies are resolved. Algorithmic bias, privacy, and the digital divide are some such issues that need a collaborative approach involving policymakers, developers, researchers and educators alike. AI tools are culled and utilized through strong

ethical frameworks in order to qualitatively decrease systemic risks that could disallow equal accessibility to the AI application.

AI application in education should not only focus on the inclusion of AI as means of edtech overhaul, the ideology of extending the principles of CRT to AI incorporation also should be concentrated on. Personalizing culture-centric incorporation into the educative process enables students to be trusted, celebrated and encouraged to flourish. Not only does this enable students to achieve academic victory, but also interests them into adapting intercultural wisdom and compassion which are vital in the modern world.

As it has already been stated, education is never static. Therefore, AI alongside CRT should serve as a framework for harnessing the advantages and overcoming the drawbacks of the 21st century. By adopting such progressive technologies and cultural diversity, teachers are able to reconstruct the learning process in the way that it is fair, relevant and life changing to all students. This vision is more likely to succeed in deepening commitments to research, capacity building and partnerships that will engender an education system that equips every learner with the tools necessary to excel in a world that is becoming increasingly globalized at a rapid pace.

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