



BOOK OF ABSTRACTS

3rd UZBEKISTAN-AZERBAIJAN ACADEMIC FORUM ON EDUCATIONAL RESEARCH &
INNOVATION "EDUCATION AS A BRIDGE OF DIPLOMACY: CELEBRATING 30 YEARS
OF UZBEKISTAN-AZERBAIJAN ACADEMIC AND CULTURAL PARTNERSHIP"



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EDUCATION AS A BRIDGE OF DIPLOMACY: CELEBRATING 30 YEARS OF UZBEKISTAN–AZERBAIJAN ACADEMIC AND CULTURAL PARTNERSHIP

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Methods of Integrating Cultural Context into English Language Lessons through Artificial Intelligence

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In the 21st century, the integration of Artificial Intelligence (AI) into education has significantly influenced English language teaching, especially in the domain of intercultural competence. Traditional approaches have often focused primarily on grammar, vocabulary, and communicative skills. However, in a globalized environment, cultural knowledge is equally vital, as English serves not only as a lingua franca but also as a carrier of cultural values, pragmatic rules, and social conventions. Learners who lack cultural awareness may acquire accurate linguistic forms but struggle to communicate effectively in authentic contexts. This study investigates how AI technologies can be systematically applied to integrate cultural context into English lessons, thereby enhancing both language proficiency and intercultural communicative competence (ICC). The theoretical foundation of the study draws on Byram's model of ICC, which stresses the combination of linguistic, sociolinguistic, and intercultural knowledge. Current research in applied linguistics and educational technology (Holmes & Porayska-Pomsta, 2018; Godwin-Jones, 2020; Lee & Warschauer, 2020) confirms that AI can offer dynamic, personalized cultural input. This paper reviews AI-driven tools such as chatbots, adaptive platforms, and immersive Virtual Reality (VR) applications, all of which expose learners to culturally authentic scenarios. For example, chatbots simulate real-life dialogues that include idioms, politeness strategies, and culturally specific gestures. Adaptive learning platforms adjust tasks to students' backgrounds, while VR environments allow learners to experience cultural practices, such as festivals, meetings, or job interviews, without leaving the classroom. The methodology is based on a mixed approach: (a) reviewing contemporary literature on AI in education; (b) piloting classroom activities that apply AI to deliver cultural content; and (c) analyzing learner feedback through surveys. Findings show that students engaged in AI-supported intercultural tasks displayed stronger retention of idiomatic expressions, greater awareness of cultural norms, and improved pragmatic competence. Learners also reported higher motivation and confidence in communication after interacting with AI-driven cultural simulations. Teachers observed that AI facilitated access to authentic input and promoted student-centered learning. Nevertheless, the study emphasizes that AI is not a substitute for teachers. Rather, it functions as a complementary tool. Teachers are essential in guiding students' reflection and ensuring critical cultural awareness, preventing learners from absorbing stereotypes or superficial cultural information. Furthermore, ethical concerns such as inclusivity, data security, and representation of diverse cultures must be addressed when integrating AI into curricula. UNESCO's concept of global citizenship education supports this balanced approach, highlighting that technology should foster respect, empathy, and intercultural dialogue. In conclusion, the study demonstrates that incorporating cultural context through AI can transform English language classrooms into spaces for both linguistic development and global competence. By combining adaptive technologies with teacher mediation, learners acquire not only language skills but also the ability to interact appropriately across cultural boundaries. This integration aligns with current educational priorities, where critical thinking, intercultural awareness, and digital literacy are seen as core 21st-century competencies. The research offers practical implications for teachers, curriculum designers, and policymakers seeking to employ AI for effective, culturally rich, and future-oriented English language education.

Keywords: *Artificial Intelligence, cultural context, English language teaching, intercultural communicative competence, digital pedagogy*

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