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The Effects of Using AI Tools to Integrate Ethnic Cultural Stories into the New High School ELT Textbooks' Reading Materials

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Although the lack of ethnic cultural representation in the new high school ELT textbooks has received significant attention from researchers, solutions have yet to be proposed, leaving the task to textbook authors and EFL teachers. To bridge this gap, this study aims to examine the effects of using AI tools to integrate ethnic cultural stories into the textbooks' reading materials. Drawing on the data collected from 165 students at Tu Mo Rong Ethnic Boarding High School in Kon Tum Province through surveys and focus group discussions, this study indicates the integration of ethnic cultural stories into the new high school ELT textbooks' reading materials improves students' reading skills and expands their vocabulary. Furthermore, this fosters students' motivation and engagement in learning English. This study contributes significantly to advancing inclusive pedagogy and promoting more equitable and engaging English language education experiences for students, especially those from ethnic groups. The implications and limitations of the study are also addressed.

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