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## Educators' Voices Of Culturally Responsive Pedagogy In Elt Context: Revealing The Dominant Characteristics And Praxis

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### Abstract

Culturally responsive pedagogy (CRP) becomes even more important when teaching English in a multicultural setting. It promotes diversity by recognizing the impact of students' different backgrounds and experiences on their identities. Teachers can increase student engagement, foster critical thinking, and improve language acquisition by incorporating culturally relevant materials and teaching strategies. This method respects students' cultural backgrounds and enhances their ability to understand and empathize with individuals from diverse backgrounds. The purposes of this mixed-method study with an explanatory design were to 1) reveal the dominant key characteristics of CRP as perceived by educators in English language teaching and 2) reflect their perspectives of practicing CRP dealing with students' engagement. The participants (N = 95) are majoring in English from elementary, secondary, and higher education levels. The researchers used an online questionnaire and a semi-structured interview to gather the data from respondents. The researchers analyzed the questionnaire using the adjectival rating of a four-point Likert Scale and analyzed the interview using the verbatim technique. The findings revealed that the dominant key characteristics of CRP were care and empathy. Therefore, the interview results indicated that practicing CRP successfully boosted student engagement since their involvement and motivation appeared as well since teachers were 1) using relevant contexts and examples, 2) incorporating multicultural perspectives, 3) encouraging student-driven material selection, and 4) making personalization of content. The implication of this study underscores the pivotal role that teachers are encouraged to integrate relevant contexts, diverse perspectives, student-driven material selection, and personalized content to create a more inclusive and engaging learning environment.

**Keywords:** culture, pedagogy, CRP, educators' perception, ELT

### Abstrak

*Culturally responsive pedagogy* (CRP) menjadi semakin penting ketika mengajar bahasa Inggris di lingkungan multikultural. CRP mempromosikan keberagaman dengan mengakui pengaruh latar belakang dan pengalaman berbeda siswa terhadap identitas mereka. Dengan mengintegrasikan materi dan strategi pengajaran yang relevan secara budaya, guru dapat meningkatkan keterlibatan siswa, mendorong pemikiran kritis, dan memperbaiki akuisisi bahasa. Metode ini tidak hanya menghormati latar belakang budaya siswa, tetapi juga membantu mereka menjadi warga global yang lebih baik untuk memahami dan berempati dengan orang-orang dari seluruh dunia. Studi *mixed-method* dengan desain eksplanatori bertujuan untuk 1) mengungkap karakteristik dominan dari CRP sebagaimana dipersepsikan oleh pendidik dalam pengajaran bahasa Inggris dan 2) merefleksikan perspektif pendidik dalam menerapkan CRP terkait dengan keterlibatan siswa. Partisipan (N= 95) adalah para pendidik jurusan bahasa Inggris, dari tingkat pendidikan dasar, menengah, hingga perguruan tinggi. Para peneliti menggunakan kuesioner online dan wawancara semi-terstruktur untuk mengumpulkan data dari responden. Sementara itu, analisis kuesioner dilakukan dengan mengikuti penilaian pada skala Likert empat poin, dan wawancara dianalisis menggunakan teknik verbatim. Temuan menunjukkan bahwa karakteristik dominan dari CRP adalah kepedulian dan empati. Oleh karena itu, hasil wawancara menunjukkan bahwa penerapan CRP berhasil meningkatkan keterlibatan siswa, karena

keterlibatan dan motivasi mereka terlihat jelas, mengingat guru 1) menggunakan konteks dan contoh yang relevan, 2) mengintegrasikan perspektif multikultural, 3) mendorong pemilihan materi yang dipilih oleh siswa, dan 4) melakukan personalisasi konten. Implikasi dari penelitian ini menekankan peran penting bagi para guru untuk mengintegrasikan konteks yang relevan, perspektif yang beragam, pemilihan materi yang dipilih oleh siswa, dan konten yang dipersonalisasi guna menciptakan lingkungan pembelajaran yang lebih inklusif dan menarik.

**Kata Kunci:** budaya, pedagogi, pedagogi yang responsif terhadap budaya, persepsi pendidik, pengajaran bahasa Inggris



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## INTRODUCTION

The significance of pedagogy in today's educational environment is paramount. As societies grow more varied and linked, effective pedagogy is crucial for cultivating an inclusive learning environment that meets the needs of all students (James & Pollard, 2014; Zama & Endeley, 2023). Culturally sensitive education recognizes students' varied backgrounds and experiences, fostering a sense of value and understanding. Additionally, teachers must constantly adapt their teaching methods due to the rapid changes in technology and the challenges posed by globalization. To do well in a constantly changing world, students need to learn how to think critically, be creative, and work with others (Sari et al., 2021).

Today's English classrooms depend much on culture since it influences students' identities, experiences, and viewpoints. Knowing cultural backgrounds helps teachers relate to their students, promoting involvement and a sense of belonging. Culturally sensitive teachers make learning more relevant and powerful by customizing their resources and approaches to reflect many points of view (Guan & Sumanoy, 2023). Furthermore, raising cultural understanding in the classroom helps students be global citizens, fostering empathy and respect for others. Teachers build inclusive environments that improve learning results and help students grow holistically by appreciating cultural variety.

Culturally responsive teaching uses ethnically diverse students' cultural features, experiences, and views to help them learn more effectively (Gay, 2018). This approach assumes that contextualizing academic knowledge and abilities inside students' living experiences and frames of reference leads to greater personal significance, interest, and ease of learning. Therefore, culturally responsive educators are acutely aware of the symbolic curriculum's influence as a pedagogical tool, utilizing it to communicate essential knowledge, values, and actions about ethnic and cultural diversity. In a pedagogical context, understanding the cultural traits and contributions of various ethnic groups is one aspect of this knowledge.

Culture comprises many elements, some of which are more important for teachers to understand than others because they directly impact teaching and learning. These include ethnic groups' cultural values, customs, communication, learning styles, contributions, and relational patterns. According to Gay (2002), teachers must understand (a) which ethnic groups prioritize communal living and cooperative problem-solving, and how this affects educational motivation, aspiration, and task performance; (b) how different ethnic groups interact with adults in instructional settings; and (c) how gender role socialization impacts equity initiatives.

### **Urgency of CRP in Multicultural Context: ELT Issues**

Culturally responsive teaching stresses how important it is for teachers to think about how they think and feel about other cultures (Gay, 2018; McKoy & Lind, 2022), where it is in line with CRP as an educational approach that recognizes and honors students' diverse cultural backgrounds, integrating inclusive teaching strategies to enhance learning, foster engagement, and promote equity and social justice. English for multicultural classrooms relies on responsiveness to many cultural backgrounds and inclusiveness. This method combines several instructional resources, including media reflecting students' experiences, histories, and books. The imperative to tackle issues of fairness and social justice in education emphasizes the necessity of establishing CRP (Mitchell, 2023). Adopting cultural responsiveness is essential as educators endeavor to equip students for a multifaceted world. It converts classrooms into environments of empowerment, enabling every student to flourish, participate, and excel in a progressively multicultural context.

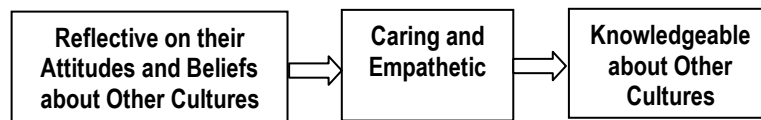
In multicultural environments, students may face systemic biases that impede their educational experiences (Kholis & Mufidah, 2020). In this way, CRP seeks to dismantle these barriers by promoting equity and inclusion. Educators can utilize culturally relevant resources to facilitate students' recognition of their identities within the curriculum, thus fostering a sense of belonging. Moreover, as our world becomes increasingly interconnected, comprehending cultural diversity is essential for global citizenship (Yemini et al., 2019). Culturally responsive education cultivates students' abilities to communicate proficiently and sympathize with others, preparing them for future challenges in a varied society. However, educators who recognize and address cultural subtleties can cultivate an atmosphere where all students feel esteemed and respected, resulting in enhanced social and emotional outcomes.

The necessity of CRP in multicultural environments is becoming increasingly vital as classrooms grow more varied. As students from diverse cultural backgrounds come together, educators face the challenge of creating inclusive environments that recognize and encourage this diversity. One big problem is that students have different levels of language skills, which can make it harder for them to communicate and participate. Cultural differences may also affect how, why, and how involved students are in learning. Without culturally responsive teaching, these things can make students feel alone or like they are not doing well enough.

Teachers must use culturally sensitive approaches by acknowledging and respecting the diverse backgrounds of their students (Diem & Abdullah, 2020). This involves utilizing diverse texts and materials that showcase various cultures and foster a sense of belonging among students. To ensure that all students can do well, it is important to use differentiated teaching to account for different learning styles and language levels. Also, getting students from different cultures to work together and talk to each other helps them learn and respect each other. Using CRP, teachers can create a welcoming space that helps students learn languages and gives them the confidence to be themselves and improve their critical thinking skills.

#### **Characteristics of CRP**

Teachers should understand the qualities of culturally responsive teaching because it allows them to effectively engage and support various student populations. Understanding these characteristics enables educators to foster inclusive learning environments where all students feel valued and appreciated. Recognizing and implementing students' cultural origins into the curriculum allows teachers to make learning more relevant and meaningful, increasing student motivation and participation. Finally, understanding these qualities enables them to encourage critical debates about culture and identity, educating students about global citizenship and equipping them with the tools they need to navigate an increasingly varied society. Figure 1 shows the three characteristics of CRP (Rychly & Graves, 2012).



**Figure 1. CRP's Key Characteristics** (Rychly & Graves, 2012)

As written in the above section, culturally responsive teaching stresses how important it is for teachers to think about how they think and feel about other cultures (Gay, 2018; McKoy & Lind, 2022). Self-awareness and an openness to variety are important traits, and teachers should actively look at their biases and assumptions. This helps them understand how their cultural backgrounds affect how they teach and connect with their students. Therefore, culturally responsive teachers also respect and understand their students' ethnic identities by including different points of view in the lessons. They want to make a safe place where people can talk about ethnic differences and encourage students to share their own. Teachers can build strong ties with their students that encourage trust and engagement by showing interest in their pasts.

In line with the second characteristic, teachers foster safe environments where various views are recognized and encourage open discourse about cultural differences by placing a high priority on care and empathy (Henry & Thorsen, 2019; Lau & Shea, 2024). This supportive setting fosters mutual respect and understanding between students from different backgrounds and improves academic performance. Therefore, empathetic teachers foster a sense of belonging when they listen to their students and validate their thoughts and feelings. This emotional connection encourages students to express themselves freely, increasing their involvement and engagement. Furthermore, social-emotional learning is important, and culturally sensitive educators incorporate strategies that promote students' emotional and mental well-being.

Finally, an essential aspect of culturally sensitive education is the educator's familiarity and comprehension of diverse cultures. With this perspective, educators may acknowledge the rich diversity within their classrooms and value each student's cultural identity. Understanding other cultures entails self-awareness of their history, customs, values, and communication patterns (Vietze et al., 2020), which highly influences how well students learn. Furthermore, teachers with this cultural awareness can include student backgrounds in their lessons using varied literature and resources. Not only does this help students feel more connected to what they are studying, but it also boosts their self-esteem.

In addition, educators who are well-versed in the subject matter can better foresee and resolve any cultural misconceptions or disputes that may transpire during class. Teachers can develop mutual respect and foster more robust classroom discussions by establishing an atmosphere that welcomes and supports cultural interchange (Gashi, 2021). Understanding diverse cultures entails comprehending their history, traditions, values, and communication methods, which can profoundly impact students' educational experiences. Ultimately, educators who take the time to learn about different cultures can better foster classrooms where all students can succeed academically and emotionally.

This study explores the important elements teachers emphasize in their teaching and provides insight into their thoughts on applying CRP in ELT contexts. The study reveals the predominant CRP traits that influence teachers' strategies for creating inclusive and equitable learning environments by concentrating on their voices. The inquiry also demonstrates how these CRP ideas are used in practice, showing how they are modified and incorporated into various ELT environments. Ultimately, this study contributes to the understanding of the impact of CRP on ELT and offers practical guidance for culturally responsive teaching.

Thus, this research then tried to investigate educators' lenses as a part of CRP praxis, in line with the objectives: 1) to reveal the dominant key characteristics of CRP as perceived by educators

in English language teaching and 2) to reflect their perspectives of practicing CRP dealing with students' engagement. The study shows the main features of CRP, which helps teachers use culturally responsive practices in their classes by giving them valuable tips and examples. Using what they learned from the study, teachers can make the classrooms more welcoming and engaging for everyone, eventually boosting student motivation and academic success.

**METHOD**

In this mixed-methods study, the researchers applied an explanatory design. They initially collected the data using the quantitative method (a questionnaire) followed by the qualitative method (semi-structured interviews). This design enables researchers to examine links, elucidate findings, and obtain deeper insights by combining qualitative and quantitative data (Fraenkel et al., 2022; Gay et al., 2012). The sequential structure enables a deeper comprehension of the data as quantitative results guide qualitative analysis, aiding in understanding the "why" or "how" of specific outcomes. Therefore, 95 participants were in this study, representing each education level, as shown in Table 1. The study involved the random selection of educators majoring in English education. Fraenkel et al. (2022) highlighted that simple random sampling is a method whereby each individual in the population has an equal and independent opportunity to be selected.

**Table 1. Demographic Data of Participants**

Main Categories	Sub-categories	N
Sex	Male	14
	Female	81
Teaching Period	<1 year	5
	1-3 year	84
	>3 year	6
Teaching Level	Elementary (EL)	5
	Junior High School (JHS)	23
	Senior High School (SHS)	45
	University/Higher Edu (UNIV)	22

As the first instrument, the researchers utilized a closed-ended questionnaire with a four-point Likert Scale (4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree) to elicit information from respondents. The researchers arranged 21 relevant questionnaires concerning the key characteristics of CRP (Rychly & Graves, 2012). There were three indicators as the guideline for arranging each item, as informed in Table 2.

**Table 2. A Questionnaire Items Classification**

Indicators	Question Items Classification
Caring and Empathetic	1, 2, 3, 4, 5, 6, 7
Reflective on their Attitudes and Beliefs about Other Cultures	8, 9, 10, 11, 12, 13, 14
Knowledgeable about Other Cultures	15, 16, 17, 18, 19, 20, 21

To analyze the first instrument's data, the researchers utilized Microsoft Excel to obtain each response's descriptive statistics and frequency. The questionnaire analysis methodology determines the frequency of responses to each item. In light of this, the researchers calculated the average ratings of each item using Nee & Yunus's (2020) four-point Likert scale, as presented in Table 3.

**Table 3. Adjectival Rating Interpretation**

Point	Rating	Interpretation
4	4.00 - 3.00	Strongly Agree
3	2.99 – 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 – 0.99	Strongly Disagree

The second instrument, the semi-structured interview, falls under the qualitative category. A semi-structured interview is a qualitative research technique that blends the freedom to delve deeply into a topic with pre-planned questions (Fraenkel et al., 2022; Gay et al., 2012). This method encourages individuals to share their viewpoints while enabling researchers to compile rich, detailed responses. In this way, the researchers involved four participants as representatives of each education level, labeling each educator as P1 (EL), P2 (JHS), P3 (SHS), and P4 (UNIV). They were chosen based on the stratified random sampling technique, ensuring that specific subgroups within a population are adequately represented. The researchers used Indonesian as their home language to create comfortable vibes and avoid anxiety among the participants who were uncomfortable using English. The researchers used the verbatim technique during the transcribing and coding process to analyze the data, writing down every word the interviewee or participant uttered (Halcomb & Davidson, 2006). Thus, they documented all auditory elements, including pauses, fillers, and laughs, to ensure the outcomes were natural and suitable.

## FINDINGS AND DISCUSSION

In this section, the researchers present the findings and discussion in the relevant order. This study aimed to 1) reveal the dominant key characteristics of CRP as perceived by educators in English language teaching and 2) reflect their perspectives of practicing CRP in relation to students' engagement.

### Dominant Key Characteristics of CRP

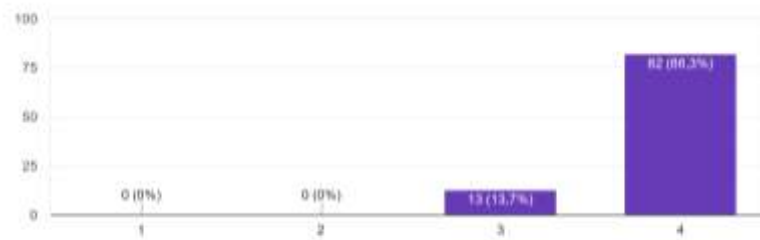
**Table 4. Level of Dominant Key Characteristics**

Characteristics	Score
Caring and Empathetic	3.73
Reflective on their Attitudes and Beliefs about Other Cultures	3.49
Knowledgeable about Other Cultures	3.37

Table 4 reveals that the participants primarily focused on caring and empathy regarding CRP. The mean score of 3.73 is the highest among the two indicators. However, Table 3 categorizes all characteristics the questionnaire responded to, with participants agreeing strongly. Figures 2 and 3 illustrate the two fundamental statements on the first research question, substantiated by the participants' perspectives.

*Statement 2 (X2), with a mean score of 3.86*

*"I create a safe and comfortable learning environment for all students."*



**Figure 2. Finding of X2**

Meanwhile, 82 participants strongly agreed with X2, expressing their belief that they had established a safe and comfortable learning environment for all students. Establishing a secure and conducive learning atmosphere in multicultural classrooms is vital for promoting inclusivity and improving student engagement. Educators play a crucial part in this process by employing tactics that acknowledge and honor differences. Primarily, creating clear and polite communication is essential. Educators must cultivate a classroom environment where each student feels appreciated and acknowledged. Fostering open discourse regarding cultural backgrounds and experiences can accomplish this, allowing students to share their narratives and learn from each other. By recognizing many viewpoints, educators foster comprehension and compassion among learners.

Furthermore, classroom design significantly contributes to the establishment of comfort (Loomis & Hamilton, 2020). Educators may utilize visuals, resources, and materials that represent the diversity of the student population. This portrayal affirms students' identities and fosters a sense of belonging. Adaptive seating configurations and inclusive decor can significantly improve the classroom environment. The use of culturally relevant teaching approaches is essential. Educators must modify their teaching methodologies to suit various learning styles and cultural circumstances. This may entail employing several pedagogical approaches, including collaborative work, experiential activities, and technological integration, to guarantee that all students can interact significantly with the curriculum.

Consequently, it is essential to cultivate mutual respect and clearly define behavioral standards. Educators must promote a classroom environment without discrimination and abuse (Khalfaoui, 2021). Establishing conflict resolution mechanisms can enable students to resolve issues collaboratively. Multicultural classrooms establish a safe and comfortable learning environment through a supportive ambiance, inclusive practices, and respectful communication. Teachers can prepare students for a more interconnected world by nurturing a sense of belonging and valuing diversity, thereby enhancing student well-being and academic success.

CRP is essential for fostering a sense of comfort among students, particularly those learning English. CRP cultivates a sense of belonging by incorporating students' cultural origins into the curriculum, thereby acknowledging their identities and experiences. This method fosters the exchange of perspectives among students, enhancing classroom discourse and validating their voices. Students are more inclined to participate actively when they observe the cultures represented in the educational materials from a motivational perspective. CRP advocates for relatable content that resonates with students, thereby enhancing the relevance and significance of the educational experience.

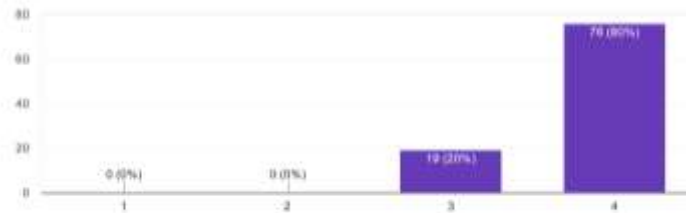
By employing various instructional methods tailored to the learning preferences of a wide range of students, CRP also assists in developing confidence in English language skills. Besides that, showing caring and empathy can increase student comfort by acknowledging their identities



and experiences, creating a friendly learning environment. This technique encourages self-directed learning by allowing students to relate their cultural backgrounds to the curriculum, making learning more relevant and interesting (Muhammadin & Herda, 2024; Shogren & Raley, 2023). When students feel valued and understood, they are more driven to take control of their education, resulting in improved confidence and autonomy in their learning journey. Respect and understanding ultimately bolster students' motivation to learn, leading to a more positive and practical educational experience in English acquisition.

Statement 5 (X5), with a mean score of 3.80

*"I value the contributions of students from diverse backgrounds."*



**Figure 3. Finding of X5**

Figure 3 reveals that 80% of participants strongly agreed with X5, while only 20% chose to agree. Teachers who use CRP enhance the learning environment by acknowledging and valuing the contributions of students from diverse backgrounds. Educators actively recognize and integrate students' distinct viewpoints, fostering a more welcoming environment that values and acknowledges everyone's opinions. In addition to raising students' self-esteem, this affirmation helps them develop a sense of community, which is necessary for learning.

In CRP, educators utilize students' cultural experiences as a teaching resource. They may incorporate narratives, illustrations, or historical contexts pertinent to students' backgrounds into their lessons. This method enhances the relevance of learning and fosters student engagement in sharing insights; hence, it facilitates peer learning and cooperation. Furthermore, appreciating varied contributions aids in dismantling assumptions and biases, facilitating more nuanced debates regarding culture, identity, and community. Educators can organize events that honor cultural variety, such as multicultural days or project-based learning emphasizing students' backgrounds.

Neglecting to appreciate students' different origins in English education may result in feelings of alienation and disengagement. Engaging with the subject may be challenging for students, as they perceive a disregard for their cultures and experiences. The absence of validation might undermine their motivation and confidence, obstructing language progress. Furthermore, it may reinforce assumptions and biases, resulting in a classroom atmosphere devoid of inclusivity. As a result, students may exhibit academic underachievement and forfeit possibilities for significant interactions, ultimately hindering their development as learners and individuals within a heterogeneous community.

Educators can implement various genuine measures to apply CRP in ELT environments effectively. Initially, they must participate in ongoing professional development to enhance their comprehension of various cultures and inclusive pedagogical methods (Kilag & Sasan, 2023; Muhammadin & Herda, 2024; Herda et al., 2024). Subsequently, educators can cultivate relationships with students, promoting trust and transparent communication. Furthermore, educators should promote student expression, enabling learners to articulate their cultural experiences. Adopting these measures enhances educators' self-efficacy (Herda & Damayanto, 2022; Wray et al., 2022), fostering confidence in their ability to foster inclusive environments. This empowerment improves their



teaching efficacy and favorably influences student engagement and achievement in a multicultural classroom.

### **CRP Practice dealing with Student Engagement**

This section provides data from interviews with four teachers as indicated by P1, P2, P3, and P4. The interviews focused on CRP implementation dealing with students' engagement.

*"I customize English lessons by incorporating examples and contexts relevant to my students' daily lives." For example, when instructing them, I connect vocabulary or idioms to common experiences in their communities, such as local traditions or popular events. This contextualization enables students to comprehend the significance of the language they are studying in their situations.* – P1

*"I empower my students by permitting them to propose texts and resources that captivate their curiosity. I may request that they present songs, articles, or narratives from their cultures that they consider significant. Subsequently, we examine these collectively in class, which enhances our curriculum and cultivates a sense of ownership and pride in their cultural heritage."* – P2

*"I frequently initiate my lessons by conducting surveys or discussions to gain insight into the backgrounds of my students. I select texts and topics that indicate their cultures and interests, as indicated by their responses. For example, when investigating themes of family or community, I may incorporate literature from a variety of authors who reflect their respective cultures, thereby enhancing the material's relatability and appeal."* – P3

*"I incorporate diverse voices and perspectives from various cultures to adapt English materials. For instance, when instructing a storytelling unit, I incorporate folktales from various cultures in addition to conventional Western narratives. This not only exposes students to a variety of narratives but also encourages them to share their own cultural experiences, thereby fostering a more profound connection with the material."* – P4

The above excerpts reveal that teachers (P1, P2, P3, P4) have implemented CRP in English lessons, affecting students' classroom engagement. P1 stated that she authentically connected idioms and vocabulary, making them relevant to the student's daily lives. Students' engagement is evident through contextualizing the opportunities they encounter, which helps them comprehend and appreciate the importance of the language they are learning in their circumstances. Therefore, authentic assessment, which assesses students' actual knowledge and ability, is essential in language instruction (Herda et al., 2022; Villarroel et al., 2024). It motivates and promotes involvement through relevant assignments that reflect real language use, leading to increased learning in practical situations.

Vocabulary is essential in English learning in multicultural environments because it is the foundation for effective communication and comprehension (Hardiyanti & Herda, 2023). A varied vocabulary allows students to communicate their thoughts and feelings while understanding different points of view. Moreover, building vocabulary in multicultural classrooms where students come from varied linguistic origins aids communication and promotes inclusivity. Exposure to culturally relevant terminology increases engagement, helping students connect with the topic more personally. This emphasis helps with language learning and encourages critical thinking and empathy, both of which are necessary abilities for navigating an increasingly interconnected world.

Incorporating pertinent contexts and examples in instruction within multicultural environments is crucial, as it immediately engages students' varied backgrounds and experiences. Educators integrating recognizable and related experiences augment student involvement and understanding, rendering learning more significant. This method cultivates an inclusive atmosphere where all students feel appreciated and acknowledged, enhancing engagement and motivation. Moreover, pertinent circumstances facilitate bridging cultural divides, allowing pupils to associate new concepts with their personal experiences. This activity facilitates language acquisition while fostering critical thinking and empathy, vital competencies for navigating a progressively interconnected world.

Meanwhile, P2 from junior high school admitted he loved sharing freedom with the students by proposing resources to boost their learning curiosity. Indeed, all materials must be considered culturally significant for English learning. In this way, promoting student-led content choices in the classroom markedly improves cultural pride and participation in education. This allows students to choose texts, projects, or materials that align with their cultural origins and interests and fosters a sense of ownership over their education. This autonomy cultivates a profound connection to the material, enabling students to perceive their cultures as represented and esteemed within the curriculum.

By sharing their picks with classmates, they display their background and inform others, fostering a more enriched and diverse learning environment (Mohyuddin et al., 2024). This technique fosters self-esteem and pride in one's identity as students acknowledge the significance of their cultures within a global framework. Moreover, by interacting with culturally pertinent resources, students cultivate critical thinking and empathy, vital competencies for comprehending and valuing diversity. Ultimately, promoting student-led choices enables learners to embrace their cultural identities, rendering education a more inclusive and enriching experience for everyone.

The third finding came from P3, and it implied she applied CRP by considering multicultural perspectives. She argued that when investigating some themes, she utilized literature from a variety of authors who reflect their respective cultures. In addition to multicultural education in this era, a key feature of CRP is incorporating multicultural views, which enhances the educational experience for all students. Educators can foster a more welcoming classroom climate that respects and celebrates each student's unique identity (Shi et al., 2023) by incorporating students' varied perspectives and life experiences into lesson plans. By exposing students to many cultures, histories, and narratives, this method helps them develop empathy, critical thinking skills, and a better grasp of global challenges.

Students are more inclined to participate thoughtfully in class discussions and other learning activities when they identify with the content. On the other hand, incorporating ethnic perspectives also aids in dismantling prejudice and fostering an appreciation for individual differences. In today's interconnected world, teaching students in English Language Teaching (ELT) classrooms to appreciate diversity while emphasizing commonalities is crucial. Ultimately, this CRP application improves academic results, fosters a sense of belonging, and encourages students to become culturally diverse, well-informed, and compassionate global citizens.

Finally, P4 demonstrated the application of CRP by emphasizing the importance of personalizing content for learning success. This situation shows that the teacher incorporates diverse voices and perspectives from various cultures to adapt English materials. For instance, the teacher incorporates folktales from different cultures alongside conventional Western narratives in a storytelling unit. This approach exposes students to various stories and encourages them to share their cultural experiences (Herda et al., 2023), fostering a deeper connection with the material. When the teaching genre aligns with the students' cultural experiences, it significantly enhances the engagement and relevance of learning.

However, students are more likely to establish an emotional and intellectual connection with the material when they encounter genres that reflect their backgrounds and experiences. This alignment promotes a more profound comprehension of narrative structures, themes, and styles, rendering literature more relatable and accessible. Furthermore, including culturally pertinent genres

fosters inclusivity and an appreciation for diversity by encouraging students to express their distinctive viewpoints. In the end, this method fosters a more comprehensive learning environment that prioritizes the identities and experiences of students.

## CONCLUSION

CRP is an essential approach in English language teaching that acknowledges and respects students' diverse cultural backgrounds. By prioritizing students' identities and experiences, CRP fosters a more inclusive learning environment that enhances engagement and academic success. This study's findings highlighted that CRP's dominant characteristics are caring and empathy, which play crucial roles in fostering positive relationships between teachers and students. The interview results further revealed that implementing CRP strategies significantly boosted student engagement and motivation. Teachers who utilized relevant contexts and examples made learning more relatable while incorporating multicultural perspectives enriched the curriculum. Encouraging student-driven material selection allowed learners to connect personally with the content, promoting a sense of ownership in their education. Additionally, personalizing content helped address individual learning needs, ensuring that each student felt valued. Applying CRP in ELT boosts student engagement and fosters an environment that celebrates diversity. Educators can create a dynamic and supportive classroom that prepares students to thrive in an interconnected world by focusing on caring, empathy, and relevance. However, this study still has limitations regarding the number of participants. Therefore, the researchers plan to conduct additional research to collect more reliable data, focusing on a broader range of best practices across all education levels.

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