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Cultural sensitivity and diversity training for foreign language teachers

Інклюзивність в освіті й культуро-центровані програми навчання викладачів іноземних мов

Summary. *This research paper delves into a comprehensive analysis of cultural sensitivity and diversity training programs specifically designed for foreign language teachers (FLT). It takes a deep dive into the strategies and practices that promote cultural sensitivity and diversity within the foreign language (FL) classroom. By exploring the multifaceted objectives of such training programs, this paper emphasizes the transformative potential these programs hold for educators and the profound impact they have on the quality of FL education. Through a meticulous synthesis of empirical studies, detailed case analyses, and an examination of best practices, this research paper shines a spotlight on the tangible benefits of incorporating cultural sensitivity and diversity training into FL education. These benefits include the creation of a more inclusive and equitable learning environment, enhanced intercultural communication skills, and the cultivation of cross-cultural competence among teachers. Moreover, this paper underscores the implications of culturally sensitive pedagogy on various aspects of FL education. It explores how such an approach positively influences student motivation, engagement, and language proficiency, ultimately leading to more successful language learning outcomes. In addition to highlighting the benefits, this paper critically examines the challenges associated with implementing cultural sensitivity and diversity training programs. It provides valuable insights into overcoming resistance to these programs and ensuring their sustained integration into the development of FLT. Furthermore, the findings underscore the need for a holistic approach to education that transcends individual classroom settings. It advocates for institutional and policymaker involvement to create an educational environment that fully embraces cultural sensitivity and diversity. In summary, the analysis of the results leads to the emphasis on the indispensable role that cultural sensitivity and diversity training plays in the professional growth of FLT and the enhancement of FL education. It is argued that with inclusive and culturally aware classrooms, multicultural and multilingual programs will contribute to a more harmonious and interconnected global society.*

Key words: foreign language teacher (FLT), inclusive teaching, intercultural competence, cross-cultural communication, globalized classrooms, teacher development, multicultural environment.

Анотація. У статті аналізуються культуро-центровані стратегії та програми інклюзивного навчання для викладачів іноземних мов. Метою розвідки є дослідження переваг інклюзивних і культуро-центрованих стратегій (програм) навчання у сучасній освіті, які розроблені для підвищення кваліфікації викладачів іноземних мов, використання трансформаційного потенціалу таких програм для педагогів у світлі їхнього особистісного й професійного зростання та вплив такого навчання на якість викладання іноземних мов зокрема. Шляхом синтезу емпіричних досліджень й аналізу наявних світових практик результати дослідження підкреслюють вагомість застосування програм культурно-чутливого й інклюзивного навчання як елементів безперервної освіти для викладачів іноземних мов, оскільки такі програми у подальшому уможливають створення викладачами більш інклюзивного навчального середовища, підвищують навички міжкультурного спілкування між викладачами та студентами, розвивають крос-культурну компетентність, а також уможливають дублювання окремих елементів навчання у викладацькій діяльності при навчанні іноземним мовам. Особливо відзначається у подальшій педагогічній діяльності особистий вплив викладача на мотивацію студентів та вдосконалення рівнів володіння іноземною мовою, їхню крос-культурну компетентність. Виклики та можливі бар'єри, з якими можуть зіткнутися освітяни при впровадженні таких навчальних програм (наприклад, основи культурної свідомості, тренінги з міжкультурної комунікації, практики інклюзивного навчання, інтеграція мови та культури, постійний професійний розвиток тощо) з метою професійного розвитку викладачів іноземних мов, паралельно пов'язуються з роллю адміністрацій освітніх установ і державного регулятора в сфері освіти. У підсумку зазначається, що завдяки інклюзивним і культурно-центрованим класам, за підтримки викладачів іноземних мов, створюються умови для розвитку гармонійного полі- й мультикультурного суспільства.

Ключові слова: викладач іноземних мов, інклюзивне навчання, міжкультурна компетентність, безперервна освіта, професійний розвиток.

Introduction. In our increasingly interconnected and culturally diverse world, the role of foreign language teachers (FLTs) has evolved beyond mere language instruction. Educators being either native language speakers (L1) and/or foreign language (FL) instructors and teaching foreign languages (L2) to a variety of international students, thus, find themselves in classrooms characterized by a rich abundance of cultures, languages, and backgrounds, creating a unique educational milieu [3; 6; 7; 17]. Acknowledging this shift in versatile classrooms, the need for cultural sensitivity and diversity training for FLT becomes apparent [24; 26] as “faculty developers should reframe the message of their workshops to

focus participants more on the scope of the journey, and shift the direction of overall efforts some to redevelop pedagogical training at the graduate and postdoc levels” [9]. Next, foreign language education (FLE) plays a pivotal role in bridging linguistic and cultural gaps [6; 14; 18]. It equips individuals with the ability to communicate across borders and opens doors to cross-cultural understanding [3; 10]. As such, the effectiveness of FLE also largely depends on the cultural sensitivity and diversity training received by foreign language teachers (FLT) [5; 14; 19]. From this perspective, the paper investigates the significance of such training; the objectives set a need in (a) the analysis of cultural sensitivity and diversity training programs for FLTs in today’s teaching, (b) exploration of transformative potential for educators when developing necessary skills and competencies for multiculturally sensitive diverse classrooms, and (c) understanding the impact on quality of education after the training received by FLTs. In the end, it is crucial to consider the challenges such training addresses, drawing upon the research and insights from notable scholars.

Methods. The methods employed include literature review, case analysis, interviews, surveys, and classroom observations, as well as focus group discussions.

A comprehensive *literature review* served as the foundation for the methodology and involved an extensive search of academic databases, i.e., Google Scholar, JSTOR, and relevant educational journals. The primary aim was to identify existing research, scholarly articles, and publications that would shed light on the significance of cultural sensitivity and diversity training for FLTs. It encompassed studies, reports, and articles that discussed the objectives and outcomes of such training, the impact on FLE, the challenges faced by FLTs in culturally diverse classrooms [3–5; 18; 11; 23]. The *case analysis method* was employed to gain deeper insights into the practical aspects of implementing cultural sensitivity and diversity training in FLE as the qualitative approach; it involved the selection of a representative sample of educational institutions or FL programs. Through *interviews, surveys, and classroom observations*, data were gathered on the training programs in place, their objectives, methodologies, and effectiveness. Real-life case studies illustrated the challenges and successes experienced by FLTs in implementing culturally sensitive pedagogy. These case analyses provided concrete examples of how cultural sensitivity and diversity training had impacted teachers and students in different educational contexts. *Focus group discussions* were conducted with FLTs to facilitate in-depth conversations about their experiences before, during and after cultural sensitivity and diversity training. These discussions provided valuable qualitative insights into the challenges and benefits of

such training. Finally, regarding the limitations and challenges connected with policy makers and institutions, at this stage the research results are based only on feedback and survey / questionnaire data obtained from FLT's and their seniors. Nevertheless, these underline necessity to examine educational policies, guidelines, and practices at both the national and institutional levels. However, given the research objectives, document analysis to review policies related to FLE, teacher development, and cultural diversity remained beyond the scope of research at the current stage.

Today, in the educational settings, FLT's are entrusted with the task of not only imparting language skills but also facilitating cultural competence and intercultural communication among their students [1; 5; 9]. However, "teachers' ambivalence about inclusion increases as they become more concerned with teaching subject matter, as the stakes for student achievement become more prominent in secondary schools" [16, p. 259], which underlines that without adequate cultural sensitivity and diversity training, they may inadvertently perpetuate stereotypes, misunderstandings, or biases. This deficiency can hinder the development of inclusive learning environments and inhibit the potential for meaningful cross-cultural interactions within the classroom [8; 18; 23; 24].

To start with and address this critical issue, it is imperative to delve into the research literature, which underscores the importance of cultural sensitivity and diversity training for FLT's. Notable scholars such as Byram, who introduced the concept of intercultural competence as an essential component of language learning, argue that without cultural sensitivity, language teaching remains incomplete [5; 18]. Additionally, others emphasize the inseparable link between language and culture, and highlight that language learning should extend beyond grammar and vocabulary, it should cover vaster domains to encompass cultural nuances [6; 18; 23; 26]. Moreover, research by Fantini (2009) underscores the need for every FLT to possess cross-cultural communication skills, and the scholar argues that teachers must be prepared to navigate the intricacies of diverse classrooms, where students bring their unique cultural backgrounds and perspectives [11]. This aligns with the objectives of cultural sensitivity and diversity training, which aim to equip FLT with the tools necessary to create inclusive and culturally aware classrooms.

Then, despite the growing body of research emphasizing the significance of cultural sensitivity and diversity training, there remains a gap between theory and practice in many educational institutions. This discrepancy is acknowledged by many scholars who discuss the challenges in implementing intercultural education in schools and the resistance faced by educators [4]. For instance, Bennett's work draws attention to the need for institutional support, a theme echoed throughout the research literature. More challenges are faced

in day-to-day teaching: the demographics of FL classrooms have shifted significantly over the past decade, with an influx of students from diverse cultural backgrounds [3; 19]; this diversity is not limited to international students learning the language of their host country, it also includes heritage learners, bilingual students, and individuals with varied cultural experiences and identities [10]; the role and importance of intercultural competence is growing immensely in language education, highlighting the essential need for FLT's to possess the skills and knowledge to effectively engage students from different cultural backgrounds [23; 17]. Intercultural competence is no longer a desirable trait but a critical requirement for FLT's. It is argued along with the scholars that today merely teaching the grammatical rules and vocabulary of a FL is insufficient. Instead, FLT's must facilitate a deeper understanding of the cultural contexts in which the language is used [5; 18]. This understanding is fundamental for students to communicate effectively and respectfully in a globalized world. Therefore, the changing landscape of the FL classroom has posed new challenges and opportunities for FLT's who must navigate the arising cultural complexities in their classes, and following the concerns, the shift in demographics and the classroom necessitates a corresponding shift in the pedagogical approach employed by FLT's. Another aspect of complexities is how FLT's must address issues related to cultural sensitivity, inclusivity, and equity in their classrooms. Failure to do so can result in alienation, miscommunication, and hindered language acquisition for students from diverse backgrounds.

Results and discussion. Following the overview of the materials and categorization of the FLT trainings, it comes crucial to concentrate on a set of criteria that may assist with understanding which cultural sensitivity and diversity strategy / training for FLT's may stand out as the most appropriate. Thus, cultural sensitivity and diversity training for FLT's can be classified into several categories based on their focus, objectives, and methodologies (Fig. 1.)

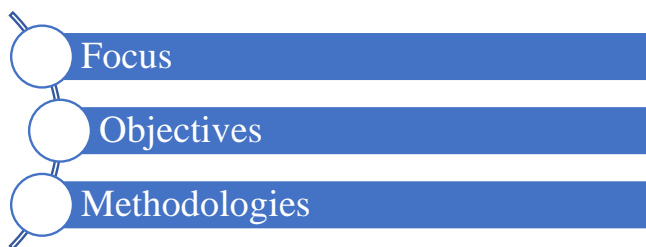


Fig. 1. Structure of cultural sensitivity and diversity training for FLT's

These categories provide a framework for understanding the diverse approaches and purposes of such training programs. Here is a list of common classifications for advancing cultural sensitivity, equality, and diversity in FL classrooms: foundational cultural awareness training [1; 4; 14; 19], language and culture integration [6 – 7; 10; 24], intercultural communication training [24; 12], inclusive teaching practices [9; 16], cultural competency development [5; 17; 18], technology-assisted training [15; 13; 22], assessment and evaluation [2; 21], policy and institutional support [20; 25], globalized curriculum development [26; 17], continuing professional development [8], etc.

Stage 1 of Cultural Sensitivity and Diversity Training for FLTs.

As commented by core majority of FLTs (roughly three quarters of respondents) before the cultural sensitivity and diversity training when acquainting with models and deciding on the choice of the training programs offered, the optimal programs were (a) foundational cultural awareness training, (b) intercultural communication training, (c) inclusive teaching practices, (d) language and culture integration, and (e) continuing professional development.

The choice of a cultural sensitivity and diversity training program for FLTs before they underwent training heavily depended on several factors, including, for instance, the goals of the training (rather subjective, with reference to self-confidence, years of experience, and expertise in FLT), the specific needs of the FLTs (current goals, career plans, relocation, etc.), and the resources available (educational institutions, availability of relevant coaches / trainers / facilitators, etc.).

In a description file of the cultural sensitivity and diversity training, each training program specified its triad of focus, objectives, and methodologies.

A. Foundational Cultural Awareness Training

Focus: Building basic cultural awareness and sensitivity among FLTs;

Objectives: Raising awareness of cultural differences, stereotypes, and biases;

Methodology: Lectures, workshops, and discussions on cultural dimensions, stereotypes, and cultural sensitivity exercises.

Many FLTs opted for foundational cultural awareness training as their initial choice. This program provides a fundamental understanding of cultural differences and sensitizes them to the importance of cultural awareness in language teaching. It is often chosen as a starting point for those who have limited prior exposure to intercultural concepts.

B. Intercultural Communication Training

Focus: Enhancing FLTs' ability to communicate effectively across cultures;

Objectives: Developing intercultural competence, improving communication skills, and understanding nonverbal cues;

Methodology: Gamification (role-playing), cross-cultural scenarios, and language-focused intercultural activities.

FLTs who recognize the importance of effective cross-cultural communication in their teaching selected this program. Intercultural communication training equipped them with practical skills to navigate diverse classrooms, making it a valuable choice for those seeking immediate improvements in their teaching practices.

C. Inclusive Teaching Practices

Focus: Promoting inclusivity and equity in language classrooms;

Objectives: Creating an inclusive environment that respects students' diverse backgrounds;

Methodology: Pedagogical workshops, discussions on inclusive language teaching strategies, and classroom observations.

FLTs committed to creating inclusive and equitable learning environments prioritized this program to the above three. According to their comments, the program was expected to help them develop strategies for accommodating students from various cultural backgrounds and ensure that their classrooms will be more welcoming and respectful to all.

Language and Culture Integration

Focus: Integrating language learning with cultural understanding;

Objectives: Teaching language in its cultural context, emphasizing cultural nuances;

Methodology: Authentic cultural materials, cultural presentations, and cultural immersion activities.

Language and culture integration training was an attractive choice for FLTs who wanted to align language instruction with cultural understanding. Therefore, it may be stated that this program is suitable for those who believe that language learning should go beyond grammar and vocabulary and encompass cultural context.

Continuing Professional Development

Focus: Supporting FLTs' ongoing growth in cultural sensitivity;

Objectives: Providing resources and opportunities for FLTs to continually develop their cultural competence;

Methodology: Workshops, conferences, and access to cultural sensitivity resources.

FLTs who value continuous growth in cultural sensitivity and intercultural competence preferred from the start of interviews ongoing professional development programs. These programs are believed to offer resources and opportunities for FLTs to continually refine their cultural

awareness and teaching practices, especially with those who are in search of ways for career growth and promotion.

At large, as earlier mentioned the choice ultimately depended on FLT's individual objectives, their level of prior cultural awareness, and their teaching context. Some FLT's also opted for a combination of the programs and were hesitant to choose one; they were then offered to shortlist the programs to create a comprehensive training plan that would address their specific needs and goals.

Stage 2 of Cultural Sensitivity and Diversity Training for FLT's. As described above, at the outset of the cultural sensitivity and diversity training for FLT's, there is often an initial selection of a specific training program based on perceived needs and objectives. However, as FLT's progress through their training, the possibility to adapt, modify, or even switch to another program becomes an important consideration. This flexibility allows FLT's to tailor their training experience to better align with their evolving understanding of cultural sensitivity and diversity and the specific demands of their teaching context. That in mind and as FLT's embark on their cultural sensitivity and diversity training journey, they may initially opt for a particular program that appears most relevant to their immediate needs and objectives. This initial choice is often influenced by their current level of cultural awareness and their assessment of their classroom dynamics. For example, an FLT may start with foundational cultural awareness training (Training A above) to build a basic understanding of cultural differences if they have limited prior exposure to intercultural concepts.

However, in the course of their training, FLT's may find that their needs and priorities evolve. They may discover new challenges in their classrooms or recognize the potential for more advanced training to address complex diversity-related scenarios. This evolution in their understanding and the dynamics of their teaching context can lead FLT's to consider modifying their chosen training program.

The option to modify a selected training program is particularly valuable. FLT's can adapt the program to include advanced modules or specialized content that directly addresses their specific needs. For instance, they may enhance their intercultural communication training with advanced strategies tailored to the linguistic and cultural backgrounds of their students. Furthermore, FLT's may also contemplate switching to a different training program if they find that their initial choice no longer aligns with their evolving goals. For example, if an FLT initially selects foundational cultural awareness training but later recognizes the need for more intensive cultural competency development, they may choose to switch to a program that better suits their updated objectives.

This stage of collecting and analyzing research data through surveys, questionnaires and focus group discussions/panels underscores flexibility and possibility to adapt and tailor FLT's outcomes to their needs: cultural sensitivity and diversity training offer FLT's this flexibility to choose, modify, or switch programs as their understanding of cultural awareness deepens and their teaching context evolves. This adaptability ensures that FLT's can tailor their training experience to effectively meet the dynamic demands of fostering cultural sensitivity and diversity in their language classrooms.

Some of the top priority programs to switch to during the cultural sensitivity and diversity training remained unchanged from the previous list and included (a) inclusive teaching practices, (b) foundational cultural awareness training, and (c) intercultural communication training. The other two were considered significant to focus on as the skills improved and FLT's were ready to advance. These are cultural competency training (Training F) and technology-assisted training (training G).

D. Cultural Competency Development

Focus: Fostering cross-cultural competence among FLT's;

Objectives: Developing cultural adaptability, empathy, and the ability to navigate diverse cultural contexts;

Methodology: Cross-cultural immersion experiences, cultural sensitivity assessments, and reflective practices.

E. Technology-Assisted Training

Focus: Utilizing technology to enhance cultural sensitivity;

Objectives: Leveraging digital tools for cross-cultural communication and awareness;

Methodology: Virtual intercultural exchanges, online cultural simulations, and digital resources.

Thus, during cultural sensitivity and diversity training FLT's could decide to choose a different program and switch to it or modify, if possible, the ongoing program to better align with the newly set training objectives and the evolving needs. Here below are the comments on their choices and need in modification (Table 1).

In the context of cultural sensitivity and diversity training, FLT's often prioritize switching to specific programs that remained consistent with the initial list, including inclusive teaching practices, foundational cultural awareness training, and intercultural communication training. Moreover, as FLT's proficiency grows, they increasingly value cultural competency training and technology-assisted training as essential options for further advancing their cultural sensitivity.

Stage 3 of Cultural Sensitivity and Diversity Training for FLT's. After completion of training, the majority of FLT's commented on increasing

role of continuous education and constant connection with colleagues and peers in the form of networking in conferences, webinars and seminars, workshops, symposia, etc. After completing their initial training, FLT's' desire to continue with the Policy and institutional support (Training H), Globalized curriculum development (Training J), and Assessment and evaluation (Training K) programs, which underscores their commitment to ongoing professional growth in cultural sensitivity.

F. Policy and institutional support

Focus: Addressing systemic issues and institutional barriers;

Objectives: Advocating for policy changes, securing funding, and institutional commitment to cultural sensitivity;

Methodology: Policy analysis, advocacy campaigns, and collaboration with educational administrators.

G. Globalized curriculum development

Focus: Developing curriculum that reflects global perspectives;

Table 1

Cultural sensitivity and diversity training: why to change?

No	Training program	Why?	Modification
1	Inclusive teaching practices	To improve their ability to create inclusive and equitable learning environments	Training may include advanced strategies for addressing complex diversity-related classroom scenarios and adapting teaching materials for diverse student populations.
2	Foundational cultural awareness training	To reinforce their foundational cultural awareness training to deepen their understanding of cultural differences	Training may involve updating the content to reflect the latest research and contemporary cultural issues.
3	Intercultural communication training	To further enhance their cross-cultural communication skills	Training may involve advanced modules focusing on specific communication challenges faced in diverse classrooms or language-specific communication nuances.
4	Cultural competency training	To delve deeper into cultural adaptability and cross-cultural competence	Training may be customized to address specific cultural competencies required for their teaching context or the cultures of their students.
5	Technology-assisted training	To incorporate digital tools into their teaching methods	Training may focus on selecting and integrating technology that enhances intercultural learning and communication within the language classroom.

Objectives: Integrating diverse cultural content into language instruction;

Methodology: Curriculum design workshops, collaboration with multicultural education experts, and the creation of culturally diverse teaching materials.

H. Assessment and evaluation

Focus: Evaluating the effectiveness of cultural sensitivity and diversity training;

Objectives: Measuring FLT's cultural competence and the impact of training on teaching practices;

Methodology: Pre- and post-training assessments, classroom observations, and feedback surveys.

These classifications highlight the diverse nature of cultural sensitivity and diversity training for FLTs, allowing for tailored approaches to meet specific educational goals and the unique needs of foreign language teachers and their students.

The choices reflect FLTs' recognition that cultural awareness is not a one-time endeavor but an evolving skill that requires continual development. They understand that addressing systemic issues and institutional barriers, updating curriculum materials, and regularly assessing their own cultural competence are essential components of fostering a culturally inclusive language classroom. Moreover, FLTs' willingness to engage in these post-training programs demonstrates their dedication to providing the best possible learning experience for their students and their commitment to creating inclusive and culturally aware educational environments. It also reflects their proactive approach to addressing challenges and fostering positive change within their institutions.

As a result of comprehensive cultural sensitivity and diversity training programs for FLTs, the implications on student motivation, engagement, and language proficiency are significant. These training initiatives foster a more inclusive and equitable learning environment, where students feel valued and respected for their diverse cultural backgrounds. This heightened sense of inclusion enhances student motivation as learners see their unique identities acknowledged and integrated into the curriculum. Furthermore, by promoting intercultural communication skills and cross-cultural competence among teachers, these programs create an enriched educational experience that resonates with students. Consequently, student engagement levels rise as they actively participate in culturally diverse classroom activities and engage in meaningful cross-cultural dialogues. The holistic approach to language instruction, emphasizing cultural context, results in improved language proficiency, as students not only grasp grammar and vocabulary but also gain a deeper understanding

of language within its cultural nuances. In essence, cultural sensitivity and diversity training programs for FLT have a transformative impact on the motivation, engagement, and language proficiency of their students, fostering a more interconnected and harmonious learning environment.

The findings of the study reveal that cultural sensitivity and diversity training also wield a profound impact on the quality of education delivered by FLT. This training equips FLT with the essential knowledge and skills to adeptly navigate the intricate cultural landscapes present in their classrooms, thereby fostering a notably more inclusive and equitable learning environment. In doing so, it elevates the overall quality of FLE. FLT who have undergone this specialized training are better equipped to address the diverse needs of their students, grasp cultural nuances, and facilitate meaningful cross-cultural interactions. Consequently, students benefit from a more enriching educational experience that transcends mere language acquisition, engendering a deeper understanding of the cultures intertwined with the language. This, in turn, leads to more successful language learning outcomes. The elevated quality of education extends further to encompass intercultural competence, empathy, and the capacity to engage in respectful, cross-cultural dialogues – skills increasingly imperative in our interconnected, globalized society.

Despite numerous benefits, the implementation of cultural sensitivity and diversity training programs for FLT may encounter various challenges and barriers, which can impede their effectiveness (Fig. 2).

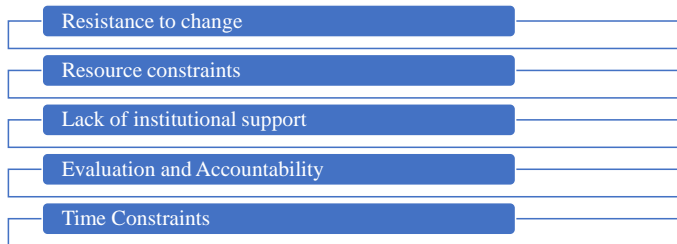


Fig. 2. Challenges and barriers for implementation of cultural sensitivity and diversity training programs

From this perspective, FLT and educational institutions may resist adopting new training programs, particularly if they perceive these programs as time-consuming or disruptive to established teaching practices. FLT may be reluctant to engage with training programs, viewing them as optional rather than essential. Convincing teachers of the benefits of cultural sensitivity training can be a challenge. Next, lack of financial resources, time, and personnel to develop and deliver effective

training programs can be a significant barrier. Comprehensive training programs may require funding for materials, trainers, and technology. Aligned with the discussed and without the financial support and backing of educational institutions and administrators, the integration of cultural sensitivity and diversity training can face even more severe resistance. A lack of institutional commitment may result in inadequate support for program development and implementation.

In addition, measuring the impact and effectiveness of training programs can be difficult. Without clear evaluation mechanisms and accountability, it is challenging to gauge whether the training is achieving its intended outcomes. Finally, FLT's often have busy teaching schedules, which can make it difficult to find the time to participate in training programs.

Addressing these challenges and barriers requires a multi-faceted approach that involves the active support of educational institutions, the development of culturally sensitive training materials, and ongoing evaluation to measure the impact of the training. Additionally, fostering a culture of inclusion and openness within educational institutions can encourage FLT's to embrace these programs as valuable tools for their professional development.

Conclusion. Considering the above, the multifaceted objectives of cultural sensitivity and diversity training for FLT's connect to transformative potential of such training, equipping FLT's with the skills that enable them to create inclusive and culturally aware classrooms. The results prove that cultural sensitivity and diversity training for FLT's to a great extent contribute to enhancing their intercultural communication skills and foster increased cross-cultural competence, aligning with the insights provided by recognized scholars. The integration of cultural sensitivity and diversity training into FLE is a critical issue with far-reaching implications for both FLT's and students.

Despite several benefits mentioned above, the research critically analyzed the limitations and challenges identified through the methods employed. These limitations included resistance to change among FLT's, the lack of standardized training programs within the educational institutions, and varying levels of institutional support. The research is not exhaustive and more specific study is required to overcome the obstacles and challenges presented, with an emphasis on the need for a holistic approach involving policymakers, educational institutions, and FLT's themselves.

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