Cultural Openness and desire to learn regarding language education: systematic review

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Abstract: This research examines the link between cultural openness and linguistic education, focusing on learning motivations and multicultural contexts, particularly teachers. It emphasizes cultural openness as crucial for integrating diverse participants in education. The systematic review evaluates education levels, environments, and external influences across contexts, including native and second language teaching. Employing bibliographic analysis, 20 relevant works are selected for synthesis. This approach offers a holistic view of intercultural dynamics in language education, identifying trends and gaps. By critically analyzing cultural influences on education, this research informs pedagogical adaptation in multicultural settings, contributing to ongoing educational understanding.

INTRODUCTION

In broad terms, cultural openness is generally addressed in disciplines related to the humanities and social sciences. It can be an object of study in disciplines such as cultural anthropology, sociology, cultural psychology, education, ethnography and cultural studies. These disciplines focus on understanding how people interact, relate to each other and give meaning to their cultural experiences, including openness to other cultures. Cultural openness may also be relevant in intercultural contexts and in fields such as intercultural communication and intercultural management.

The cultural openness in education (Dreamson et al., 2017) has been translated in recent years as a practice of inclusion (Qaisi, 2021) and integration of existing educational agents, such as students or teachers themselves (Pires, 2022). Cultural openness is a sub-dimension which takes part in multicultural competencies (Fink et al., 2021). It belongs to the range of cultural attitudes and skills (Escalante et al., 2014) among which are included vision, affections and beliefs. This sub-dimension is combined with two others to understand multicultural competencies: first, cultural references (Jímenes et al., 2017), second, cultural knowledge and behaviors (Alvarez Baz, 2013).

From the perspective of the linguistics, and specifically from language teaching, the cultural approach has been an important focus (Baker, 2016; Peña-Acuña, 2023) of study for professionals in charge of mediating integration in language teaching classrooms with foreign students (Ashrafuzzaman et al., 2021; Chu and Bomber, 2023). Therefore, the cultural openness is one of the main pillars of teaching, especially in multicultural contexts where students come from other countries (Kiss and Mizusawa, 2018), or when their native language is not the one commonly spoken (Finck et al., 2021).

Regarding the segment of pre-service teachers, it is estimated that training in cultural openness becomes a decisive factor (Peña-Acuña & Cislowska, 2024) for the development of multicultural competencies and empathy. Furthermore, educators are prepared to work in increasingly diverse and multicultural school environments. Among other benefits, cultural openness training aimed at pre-service teachers increases awareness of diversity in the classroom, prepares them to adapt the necessary pedagogical strategies, encourages the development of intercultural skills, facilitates future collaboration with families, implies a prior reflection on one's own personal biases, a remote preparation for interpersonal challenges in the classroom, and finally, prepares them for the integration of multicultural content. Consequently, this investment in training represents a promotion of educational equity and inclusive education.

This research addresses a systematic review on what the process of cultural openness and the desire to learn is like from the approach of educational agents in contexts where students may or may not be immigrants or from other cultures, whether in the teaching of a mother tongue (L1) or a second

language (L2) according to MCER (Council of Europe, 2017). To do this, it is essential to know at what levels of education teaching is imparted, as well as the teaching context (Ley Orgánica 3/2020), so that valuable information about external actors that can influence (Dreamson et al., 2017).

The research problem that this inquiry will address consists of finding recent scientific articles that deal with the topic of Cultural Openness and Desire to Learn. In this way, we will uncover the current state of this topic, whether it is in an early stage, expanding, or highly developed and whether there is an emphasis in current multicultural and plurilingual societies on teacher training (Dimitrov & Deardoff, 2023; Sjøen, 2023) to address learners, or if teaching interventions are being carried out and evaluated (Fatmawati et al., 2023). This study will reveal whether there is sensitivity to this topic in the educational sphere, both in the realm of research and in teaching.

In this context, a systematic investigation has been proposed based on a previous bibliographical investigation on language teaching from a cultural approach (Chu & Bomber, 2023), analyzing possible approaches to the process taking into account the intercultural environment in which the teaching processes are currently developed (Markey et al., 2021). To this end, a study of both the quantitative and qualitative aspects of primary studies from scientific sources has been conducted, aiming to summarize and compare the existing information in this regard (Hsiu et al., 2018). After selecting sources and documents, the 20 works chosen for analysis and comparison, in accordance with the inclusion and exclusion criteria specific to this type of research, will be presented.

BACKGROUND

Cultural openness in language teaching: a teaching approach

The terms Cultural Openness and Desire to Learn come from a validated questionnaire in English (Mallinckrodt et al., 2014) that uses these variables or dimensions to measure cultural competencies and empathy in teaching processes. This dimension was later used by Finck et al. (2021) adapting and validating the questionnaire in Spanish in the Colombian context.

Recent studies have noted a significant increase in research on the cultural intelligence (CI) within the realm of Education (Sousa et al., 2023). Various terms are used to refer to CI in a general way (Presbitero, 2016), such as cultural intelligence, cross-cultural competence, cultural knowledge, reality negotiation, cultural frameworks, multicultural awareness, intercultural competence, and multicultural effectiveness (Barker, 2016; Sousa et al., 2019). These terms cover fields like knowledge, experience, language or culture, resulting in the development of contract models like intercultural communication competence, cultural competence, and multicultural personality which, in the educational field (Finck et al., 2021) and can encompass multidisciplinary practices where the level of cultural openness of teachers and students is revealed. In precise terms, the cultural openness and desire to learn of educational agents is crucial (Bessie, 2018) to achieve total inclusion in the classrooms, especially when it comes to language teaching as a mother tongue (L1) or as a foreign language (L2) following MCER (Council of Europe, 2017).

Deardorff (2006) tackled this matter by recording the agreement among intercultural experts regarding the definition and elements of intercultural competencies. Recently it has been agreed that the CI consists of the communication and an effective behavior appropriate in the intercultural situations (Mallinckrodt et al., 2014), highlighting its growing importance in educational settings. In addition to acquiring linguistic skills, the students must develop intercultural communication skills (Al Sumait et al., 2022). This implies not only the ability to express oneself correctly in the target language (Sierra, 2022), but also to understand and interpret the cultural nuances present in communication (Sandín & Núñez, 2021). Effective teaching should go beyond the grammar and the vocabulary, incorporating non-verbal and contextual elements which are essential for successful intercultural communication (Kastner, 2021).

On the contrary, it must be emphasized that openness and linguistic diversity are other crucial aspects (Tantucci & Wang, 2021) belonging to linguistics. The educators must encourage students to perceive learning a new language as an opportunity to explore (Feng et al., 2023) and appreciate the different ways of thinking and expression. This approach not only enhances intercultural competence but also fosters the development of culturally competent and open-minded individuals (McCandless & Gooden, 2024). That is why, as a final measure, the effective integration of cultural openness and intercultural competence (Catarci et al., 2020; Wei, 2023) in language teaching transcends the mere imparting of linguistic knowledge, instead focusing on fostering a mindset of cultural openness.

Description of sources, materials, and methods

The criteria for documentary sample selection, materials, and methodology in social sciences have adhered to the guidelines established by Codina (2020) and Uddin (2010). The sources utilized consist of primary scientific databases including WOS, SCOPUS, and ERIC. These comprise two general databases and one specialized in education. The search has also been supplemented by consultations with specialized or expert registries and by reviewing the reference lists in the found studies (Kietchenham et al., 2009).

On the contrary, a search strategy has been employed, enabling us to select articles published between 2014 and 2024, as they are contemporary and thus provide a more precise insight into current realities. A final selection of 20 articles has been made from these, chosen based on their relevance to the study's objectives and appropriateness of content, as depicted in Table 1.

To understand the selection process and to identify which articles have been discarded, reference can be made to the diagram provided in Figure 3.

Table 1: Sample of selected works for the study

N	AUTHOR	DATE	TITLE CONTENT	CONTENT SUMMARY
1	Grosh et al.	2023	Cultural intelligence and the influence of diversity in international academic settings: Insights from Dutch tertiary education.	This report delves deeper into a study exploring the connection between the arrangement of international academic environments and efforts promoting intercultural education, as well as students' proficiency in cross-cultural understanding, in Europe. It was discovered that international composition influences students' CI motivationally. However, intentional educational intervention is proposed for comprehensive development.
2	Al Sumait et al.	2022	In an Arab context, evaluating intercultural communication competence and multicultural educational encounters.	This study analyzes the competence in intercultural communication (CCI) in Kuwait. Analyzing students' predispositions—cognitive, affective, and behavioral—toward Cultural Intelligence (CCI) across three local university settings. The results suggest the importance of incorporating intercultural lessons with cognitive and curricular objectives to enhance educational and social value.
3	Finck et al.	2021	Validating and adapting a tool in Spanish to assess empathy and multicultural competencies.	This study validated and adapted a tool aimed at gauging multicultural effects and ethnocultural empathy among Spanish speakers. Findings indicate strong reliability and validity for certain scales, presenting an alternative structure consisting of five factors.
4	Markey et al.	2021	Innovations for Promoting Inclusive Intercultural Learning and Culturally Responsive Teaching.	The diversity in the nursing classroom promotes intercultural learning and cultural competences. Facilitating inclusion in diverse environments requires strategic planning.
5	Qaisi	2021	A Concentration on Linguistic and Cultural Variation in the Educational Process.	In this study, the enacting of sociocultural, multimodalities, and multiliteracies viewpoints in teaching secondary school students and adults for second language and literacy acquisition is examined. The inquiry emphasizes the significance of technology and cultural diversity in fostering meaningful learning experiences.

6	Tansey & Parks	2021	Advancing Inclusivity in Professionalism Education and Community Building through Co-Cultural Communication: Exploring Privileged Professionalisms.	This article is about the persistence of privileged regulations in organizations that threatens the evolution of professionalism with equity and inclusion.
7	Kastner	2021	The Significance of Communication in Establishing and Benefiting from Intercultural Friendships.	This qualitative research emphasizes the essential factors contributing to the formation of intercultural friendships, with a specific focus on Muslim women who wear the hijab. It was found that shared values and respectful communication, not cultural or religious similarities, facilitated these friendships, eliminating prejudice and fostering cultural understanding.
8	Olkoniemi et al.	2021	Examining how Second Language Speakers Process Metaphors and Similes.	This study uses observation techniques to examine how Finnish native speakers understand metaphorical and comparative writings written in English. The findings suggest that comprehending metaphors demands greater cognitive effort compared to similes, a process influenced by familiarity with and proficiency in English.
9	Cummins, J.	2019	Bridging Theory and Practice through Dialogue: The Emergence of Translanguaging Pedagogy.	This article aims to promote active dialogue between practice and theory by examining instances of crosslinguistic pedagogy with emergent bilingual students, highlighting the innovative role of teachers in Canada.
10	Azevedo & Shane	2019	A novel training initiative aimed at enhancing cultural intelligence not only enhances innovative work behavior but also fosters resilience: A longitudinal pilot study involving graduate students and professionals.	This article presents a novel cultural intelligence training program that goes beyond cultural value frameworks, integrating cognitive, metacognitive, motivational, and behavioral aspects.
11	Schwarzenthal et al.	2018	Relationship between Equity/Inclusivity and Cultural Diversity in Multiethnic Classroom Environments.	In this dissertation, two categories of cultural diversity norms were recognized, typically linked to more favorable intergroup results, albeit with variations in intensity observed among learners from immigrant and non-immigrant backgrounds. The racial makeup and the diversity climate within the classroom exhibited weaker correlations with the outcome variables.
12	Hsiu et al.	2018	Assesing Cultural Competence Among Nurse Learners.	This research assessed the progression of cultural competence in students of a nursing program over time. The results indicate a culturally competent level, with cultural encounters being the main predictor.
13	Kiss & Mizusawa	2018	Rethinking Multiliteracies Pedagogy: Writing Instruction in a Multicultural Context.	This dissertation presents results from an investigation on the instruction of writing in English classrooms in Singapore, emphasizing the predominance of assessment-oriented practices rather than a teaching method that fosters fairness and cultural variety.

14	Dreamson et al.	2017	Policies and Practices of Cultural Inclusivity in Learning Management Systems: Perspectives on Indigenous Holistic Pedagogies.	This study tackles the issue of cultural inclusivity for indigenous students in Australian higher education, examining policies and platforms of learning management systems. It underscores the significance of indigenous pedagogical values in achieving effective cultural inclusion.
15	Emaliana	2017	Whether learning can be enhanced through a teacher-centered or student-centered approach is being considered.	This study analyzes the learning needs of students in the English department, including attitudes towards teaching approaches, cultural learning, classroom attitudes, English learning difficulties, and learning strategies. The findings inform teacher planning in English programs in Indonesia.
16	Schwarzenthal at al.	2017	Exploring the development of intercultural competence in multiethnic settings from early to late adolescence: Shifting from tolerance to understanding.	This study carried out in Germany with teenagers of various backgrounds explored intercultural competence. It was discovered that intercultural interaction and exploration of ethnic identity are positively linked to intercultural competence, irrespective of migratory background.
17	Mallinckrodt et al.	2014	Creating a Comprehensive Scale for Evaluating Multicultural Programming in College.	This article addresses the shortage of brief instruments for measuring multiple outcomes, making it challenging to evaluate the effectiveness of multicultural programming. Through focus groups with administrators and academic staff, various cultural competencies that university students should possess were identified.
18	Haag & Compoton	2014	Social diversity intertwined with the intricacies of multiliteracies in teaching and learning.	This book employs a theoretical framework of multiliteracies, emphasizing social diversity and multimodality, to explore the teaching and learning of literacy within cultural, linguistic, and identity contexts. It delves into strategies for fostering success in diverse environments.
19	Butchel	2014	Assessing the Positive and Negative Effects of a Cultural Psychology Course: Cultural Sensitivity versus Cultural Stereotyping.	This study investigates the impact of the cultural psychology course on cultural sensibility and the stereotypes. The students improved in cultural awareness and metacognitive thinking, but some with lower grades increased stereotypes unsupported by research.
20	Leung et al.	2014	Intercultural competence	This article reviews theoretical and empirical developments in intercultural competences, proposing classifications based on traits, attitudes, perspectives, and abilities. It examines associated findings, empirical group studies, and emerging models.

Source: own elaboration

For the research implementation and result acquisition, a qualitative textual procedural method has been chosen due to its benefits. This method allows working on a multidisciplinary approach (Nishiyama & Leleito, 2018), and structural analysis (Morgan, 2022) of the sampled data, facilitating the research process and information search (Wigfield et al., 2016). Consequently, qualitative methodology enables the identification of current trends in terms of cultural openness in teaching.

In the present case, the following resources have been utilized in the design: Firstly, operational descriptors have been employed (Uddin, 2010), allowing for the delineation of the filters and limits used in the study (Codina, 2020). These filters and limits primarily involve peer-reviewed studies from the years 2014 to 2024, focused on the scientific domain in the databases.

As a fundamental search strategy (Linares-Espinós et al., 2018), free text has been employed (Hunter et al., 2022) as it enables the retrieval of information through registration fields (DOI, URI, source, etc.) based on keywords (see Figure 1), as well as the search by controlled vocabulary in the selected databases. The search by thesaurus or headings has been used because it is more operational (Sinuany-Stern, 2021) by not obtaining irrelevant studies (Barber et al., 2018). Boolean operators (AND – OR) have also been used to chain different concepts and find a high volume of unscreened information (AlDhaen, 2022) (see figure 2).

Figure 1: Key words

Search	Key words	Articles and sources found
#1	Intercultural competence	116
#2	Teaching languages	254
#3	Cultural openness	142
#4	Language learning	362

Source: own elaboration

Figure 2: Boolean operators

Search	Search strategy with AND operator
#1	Learning_languages*_especial OR teaching_languages* OR languages_in_education*
#2	Cultural_openess* OR *openess in culture*
#3	#1 AND #2
#4	(intercultural_competence)[Title/Abstract] AND cultural_openness[Title/Abstract]) OR cultural_education OR teaching_languages AND language_learning [Publication Type] OR random_related_cultural_education* [Title/Abstract]
#5	#3 AND #4

Source: own elaboration

On the contrary, the inclusion and exclusion criteria have been decreed (Linares-Espinós, 2018) that have marked the selected sample (20) and that are attributed to the process of description and quality analysis of the sample according to PRISMA Declaration of 2020 (Page et al., 2021).

Below, a PRISMA flowchart is included (Preferred Reporting Items for Systematic reviews and Meta Analyses, 2020) that collects the essential evidence collected for this systematic review and how the documentary selection process has essentially been carried out (Page et al., 2021) and all the elements now described. Among the exclusion criteria, the following reasons were identified: temporality (1), due to being outside the range of years between 2014 and 2024; Non-scientific source (2), which originates from non-primary sources or unverified sources (3); language that is not English or Spanish.

Figure 3: PRISMA flowchart (2020)
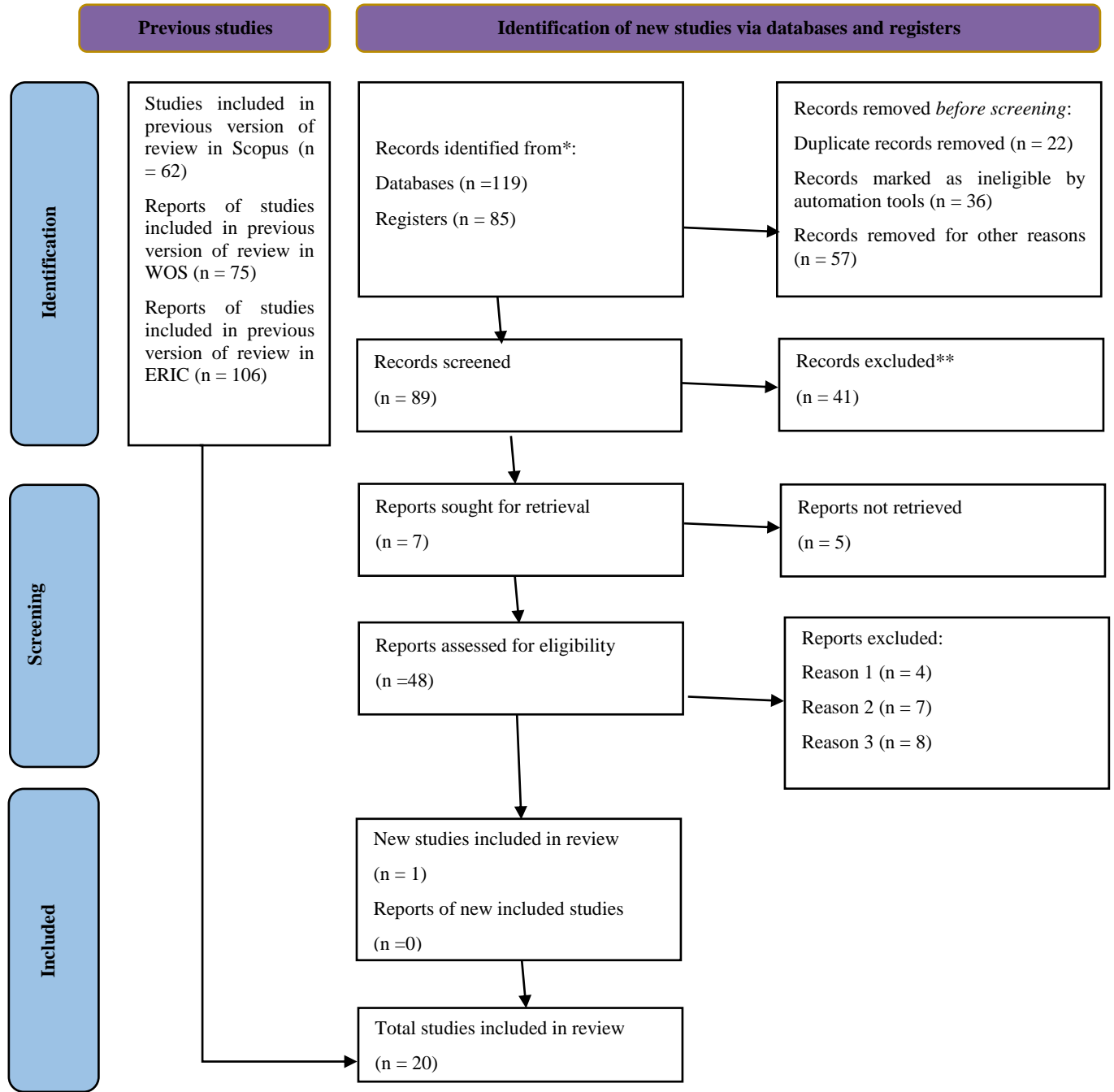
Source: Page et al., 2021.

RESULTS

In this bibliographical study, the relationship between cultural openness and the desire to learn in language teaching is explored from an intercultural perspective. By analyzing the provided texts in detail, the study delves into the emerging trends, models, and approaches, emphasizing the significant contributions to comprehending and fostering cultural openness and motivation for language learning from a teaching perspective. It considers the specificities relative to the levels of teaching addressed, assessing the characteristics of each educational setting, such as the teaching of a first language (L1) or second language (L2), among others.

The multicultural contexts in language teaching (L1 and L2): the approach of cultural openness

The authors like Grosh (2023) or Markey et al. (2021) defend in their studies that the cultural openness in language learning is closely linked to diversity within the teaching process itself if approached from an intercultural and competency-based cultural learning perspective. The first of these, Grosh (2023), in his study, works with a group of European students from Denmark in higher education regarding a second language (L2). This author exposes how the composition of the classrooms and the educational interventions themselves by teachers (Grapin & Llosa, 2022) directly influence the process of cultural openness and the students' own predisposition to want to learn a language, or any other subject (O´Donell & Sireci, 2022). Markey et al. (2021), for its part provides information regarding the need to work on different strategic approaches to facilitate intercultural learning (Chow et al., 2022) and thus promote, within the classroom, an approach of openness and acceptance of the foreign group.

Finck et al. (2021) and Mallinckrodt et al. (2014), in their studies can be considered the precursors of the terms cultural openness and desire to learn. The first study focuses on a teaching environment for students whose mother tongue is Spanish in a Colombian context. The author aims to provide information about the teaching process from a multicultural approach, introducing a new instrument to measure the progression of multicultural outcomes, the process of cultural openness, and the desire to learn within this group. In their study, the results offer a general vision of the approach to cultural openness for this case, since they suggest high reliability and validity of the instrument itself for some scales within the teaching process.

The students that participated in the project demonstrated higher levels of multicultural competence compared to the previous validation study of Mallinckrodt et al., (2014), although there is no clear reason for this difference. It is suggested that multicultural dynamics in Colombia marked by the absence of white cultural hegemony established as in the United States, may have an influence. From the perspective of this study (Mallinckrodt, et al., 2014), the cultural openness occurs inherently when the teaching process involves foreign students or students who are learning a second language in any of the academic contexts.

The desire to learn in language teaching: the approach of the native language (L1) and the second language (L2) from a multicultural perspective

From a pedagogical perspective, the motivation to learn within educational settings, particularly concerning language, goes beyond mere cultural receptivity; it is often tied to the individual needs of students. Olkoniemi et al. (2021) focus on the teaching approach and provide insights into how they state that linguistic rhetoric becomes more complex to acquire in a second language, particularly when the mother tongue does not share the same morphological basis. In these cases, the desire to learn, as Azevedo and Jo Shane (2019) argue, can be diminished by the limitations of understanding and by other cognitive or motivational aspects. However, in this article, a new proposal focused on cultural intelligence training is presented, based on a pilot study, whose sample group indicates that in 70% the result has been satisfactory or that, although there has been some limitation during the process, the desire to learn has been temporarily maintained (San Isidro, 2022).

Hsiu et al. (2018) They also contribute to this context. In their study they defend how cultural competence and the desire to learn have developed in a group of nursing students who were acquiring skills in their native language focused on the scientific field that was applicable to them. In the study, the results demonstrate a cultural competence (Fielding, 2021) suitable for working in multicultural contexts, and it offers a broad view of how the desire to learn becomes stronger as one progresses through the nursing course content. In contrast, the inquiry carried out by Dreamson et al. (2017) provides a completely opposite view, since it indicates that pedagogical practice focused on theoretical aspects within the teaching of second languages (Kuronen & Tergujeff, 2020) distorts the cultural inclusivity and the desire to learn of students whose knowledge would be more limited, especially in higher education environments (Bruen, 2020).

In this context, and taking into account that the study focuses on the Australian student community expresses the importance of making indigenous pedagogical values prevail in order to achieve an effective cultural inclusion and motivate the desire to learn through cultural openness (Fielding, 2021). Kiss and Mizusaw (2018) and Emaliana (2017) coincide with Dreamson et al. (2017) conclude in their study by advocating for the adoption of a pedagogy that fosters equity and cultural diversity in order to maintain long-term motivation for learning from a multicultural standpoint (Parrish & Lanvers, 2019).

Literacy in learning a second language (L2) from the approach of cultural openness

Studies like that of Haag and Compton (2014) and Schawarzenthal et al. (2017) address the multiliteracy in multicultural environments from the language learning perspective. They both defend that the intercultural contacts within language learning are positive for the development of the cultural competence and to promote the cultural openness within the group. Furthermore, they provide information indicating that competence increases with age as contact with other cultures grows. Consequently, the desire to learn about other contexts also increases, as defended by Butchel (2014) and Al Sumait et al. (2022). They both explore the need to include intercultural lessons in educational contexts of language teaching so as to foster cultural openness, precisely from a teaching approach.

Qiasi (2021) studies how the use of multiliteracies affects the sociocultural perspectives in the educational contexts of Secondary Education students when learning a second language. He verifies the necessity of emphasizing the importance of the technology to connect contexts and thus promote cultural openness. Kastner (2021) on the contrary, focuses his study on the need to promote the intercultural relations in language teaching contexts, especially in the situations where the communities share values or social references (Drewelow & Finney, 2020). In this way, active dialogue and cultural openness are encouraged in environments where language learning becomes essential (Cummins, 2019). The research conducted by Schawarzenthal et al. (2018) offers insights and significant findings regarding how the ethnic makeup and diversity climate within classrooms are significantly shaped by multiculturalism, thereby promoting cultural receptivity in student interactions during the second language acquisition process (Leung et al., 2014).

DISCUSSION

Currently, the landscape of cultural openness in language teaching educational settings reflects a growing recognition of its importance (Schewarzenthal et al., 2017). There is greater awareness about the need to integrate pedagogical practices that promote cultural openness and intercultural learning to foster the desire to learn other languages (Parris & Lanvers, 2019). The research highlights the positive influence of diversity in classrooms and teaching interventions in the process of cultural openness (O´Donell & Sireci, 2022), At the same time, intercultural approaches and the development of cultural competencies have become key elements to enrich the learning experience of students (Kwow et al., 2014).

There is a shift towards pedagogical strategies that not only focus on language proficiency, but also incorporate cultural and multimodal dimensions to promote, precisely, the cultural openness. Recent studies by scholars such as Grosh (2023) and Markey et al. (2021) underscore the significance of incorporating cultural diversity into the educational framework, endorsing an intercultural approach and the cultivation of cultural competencies. The inclusion of intercultural lessons, the recognition of the technical diversity and the promotion of the equity are are increasingly present aspects in language teaching educational programs (Kuronen & Tefujeff, 2020)

The desire to learn (Finck et al., 2021) remains a crucial component and recognizes the importance of addressing the specific difficulties that students face when learning a second language (Kastner, 2021). The implementation of the Inclusive and equitable practices seek to maintain motivation and the desire to learn in the multicultural contexts (Hsiu et al., 2018), as defended by numerous authors, A positive shift towards more holistic approaches that recognize the interconnectedness between language and culture is highlighted (Kastner, 2021). Cultural openness positions itself as a key objective for language teaching, contributing to the formation of culturally competent individuals in an increasingly diverse world (Sierra & Foucart, 2022).

When analyzing the results of the literature review, it becomes clear that Cultural openness in language teaching is closely linked to the intercultural approach and the development of cultural competencies (Qiasi, 2021). For this reason, coupled with that, the desire to learn is shaped by various factors, including the ability of teachers to adapt their pedagogical methods to the individual and cultural needs of students (Sandín & Núñez, 2021). Precisely when educators recognize and embrace cultural diversity in the classroom, cultivate an environment conducive to students' interest and motivation towards language learning (Olkoniemi et al., 2021). After the study, it can also be determined how difficulties in acquiring a second language can impact the desire to learn, particularly when the mother tongue lacks a common morphological basis (Kastner, 2021). However, innovative proposals such as cultural intelligence training can mitigate these limitations and temporarily sustain the desire to learn (San

Isidro, 2022). This is evident in the inclusion of culturally relevant content and the establishment of meaningful connections between language and students' life experiences (Hsiu et al., 2018).

Cultural openness, therefore, becomes an essential component for understanding and mutual appreciation between students of different origins (Schawarzenthal et al., 2018). Intercultural approaches not only teach the language itself but also promote understanding of the cultural complexities surrounding that language. The study of Grosh (2023) focused on european students in Denmark highlights how the composition of classrooms and teaching interventions directly influence cultural openness and students' predisposition to learn a new language. Markey et al. (2021) reinforce this perspective, highlighting the need for strategic approaches to facilitate intercultural learning and foster openness and acceptance in the classroom.

This profound understanding contributes to breaking down cultural barriers, promoting empathy and acceptance in the classroom. Therefore, cultural openness is manifested through exposure to diverse perspectives, exploration of traditions, and promotion of respect for other cultures. (Dreamson et al., 2018). Therefore, cultural openness is manifested through exposure to diverse perspectives, exploration of traditions, and promotion of respect for other cultures (Haag & Compton, 2014).

In conclusion, it is concluded that the interconnection between cultural openness and desire to learn in language teaching is revealed as a crucial component to enrich the educational experience. Likewise, the studies examined emphasize the value of embracing intercultural methods, innovative teaching tactics, and the integration of intercultural curriculum. Diversity in the classroom is presented as a valuable asset, influencing not only the development of cultural competencies, but also the sustained desire to learn. This analysis highlights the need to design inclusive educational environments that foster intercultural understanding and acceptance, thus contributing to the formation of individuals, including immigrant adults, who are culturally competent and motivated to explore language learning in multi culturally enriching contexts. Likewise, cultural openness in initial teacher education is essential to prepare educators to be culturally competent, equitable, and effective in a classroom with immigrant children or immigrant adults. These aspects contribute not only to the quality of teaching, but also to the well-being and academic success of students. Cultural openness ultimately emerges as an essential bridge toward building a globally conscious and enriching educational space.

FUNDING

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