



Empowering Future Bilingual Educators: Integrating Trauma-Informed Approaches in Bilingual Teacher Education

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Empowering Future Bilingual Educators: Integrating Trauma-Informed Approaches in Bilingual Teacher Education

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Abstract

The impact of trauma on children's social, emotional, and academic growth is profound, yet teacher preparation programs, particularly in bilingual and multicultural contexts, often lack comprehensive training in trauma-informed practices. This qualitative study investigates the integration of trauma-informed approaches into a bilingual teacher education course at a university in West Texas. The study included 59 undergraduate pre-service teachers enrolled in a course on bilingual and multicultural education. Data were collected through preliminary and concluding written interviews, alongside ongoing instructional interventions, including discussions, case analyses, and trauma-informed strategies. Initially, participants demonstrated a limited understanding of trauma, associating it primarily with extreme events such as accidents or death. Post-course assessments, however, revealed a broadened understanding, recognizing everyday traumas like poverty, bullying, and family instability. Findings suggest that integrating trauma-informed approaches significantly enhances pre-service teachers' ability to identify and apply practical strategies to support trauma-affected students. The study introduces the Trauma-Informed Bilingual Teacher Preparation Model, focusing on key components such as foundational trauma knowledge, recognizing trauma symptoms, culturally responsive teaching, creating supportive environments, and fostering teacher resilience. By embedding trauma-informed practices in teacher education, this model prepares future educators to cultivate compassionate, inclusive classrooms, particularly in bilingual and multicultural settings. The study emphasizes the importance of curriculum reform to equip teachers with the necessary skills to support both students' emotional well-being and academic success.

Keywords: Trauma-Informed Education; Bilingual Teacher Preparation; Inclusive Teaching Practices; Cross-Cultural Communication; Second Language Acquisition

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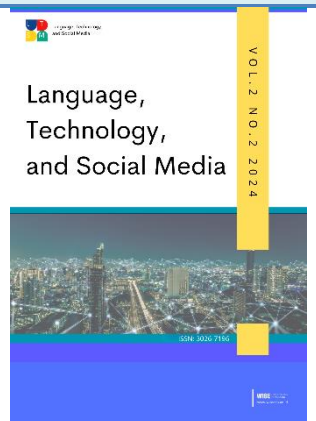
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INTRODUCTION

Many children worldwide are facing the profound effects of trauma, which significantly impacts their social, emotional, and educational development [1], [2], [3]. These traumatic experiences often leave lasting emotional and psychological scars, manifesting in behavioral challenges, learning difficulties, and impaired social interactions [4], [5], [6]. Trauma has become a central issue in public health, with the CDC identifying it as one of the most significant challenges facing children [7], [8]. For educators, recognizing and responding to trauma is vital not only for supporting students' well-being but also for creating a healthy, engaging, and effective learning context [9], [10], [11].

Trauma can manifest in many forms, both visible and invisible, affecting children in ways that may not be immediately apparent [12]. The negative effects of trauma are often compounded in marginalized communities, where access to mental health resources is limited, and systemic inequities further exacerbate the impact on children's educational outcomes [13], [14]. Addressing trauma in schools is crucial, especially for children from low-income or underserved backgrounds who are disproportionately affected by these experiences [15], [16]. For teachers, understanding the multifaceted nature of trauma is essential in creating supportive and responsive learning environments as they play a pivotal role in creating a safe space where students can feel secure enough to learn, despite the challenges they face outside of the classroom [17], [18]. However, without adequate training in trauma-informed practices, educators might misunderstand behaviors linked to trauma such as defiance or disengagement, leading to punitive measures that can further alienate students. Recognizing trauma and responding with appropriate interventions can make a significant difference in a child's ability to succeed in school, yet many teachers feel unprepared to handle such complex issues [19], [20].

The implementation of trauma-informed education goes beyond simply addressing behavioral issues it requires a systemic shift in how educators approach teaching and learning. Trauma-informed practices are grounded in building trusting relationships, fostering emotional resilience, and creating an environment where all students feel valued and understood [21], [22]. This approach is particularly important in classrooms where students may be experiencing trauma related to family instability, poverty, or violence. Teachers must be equipped to not only recognize and address trauma when it becomes evident but also to create proactive strategies that support students' emotional well-being before issues escalate. This necessitates a deep understanding of different ways trauma can manifest and affect learning, as well as the development of specific teaching strategies designed to help trauma-affected students thrive.

The COVID-19 pandemic offers a stark illustration of how trauma can impact students on a global scale. The pandemic disrupted every aspect of life for children, isolating them from peers, teachers, and the structured environment of school. Many children experienced increased anxiety, stress, and fear during this time, which has had lasting effects on their mental health and learning. Although the pandemic is a large-scale example, it highlights the many forms of trauma that can affect students' daily lives. The pandemic has underscored the importance of trauma-informed education, as teachers have had to balance the academic recovery of their students with the need for emotional support [23], [24]. Therefore, the responsibilities of teachers now extend to fostering their students' soft skills, including social interaction and emotional well-being.

Teacher preparation programs play a crucial role in equipping future educators with the tools and knowledge necessary to implement trauma-informed practices [25], [26]. Unfortunately, many teacher education programs have traditionally focused on academic instruction, leaving little room for training in emotional and psychological support. This gap in teacher preparation can make it particularly challenging for educators to meet the needs of students impacted by trauma. As trauma becomes more widely recognized as a factor influencing student success, there is an increasing need to embed trauma-informed education into the core curriculum of teacher training programs [27], [28]. By doing so, we can ensure that future educators are better equipped to identify signs of trauma, create supportive classroom environments, and use teaching strategies that promote healing and academic success.

Bilingual children face unique challenges that can be compounded by trauma [29]. Many bilingual students come from immigrant or marginalized backgrounds, where trauma may be tied to experiences of discrimination, separation from family members, or living in unstable environments. These children often navigate the stress of learning a new language while coping with feelings of isolation and alienation [30], [31]. Trauma can hinder their ability to develop language skills, making it even more difficult for them to succeed academically. Educators in bilingual settings must be especially attuned to these challenges, as trauma can manifest differently in students who are already navigating language barriers. Teacher preparation programs must address these unique needs by providing training that equips future bilingual educators to offer culturally appropriate trauma-informed instruction.

A trauma-informed approach to bilingual education must not only focus on the psychological and emotional needs of students but also consider how language and culture intersect with trauma. Bilingual students may struggle to express their experiences of trauma due to language limitations or cultural differences in how trauma is perceived and discussed. Teachers who have received trauma-informed training must be prepared to navigate these complexities, helping students process their trauma while simultaneously developing their language skills. By incorporating trauma-informed approaches into bilingual teacher education, future educators can better support students by honoring their cultural identities and providing the emotional and academic tools they need to succeed [32]. Although the value of trauma-informed education is increasingly acknowledged, significant obstacles remain in integrating these practices into teacher preparation programs. Many educators report feeling underprepared to manage trauma in their classrooms due to a lack of resources, time, and training opportunities [27], [33]. Moreover, institutional barriers, such as inadequate funding for mental health services or limited access to professional development, further hinder the adoption of trauma-informed frameworks. These challenges are particularly pronounced in bilingual and multicultural settings, where teachers must address the additional complexities of language and culture while simultaneously supporting students dealing with trauma. Overcoming these barriers requires a concerted effort to prioritize trauma-informed education at all levels of teacher preparation.

The purpose of this study is twofold. First, this study aims to develop a trauma-informed framework specifically designed for teacher preparation courses, providing a structured model that can be applied in bilingual and multicultural education contexts. The rationale for this goal lies in the increasing recognition of trauma's significant impact on student learning and behavior, particularly among linguistically and culturally diverse learners who may face additional challenges in the classroom. A trauma-informed approach in teacher education equips future educators with

the necessary tools to understand, recognize, and respond to trauma in ways that support students' emotional and academic well-being.

The second aim of the study is to evaluate the extent to which pre-service teachers are equipped to support students who have been impacted by trauma. By focusing on pre-service teacher readiness, the study endeavors to ensure that educators entering the profession are equipped with both theoretical knowledge and practical skills to support students affected by trauma. This is especially important in classrooms where bilingual and multicultural learners may face overlapping challenges, including language barriers, cultural dissonance, and trauma resulting from personal or social circumstances. The study will evaluate the extent to which current training adequately prepares teachers to address these interconnected factors. To achieve these goals, the study investigates the knowledge and preparedness of pre-service teachers enrolled in a course on the foundations of bilingual and multicultural education at a university in West Texas. The selected course is a core component of the teacher preparation program, taken by all students prior to their methods courses, regardless of certification level or specialty area. This foundational course is taught by professors with extensive backgrounds in bilingual, ESL, multicultural, and ethical issues, making it an ideal setting for introducing trauma-informed pedagogy. Moreover, the course enrolls a diverse group of students every semester, typically exceeding 20 students per section, ensuring a broad sample for analysis.

The course is structured to equip future educators with the skills needed to teach diverse student populations, including multilingual learners. It delves into multiple dimensions of multiculturalism, including the physical, social, familial, political, and educational implications of bilingualism and multiculturalism in American society. Additionally, the course addresses legal and ethical issues related to multicultural education, making it a prime context for introducing trauma-informed approaches.

METHODS

Research Questions

In this qualitative study, we had two research questions. Our questions were formed based on the fact that this study aimed to not only analyze the current knowledge of pre-service teachers' on trauma informed education, but also how training pre-service teachers can change their perception of trauma informed education. Therefore, we tried to answer the following questions:

- 1) How does integrating trauma-informed approaches into bilingual teacher education courses enhance pre-service teachers' knowledge and understanding of trauma-informed practices?
- 2) How does participation in a trauma-informed teacher preparation course influence pre-service teachers' confidence and ability to utilize trauma-informed approaches in their future classrooms?

Participants

The participants in this study were 59 undergraduate students enrolled in a course on foundations of bilingual multicultural education at a university in West Texas. These students were distributed across three different sections of the course. Of the 59 participants, 50 were female and 9 were male. Most of the participants came from bilingual backgrounds, primarily from Spanish-speaking families. Despite their heritage, approximately 80 percent of the participants never became fully

fluent in Spanish, reflecting the challenges many heritage language learners face in maintaining and developing proficiency in their home language.

Their personal experiences have fueled a deep interest in becoming bilingual educators, driven by a desire to support students in schools similar to those they attended. Many of the participants expressed a commitment to helping students who, like themselves, are navigating the complexities of bilingualism and multiculturalism in the U.S. educational system. They see bilingual education not only as an academic endeavor but as a personal mission to give back to their communities and create more equitable learning environments for linguistically and culturally diverse students. This shared background of bilingualism, paired with their interest in becoming bilingual teachers, made them ideal candidates for examining the impact of trauma-informed education within bilingual teacher preparation courses.

Instruments and Tools

This study utilized a variety of instruments and tools to assess the effectiveness of trauma-informed education in preparing pre-service teachers. The following sections outline the key instruments and strategies used throughout the course to measure and enhance student knowledge.

Preliminary Written Interview

To establish a baseline understanding, an open-ended preliminary written interview was administered at the beginning of the course. This assessment evaluated participants' existing knowledge about trauma, its effects on students, and trauma-informed teaching practices.

Concluding written interview

A concluding written interview was conducted at the end of the course to measure the growth in participants' knowledge following the interventions. The concluding interview assessed the same areas as the preliminary interview, allowing for a comparison of participants' understanding before and after exposure to trauma-informed content.

Discussion Activities: Engaging Students Through Collaborative Learning

Discussion-based learning was incorporated as a key tool to encourage student engagement and deepen their understanding [34]. Discussions allowed students to connect theoretical knowledge with practical applications, facilitating peer-to-peer learning and reflection. These activities were crucial in fostering a collaborative learning environment where students could discuss their thoughts, ask questions, and reflect on how trauma-informed approaches could be applied in their future classrooms.

Videos: Enhancing Engagement Through Visual Learning

To increase student engagement, videos featuring real-life examples of trauma were used throughout the course. These videos provided concrete examples of trauma's impact on students and demonstrated trauma-informed strategies in action. The videos were followed by class discussions and activities designed to help students reflect on how they might apply similar approaches in their teaching. Research supports the use of videos as a tool for increasing engagement and motivation, making this a valuable addition to the instructional methods [35].

Trauma-Informed Strategies: Practical Applications for the Classroom

Throughout the course, students were provided with a range of trauma-informed strategies designed for classroom application. These strategies addressed areas such as building relationships with students, creating safe and inclusive classroom atmospheres, and implementing trauma-sensitive instructional techniques. Students were encouraged to reflect on these strategies and consider how they could be adapted to meet the needs of trauma-affected students in bilingual and multicultural classrooms.

Case Analysis: Applying Knowledge to Real-World Scenarios

Case studies were used to introduce students to various types of trauma and provide opportunities for real-world application of trauma-informed strategies. By analyzing cases based on actual trauma experiences, students were able to critically evaluate how trauma manifests in students' behaviors and learning and discuss potential interventions. Case-based learning allowed participants to think critically and collaboratively about how to support students in trauma-affected environments.

Handouts: Supplementary Resources for Trauma-Informed Education

To reinforce the course content, several handouts were distributed, providing students with detailed information on trauma-informed practices. The handouts served as valuable references for students as they engaged with the course material and prepared for their future teaching careers.

Course Revision and Professional Development

As part of the long-term goals of this study, selected courses in the teacher preparation program were revised to incorporate trauma-informed topics. This included embedding trauma-sensitive content in core teacher education courses and providing professional development for faculty to ensure that trauma-informed pedagogy became an integral part of the curriculum. These revisions were designed to reinforce trauma-informed learning and support faculty in teaching these critical concepts.

RESULTS AND DISCUSSION

Pre-Service Teachers' Limited Understanding of Trauma

The preliminary written interview revealed a significant gap in pre-service teachers' understanding of trauma and its prevalence in school settings. Before engaging in the course, the majority of the participants lacked a comprehensive or accurate perception of trauma, as evidenced by their responses. Out of the 59 participants, 35 did not recognize trauma as something commonly encountered in schools. Their conceptions of trauma were largely confined to extreme events, such as severe car crashes, physical accidents, or sudden, forceful deaths. For instance, 13 participants identified trauma as primarily related to car accidents, while 9 others associated it with physical injuries such as severe wounds or loss of limbs. Furthermore, 7 participants connected trauma to unexpected personal tragedies, such as a sudden death caused by violence or accidents. Only 14 of the 59 participants mentioned school-related traumas, such as child abuse, poverty, homelessness, bullying, or a lack of resources situations that affect many students in schools across the U.S. These participants, though few, recognized that such experiences could prevent students from thriving

academically, but even then, their understanding of trauma was more often framed as external obstacles rather than internal emotional and psychological struggles.

Limited Awareness of Trauma's Complexity

The initial discussions held in class further underscored the participants' lack of awareness of the complexity of trauma and its various forms. Few of the students had any meaningful understanding of the broad range of traumatic experiences children may endure, particularly those that are less visible or not immediately life-threatening. The absence of knowledge regarding the emotional, psychological, and long-term impacts of trauma was evident. Most participants had no knowledge of how to identify or address trauma in their future classrooms, and many struggled to even define trauma in ways that aligned with current educational or psychological frameworks.

This finding emphasizes the critical need for trauma-informed education within teacher education programs. The gap in understanding how to effectively assist students impacted by trauma, particularly within the bilingual and multicultural context, demonstrated that pre-service teachers were not fully equipped to meet the needs of the increasingly diverse and trauma-impacted student populations they would encounter.

The Reality of Trauma in K-12 Classrooms

Through the incorporation of case studies and real-life examples, participants became more aware of the widespread occurrence of trauma among K-12 students. By analyzing different cases of trauma, students began to recognize how common trauma is in educational settings. The discussions around these case studies illustrated the long-lasting effects trauma can have on both the academic performance and social development of students. Students began to realize that trauma is not just a rare or extreme event but a pervasive issue that affects many children daily, particularly those from marginalized backgrounds. These case studies also highlighted the detrimental impact trauma can have on both a student's mental and physical health. Students saw how untreated trauma could lead to chronic emotional and behavioral problems, undermining a child's ability to succeed in school. This newfound awareness underscored the necessity of learning trauma-sensitive strategies to effectively support students.

Emotional and Physical Toll of Trauma

A key finding of the study was the recognition of the severe toll trauma can take on a student's emotional and physical well-being. The case analyses and discussions provided participants with a clearer understanding of the enduring nature of trauma. Pre-service teachers learned that trauma can manifest in various ways, including anxiety, depression, difficulty concentrating, aggression, and withdrawal. These behaviors often go unnoticed or are misinterpreted as disciplinary problems, making it essential for teachers to be trained in identifying and addressing trauma appropriately. Through the discussions, students reflected on the critical need to identify trauma early and provide timely intervention to support students academically and emotionally. This aspect of the course prompted participants to reconsider their roles as future educators not only as conveyors of knowledge but also as emotional support for students coping with trauma.

Lack of Knowledge in Identifying Trauma Signs

The preliminary written interview and initial discussions revealed that pre-service teachers had little to no knowledge of the signs of trauma in children. Many students struggled to understand what trauma actually is, let alone how to recognize its signs in their students. Without this foundational knowledge, pre-service teachers were not prepared to detect when a student might be silently struggling with trauma, which could prevent them from providing crucial assistance or offering the appropriate help when needed.

During the course, participants engaged in activities and discussions that provided them with the tools needed to recognize trauma's often subtle signs. By the end of the course, through targeted readings and practical exercises, participants demonstrated a significantly improved understanding of trauma's psychological and behavioral indicators. This growth was particularly evident in the post-concluding written interview results, where participants were able to define trauma in more nuanced and comprehensive terms, reflecting the variety of experiences that can cause trauma in children.

Improved Understanding of Trauma-Informed Education

The course succeeded in expanding the participants' understanding of trauma and its relevance to their future teaching careers. The concluding interview revealed a marked improvement in the participants' ability to define trauma in a broader, more inclusive manner, moving beyond the extreme cases they initially identified. During the course, participants became familiar with the various types of trauma such as emotional abuse, neglect, family instability, community violence, and systemic inequities that many students experience. This expanded knowledge was demonstrated in their ability to relate trauma not only to individual events but to ongoing situations, such as poverty, homelessness, and social marginalization.

Moreover, participants learned practical strategies for addressing trauma in the classroom, including creating safe spaces, fostering trusting relationships with students, and integrating trauma-sensitive teaching methods. By the end of the course, pre-service teachers were not only more knowledgeable about trauma but also better equipped to apply this knowledge in real-world classroom settings.

Developmental Framework Connection

The findings also demonstrated that the inclusion of additional readings, discussions, and assignments contributed to a deeper understanding of trauma among the participants. The opportunities for classroom discussions allowed students to explore and articulate how they might help students affected by trauma. However, the study also revealed that despite these gains, many pre-service teachers still had a relatively basic understanding of trauma, indicating the need for further development of the trauma-informed components within the teacher preparation curriculum. Future iterations of the course should consider introducing more foundational content on trauma and expanding opportunities for practical application to ensure a more comprehensive understanding among all participants.

Concluding Interview

The concluding interview demonstrated that the participants had significantly expanded their definitions of trauma by the end of the course. Unlike the preliminary interview, where trauma was

predominantly associated with catastrophic events, the concluding interview indicated a broader understanding of trauma's many forms. Participants were able to connect trauma to a wider range of circumstances, including poverty, abuse, neglect, and systemic issues that affect students' lives. This shift reflects the effectiveness of the course in enhancing pre-service teachers' knowledge and awareness of trauma-informed education.

Discussion

This study highlights the transformative potential of integrating trauma-informed approaches into bilingual teacher education programs. Prior to the intervention, most pre-service teachers held a limited view of trauma, often associating it solely with extreme and visible events such as car accidents or violent death. This aligns with the findings of Berger et al. [9] and Cruz et al. [2], who noted that teacher candidates frequently lack awareness of trauma's broader, more pervasive forms. Their understanding rarely extended to chronic, less visible sources of trauma such as poverty, bullying, or emotional neglect factors that significantly affect learning outcomes, particularly in marginalized communities [4], [13].

Following the course interventions comprising videos, case studies, discussions, and trauma-informed teaching strategies participants showed notable growth in recognizing trauma's complexity and its long-term implications. This shift is consistent with the developmental outcomes observed in trauma-informed professional learning environments described by Thomas et al. [10] and supported by Pumariega et al. [13], who emphasized the importance of equipping educators with culturally attuned understandings of trauma. Participants in this study began to contextualize trauma within students' lived experiences, acknowledging the compounded vulnerabilities of bilingual learners navigating language acquisition, cultural adjustment, and emotional adversity simultaneously [29], [30].

Importantly, this study introduces the Trauma-Informed Bilingual Teacher Preparation Model (see Figure 1), a conceptual framework comprising five core components derived from empirical data: 1) Foundational Knowledge of Trauma; 2) Recognition of Trauma Symptoms and Signs; 3) Culturally Responsive Trauma-Informed Teaching; 4) Creating Safe and Supportive Learning Environments; 5) Self-Care and Teacher Resilience. This model advances the field by explicitly bridging trauma-informed education with bilingual and multicultural teacher preparation a connection that remains underdeveloped in existing frameworks [20], [27]. While prior studies such as those by Brown et al. [25] and L'Estrange and Howard [26] have outlined the need for trauma-informed training in general teacher education, this model addresses the unique intersectional needs of bilingual learners, who may face trauma compounded by linguistic isolation or cultural misrecognition [12], [29].

Participants' increased confidence in recognizing trauma symptoms and their reported readiness to implement trauma-sensitive strategies also reflect what Liu and Elms [35] describe as the pedagogical value of multimedia tools and contextualized case analysis. These instructional approaches provided the scaffolding necessary to move pre-service teachers beyond theoretical understanding toward practical classroom application. In doing so, this study affirms Ellison and Walton-Fisette's [22] findings on the critical role of trust, safety, and relational pedagogy in trauma-informed practices, while also extending their applicability into bilingual settings.

The novelty of this study lies in its specific focus on bilingual education and the development of a context-responsive model that not only prepares teachers to understand trauma

but equips them to support linguistically and culturally diverse learners. By framing trauma-informed pedagogy within the realities of multicultural classrooms, this research fills a gap in the literature identified by Boylan et al. [27], who called for trauma-informed models tailored to diverse educational contexts. In summary, the integration of trauma-informed strategies into a bilingual teacher education course significantly improved pre-service teachers' conceptual, emotional, and pedagogical readiness to support trauma-affected students. The proposed model serves not only as a guide for curriculum design but also as a strategic contribution to the broader movement toward inclusive, equitable, and psychologically safe education. Future research should investigate the long-term impacts of this model in practice and explore how it can be adapted across various linguistic and cultural settings to support sustainable implementation.

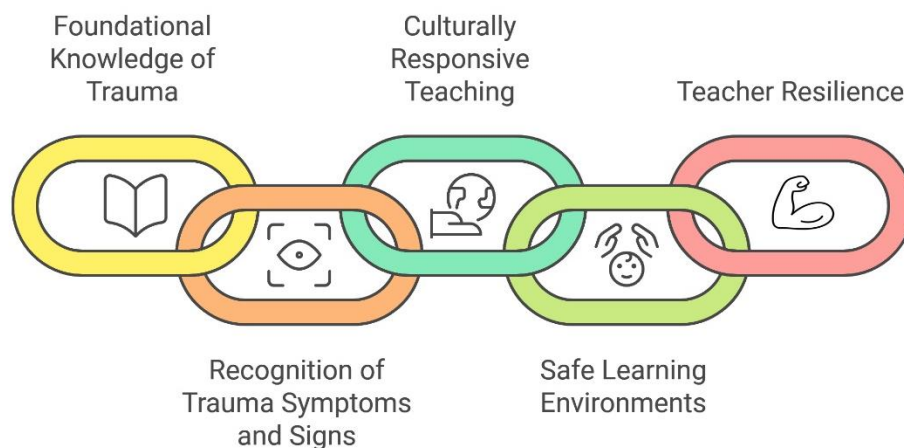


Figure 1. Trauma-Informed Bilingual Teacher Preparation Model

CONCLUSION

This study underscores the urgent need to embed trauma-informed education as a core component of teacher preparation programs, particularly within bilingual and multicultural contexts. The findings indicate that pre-service teachers initially held a limited and event-centered understanding of trauma. However, following structured interventions such as targeted readings, reflective discussions, multimedia materials, and case analyses their conceptualization expanded to include chronic and systemic forms of trauma that frequently affect students' emotional and academic outcomes. Importantly, participants developed greater confidence and competence in identifying trauma symptoms and applying empathetic, culturally responsive strategies in the classroom. Despite these gains, the study also reveals that foundational gaps in trauma literacy persist, suggesting that a single course may be insufficient to ensure comprehensive preparedness. This finding reinforces the necessity for sustained, longitudinal integration of trauma-informed pedagogy throughout teacher education curricula. The study contributes a novel, context-specific model the Trauma-Informed Bilingual Teacher Preparation Model which addresses the intersectionality of trauma, language, and culture, offering a practical framework for enhancing teacher readiness in diverse learning environments. The implications of this study are twofold. Theoretically, it reinforces the importance of trauma-informed frameworks that are culturally and linguistically responsive, contributing to the evolving literature on inclusive teacher education. Practically, it offers an adaptable model that teacher education programs can implement to better prepare educators for the complexities of real-world classrooms. Institutionally, the findings

suggest that faculty development and curriculum design must be aligned to support trauma-sensitive practices at a systemic level. In conclusion, trauma-informed approaches are not supplementary but essential to equitable and inclusive education. By systematically embedding such practices into bilingual teacher training, future educators will be better equipped to foster safe, supportive, and healing-centered classrooms. Future research is recommended to examine the long-term impact of this model across diverse educational contexts, as well as to explore its applicability in in-service teacher development programs.

LIMITATIONS

This study is subject to several limitations. First, the research was conducted within a single institutional context with a relatively small cohort of 59 pre-service teachers, thereby limiting the generalizability of the findings to broader teacher education populations. Second, the qualitative nature of the data collection relying primarily on written reflections and in-class discussions does not allow for longitudinal validation or behavioral observation of trauma-informed practice in authentic classroom settings. Lastly, while the study was situated in bilingual and multicultural contexts, the model's applicability to monolingual or less diverse educational environments warrants further empirical investigation.

AUTHOR INFORMATION

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AUTHOR CONTRIBUTION

S.R. was responsible for conceptualizing the study, designing the course intervention, conducting data collection, and drafting the initial manuscript. Y.S. contributed to the development of the methodology, supervised the qualitative data analysis, and provided critical review and editing of the manuscript. Both authors collaboratively refined the theoretical framework and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT for language enhancement and Napkin AI for creating graphics based on the data. The content was thoroughly reviewed and edited by the authors, who assume full responsibility for the publication's content.

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