

CULTURALLY RESPONSIVE TEACHING PRACTICE IN JAPANESE UNIVERSITIES: A SCOPING REVIEW

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ABSTRACT

In recent decades, the internationalization of higher education in Japan has attracted a large number of international students, thereby increasing the need for culturally responsive teaching. This paper analyzes such culturally responsive teaching practice in Japanese universities from two perspectives: (i) policies and programs promoting the internationalization of higher education; and (ii) the implementation of culturally responsive teaching in Japanese universities. The findings show that Japan has made considerable progress through policies that integrate multicultural elements into higher education, particularly in English-based bachelor training programs and global education initiatives. However, the implementation remains largely superficial, fragmented, and hindered by rigid institutional structures, a lack of support mechanisms for faculty, and a tendency to favor assimilation over fostering intercultural integration. Japan's higher education system continues to face numerous barriers to fully and systematically implementing culturally responsive teaching, including the absence of standardized national guidelines, uneven language proficiency among faculty, and limited opportunities for professional development in this area.

KEYWORDS

Culturally responsive teaching
Internationalization
Higher education
University
Japan

TỔNG QUAN DẠY HỌC THÍCH ỨNG VỚI MÔI TRƯỜNG ĐA VĂN HÓA Ở CÁC TRƯỜNG ĐẠI HỌC NHẬT BẢN

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TÓM TẮT

Trong những thập niên gần đây, quốc tế hóa giáo dục đại học ở Nhật Bản đã thu hút nhiều sinh viên quốc tế, thúc đẩy nhu cầu dạy học thích ứng với môi trường đa văn hóa. Bài báo này phân tích việc dạy học thích ứng với môi trường đa văn hóa từ hai góc độ: (i) chính sách và chương trình thúc đẩy quốc tế hóa giáo dục đại học; (ii) thực tiễn triển khai dạy học thích ứng với môi trường đa văn hóa tại các trường đại học Nhật Bản. Kết quả cho thấy Nhật Bản đã đạt được nhiều tiên bộ thông qua các chính sách tích hợp yếu tố đa văn hóa vào giáo dục đại học, đặc biệt là các chương trình giảng dạy bằng tiếng Anh và sáng kiến giáo dục toàn cầu. Tuy nhiên, việc thực hiện còn mang tính hình thức, thiếu liên kết và gặp khó khăn bởi cấu trúc thể chế cứng nhắc, thiếu cơ chế hỗ trợ giảng viên, cũng như xu hướng thiên về đồng hóa hơn là khuyến khích tương tác đa văn hóa. Hệ thống giáo dục đại học Nhật Bản vẫn đối mặt với nhiều rào cản trong việc triển khai giảng dạy thích ứng một cách toàn diện, như thiếu hướng dẫn quốc gia chuẩn hóa, năng lực ngôn ngữ chưa đồng đều của giảng viên, và hạn chế về cơ hội phát triển chuyên môn.

TỪ KHÓA

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1. Introduction

Internationalisation in higher education (HE) has increasingly promoted throughout the world over the past decades. The internationalisation of higher education (IoHE) refers to a deliberate and strategic approach to embedding international, intercultural, or global perspectives within the purposes, functions, and educational practices of post-secondary institutions [1]. This process aims to improve the overall quality of teaching and research for both students and academic staff, while simultaneously fostering a constructive impact on society [2], [3]. In many countries, internationalisation is geared towards expanding international cooperation and international student recruitment [4]. Therefore, in this IoHE process, culturally responsive teaching (CRT) has been a critically important issue for the provision of quality education in higher education [5]. In this sense, CRT is defined as a pedagogy that encourages teachers to value *different* cultural backgrounds, cultural characteristics, prior experiences, frames of reference, perspectives, and learning patterns of ethnically diverse students as a foundation for making teaching/learning more relevant to and effective for the students. CRT teaches to and through the strengths of the culturally-diverse students [6].

Japan hosts a substantial population of international students, with a reported number of 279,274 in 2023. Of these, 188,555 were enrolled in higher education institutions, representing over 30 different countries, including China, Nepal, Vietnam, South Korea, and Myanmar [7]. In such culturally diverse environment, higher education institutions in Japan have made great efforts in promoting and supporting CRT in schools [8], particularly with the emerging development of technology [9]. CRT is particularly significant for students who have persistently been marginalized within diverse learning environments [10], [11]. Given a paucity of research on CRT, this paper makes a review study on how CRT works in culturally diverse settings in higher education in Japan.

2. Scoping Review Methodology

A scoping review was conducted to develop a comprehensive overview of the literature on CRT in Japan's higher education. On the basis of a nine-step process of a scoping review, this paper has systematically developed a database on CRT in this country with its set criteria [12].

Identifying review questions

The article addresses two key questions:

- What are the government policies and initiatives aimed at fostering internationalization in higher education, with a particular focus on Culturally Responsive Teaching (CRT)?
- How are CRT practices being implemented in Japanese universities?

Developing the protocol

A database of sources pertaining to CRT in Japan's higher education was developed to systematically address the two review questions.

Determining inclusion criteria

The sources were identified and screened according to predefined inclusion criteria, which encompassed: (i) thematic relevance, with a focus on internationalization policies or CRT practice in Japanese higher education; (ii) geographic scope, requiring Japan-specific data or context; (iii) educational level, limited to the higher education sector; (iv) source type, including peer-reviewed articles, government reports, or credible grey literature.

Identifying evidence

In accordance with the established inclusion criteria, the search and selection of sources were conducted through the following systematic steps:

Identifying search terms

Search terms helped in the search for potentially useful publications and categorized the articles found. The entry terms include internationalisation, intercultural competence, culturally

responsive teaching, culturally relevant pedagogy, international programs or foreign education, students, international students or foreign students or inbound students or outbound students, higher education, university, Japan.

Combining search terms

In order to shape the search strategy, two main Boolean operators including “AND” and “OR” were used. An example of combined terms for search string is:

(“culturally responsive teaching” or “culturally relevant pedagogy” or “internationalisation” or “intercultural competence” or “international programs” or “foreign education” or “overseas education”) AND (“Japan” or “Japanese country”) AND (“higher education” or “universities” or “students” or “undergraduates” or “international students” or “foreign students” or “exchange students”).

In this way, current and potentially relevant evidence has been collected.

Information source

The databases were accessed for searching publications: Education Research Complete (EBSCO), Website of Sciences (WoS), Scopus, ERIC. Moreover, Google Scholar was used to search a wide range of sources such as articles, reports, conference proceedings, and books. The relevant sources were also searched on the basis of the reference lists of the searched publications. This helped to quickly identify other relevant literature.

Selecting evidence

One hundred and twenty-eight documents were collected using the search terms and search string. Almost half of these articles were initially removed through automatic de-duplication and the inclusion criteria for selecting relevant literature for review. After the titles and abstracts of all retrieved documents were carefully reviewed for relevance, a total of 55 full-text articles were suitably obtained for the study. Thirty-seven articles were eventually included in the scoping review for this paper.

Extracting data

The selected articles were examined based on two thematic foci, including the CRT development policies and strategies or interventions in Japan and the practice of CRT within Japanese higher education institutions.

Analysing the evidence

A deductive approach was adopted to cluster and analyse data in two thematic categories as noted. In this way, the clusters of the analysed data were developed by the emerging themes within each category that are presented as findings of the review.

Presenting the results

Findings are thematically organized to align with the two review questions, ensuring a coherent presentation of the evidence.

Summarizing evidence and discussing implications

Drawing on the key findings, this article highlights several macro- and micro-level implications for enhancing CRT in Japan’s higher education institutions.

3. Scoping review results

The data analysis indicates that the Japanese government has increasingly prioritized the advancement of CRT in higher education through the implementation of key policies and strategies. While notable progress has been made in CRT practices within Japanese higher education institutions over the past decade, considerable room for further improvement remains in the years ahead.

Government of Japan’s CRT policies and strategies

It was ever believed that Japanese society was a homogenous culture and race [13]. This belief significantly influenced the attitudes and behavior of this country's citizens toward their social interaction with communities from other cultures. They treated and communicated with each other

on the same culture basis. Similarly, the government of Japan was also influenced and directed by such belief before the 2000s. As a consequence, a series of policies and laws discriminating against ethnic minority groups in Japan were approved [13]. For example, following World War II, Korean communities in Japan established schools to preserve their language and culture. However, in January 1948, the Japanese government, under directives from the Allied Occupation Forces ordered the closure of these Korean schools. Moreover, despite the important role that international and ethnic schools play in providing alternative education for foreign children, Nomoto notes that these institutions often lack financial support from the government.

However, the approval of "Declaration on the Rights of Indigenous Peoples" by the United Nations General Assembly in 2007 forced the Japanese government to quickly remove the above laws. Furthermore, the existence and rights of ethnic groups (i.e. Ainu) and immigrants were officially acknowledged [13]. Yet, the rights of these groups remain not to be adequately secured by the Government of Japan (GoJ) and equally recognized or respected by Japanese citizens [14]. Worse, the government of this country has adopted the immigration law in order to restrict the number of immigrants into Japan. As such, culturally responsive teaching (CRT) in the education sector has inadequately been promoted for the past years. In practice, CRT initially appeared in the 1990s. Until the 2010s, the policy on CRT in this country at the grassroots level underlined the assimilation approach and direction. "Living together in multicultural environment" has been recognized by Japan's policy makers in a series of policies related to CRT since 1993 [15]. Accordingly, schools and educators are responsibly for supporting non-Japanese students to adapt to and integrate into schooling and curriculum of the country. Despite these efforts, the assimilation policies have worsened not only the subordination of this vulnerable group but also the discrimination among different ethnic groups in this country [11].

In higher education, the policies seem to be more open and advanced in CRT. GoJ has attached priority to higher education development because of its significant contributions to the economic development of this country with a strong emphasis on research and high-quality human resource development [16]. Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan has promulgated many policies on creating conditions for higher education development in Japan. Among these policies, the policy on restructuring Japan's universities was developed by MEXT in 2001. In this policy, three major objectives were set for reforming Japan's university system. They are: (i) promoting restructuring and merger of national universities, (ii) applying management models of private universities to national ones; and (iii) engaging third parties in evaluating the performance of universities [17]. Despite Japan's traditionally emphasized homogeneity in higher education, GoJ abolished general standards for higher education curriculum and strongly promoted universities to actively self-assess the quality of their teaching and learning [18]. As a result, significant shifts to embrace multiculturalism and cultural diversity have been achieved and driven by both government policies and institutional initiatives. All these policies of GoJ aims at securing the high ranking and quality of Japanese universities in the international arena. In this effort, Japan's universities have promoted the internationalization of its curriculum in response to the latest international standards for higher education [17]. Among the prioritized issues, CRT enhancement has become the main issue on working agenda of Japan's universities. There have been four main categories of policies and initiatives in this process:

Internationalization of higher education

Over the past two decades, the Japanese government has introduced a series of strategic initiatives aimed at advancing the internationalization of higher education. A foundational effort in this direction was the *Global 30 Program*, launched in 2009 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Designed to enhance the global competitiveness of Japanese higher education, the program aimed to attract 300,000 international students by 2020 and strengthen the global presence of Japanese universities. Thirteen core

universities were selected to lead the initiative, each tasked with developing degree programs taught entirely in English to improve accessibility for international students. In addition to curriculum reform, these institutions were required to foster culturally inclusive academic environments, implement faculty development programs centered on multicultural education, and establish comprehensive student support systems. These support structures included language assistance, counseling, and orientation programs aimed at facilitating the academic and social integration of international students. Moreover, the program emphasized positioning Japan as a prominent global education hub and a contributor to international academic discourse [19]. Despite its ambitious goals, the *Global 30 Program* encountered several critical shortcomings that ultimately limited its effectiveness and long-term impact. As Hollenback [20] highlights, the program prioritized quantitative metrics—such as international student enrollment and global-rankings—over deeper structural reforms needed for genuine internationalization. Many universities lacked sufficient institutional support, resulting in inadequate services, weak cultural integration efforts, and a tendency to isolate international students through segregated English-taught programs. Recruitment strategies were also misaligned with global student trends, and the program's early termination in 2014 further curtailed its potential for sustainable change.

These limitations underscored the need for a more comprehensive and system-wide approach to internationalization, leading to the launch of the *Top Global University Project* in 2014. This *Project* sought to further enhance institutional competitiveness through governance reform, increased international faculty recruitment, and expanded English-medium instruction in 37 universities. The program has significantly contributed to developing cultural diversity on campuses and improving Japan's position in global education rankings [20]. Complementary to this effort, the *Re-Inventing Japan Project* supported the creation of joint and double degree programs and facilitated academic mobility with strategic regions, including Asia, Europe, and North America. A notable subcomponent, CAMPUS Asia, promoted trilateral cooperation among Japan, China, and South Korea by enabling credit transfer and cross-border academic exchange. Although these initiatives sought to propel Japanese universities onto the global stage, its implementation revealed critical issues related to financial sustainability, institutional autonomy, policy execution, and realistic goal-setting in practice [17]. Specifically, financial sustainability emerged as a major concern, with participating universities experiencing substantial annual budget cuts - up to 37% - which curtailed research funding, international student scholarships, and staff contracts. The project's top-down implementation imposed rigid, performance-based metrics aligned with global-rankings, thereby constraining institutional autonomy and suppressing context-specific innovation. Additionally, language policy reforms, particularly the extension of English proficiency requirements to administrative staff, were poorly supported, generating communication barriers and operational stress [17]. These shortcomings challenged the achievement of the project's ambitious objectives and the structural transformation of Japanese higher education institutions toward internationalization. Concurrently, the *Go Global Japan Project* launched in 2012, focused on cultivating globally competent graduates by encouraging outbound student mobility and integrating global perspectives into domestic education [17]. These initiatives, supported by sustained funding through MEXT and the Japan Student Services Organization (JASSO), collectively reflect Japan's strategic commitment to embedding internationalization as a core pillar of higher education reform and global academic engagement. However, some key shortcomings of this initiative include ambiguous goals, an overemphasis on short-term, quantifiable outcomes, and a competitive funding model that limited institutional autonomy and hindered deep, sustainable internationalization [17].

Guidelines for foreign student admissions

The Guidelines for Foreign Student Admissions in Japan, developed by MEXT, aim to streamline and promote international student admissions to Japanese higher education institutions. This involves creating *support systems* such as language assistance (i.e. Japanese

language education), counseling, and orientation programs that recognize the unique needs of international students. These guidelines facilitate foreign students' integration into the academic and social life and foster a more culturally responsive and inclusive teaching environment. Nevertheless, the guide also underscores challenges, such as the emphasis on standardized testing like the Examination for Japanese University Admission (EJU), which may pose difficulties for students from diverse educational backgrounds unfamiliar with such assessments. Furthermore, while the guidelines offer a general framework, the implementation and support services can vary across institutions, potentially affecting the consistency of the international student experience [21].

Intercultural communication and teacher training programs

Teacher training in Japanese universities have increasingly emphasized the incorporation of intercultural communication in creating an inclusive learning environment. These programs aim to equip faculty members with the skills to teach in diverse classrooms, encouraging them to use pedagogies that recognize and respond to students' cultural differences [8], [22]. The MEXT has promoted policies that advocate for CRT as part of its efforts to make Japan's universities more attractive for international students. As noted, GoJ's global university initiatives has encouraged Japanese universities to support intercultural exchanges, train teachers to work in multicultural classrooms, and adapt curricula to reflect a globalized world [17], [20].

Despite such increasing efforts, significant shortcomings persist in intercultural communication and teacher training programs. It is argued that while policy frameworks have emphasized globalization, the policy implementation in intercultural competence development remains underdeveloped, often hindered by institutional inertia and a lack of alignment with global pedagogical standards [17]. Further critiques were made in the limited integration of intercultural training for faculty, which has led to superficial forms of internationalization that fail to address deeper pedagogical and cultural challenges [20]. Moreover, the exclusion of international faculty from faculty development programs due to linguistic and cultural barriers reveals systemic inadequacies in inclusive professional support [8]. Meanwhile, a fragmented understanding of intercultural communicative competence across stakeholders, leads to inconsistencies in curriculum design and implementation [22]. Together, these studies point to the urgent need for more cohesive, inclusive, and well-supported intercultural training strategies that move beyond symbolic commitments to foster genuine global engagement in Japanese higher education.

Inclusion of multicultural content in curriculum

Multicultural education has been introduced in the curriculum of some Japanese universities. Accordingly, students have been taught about the value of diversity, different cultural perspectives, and global citizenship that is a core principle of CRT [11]. Overall, Japan's higher education system is evolving to include culturally responsive teaching policies in response to the increasing number of international students. Although the government and universities have been striving in embracing cultural diversity through its policies, challenges remain in putting these policies into practice [17]. The top-down policy implementation drives Japan's universities to adopt internationalization measures to meet funding or ranking goals rather than a genuine commitment to cultural inclusion [20]. Moreover, rigid university structures and governance models constrain faculty members' autonomy in integrating multicultural contents in their teaching [17]. Notably, poor professional development opportunities to teach in culturally diverse environments result in superficial engagement with multicultural topics and limited support for international students [20].

In brief, GoJ has promoted the internationalization of higher education in Japan through a series of policies on enhancing its universities' global ranking and reputation. Among its diverse efforts in this process, the development of CRT has clearly been regulated in these policies and initiatives. However, there remains gaps in the implementation of these policies in practice in order to attain CRT in the effective way in Japan's universities [17], [20].

Practice of CRT in Japan's universities

CRT is gradually gaining recognition in Japan's higher education institutions, particularly within English language instruction and global education initiatives. While there have been efforts to incorporate CRT into pre-service and in-service teacher training, its application remains limited across disciplines. The expansion of English Medium Instruction (EMI) programs under national initiatives like the Top Global University Project has introduced new opportunities for promoting cultural and linguistic diversity. However, the absence of standardized guidelines, uneven faculty language proficiency, and limited CRT training for both domestic and foreign lecturers have resulted in inconsistent implementation and quality across Japan's higher education institutions.

Emerging role of CRT in Japan

CRT has been receiving growing attention in Japan's higher education system, especially within teacher training programs. Scholars have emphasized the need to critically examine and deconstruct notions of "Japaneseness" in education, advocating for both pre-service and in-service teacher preparation that is culturally informed and inclusive [11], [23]. Notably, CRT has mostly been explored in English language teaching, where factors such as students' linguistic proficiency, institutional norms, and the dominance of standardized testing shape both instruction and learning outcomes [24], [25].

CRT in English language instruction

In higher educational settings, CRT is commonly practiced in English language classrooms, where teachers can co-develop lessons that reflect students' cultural identities and learning needs. For this to be effective, educators must gain insights into their students' backgrounds and integrate this knowledge to build inclusive and engaging learning environments [11], [26]. However, CRT practices are still rarely extended to other academic disciplines beyond language instruction in Japanese universities.

Multilingual expansion and challenges of EMI in Japan's higher education

The launch of the *Top Global University Project (TGUP)* in 2014 marked a shift towards greater linguistic diversity in Japan's higher education. While English remains the dominant foreign language, universities have begun incorporating other languages into their curricula [27]. By 2016, nearly 33,000 courses were taught in foreign languages—1.68 times more than in 2014 [28]. Despite this, the Japanese government has yet to provide official guidelines for developing EMI programs, leading to inconsistent implementation across institutions.

Due to the lack of national standards for EMI courses and English proficiency requirements for lecturers, universities have developed their own criteria for faculty recruitment [28]. This has led to substantial differences in EMI quality across Japan's universities. Many senior Japanese faculty members lack English language certification, which has negatively affected students' ability to understand course content [28], [29]. Furthermore, most universities do not require training in CRT or cross-cultural pedagogy, compounding the challenges of inclusive instruction.

Another key concern is that EMI content often reflects the cultural viewpoints of native English-speaking countries, sidelining other cultural narratives [30]. Only 11 out of 37 TGUP-funded universities promote multilingual and multicultural education by offering instruction in languages beyond English [31]. For example, international Christian university or Tokyo foreign language teaching university selected three languages including English, Japanese and another foreign language for their EMI courses [27]. These universities assumed that the use of multi-languages in EMI helps teachers and students to have comprehensive and full perspectives of the world through the lenses of different languages and cultures [32], [33]. On this account, CRT of lecturers have significantly been improved in such international teaching and learning environment. However, among 37 universities of TGUP project, 17 institutions continue to use English as the sole foreign language, limiting CRT exposure [27].

Moreover, the Japanese lecturers' English proficiency has been pointed out as one of major

courses resulting in the inadequate quality of EMI programs in Japan's universities. Very small number of Japan's universities require their teaching staff to achieve English proficiency certificate or degrees. Because a large number of old Japanese professors or instructors have not yet achieved any English proficiency certificates [28]. Their inadequate English language proficiency was considered as a big barrier for the quality of EMI programs in Japan's universities. This challenged students' acquisition of these lecturers' instruction [28], [29]. Although some universities have been aware of this problem and have developed training programs to improve English proficiency for lecturers, most lecturers at these schools have not paid due attention to the existence of EMI programs (ibid.). In addition, foreign lecturers currently teaching at Japanese universities have not adequately been provided with the knowledge and skills of teaching Japanese students. It is pointed out that these lecturers set many requirements, as well as design teaching activities that are not really effective and suitable for the learning culture of Japanese students.

Insufficient CRT training for both domestic and foreign faculty

In addition to language proficiency gaps, many lecturers are unfamiliar with students' diverse cultural background and multicultural environment and often design courses or set expectations that are misaligned with international students' learning preferences [34]. The lack of CRT-specific training exacerbates this issue. As a result, course content often omits cultural references - even from English-speaking countries - creating stress and confusion among students [35].

Global issue courses and CRT development

At present, a few numbers of Japanese universities designed and delivered the cross-cultural or intercultural communication and global issue courses in their training programs. These courses have been assessed to considerably contribute to the development of CRT for lecturers. Typically, the global issues course was designed and introduced in the Konan University's curriculum in 2001 [36]. This course has been delivered by a group of instructors from different countries who have achieved their living experiences in different countries and regions for a long time. This course aims at broadening the world view of students about the global issues through case studies, dialogues and debates with instructors (ibid.). On the basis of introducing global issues, lecturers learn and deliver CRT in order to satisfy the learning needs of students from different backgrounds and/or cultures. In 2024, Konan University introduced another global issue education in its curriculum, namely STAGE [37]. As such, the provision of courses fostering CRT for lecturers has been seen as strong impetus for Japan's universities to scale up and strengthen CRT practice in its higher education system. However, the content adaptation of courses in Japanese universities' curriculum primarily focus on global issues, sustainable development goals and majors of training in social sciences. As noted, the introduction of cultures from students' different backgrounds remains inadequate. It has often been conducted through case studies and materials from diverse cultural perspectives in international relations, business and sociology [11], [38].

In sum, while CRT practice in Japan's higher education is evolving, particularly in English language instruction and global education initiatives, its implementation remains limited and inconsistent. The absence of national guidelines for EMI programs, varied faculty language proficiency, and minimal CRT training have constrained its integration. To strengthen CRT practice, Japanese universities must prioritize systematic faculty development, establish unified standards for EMI instruction, and intentionally integrate diverse cultural perspectives across disciplines. A more robust and inclusive approach to CRT is essential for preparing students to thrive in an increasingly interconnected and multicultural world.

4. Conclusions

The scoping review has indicated that GoJ and universities in Japan have increasingly attached importance to the internationalization of Japan's higher education system in order to improve their

academic ranking and reputation in the global higher education system. However, more attention and investments should be further strengthened to CRT at both macro and micro levels.

The internationalization policies of Japan have been assessed to be quite advanced in some aspects compared with other countries, particularly those linked to internationalization and inclusion. For example, the introduction of EMI has been diversified in different foreign languages other than English. This reflects a growing Government's commitment to embedding CRT into university systems. However, the implementation of these policies remains inconsistent and often superficial, hindered by institutional rigidity, limited faculty support, and a continued emphasis on assimilation over genuine multicultural engagement. In response, the inadequate opportunities of CRT professional development for lecturers have been underlined and improved in the coming time. Japanese universities have made more investments in the provision of relevant sources and open education resources for lecturers to improve their professional competence, particularly CRT [20], [8], [30].

In Japan's universities, CRT has gradually been promoted in classrooms. However, a small number of these universities emphasize the design and delivery of CRT in their curriculum and teaching practice. Although this initial change has considerably contributed to changing lecturers' attitudes, for example, becoming more open and flexible in adapting culturally diverse contents and pedagogy, etc., CRT remains quite limited and different among lecturers, particularly Japanese and non-Japanese ones, in Japanese universities [8]. The English language proficiency has been pointed out to be major barriers for Japanese instructors to deliver CRT in classes. Meanwhile, the knowledge of Japanese culture and language has been a challenge for non-Japanese instructors in working with Japanese students.

Research shows that faculty members play a key role in adapting curricula to be more culturally inclusive, but there are institutional and personal barriers that can hinder progress [11], [16], [8]. Therefore, in order to effectively promote CRT at both macro and micro levels, educators should themselves be well-prepared. GoJ and universities should pay more attention and priorities to the provision of CRT professional development opportunities. The capacity building through pre-service and in-service training for higher education administrators, leaders and lecturers should aim to equip faculty and administrators with the knowledge and skills to manage culturally diverse classrooms and incorporate global perspectives into their policy and teaching practice.

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