

Effect of Multicultural Educational Environment on Diverse Students' Academic Performance

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Abstract

In today's globalized world, classrooms are increasingly becoming melting pots of diverse cultural, linguistic, and social backgrounds. A multicultural classroom refers to an educational setting where students from various cultural, ethnic, and racial backgrounds interact, learn, and share experiences. This diversity offers rich opportunities for students to develop cross-cultural communication skills, broaden their perspectives, and build a deeper understanding of the global society around them. However, while multicultural classrooms promote inclusivity and cultural awareness, they also present unique challenges. These include language barriers, differences in communication styles, and varying educational expectations, which can impact classroom dynamics and student interactions. The way in which these challenges are addressed can significantly influence student engagement, academic performance, and emotional well-being. By embracing cultural diversity in the classroom, teachers not only enhance the learning experience but also prepare students for success in a multicultural world. Moreover, the study took place in International Islamic University Islamabad and data were collected from twenty overseas students through semi structured interview and data were analyzed by thematic analysis. Results show that overseas students mostly face language barrier and thus they cannot express themselves entirely and people around them willing to help them.

Keywords: *Multicultural Classroom, Diverse Students, Student Performance*

Introduction

A classroom that holds heterogeneity and assimilate diverse ideas, faith, and beliefs of people from various countries and miscellaneous culture diversity is consider a multicultural classroom. Multicultural classroom is class where learners and teachers with different background combine and they are equally respected and valued (Shepherd & Linn, 2014). Moreover, a classroom that accept assortment and help to provide knowledge regarding cultural diverseness and family background can

support in influencing learning for learners of multiple backgrounds. A diverse classroom is also considered a class where educator and learners share different cultural values and norms (Mahon & Cushner, 2012). However, various group of learners with attire of linguistic as well as cultural background experiences and knowledge is called multicultural classroom.

According to Almeida et al., (2016) many cultural thoughts and beliefs are set combine to permit learners to gain an exactly international education within a class.

Additionally, a diversified surrounding is a multicultural which require to be confronted with every person in a multicultural state, where many dialects, languages, cultures and histories combine in one frame. However, multicultural education is a learning plan that is depend on multicultural background of learners to form a social behavior in a different country (Alsubaie, 2015). It is also called the first setting in which learners experience or come across as well as understand regarding other class fellows even learn about the one who come across from different countries and different culture background (Banks & Banks 2019). Like this, students get an essential chance to encounter diverse experiences from their fellow peers which inspires them a lot in their life. Further, diverse classroom create opportunity where education and culture can interact and it provide students with lots of experiences from diverse students and they inspire each other in a nice way (Widowati, 2018).

Despite these numerous benefits, multicultural classrooms also present certain challenges that can impact the overall educational experience. For example, language barriers often hinder effective communication and participation, especially for students who are non-native speakers (Liu, 2022). Furthermore, cultural differences in communication styles, learning preferences, and social norms can lead to misunderstandings, misinterpretations, or feelings of exclusion. These challenges can create barriers to successful interaction, affecting students' confidence and academic performance. Students may feel marginalized or reluctant

to participate fully, especially if they perceive that their cultural background is not valued or understood by their peers and teachers (Manning et al., 2017).

Meanwhile, this research aimed to study about multicultural classroom effect on diverse students' classroom performances. So, for that many university students who belongs to different countries, faced various challenges in a multicultural classroom, especially, the language barrier is one of the common challenges, faced by diverse students. None the less, as any language is the medium that students express their ideas in spoken form especially in university where they need to express or share their point of views or thoughts regarding any activities or topics that are being deliver in class and even if any divers student participate in class, then he/she utilizes improper pronunciation and fact cannot be deny that most diverse students lack the ability of proper communication and interaction in class due to language difficulties.

However, to deal with this problem, one need to understand the medium of instruction of any institution (Jabeen, 2019). On the other hand, diverse students lack confident in class interaction due to accurate knowledge or they may think the fellow peer make fun of their opinions. Nevertheless, it is mostly observed that diverse students experience average or unsatisfied result because of lack of moral and emotional support from facilitator or teachers. Furthermore, educational institutions are places where pupils from different areas come together and share values and institution educational management is responsible as diverse

students suffer from miscellaneous problem and hardly find reason to cope with them. It is essential for diverse students to know if they lack confident in classroom interaction and their study so for that they need to identify the cause that demotivate them to confront these problem (Vervae et al., 2018).

Statement of the Problem

In an increasingly globalized world, classrooms have become hubs of cultural diversity, bringing together students from various cultural, linguistic, and ethnic backgrounds. While multicultural classrooms offer opportunities for enriched learning and cross-cultural understanding, they also present significant challenges for students and educators. Diverse cultural norms, communication barriers, and varying educational expectations can hinder classroom interaction and negatively affect student engagement, participation, and academic performance. It is mostly observed that diverse students experience average or unsatisfied result because of lack of moral and emotional support from facilitator or teachers. Furthermore, universities are places where pupils from different areas come together and share values and ethics and universities management is responsible as diverse students suffer from miscellaneous problem and hardly find reason to cope with them. It is essential for diverse students to know if they lack confident in classroom interaction and their study so for that they need to identify the cause that demotivate them to confront these problems. However, multicultural classroom is always been a challenge for students to study as well as for

teachers it is equally difficult to teach in multicultural classroom.

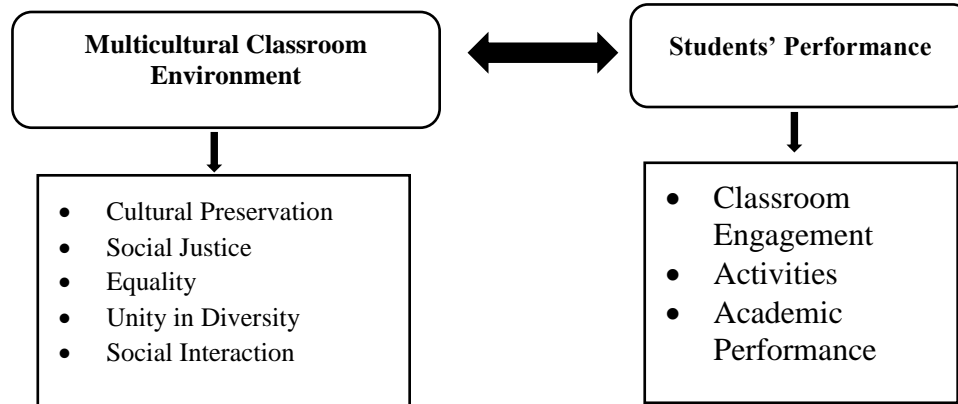
Objectives of Study

1. To identify the circumstances of language barriers of multicultural students on their confident level.
2. To find out difficulties faced by diverse students due to lack of up-to-date knowledge.
3. To find out multicultural students experiences on bullying of fellow peers.
4. To define the moral and emotional support from teachers to diverse students.
5. To find the miscellaneous reasons behind diverse students in lacking confidents in class

Research Question

1. What is the crisis of language barriers of multicultural students on their confident level?
2. What difficulties are faced by divers' students due to lack of accurate knowledge?
3. What are the effects of lack of moral and emotional support from teachers to diverse students?
4. What are the other reasons behind diverse students in lacking confidents in class?

Conceptual Framework



This framework demonstrates the effects of a multicultural classroom and their effect on students' classroom performance. Indicators such as cultural preservation, social justice, equality, unity in diversity, social interaction, contribute to outcomes like engagement, participation, and academic success. These connections highlight the importance of fostering a supportive and inclusive classroom environment.

Literature Review

Multicultural Education

There exists a considerable amount of literature with regard to multicultural education. According to Sakkoula (2021) multicultural education has had importance since the last 50 years as it was bore on the account of the 1960s Civil Rights Movement. Banks (2013) described that multicultural education plays a key role for attempting for analysis of education. According to Shepherd and Linn (2014) state multicultural education play a vital role in educating the children who are coming from diverse backgrounds. Multicultural education is the medium which can foster academic perfection through educators (Jabeen, 2019). A learner-centered teaching approach is promoted through multicultural education

theory (Widowati, 2018). The student-centered approach has become exceedingly prevalent in the field of higher education (Liu et al., 2020). On the other hand, the teacher-centered approach is considered a passive model, where students are dependent on a teacher who is the primary source of knowledge, which is transmitted to students (Banks & Banks, 2019). The growing diversity in educational settings has led to increased interest in understanding how multicultural classrooms influence student interactions, learning outcomes, and social dynamics.

A multicultural classroom, by definition, includes students from varied ethnic, cultural, and linguistic backgrounds. This environment can have a profound effect on students' academic and social experiences, fostering both opportunities and challenges for meaningful interaction. Sakkoula (2021) worked on the 'intercultural aspect of distance education in Greece, is one the important literature that highlights the education leadership representation in a multicultural environment during the covid-19 pandemic era. According to Manning et al., (2017) intercultural process of education started in 1970s when a huge number of

immigrants started moving towards Greece to settle and it becomes a heated debate that how to teach intercultural students at school. All intercultural students are divided into different groups according to their level of understanding of Greek language and also viewing their linguistic knowledge about the field (Almeida et al., 2016). According to Liu et al., (2020) one of the main contributions of principal role in recognizing the value of teaching methods through ICT is that, the approach not only set a cooperative and effective intercultural environment in school but it also builds a strong bond of communication between families of refugees and migrants and the school principal to understand the most suitable way of teaching methods for those students.

The Role of Teachers in Facilitating Interaction

In multicultural classrooms, creating opportunities for collaborative learning where students from diverse backgrounds work together can promote greater understanding and empathy. This peer interaction fosters the development of social skills and builds bridges across cultural divides. The students who observed, undergone and experienced a student-centered approach have developed positive relationships with their peers, and resultantly have become more innovative and have learned how to bring in use a wider range of instructional resources. According to Chouari (2016) positive experiences of personal communications with teachers have had also a positive effect on students' academic performance. Furthermore, he added that the teachers have the potentialities to create better personal connections with

students through their willingness, improved the dynamics in the classroom and motivated immigrant students. It has also become in notice and knowledge that most students have highlighted the facts and realities that teachers' availability and willingness to support students have contributed to their positive experience of the learning and seeking process after class hours (Chouari, 2016).

Impact on Confidence and Academic Performance

Multicultural classrooms have the potential to positively impact students' confidence and **academic performance** if the challenges of diversity are effectively managed. Research by Alsubaie (2015) indicates that students in multicultural settings who feel supported by both their peers and teachers are more likely to exhibit higher levels of self-esteem and academic motivation. However, when students feel excluded or encounter persistent communication barriers, their academic performance and overall engagement may suffer (Mahon & Cushner (2012). Therefore, creating an inclusive classroom environment that encourages active participation, respect for cultural diversity, and peer support is critical for maximizing the benefits of a multicultural classroom.

Additionally, it is stated that in the field of multicultural education, the importance of establishing mutual respect and of understanding different students' positions and challenges is often discussed (Almeida et al., (2016). However, previous studies result emphasize that this does not imply loosening requirements which are based on student ethnicity (Modood, 2013). It is noteworthy

that teachers must have equally high academic expectations for all students, regardless of their origins or native languages (Erbas, 2019).

According to Shepherd and Linn (2014) many students hold negative preconceptions about multicultural group work, despite all the positive elements connected to group work because they see cultural differences as a barrier instead of advantages. According to Liu et al., (2020) when teachers are observant of the tendencies in the groups, they always play a vital role to appreciate the students and they use different approaches to deal with free-riders. Among other preconceptions about multicultural group work is that it has a negative effect on the learning outcome and the final grade of the group assignment (Mahon & Cushner, 2012). The teacher's role in multicultural group work have been highlighted in the previous research wherein it has been pointed out that proper introduction of goals and helping students to understand the advantages of multicultural group work could eliminate some misconceptions (Chouari, 2016). Researcher further mentioned the important aspect of distance education in the research, is cyber-bullying. It is been reported by the participants that many parents mention their grievances regarding intercultural and there are some online incidents caused by parents that were reported in social media and other applications. This type of behavior not only breaking the friendly environment of diversity and intercultural schools but it is also creating a hatred type of situation for future generation.

According to Erbas (2019) some participants also highlighted that immigrant

in Greece suffer from mental depression because of their lack of knowledge about an intercultural community, their languages, their culture and other priorities. They also reported that there is no any source of motivation in school. It is responsibility of school admiration that must respect every student, regardless of their differences in intercultural community. It is also responsibility of school teachers to encourage and motivate them for getting education as they have also right to education like other natives. Mahon & Cushner (2012) very clearly expresses their regards about intercultural education interculturalism in Greece is very rare to be find it theoretically exist but on practical note students from refugees and immigrant faces many challenges and become problematically victimized throughout their education because of their culture and background differences.

Conclusion

The literature highlights both the opportunities and challenges associated with multicultural classrooms. While these classrooms provide students with valuable experiences and skills that are essential in a globalized society, they also require careful management to address language barriers, cultural differences, and potential social isolation. Teachers play a crucial role in fostering an inclusive environment that encourages meaningful interaction among students. Through culturally responsive teaching practices, peer-mediated learning, and a supportive classroom climate, the challenges faced by students in multicultural classrooms can be mitigated, allowing for

richer learning experiences and improved academic outcomes

Research Methodology

Research Design

Research design outlines the methods and procedures for collecting, analyzing, and interpreting data, ensuring the research is systematic, coherent, and reliable. The research design serves as a blueprint that guides the entire research process, from data collection to the final presentation of findings. Additionally, qualitative research provides a rich, detailed understanding of complex phenomena, focusing on the meaning, experiences, and perspectives of participants

Population of the Study

Population of this study was the overseas female students of International Islamic University Islamabad as International Islamic University Islamabad is a hub of multiculturalism, bringing together students from diverse countries such as China, Saudi Arabia, Somalia, Thailand, Jordan, Afghanistan, Iran, UAE and many others, fostering a vibrant and inclusive academic environment.

Sample and Sampling Technique

The participants of the study were purposively selected who mostly experiences the aspects of multiculturalism education in their class. The other reason for selecting purposive selection was that mostly overseas students annoy giving information. However, as phenomenological studies based on the lived experiences of participates, that's why purposive sampling were the most appropriate research design. Moreover, twenty overseas students were selected for this study from International Islamic

University Islamabad. These students, representing the multicultural nature of the university, were chosen to explore their unique perspectives on multicultural education and its impact on classroom dynamics.

Instrumentation

Open ended questionnaires were used to collect data from participants. Those questions were consisted of statements regarding multicultural classroom effect on students' performance.

Data Collection

The data were collected through open ended questionnaires. However, data were collected by the personal visit of researcher to research participates by providing them open ended questionnaires.

Data Analysis

The data were analysed using a thematic analysis approach, which involved identifying, organizing, and interpreting patterns or themes within the participants' responses to open-ended questions. This method was chosen for its ability to uncover underlying meanings and insights relevant to the study's objectives. After the data collection process was completed, all responses were meticulously transcribed. The researcher then analysed each question separately, examining the data for recurring themes and connections. These themes were systematically developed and refined to ensure they accurately represented the participants' lived experiences and perspectives on multicultural education. This rigorous analysis process allowed the researcher to draw meaningful conclusions, aligning the findings with the research goals and providing valuable insights into the

complex dynamics of multicultural classroom environments.

Data Analysis and Interpretation

Data collected through open ended questionnaires from the overseas students of International Islamic University Islamabad. The qualitative data were analyzed through thematic analysis. However, data was analyzed and themes were generated according to the responses of students.

Research Objective 1: *To identify the hurdles of language barriers of multicultural students.*

RQ 1: What were the main difficulties you faced in multicultural classroom due to language barriers?

- **Do not understand lecture:** most of the students agreed that they faced lots of problems due to language barrier and one of the common situation mostly faced by multicultural students according to them is they do not understand the lecture when their teacher deliver lecture in Urdu however, among them one student said that ‘I do not understand what my teacher say in Urdu during class lecture due to which I miss important points and ideas of lecture and it creates hurdles for me specially in paper’. However, other students said regarding language barrier that ‘I mostly experienced that language barrier caused misunderstanding within friends and sometime within teacher and students. Majority students argued that understanding lectures is difficult for them because of the language.

- **Cannot express opinion clearly:** some students said that when teacher is discussing something in class and all other students share their point of view but they

cannot express their idea clearly due to language barrier like one student said ‘I cannot express my opinion the way I want whenever teacher ask me something’. Another student argued that ‘I cannot justify my opinion due to lose of proper words’.

- **English language is difficult:** few participates agreed that neither Urdu nor English language is easy for them to understand the lecture. Additionally, they also said they wished teachers could deliver the lecture in their own language and which is something not possible according to them thus said English language is also difficult.

RQ 2: What specific multicultural aspects did you experienced very difficult in your classroom?

- **Speaking in Urdu language:** few participates said that one of the common aspects of multicultural classroom is students and teachers mostly prefer Urdu language than any other language while communicating or providing content which is difficult for them to understand their point of view.

- **Difficulty to adjust in the class culture:** some students said that it is difficult to easily adjust in a multicultural classroom where almost everyone shares different beliefs and values. Some students added that being an overseas student it takes lots of time to adjust and adopt Pakistani culture because they share totally different beliefs from them.

Research Objective 2: *To find out multicultural students experiences on bullying of fellow peer.*

RQ1: What behavioral have you observed in your fellow peers when they bully you because of you are a diverse student?

- ***They laugh on us:*** few students augured that the fellow peers laugh on them when due to language barrier they cannot answer a simple question properly which is asked by teacher, one student said ‘I found that usually my classmates laugh over me whenever I try to answer a question or share my opinion regarding the content. Other students said ‘I observed my fellow peer laugh behind my back and make fun of my accent or the way I speak and it hurts me sometime’.

- ***Make jokes on what we are wearing:*** most of Thai students said that they observed that their classmate make fun of what they wear and continually did back bit with each other regarding their wearing.

- ***They feel jealous:*** few students said that mostly their classmates are jealous of them because teacher show more concern for multicultural students than them as one student said ‘I felt many time that my classmates are jealous of me because my teacher focus more on me when delivering content than other students in class so that I get the content.’ Few students also said that their fellow peer never appreciate them because they are jealous of them.

Research Objective 3: To define the lack of moral and emotional support from teachers to diverse students.

RQ1: In what way your teacher behaves with you just because you are from other country?

- ***Teachers are cooperative:*** almost majority of students said that their teachers played an essential role in their study because they always show cooperation whenever they are stick in any problem regarding their study, like one student said ‘I

find my teacher behave so well with me and whenever I face any hurdle regarding my study than she always shows corporation and help me’. Some other students also said that their teachers show respect for their culture and value their belief system.

- ***Teachers never judge:*** many students said that teachers never judge them like where they are from and what they wear like one student said that ‘My teacher is so nice and what I like the most about her is this that she never disrespects my value system and she never judge my identity’. Another student said that ‘my teacher never treats me like an outsider rather sometime I felt that she gives me more attention than other students in class.

RQ2: How your teacher supports you morally and emotionally in study?

- ***Teacher motivates for study:*** some students said that their teachers always motivate them to work hard and also appreciate their small achievement and one student said ‘My teacher always guide me if I am stick in study and when I think to quit study than she always encourages to stay and face the hurdles and challenges so that I succeed as learner’. However, few students also said that it would be impossible for them to study here without teachers’ emotional and moral support with them.

- ***Teachers give value:*** few students argued that their teachers always show respect for their culture and values like as one student said that ‘My teacher gives value to my opinion and treat me equally like the rest of other class and she also suggests other students to value other culture and beliefs’. However, few students also said that their

teacher love them and give them value just like their own children.

RQ3: what kind of teaching method of teacher is suitable for multicultural classroom according to you?

- **Use English language:** most of students agree with the point of view that a teacher should use English language as the medium of instruction for students in her class as one student said that 'English is a language that is mostly understand by majority of students in the class so for that a teacher should use English language by using any method of teaching while delivering content in class'.

- **Teach with tools:** few students said that teachers should teach in a way that all students understand and it is only possible when teacher use different tools while teaching as one student said that 'According to me the best teaching method is when all students understand what teacher is teaching and this can be possible only when a teacher use different teaching tools to demonstrate teaching materials during lecture and this way a student can learn content better'. Another student said 'It does not matter what language a teacher will speak only if a teacher used different teaching aids in her lecture than any students belong to anywhere would understand what teacher is teaching'. So, teaching tools are important in teaching.

- **Command on different teaching methods:** few students said that teacher should have command on different teaching methods and know teaching techniques and according to one student that 'There are multicultural and multi-intelligence students in class so a teacher should not teach everyone in same way rather a teacher

should know and have command on different teaching method so that she can handle such class of multi-cultural and different students in a good way'. Another student said 'if a teacher has no command on different teaching method than it is possible that she will not have a successful class'.

- **Use easy language:** few students said that if teacher is using any language than teacher must use very easy wording with body gestures while teaching as one overseas student said that 'It has been long time that I am in Pakistan so I understand little Urdu and if teacher teaches in Urdu or English than she must teach by using very easy and clear language with proper hand gesture than it will be easy to understand what she is teaching'.

Research objective: 4: to find out difficulties faced by diverse students due to lack of up-to-date knowledge.

RQ 1: how you up to date yourself so that you do not feel embrace in front of your peers in multicultural class?

- **Current news of country:** some students said that they try to keep eye on the current affairs of country like political, social and economically affairs and up to date themselves by read current affairs as one student said that 'I always read newspaper so that I should know what is going on within this country so that if whenever I am asked any question in class discussion regarding any issue of this country than I can response them in correct way'. Likewise, another added that 'I always note down everything that teacher taught in class and after that I always make notes of lecture or anything which were taught in class and I always prepare the previous lecture before going for

next class. So, like this these students update their knowledge.

- **Watch videos:** few students agree with point of view that whatever teacher taught in class and if whatever they find difficult than they watch different videos regarding that lecture as one said that ‘Many time I do not get what teacher is teaching and if I find it is important topic than I watch different videos regarding that lecture so that I get the knowledge and information and this way I up to date my knowledge’. So, they meant watching videos is a sort of help for them.

- **Try to improve English language:** some students said that their English language is not strong due to which they cannot participate in class discussion as one student said ‘I always try to improve my English language by watching English documentary so that I speak English in a proper way and likewise I update my knowledge’. However, another student said that ‘My English is weak due to which sometime I cannot participate in class and to overcome this problem I always read English books so that I can improve my speaking and up to date myself’. Thus, how they up to date themselves.

Summary

Multicultural classroom is class where learners and teachers with different background combine and they are equally respected and valued. Moreover, a kind of classroom that accept assortment and help to provide knowledge regarding cultural diverseness and family background can support in influencing learning for learners of multiple backgrounds. A diverse classroom is also considering a class where

educator and learners share cultural values and accept racism and other religions. Further, diverse classroom create opportunity where education and culture can interact and it provide students with lots of experiences from multicultural students and they inspire each other in a nice way. However, the fundamental learning environment or classroom is the foremost and essential medium of socialization for diverse youth. It is also called the first setting in which learners experience or come across as well as understand regarding other class fellows even learn about the one who come across from different countries and different culture background.

Moreover, many university students who belongs to different countries, face various challenges in a multicultural classroom, especially, the language barrier is one of the common crises faced by diverse students. Additionally, this research aims to study about multicultural classroom effect on diverse students’ performance in class. However, the objectives of this research were 1) **to explore the influence of a multicultural classroom environment on the interaction patterns and social dynamics among diverse students.** 2) **to identify the challenges faced by multicultural students in classroom interactions, including language barriers, cultural differences, and social integration.** 3) **to evaluate the role of teachers and instructional strategies in fostering inclusive and effective classroom interactions in a multicultural setting.**

Findings

1. The study shown that the role of teacher is essential for multicultural students

and their study. It was also observed that teacher support multicultural students morally and emotionally in their study and motive them to work harder.

2. It was also shown that language barrier creates lot of misunderstand and lack of connectivity for multicultural students from other students. The findings also shown due to language barriers it has been difficult for foreigner students to understand the lecture. It was also observed that some students make fun of multicultural students wearing and disrespect their values.

3. Additionally, the study uncovered a concerning social issue: some students make fun of multicultural students' traditional attire and disrespect their cultural values. Such behaviour can deeply affect the emotional well-being of multicultural students, leading to feelings of alienation, anxiety, and a decline in classroom participation. Addressing this issue requires a concerted effort to promote cultural sensitivity and respect among students.

The collective findings of this study highlight the multifaceted challenges faced by multicultural students, including language barriers, social disconnect, and cultural insensitivity, alongside the critical support roles played by teachers. Addressing these issues demands a holistic approach that combines educator training, peer education, and institutional support to create a more inclusive and supportive learning environment for all.

Conclusion

According to the findings of study it is not easy for them to easily adjust in another cultural due to lack of communication gap. Additionally, they also said language barrier

sometime effect their grade as well. Further they even agreed that sometime their fellow peers make fun of their wearing and show disrespect towards their value and beliefs system and they believed that their fellow peer back bit about them. Some of multicultural students also believed that their fellow peers are jealous of them because their teacher focus more on overseas students than them.

Moreover, according to foreigners' students, one of the most important and essential support of multicultural students in study were teachers because they helped them in any difficulties that they faced in study or understanding the lecture. Eventually, foreigners' students also agreed with the point of view that their teachers never did any unjust act with them and never disrespect them for where they belong to rather teachers motivate them to work hard and succeed. The role of teachers in facilitating open dialogue, promoting respect for cultural differences, and addressing biases is crucial in maximizing the benefits of multicultural education. Institutions must also recognize the need for sustained professional development for educators to equip them with the skills required to manage and support diverse classrooms effectively.

Recommendations

1. Every student should understand that being a human and creature of same Being (Allah) no one has rights to disrespect other people due to their color and beliefs system.
2. It is recommended that every multicultural student should take language courses so that they don't face language issues in their study.

3. It is also recommended that teachers must respect overseas students because that's a source of morally and emotionally support for them in their study.

4. It is also recommended that university management should organized cultural exchange events or workshops where all students would come to know about other culture values and traditions and it help in creating a mutual respect for each other in students.

5. It is also recommended that all the system of university weather that are teachers, students or administration must have respect for multicultural students and appreciate their affects.

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