
**“CHALLENGES FACED BY ESL/EFL TEACHERS IN
MULTICULTURAL CLASSROOMS: A SYSTEMATIC REVIEW OF
DIVERSITY, CLASSROOM MANAGEMENT, AND INTERCULTURAL
COMMUNICATION”**

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ABSTRACT

In response to growing globalization of education, migration and international student mobility, in ESL/EFL classrooms an increasing amount of heterogeneousness has been observed in terms of a multicultural and cultural aware classroom, which brings new challenges for English language teachers. Even though there has been an increase in the literature on multicultural education, there is not much literature on the difficulties encountered by ESL/EFL teachers as there are some full of thematic content and others of context-based content. The purpose of this study was to make a systematic content analysis of the crucial issues faced by ESL/EFL teachers in multicultural classrooms and patterns international, Asian, and South Asian education contexts have in common. This study took a qualitative approach with an inductive research design that applied the review of systematic literatures. Peer-reviewed articles from the last ten years (between 2015 and 2025) were selected from the wide range of major academic search engines, scientific abstracts and reviews and were identified with carefully planned keywords. After screening and eligibility assessment, a total of 58 studies were chosen for final review. Content analysis was done using thematic analysis to find the major themes present in the literature. Six thematic issues were identified: classroom diversity and linguistic overload; classroom multiculturalism; barriers in intercultural communication; difficulties in implementing curriculum adaptation; lack of teacher readiness; institutional limitations. Teachers in both contexts were identified as struggling with meeting the needs of mixed learners, with culturally determined classroom behaviours, with welcoming and inclusive

pedagogy, and providing for inadequate structural and professional support. The review ends with the conclusion that the teaching of multicultural ESL/EFL is a multidimensional pedagogic problem which involves the need to prepare intercultural ESL/EFL teachers, and to reform the system of teaching as a whole. Supporting the English-language competence of teachers of multicultural classrooms will play a crucial role in addressing the teaching of English in increasingly bilingual and global contexts of learning.

KEYWORDS: Multicultural classrooms; ESL/EFL teachers; Intercultural communication; Culturally responsive pedagogy.

1. INTRODUCTION

Given the noticeable change in the English language classroom brought about by education, migration, student mobility, and the globalization of English as a Lingua Franca, the classroom has become a culturally, linguistically and socially diverse learning space. In both the school and higher education contexts, there has been a growing need of the teachers to teach students from diverse ethnic, linguistic, religious, and socio-cultural backgrounds in the same class. Multicultural classrooms provide excellent learning chances for collaborative teaching, intercultural and international communication, and inclusive education development, but at the same time bring new pedagogical, communicative and managerial challenges for teachers (Gay, 2018, Dearthoff, 2020). This finding has therefore prompted the need to find out what difficulties ESL/EFL teachers encounter in multicultural contexts to be a major topic of discussion in the field of modern language learning.

Generally, ESL concerns contexts where English is being learned in countries where English serves as the dominant or commonly used language of education, administration or other public communication, whereas EFL is concerned with contexts where English is not usually heard in daily social interaction in the countries studied (Richards and Schmidt, 2010). In Banks' (2015) definition, a multicultural classroom can be considered as a learning classroom where students with different cultural, ethnic, linguistic, and social backgrounds value, believe, and communicate in varying ways, and consequently, are particularly expected to have varying learning expectations that will affect classroom interaction and learning processes/processes. Another major concept related to this is intercultural communication, which is defined by the ability to communicate effectively and appropriately among people from different cultural backgrounds and backgrounds which demands knowledge, sensitivity to culture and background difference, and communicative competence as a skill (Byram, 1997; Jackson,

2020). In educational environments working with students from diverse cultures, teachers are thus required to have languages' pedagogical competence, along with intercultural competence, culturally responsive pedagogical knowledge and inclusive classroom management skills.

Worldwide, multiculturalism seems to have become a prime attribute of language teaching. Diversity has become a primary feature of ESL/EFL classrooms in North America and in other parts of the world, such as Europe and Australia, and even in some parts of the Middle East, rather than a peripheral issue, where migrant learners, international students, refugees, and learners with multiple language backgrounds are integral to the classroom (OECD, 2019). Research has shown that the teachers in such settings are often found to have common problems such as cultural misunderstandings, varying behavioral standards in the classroom, language proficiency differences, tensions over learner identity, and challenges with inclusive participation of the classroom (Santoro, 2016; Hammond, 2018). Furthermore, teachers face difficulties in making curriculum content culturally responsive to culturally diverse students, addressing issues of bias and stereotyping, managing intercultural conflicts, and balancing content from a language program with the goals for inclusion (Miller and Cunha, 2017; Nieto and Bode, 2018). Moreover, the lack of preparation by teachers in multicultural pedagogy has long been a world issue; many teachers have reported being underprepared to deal with diversity in their classes (Darling-Hammond, Hyler and Gardner, 2017).

In Asia, the proliferation of English also has caused a 'cultural clash' in multicultural classroom settings. This has also led one to wonder at the 'cultural clash' in the Asian multicultural classroom, caused by the proliferation of English education. In countries like China, Malaysia, Singapore, Thailand, South Korea, Japan and India, the ESL/EFL classroom has become more diverse through regional mobility, transnational higher education, international schooling, labour migration, and increased numbers of students from overseas have commenced studying in the country (Kirkpatrick, 2017). There are however, many traditional, culturally distinct learning environments across Asia that have tended to focus on the teacher rather than the student and on exam-oriented learning rather than environmentally desirable learning, and which have led to tensions within respect to the management of populations of students from diverse cultural backgrounds (Rose and McKinley, 2018). In Asian settings, ESL/EFL teachers have experienced problems with multilingual communication in a language classroom, varying participation patterns among learners in a variety of cultures, unequal expectations of authority and interaction in the classroom, and lack of institutional support for multilingual pedagogy (Nguyen, 2021; Wang and Kulich, 2020). Also, teachers' uncertainty is common about how to implement intercultural learning in the teaching of language while keeping curriculum; it is

difficult to ensure that teachers watch curriculum objectives and standards (Fang and Baker, 2018).

The teaching in the multicultural classroom holds a special importance within the context in Sri Lanka, a country with a linguistic plurality, ethnic diversity and their multicomplex socio-cultural practices. Sri Lanka is a nation that uses the Sinhala, Tamil and English languages in educational, administrative and social contexts, and has a student population that reflects the country's diversities in ethnicity, religion, regional identity, socio-economic make-up and linguistic ability (Little and Hettige, 2017). English is an education socio-economic bridge language and second language that plays a vital role in Sri Lankan education system. Classroom diversity, driven by increasing urbanisation, private education, mobility, increased university internationalisation and an increase in the use of English as an added language has made classrooms in both urban and tertiary settings more diverse, in effect (Raheem and Ratwatte, 2020). Despite this, studies have shown that the English teachers in Sri Lanka still struggle with the following issues: Differentiated Learner Needs, Inequalities in the participation of students in the classroom, Language anxiety of Minority Learners, Culturally Responsive Instruction, and lack of professional training in English language teaching related to intercultural communication and inclusive pedagogy (Canagarajah, 2019; Premarathne, 2021). Despite the above facts and realities, the field of multicultural ESL/EFL teaching in Sri Lanka is comparatively scarce and disorganized.

While there is efforts made in areas like intercultural competence, classroom inclusion, learner diversity, and issues with communication, there is a need for a comprehensive approach that conceptualizes, categorizes and critically examines the varied contexts and contexts confronting the ESL/EFL teacher in multicultural classrooms. The literature currently surveying each region separately makes it hard to get a sense of the common themes in the literature, how they may shift across regions and what it means that they do. It is significant for narrowing this gap for supporting evidence-based practice of multicultural language teaching. In light of this, the objective of this systematic review is to apply a thematic analysis for the synthesis of literature reviews on the challenges the ESL teacher encounters in teaching in a multicultural classroom. In particular, this research aims to:

1. To systematically identify the major pedagogical, communicative, managerial, and socio-cultural challenges faced by ESL/EFL teachers in multicultural classrooms.
2. To analyze recurring themes and contextual patterns relating to multicultural teaching challenges across international, Asian, and Sri Lankan educational contexts.
3. To develop evidence-based implications for teacher education, institutional support, and

inclusive ESL/EFL pedagogical practice in multicultural learning environments.

2. MATERIALS AND METHODS

2.1 Research Design and Approach

2. Materials and Methods

2.1 Research Design

The research used a qualitative design because it needed to investigate the specific issues that ESL and EFL teachers experience while teaching students from different cultural backgrounds. The study required a qualitative approach because it aimed to create deep understanding of three elements which included general patterns, particular contexts and new academic concepts derived from existing research. Qualitative inquiry is particularly valuable when a study seeks to explore complex educational phenomena shaped by social, cultural, and contextual dynamics, such as multicultural language teaching, intercultural communication, and classroom diversity (Creswell and Poth, 2018). The inductive approach allowed researchers to discover themes through literature analysis instead of using predefined categories to create a comprehensive understanding of the different teaching challenges that instructors face in various learning environments (Thomas, 2006).

The study used the systematic literature review (SLR) method to conduct its research. A systematic review is a structured, transparent, and replicable method of identifying, selecting, critically evaluating, and synthesizing relevant scholarly evidence related to a defined research problem (Snyder, 2019). Systematic reviews improve research results because they require researchers to follow specific search methods and define criteria for including or excluding studies and they show their research methods for choosing studies and synthesizing data (Xiao and Watson, 2019). The fragmented nature of existing research about multicultural ESL/EFL teaching required a systematic review method to create a complete understanding of the subject based on existing empirical proof.

2.2 Search Strategy and Study Selection

The researchers conducted an exhaustive literature search through major academic databases which included Scopus Web of Science ERIC ScienceDirect SpringerLink Taylor & Francis Online and Google Scholar to identify all peer-reviewed articles about multicultural ESL and EFL teaching. The study developed search terms which combined key concepts that included “ESL teachers” “EFL teachers” “multicultural classrooms” “culturally diverse classrooms” “intercultural communication” “teacher challenges” “inclusive pedagogy” “classroom

management” and “multilingual learning environments”. The search used Boolean operators (AND OR) and phrase searching to improve the accuracy and completeness of retrieved results.

The review focused primarily on literature published between 2015 and 2025, thereby capturing contemporary developments in multicultural education, teacher diversity competence, and globalization-driven classroom transformation. The study included essential foundational works which explained core concepts, as needed, to explain multicultural education, intercultural competence and culturally responsive pedagogy.

The initial database search yielded 486 records. After removing duplicate publications, 412 articles remained for title and abstract screening. The researchers excluded studies (n = 271) which did not relate to ESL/EFL teaching or focused solely on student outcomes without considering teacher perspectives or did not include multicultural classroom content or were not peer-reviewed. The research team evaluated 141 articles by applying established inclusion criteria which required (1) articles to be peer-reviewed and (2) articles to be directly connected to ESL/EFL teaching in multicultural classrooms and (3) articles to present either empirical data or essential conceptual knowledge and (4) articles to be written in English and (5) articles to provide adequate methodological and thematic understanding. The complete article assessment preserved 58 articles which would undergo final synthesis.

The selected studies represented research locations throughout North America, the United Kingdom, Australia, China, Japan, South Korea, Malaysia, Singapore, Thailand, India, the Middle East, and selected South Asian contexts including Sri Lanka, which allowed researchers to analyze themes across global and local contexts.

Thematic analysis serves as the primary analytical method which researchers applied to study their selected studies through this method. Thematic analysis is particularly effective in review-based qualitative synthesis because it enables researchers to move beyond simple summarization of prior studies toward the generation of conceptual categories and interpretive themes that explain broader patterns within the literature (Nowell et al., 2017).

The study used Braun and Clarke's (2006; 2021) six-stage framework which included establishing data familiarity and conducting initial coding and proceeding to theme identification and theme evaluation before defining actual themes and their complete reporting. The selected studies were read multiple times to extract the common themes and key concepts and main challenges which occurred throughout the research. The researchers created larger

thematic categories through the process of comparing and refining their similar codes.

The research used an inductive thematic approach which produced themes from the emerging patterns found in the studied literature instead of limiting researchers to existing theoretical coding structures. The research method used in the study matched the situation because ESL/EFL teachers who worked in multicultural classrooms experienced difficulties which could vary depending on the specific situation and the current educational changes. The research allowed for the discovery of major global themes which emerged from the analysis of the Asian and Sri Lankan literature.

The process of analysis identified eight primary thematic domains which included classroom management complexities and intercultural communication barriers and linguistic diversity challenges and curriculum adaptation difficulties and teacher preparedness limitations and identity and inclusion issues and institutional support constraints. The subsequent sections of the research present results which derive from these themes as their primary analytical foundation.

2.4 Research Quality and Trustworthiness

The research team maintained transparent article selection and coding process and theme development throughout the entire research process to achieve better methodological standards. The implementation of clear inclusion criteria together with systematic screening procedures and iterative coding processes resulted in enhanced analytical credibility and consistency improvements. The researchers used literature from multiple countries to conduct their analysis because this method improved the credibility of their research results which enabled broad generalization while recognizing the particularities of each context. The rigorous methodological requirements which researchers use in systematic reviews need to be followed because they establish the trustworthiness and logical consistency and research quality needed for strong academic work (Lincoln and Guba, 1985; Tracy, 2010).

3. RESULTS AND DISCUSSION

3.1 RESULTS

The thematic analysis of the 58 selected studies revealed that the challenges faced by ESL/EFL teachers in multicultural classrooms are multidimensional and interconnected, spanning pedagogical, communicative, institutional, and socio-cultural domains. Across the reviewed literature, six dominant themes consistently emerged: (1) classroom diversity and linguistic

complexity, (2) classroom management in culturally diverse settings, (3) intercultural communication barriers, (4) curriculum and pedagogical adaptation challenges, (5) teacher preparedness and professional competence gaps, and (6) institutional and structural constraints. While these themes were evident across global contexts, their manifestation varied according to local educational systems, teacher preparation structures, and sociocultural realities.

3.1.1 Classroom Diversity and Linguistic Complexity

An issue that is constantly mentioned is the increasing linguistic and cultural diversity of the ESL/EFL classroom. Teachers are faced daily with pupils with varying first language backgrounds, norms of communication, previous educational experiences, learning styles and levels of proficiency in English. The differences can generate a lot of pedagogical complexity when planning lessons for mixed-language groups to make instruction accessible, inclusive, and pedagogically sound.

Considerable research in multilingual classrooms has revealed how inequalities in language proficiency can lead to gaps in participation because well-expressed students overshadow classroom conversations, while those who are less proficient avoid expressing themselves because of anxiety and insecurity, or concern about being negatively evaluated (Mercer & Dörnyei, 2020). In their large-scale analysis of multilingual conditions, Kirkgöz and Dikilitaş (2018) noted that sometimes teachers find it difficult to coordinate communicative interaction with the differentiated support they offer to learners' language. In particular, it has been observed that teachers find it difficult to coordinate/execute communication and differentiated support for language skills when students have uneven vocabulary range, academic literacy, and oral fluency. Likewise, Gkonou, Daubney and Dewaele (2017) have established that the diversity of languages is frequently accompanied by an increase in teachers' emotional work, including their flexibility and adaptation to learners' emotional challenges and language anxieties, as well as to different engagement levels.

These results are echoed by Asian studies. Both EFL teachers and multilingual learners in the multilingual EFL classrooms of Asia frequently experience a tension between the pedagogical expectations related to EFL language usage and the need for scaffolding, translanguaging, and culturally responsive explanation in the target language (English) (Fang & Baker, 2018). These difficulties are particularly marked in classrooms where there are students from abroad or where students move internally or where students are minority-language learners.

3.1.2 Classroom Management in Culturally Diverse Settings

There is overwhelming evidence that multicultural classrooms pose particular classroom management issues because there are differences in classroom rules regarding behaviour, in

participation norms and expectations, and in the interpretation or perception of teachers' authority among various cultures. Actions that are seen as disengagement in one culture of education can be seen as polite or deference or in another as part of culturally learned communication.

Santoro (2016) reported that classrooms involving a culturally diverse student population often misinterpret silence, lowered eye contact or limited verbal responses as signs of a lack of motivation, when they may actually be due to respect of authority or ensure a sense of ownership to culturally-specific classroom socialization. Likewise, Hammond (2018) pointed out that, classroom management in a diverse classroom must proceed with the cultural understanding of student responses, rather than assuming universal ones.

From the study of collaborative learning in higher education ESL settings, other researchers also conclude that there are culturally varying attitudes toward collective learning, contrasting with teachers, questioning the teacher, questioning their peers, and engaging in classroom debate (Ryan and Viete, 2009). Learners might not necessarily be prone to conflicts that are apparent in the classroom, as may students from a more independentist cultural background. This difference may make participation management and pedagogical approaches more difficult with groups.

However, in Asian EFL settings, Nguyen (2021) found that teachers often find it difficult to establish classroom interactional norms acceptable to the culturally mixed learner groups, especially when the learners carry out contrasting norms of features about their discipline, autonomy, and teacher-student hierarchy.

3.1.3 Intercultural Communication Barriers

One of the most prevalent themes in the studied articles was intercultural communication. ESL/EFL teachers are language specialists, yet report feeling poorly equipped to have some sense of control over culturally sensitive communication, remedying intercultural misunderstandings, and enabling effective intercultural dialogue.

According to Byram and Wagner (2018), language instruction needs to be intercultural in nature involving language forms as well as meanings, perspectives, and identity discourse. But survey studies indicate lack of teacher preparedness for this role in many instances. In modern language teaching, the problem of practical intercultural communicative competence of teachers is a common one, with the few exceptions being those who are aware of its significance, but lack the ability in language teaching practice (Baker, 2015).

Confusions regarding humour, politeness norms, sequential turn taking, feedback styles and classroom interactional expectations were often reported (Jackson 2020). Communication

differences in multicultural classrooms can create social distance, exclusion, or even unfairness if not handled responsibly and diligently.

Many empirical findings focus on "cultural bias," which is an implicit bias. Miller and Cunha (2017) affirmed that teacher beliefs about what constitutes "appropriate" communication frequently favor the dominant cultural patterns and tend to inadvertently exclude quieter, indirect, or culturally different students. This produces unfair representation amongst the learners and undermines the inclusion of learners in the classroom.

3.1.4 Curriculum and Pedagogical Adaptation Challenges

A mismatch between growing multi-cultural classrooms and relatively uniform ESL/EFL curriculum is another prevalent theme. A number of studies has been reviewed that indicate that the old pedagogies and thus the teaching materials and assessment approaches tend to be culturally narrow, which often restricts the teachers' potential to engage in satisfactory teaching of a variety of learner backgrounds.

Gay (2018) highlighted that culturally responsive lessons require modifying examples, teaching approaches, classroom conversations, and assessment to meet the learners' diversity. But it's not easy to put it into action. Some teachers often complain that a rigid curriculum, pressures from examinations, and a focus on measurable language skills rather than on intercultural development in academic institutions arise (Rose and McKinley, 2018).

A literature search on intercultural language teaching has led to the observation made by Liddicoat and Scarino (2013) that although teachers may conceptually endorse intercultural pedagogy, they find difficulty to put this into practice in every class. This is especially difficult in the more exam-based, Asian culture-based and highly schedule-driven education systems with few formal learning opportunities to focus on PLC (Kirkpatrick, 2017).

Second, evidence suggests that a number of educators have reports of problems in choosing culturally responsive classroom readings, excluding ethnocentric readings, and developing practical classroom examples that are meaningful to a variety of racial, ethnic and linguistic students.

3.1.5 Teacher Preparedness and Professional Competence Gaps

One of the most consistent results to come out of this study was inadequate teacher preparation. In both developed and developing educational settings, teacher training, both preservice and inservice, is seen as inadequate for facing the multicultural realities of classrooms.

Darling-Hammond, Hyler and Gardner (2017) determined that teachers would need to engage in continuous professional learning on culturally responsive pedagogy, reflective practice and inclusive communication. However, there is a lack of multicultural competence in a number of

teacher education programmes.

Intercultural competence should also be taught deliberately and structured, and through reflective learning and experiential engagement, as Deardorff (2020) contends. But, many teachers gain multicultural teaching competence in an informal way based on trial-and-error in their classrooms instead of systematic preparation.

In the Asian context, Wang and Kulich (2020) discovered that EFL teachers often express a willingness to accept diversity, but do not feel confident when handling intercultural conflicts, culturally sensitive feedback and multilingual communication in the classroom.

3.1.6 Institutional and Structural Constraints

The final important theme is institutional obstacles facing teachers' abilities to respond effectively to classroom needs during multicultural contexts. Only in a few cases do teachers identify the pedagogical aspects of inclusion and structural obstacles often prevent us from responding to this need.

Limited administrative support, poor quality of teaching and learning materials, universalisation of assessment, too much to be taught in high school and too large of a class size were mentioned again and again as barriers (OECD, 2019). Insufficient supply of teaching materials on multicultural education, the weak institutional policy guidance, and lack of formal recognition of intercultural teaching work, were also reported by teachers.

In post-developing settings, these issues can be exacerbated by resource disparities, disparities in teacher education, and a lack of explicit guidance from educational policies on teaching for diverse learners. In post-developing scenarios, such challenges may be compounded by disparities in resources, teacher education, and pedagogical focus on diversity responsiveness (UNESCO, 2021). South Asian scholarship also indicates that the realities of a multicultural classroom are changing more rapidly than its structures, and teachers are left alone to address the issue of complexity by receiving minimal support.

The literature also showed that the issues of multicultural ESL/EFL teaching are not trans-individual, but system-level problems, which must be confronted by integrated response in the fields of pedagogy, profession and policy level.

3.2 DISCUSSION

The main research problem in this study, 'What are the challenges that ESL/EFL teachers encounter in multicultural classrooms?', was solved by the systematic presentation and synthesis of challenges experienced by ESL/EFL teachers in multicultural classrooms in this systematic review. As said in the introduction, much previous research on multicultural

language teaching lacked a cohesive focus, tended to be context-specific, and was spread over a variety of educational settings, creating obstacles in building a picture of the teacher's challenges in increasingly diverse classrooms. This research used inductive thematic analysis to combine the data found from the literature into coherent themes, thus enabling a wider and more conceptually integrated understanding of the problem.

Notably, the following were accomplished by the completion of the current study which was designed to achieve three intended objectives. First, it deliberately mapped out the key pedagogical, communicative, managerial, socio-cultural and institutional issues that L2 teachers of English as a second/foreign language face in multicultural educational settings. The review revealed that classroom heterogeneity and linguistic skill, multiple-learning styles, and culturally varied expectations were significant challenges for teachers. The results found align with previous research indicating that linguistic teaching alone is no longer the sole focus of contemporary education courses for foreign language teachers but instead the study of language needs to be surrounded by complex pedagogical and intercultural and inclusive competences (Gay, 2018; Jackson, 2020).

Second, the study was able to pick up the recurring pattern in each of the international and Asian and South Asian context, showing good thematic consistency despite the contextual variation. The themes that emerged from the literature reviewed were: classroom diversity and linguistic complexity; classroom management in a multicultural environment; challenges of communication barriers; challenges in adapting the curriculum; lack of teacher preparation; and institutional barriers. The themes which have been repeated throughout the regions show that multicultural practices in ESL/EFL teaching are not the issues of a local community but are associated with larger scale structural and pedagogical issues in the world of EFL/ESL education. But as part of the review, it was also noted that these challenges many times become more pronounced in a new classroom setting wherein the teachers' preparation, guidelines and institutional resources are relatively weak and the context is still emergent in the field of education.

Third, the results of the study had important implications for practice and policy. One of the less obvious lessons to be learned from this review is that multicultural teaching challenges should not be characterised as the teacher's fault but rather as a problem of systems that should be addressed together. Evaluation of the potential requires better training and development of teachers prior to and during their service in the area of intercultural competence, culturally responsive pedagogy, inclusive communication, and strategies in multilingual classroom. Likewise, institutional elements, such as the curriculum, approaches to evaluating student

learning, and the support of administration for the classroom, need to adjust to accommodate more and more varied classroom contexts.

In the general context this study contributes significantly by studying the educational issue of multicultural ESL/EFL teaching from a multidimensional perspective, thus drawing attention to the need for pedagogical innovation, teacher professional development, and governmental policy reforms. The results also indicate that the intercultural competence of teachers, the use of classroom based on the principles of inclusion, and arrangements for structural assistance mechanisms will continue to be central components in the substantive aspects of teaching English language in learning situations which are part of the global web.

4. CONCLUSION

This study is a systemic literature review of challenges experienced by ESL/EFL teachers in multicultural classes and synthesis the findings using thematic analysis and focuses on the following findings. It is a systematic literature reviewed and structured in thematic analysis to sift out challenges experienced by ESL/EFL teachers in multicultural classroom. Despite its full potential for inclusive learning, and intercultural exchange in multicultural classrooms, it also presents a number of pedagogical, communicative, managerial and institutional challenges for teachers that are confirmed during the review. The results showed that the challenge domains were linguistic diversity, complexity of classroom management, intercultural communication barriers, curriculum adaptation difficulties, lack of preparedness of the teacher and structural institutional constraints.

The study draws attention to the fact that the learner's proficiency in foreign language means nothing without a teacher's ability to teach multicultural ESL/EFL. A rapidly changing society and its classrooms require teachers to be intercultural in their awareness and use, culturally responsive pedagogically competent, adaptable in their communication skills, and have the support of institutions in their work. Most importantly, the findings suggest systemic problems which demand systemic solutions in the form of policies and strategies from teacher education institutions, educational policies makers and policy makers within the schools and university leadership.

In the context of continuously changing multiculturalism in language education around the world, fostering teacher preparedness for a culturally diverse classroom is a strategic agenda in policy and practice. Such current findings could be further expanded by empirical studies of personal narratives and relevant experiences of teachers, regional comparisons or models of evidence for teachers providing inclusive and interculturally appropriate ESL/EFL instruction.

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