

MOROCCAN EFL STUDENTS' AND TEACHERS' READINESS FOR MULTICULTURAL EDUCATION

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Abstract: This study bridges the gap in the existing literature concerning implementing multicultural education. Examining both students' and teachers' perspectives offers insights into the preparedness of educational stakeholders to embrace multicultural frameworks in EFL settings. The primary aim of this study is to assess the level of readiness for multicultural education among Moroccan EFL students and teachers, and to identify key opportunities and challenges associated with its implementation. A mixed-methods research design was adopted. Quantitative data were collected and analyzed using descriptive statistics through two structured questionnaires administered to 100 EFL students and 70 EFL teachers. Qualitative data was gathered via semi-structured interviews and analyzed thematically to gain deeper insight into teachers' views and experiences in multicultural education. The results were interpreted in a convergent manner to ensure a comprehensive understanding of the research problem. The findings indicated that participants generally had positive perceptions of multicultural education. However, many challenges potentially impede the effective integration of multicultural education within the Moroccan EFL context. Hence, the study presents a set of practical recommendations designed to improve stakeholders' readiness and facilitate their adoption of multicultural practices. This study carries significant implications for students, educators, curriculum developers, and policymakers, as it also opens avenues for future research on multicultural education and its implementation.

Keywords: *EFL education; multicultural education; multicultural readiness; teacher preparation.*

INTRODUCTION

In an age where boundaries are increasingly blurred and interactions transcend geographical boundaries, approaching the world with a multicultural lens has become essential. Multicultural education has triggered an international debate and has been championed by many advocates due to its significance for achieving social equity in education. It highlights the need for collaborative efforts and contributions from various sociocultural contexts (Liu et al., 2020).

Research suggests that professional development and teacher training programs should support educators in employing culturally sensitive strategies to ensure equal opportunities for all students (Ferrell, 2022). Thus, teacher education programs must offer comprehensive guidance to their candidates throughout their coursework, field experiences, and internships on crafting and delivering culturally responsive lessons (Yoon & Martin, 2019).

A significant portion of the literature on

multicultural education has predominantly focused on theoretical frameworks or has been conducted within Western educational contexts. As a corollary, there is a noticeable scarcity of empirical studies rooted in other settings, particularly within the Moroccan EFL context. Moreover, previous research tends to rely solely on quantitative or qualitative methods, which can restrict the findings' depth, breadth, and generalizability. By adopting a mixed methods design, the present study offers a more comprehensive, context-sensitive, and empirically grounded understanding. Therefore, this research paper aims to assess Moroccan EFL students' and teachers' readiness for multicultural education. It investigates the levels of multicultural readiness, key challenges, and how teacher attitudes and experiences shape multicultural practices. The study examines how current teaching practices support or hold back the growth of multicultural notions. This paper also hopes to add valuable insights to the discourse on multicultural education and provide practical

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tips for improving the level of readiness of both teachers and students.

The Need for Culturally Responsive Teachers

The twenty-first century is undoubtedly a transformative era, uniting nations like never before. As progress unfolds across various domains, human interactions increasingly involve individuals from diverse cultural ethnics, and ethnic backgrounds. These changes necessitate adopting what is called *Culturally Responsive Teaching*. CRT is an educational approach that emphasises the integration of students' cultural backgrounds into all aspects of learning. CRT asserts that every student, regardless of their gender, social status, or cultural background, should have equitable access to education (Banks & Banks, 2010). CRT necessitates that educators recognize student diversity and use it to cultivate a supportive and academically enriching atmosphere.

Classroom diversity significantly benefits students' academic success (Lee, 2024). It allows students to engage with racial and multicultural issues in the classroom and through extracurricular activities. These interactions help students move beyond superficial encounters, leading to more meaningful exchanges and a deeper understanding of the diverse perspectives. Research evidence has shown that teachers from minority groups have contributed significantly to various academic fields by introducing new ideas, raising important questions, and addressing challenges. Particularly, female instructors and teachers of color are more likely to use active learning strategies, encourage student participation, and incorporate the perspectives of women and minorities into their teaching (Lee, 2024; Soetan & Nguyen, 2023). As classrooms become increasingly diverse, it is mandatory for all teachers, without exception, to improve their effectiveness in working with students who are not part of the ethnic, racial, and cultural majority (Yoon & Martin, 2019).

Henceforth, teachers must develop the skills to engage with others irrespective of the dissimilarities.

The importance of teacher education programs lies in their ability to provide preservice teachers with a comprehensive understanding of multicultural education and the diverse aspects of student backgrounds, which are essential for developing effective and inclusive teaching practices. Developing the necessary awareness, knowledge, and skills enhances teachers' understanding and teaching strategies within the classroom, enabling them to effectively contribute to promoting social cohesiveness (Alismail, 2016). That is only possible if they receive adequate training that would allow them to accept and apply principles of multicultural education into their teaching practices (Banks & Banks, 2010).

Teachers' Preparedness for Multicultural Education

A teacher's greatest strength lies in their ability to unite the students. Therefore, it becomes increasingly substantial for educators to possess appropriate attitudes, perceptions, and professional training to teach successfully in multicultural settings. Research has shown that instructors who received professional development in multicultural education, during their in-service years, had more positive attitudes and beliefs about multicultural ideologies and practices than instructors who did not (Sherpa, 2020).

Challenges of Multicultural Education

A lack of training in cultural competency can lead teachers to perceive values, beliefs, and events through a narrow, subjective lens, increasing the likelihood of misunderstanding students' ethnic, social, racial, or linguistic differences. As a result, teachers may—consciously or unconsciously—apply inappropriate educational techniques in the classroom (Tonbuloglu, 2016). As such, teachers who

are not culturally competent are more prone to engage in activities that are culturally non-responsive, which can exacerbate the divide between students of varying ethnicities and backgrounds.

The lack of tools and assistance for teachers is another problem with multicultural education. Current teaching methods and curriculum should reflect the principles of multicultural education to correspond to the diversity of pupils in the classroom. However, some instructors lack the tools and expertise to implement these adjustments. Furthermore, the lack of governmental support further hinders multicultural education adoption (Naz et al., 2023).

Role of Teacher Education Programs

Teacher preparation programs are expected to offer structured experiences for prospective teachers to undergo a comprehensive initial phase of professional development (Moore & Vitulli, 2021). Preservice teacher education programs are tasked with furnishing teachers with the necessary knowledge, skills, and competencies to instruct students with diverse needs effectively. Teacher education programs then must offer comprehensive guidance to their teacher candidates throughout their coursework, field experiences, and internships on crafting and delivering culturally responsive lessons (Yoon & Martin, 2019). Part of the teacher's job is to critically examine topics such as race, ethnicity, and culture, and acknowledge how these concepts profoundly influence the learning journey of many students. Therefore, teacher preparation programs should adopt transformative approaches that encourage candidates to understand cultural diversity and actively apply this knowledge through culturally responsive practices in real-world teaching experiences (Nash et al., 2020).

According to Piper (2019), teacher candidates are not genuinely prepared for

success with student populations apart from their local school populations. The limited scope of preparation within the institution, which focuses primarily on local community needs, may lead to a disconnect between teacher preparation programs and the evolving demands of education in a diverse and globalized world. Research evidence highlights the importance of re-evaluating institutional priorities to ensure that future teachers are adequately equipped to address the needs of diverse student populations within their local community and in broader educational contexts, concluding that this is the primary task of teacher education programs. This research underscores the importance of multicultural education programs and training in helping teachers gain knowledge and develop practices to strengthen multicultural education in their teaching practices.

METHODOLOGY

Research Design

The mixed methods approach was the most suitable for examining multicultural readiness among 100 Moroccan EFL students and 70 EFL teachers. This study adopted a descriptive and explanatory case study design as the qualitative phase, aligning with Yin's (2009) framework on case study research. This approach allowed for an in-depth exploration of the contextual factors influencing participants' multicultural readiness and provided rich, contextualized data. As for the quantitative phase, descriptive statistics were used, particularly relative frequency, to present trends and patterns in participants' responses. This approach is adequate for summarizing large datasets comprehensively, especially when aiming to capture the prevalence of specific attitudes or behaviors related to multicultural education. The combination of both qualitative and quantitative findings was integrated during the interpretation phase to compare and triangulate the results, thus enhancing the overall validity and depth of

the study.

Research Instruments

Convenience sampling was employed to facilitate the practical and efficient collection of data by selecting participants who were readily accessible and willing to participate. The study also opted for the use of two quantitative questionnaires containing Likert scales (1, 2, 3, 4, 5, 6, 7). The multicultural readiness scale was adopted to measure students' readiness for multiculturalism, the scale developed by Obasare (2022), and the initial 36-item scale consisted of four dimensions: cultural identity, cultural openness, cultural empathy, and cultural self-efficacy.

As for teachers, the researcher adopted the culturally responsive teaching readiness (CRTR) scale developed by Karataş and Oral (2017), which contains 21 items. These items aim to evaluate teachers' readiness in culturally responsive teaching along two dimensions: personal and professional readiness. The personal readiness dimension comprises 12 items to assess preservice teachers' cognitive and emotional preparedness as individuals to facilitate the learning and teaching process for students with diverse cultural backgrounds. The dimension of professional readiness includes 9 items for measuring teachers' pedagogical knowledge and the extent to which their teacher education programs have prepared them to create an effective learning-teaching environment for culturally diverse students.

The two questionnaires were administered during the second semester of the academic year, between March 10th and March 25th, 2024. Participants were allotted approximately 20 to 30 minutes to complete the instruments. The administration took place for students during scheduled class sessions, whereas teachers completed the questionnaires during designated breaks or pre-arranged individual sessions to ensure minimal disruption to their schedules. The

two questionnaires were systematically reviewed for completeness and accuracy. In instances where responses were missing or incomplete, follow-up contact was initiated in person or via email to request the completion of the omitted items. If participants were unresponsive or the missing data were deemed substantial, the respective questionnaires were excluded from the final dataset to maintain the integrity of the analysis.

To complement the quantitative data, semi-structured interviews were selectively conducted to delve deeper into participants' experiences with multicultural education. These interviews lasted 45 to 60 minutes, providing ample time for participants to express their thoughts and experiences. The interviews included 15 questions designed to explore teachers' attitudes and experiences, providing deeper insight into their perspectives on multicultural education. In parallel, online and face-to-face interviews were conducted to accommodate teachers' convenience, ensuring their participation without constraints.

Data Analysis Methods

Using various statistical measures and tables allowed the researcher to capture a comprehensive overview of the collected data and present the research findings clearly and concisely. The use of descriptive statistics was particularly pertinent for analysing the closed-ended questions. These questions elicited responses in predetermined options and categories, rendering them suitable for quantitative analysis. Using SPSS allowed the researcher to calculate frequencies, percentages, and the overall mean score, enabling a more profound measurement of multicultural readiness among students and teachers. The findings are displayed through tables, clearly illustrating trends and distributions across the study variables.

The semi-structured interviews yielded rich narrative insights into teachers'

perceptions, attitudes, and classroom practices. The data was subjected to thematic analysis, which involved identifying, analyzing, and organizing recurrent themes emerging from the participants' responses. This method of presentation provides depth and context to the quantitative results, allowing for a more holistic interpretation of the study's findings.

RESULTS AND DISCUSSION

This section illustrates the data collected from stakeholders (students and teachers). For the sake of clarity, findings are arranged in tables to facilitate the process of analysis and discussion.

Table 1. *Assessing Students' Readiness for Multicultural Education*

Cultural Identity	SD	D	SOD	N	SOA	A	SA
1. I'm aware of how my culture influences how people view me	1.0%	3.0%	3.0%	9.0%	18.0%	24.0%	42.0%
2. I am aware of how my culture influences how I view others	4.0%	6.0%	5.0%	4.0%	11.0%	34.0%	46.0%
3. My cultural upbringing influences my professional goals	1.0%	5.0%	1.0%	14.0%	15.0%	26.0%	38.0%
Cultural Openness	SD	D	SOD	N	SOA	A	SA
1. I like to try different foods from other cultures	1.0%	7.0%	5.0%	14.0%	18.0%	30.0%	28.0%
2. I enjoy hearing the experiences of people from different cultures	1.0%	8.0%	0.0%	15.0%	14.0%	28.0%	34.0%
3. I enjoy attending cultural events	1.0%	2.0%	3.0%	8.0%	14.0%	29.0%	44.0%
Cultural Empathy	SD	D	SOD	N	SOA	A	SA
1. When I talk to people from other cultures, I look at things from their perspective	1.0%	11.0%	6.0%	11.0%	20.0%	26.0%	25.0%
2. I can relate to feeling like you do not fit in with a new culture	2.0%	6.0%	2.0%	12.0%	22.0%	31.0%	26.0%
3. I share the frustration people feel when they are mistreated due to their culture	1.0%	5.0%	1.0%	9.0%	20.0%	32.0%	32.0%
Cultural Self-Efficacy	SD	D	SOD	N	SOA	A	SA
1. I would be good at coping with the uncertainties of living in a different culture	2.0%	1.0%	5.0%	20.0%	20.0%	30.0%	22.0%
2. I trust in my ability to cope with the ups and downs of living in a new cultural setting	2.0%	2.0%	6.0%	7.0%	19.0%	33.0%	31.0%

3. I trust in my ability to adapt to new cultural norms	1.0%	2.0%	3.0%	9.0%	23.0%	27.0%	37.0%
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Note: (SD)= Strongly Disagree, (SOD)= Somewhat Disagree, (D)= Disagree (N)=Neutral, (SOA)=Somewhat Agree, (A)= Agree, (SA)= Strongly Agree.

The table above demonstrates that the readiness of Moroccan EFL students was assessed using four key dimensions: cultural identity, cultural openness, cultural empathy, and cultural self-efficacy. Students showed a relatively high awareness of how their cultural backgrounds shape both self-perception and how they view others. For example, 42% of respondents strongly agreed that they know how their culture influences how others perceive them. Similarly, 46% strongly agreed that their cultural background influences how they view others. The results reflected the participants' high level of cultural self-awareness and identity formation. Cultural openness was also evident, with 44% of students agreeing that they enjoy attending cultural events, and 34% affirming that they enjoy hearing experiences from individuals of different cultural backgrounds. Such responses suggest a willingness to engage in intercultural interactions and embrace cultural diversity. Empathy scores were encouraging. For instance, 32% of students strongly agreed that they share frustration when individuals are mistreated due to their culture, and 26% could relate to feelings of not fitting into a new culture. The data indicate that many students are emotionally attuned to intercultural challenges, as reflected in their empathy toward cultural mistreatment and personal experiences of cultural adjustment.

Regarding cultural self-efficacy, students showed confidence in adapting to new environments. 33% agreed and 31% strongly agreed that they trust their ability to cope with the ups and downs of living in a new cultural setting. However, the fact that nearly 30% remained neutral or disagreed suggests room for development through multicultural training, and educational institutions are to support multicultural

engagement within the EFL curriculum.

Table 2. Interpretation of Mean Score

Likert Scale	Score	Mean Score	Score Interpretation
Strongly Disagree	1		
Disagree	2	1,00_3,999	Not ready
Somewhat Disagree	3		
Neutral	4	4,00_4, 499	Undetermined
Somewhat Agree	5	4,500_5,700	Somewhat ready
Agree	6		
Strongly Agree	7	5,800_7,00	Ready

The table outlines the interpretation of mean scores obtained from the multicultural readiness Likert scales, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The scores are categorized into three levels of readiness: "Not Ready" (1.00–3.99), "Undetermined" (4.00–4.49), "Somewhat Ready" (4.50–5.70), and "Ready" (5.80–7.00). These categories help to classify participants' attitudes toward multicultural education for both students and teachers.

Table 3. Assessing Readiness of Moroccan EFL Students for Multicultural Education

Number of Participants	100
Meaning of Cultural Identity	5.508
Mean of Cultural Openness	5.670
Mean of Cultural Empathy	5.695
Mean of Cultural Self-Efficacy	5.527
Overall Mean	4.784

This table displays the average scores of Moroccan EFL students across four key dimensions of multicultural readiness: cultural identity, cultural openness, cultural empathy, and cultural self-efficacy. These mean scores were interpreted using the Likert scale benchmarks presented in Table 2. The

mean score for cultural identity was 5.509, indicating that students are somewhat ready to recognize how their cultural background shapes their perceptions and professional aspirations. Cultural openness scored slightly higher at 5.670, reflecting students' receptiveness to learning about and engaging with diverse cultural experiences. This suggests that students are generally open to intercultural interactions and willing to explore cultural differences.

Regarding cultural empathy, students achieved a mean score of 5.695, the highest among the four dimensions. This indicates a relatively strong ability to understand and share the feelings of individuals from different cultural backgrounds, an essential component for fostering inclusivity. Cultural self-efficacy scored 5.527, suggesting that students are moderately confident in adapting to unfamiliar cultural environments and navigating cultural transitions effectively.

Overall, the mean score across all four components was 4.784, positioning Moroccan EFL students within the somewhat ready category for multicultural education. The findings reflect a promising foundation yet highlight the need for further support and training to enhance students' multicultural readiness. In essence, fostering cultural openness and empathy is essential to building inclusive educational environments that uphold values of fairness, social justice, and global citizenship (Elemam & Saide, 2023). However, students may still experience challenges such as information overload and discomfort when engaging in culturally sensitive topics (Naz et al., 2023). Therefore, to move from "somewhat ready" to "fully ready," educational institutions must provide sustained, all-encompassing programs that celebrate diversity and prepare learners for the demands of a multicultural global society (Sherpa, 2020).

Table 4. *Assessing Teachers' Readiness for Multicultural Education*

Personal Readiness	SD	D	SOD	N	SOA	A	SA
1. I do not tolerate students in my class discriminating against each other because of their cultural diversity.	1,2%	1,4%	1,5	4,2	1 ,4%	16,9%	74,6%
2. It would be enjoyable to train in class where cultural diversity is experienced	1,3%	1,4%	1%	8,6	9,9%	39,4%	39,4%
3. When cultural diversity is taken into Consideration, I can teach anywhere in the world	1,4%	2,8%	2,8%	16,9%	11,3%	35,2%	29,6%
Professional Readiness	SD	D	SOD	N	SOA	A	SA
1. I gained an awareness of the cultural diversity that exists during my teacher education program	1,4%	15,5%	2,8%	14,1%	23,9%	25,4%	16,9%
2. I am aware that students' cultural lives must be used as a means of achieving their learning objectives	1,3%	2,2%	1,0%	21,1%	9,9%	38,0%	29,6%
3. Materials and activities used in my teacher education courses were sufficient in presenting information related to cultural diversity	12,4%	35,2%	8,5%	16,9%	15,5%	8,5%	14,1%
Personal Readiness	SD	D	SOD	N	SOA	A	SA
1. I do not tolerate students in my class discriminating against each other because of their cultural diversity.	1,2%	1,4%	1,5	4,2	1 ,4%	16,9%	74,6%
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The table above presents the percentage distribution of Moroccan EFL teachers' responses to selected items from the Culturally Responsive Teaching Readiness (CRTR) scale, measuring two primary components: Personal and professional readiness. These dimensions reflect the effective and practical capacities of teachers to foster multicultural education in their classrooms. On their part, teachers indicate a high degree of personal commitment to multicultural values. For instance, 74.6% strongly agreed they do not tolerate discrimination in their classrooms. Similarly, 39.4% agreed and 39.4% strongly agreed that they would enjoy teaching in a culturally diverse class, highlighting a strong emotional and ethical alignment with inclusive pedagogy. Moreover, 64.8% of respondents felt confident they could teach effectively in international contexts if cultural diversity were considered. These frequencies confirm that Moroccan EFL teachers, on a personal level, demonstrate openness, acceptance, and enthusiasm toward diversity, affirming the findings from the qualitative interviews.

In contrast, the results reveal a less robust picture of teachers' professional readiness. While 16.9% strongly agreed and 25.4% agreed that they gained awareness of cultural diversity during their teacher education programs, a substantial 33.7% were either neutral or disagreed. Additionally, only 14.1% strongly agreed that their educational materials adequately presented culturally diverse content, while 35.2% disagreed. The findings revealed the

inconsistency between personal attitudes and professional preparation, with many teachers lacking the pedagogical tools, training, and curricular support to translate their values into effective multicultural teaching practices.

This divide reinforces earlier research suggesting that inadequate professional training hinders the full integration of multicultural education (Yılmaz & Temizkan, 2022). While teachers may be emotionally and attitudinally aligned with inclusive values, their ability to enact those values in practice is limited by systemic shortcomings in curriculum design and teacher education.

Table 5. *The Mean of Personal and Professional Readiness of Teachers*

Number of Participants	Mean of Personal Readiness	Mean of Professional Readiness	The Overall Mean
70	6,039	4,813	5,426

This table presents the mean scores of Moroccan EFL teachers' readiness for multicultural education across personal and professional readiness (the interpretation follows the same Likert scale benchmarks outlined in Table 2). The mean score for personal readiness (6.039) places teachers firmly within the "ready" category, reflecting their willingness and emotional preparedness to promote multicultural education. This supports earlier results and suggests that most participants are intrinsically equipped to foster inclusive, respectful learning environments. However, the mean for

professional readiness (4.813) indicates that teachers are only "somewhat ready" regarding pedagogical knowledge and institutional support, underscoring a significant mismatch between what teachers believe in and what they are professionally trained to implement. This gap reflects concerns echoed in the qualitative data, where teachers reported a lack of exposure to culturally inclusive curricula and insufficient instructional materials during their preservice training.

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instructional materials during their preservice training. A notable 35.2% of respondents disagreed that their teacher education programs sufficiently addressed issues of cultural diversity. In addition, only 16.9% strongly agreed that their training raised cultural awareness. Thus, despite endorsing multicultural values, teachers still encounter significant challenges in translating these beliefs into effective professional practices. The data revealed that while personal readiness was high, professional readiness remained moderate, indicating a gap between individual attitudes and institutional preparation. Henceforth, the absence of comprehensive training and professional support can lead to a misunderstanding of students' ethnic, social, racial, or linguistic diversities (Tonbuloglu, 2016).

Insights from Teacher Interviews **Barriers to Multicultural Education**

Teachers consistently voiced disappointment regarding systemic constraints that hinder the adoption of multicultural education. These included insufficient institutional support, outdated instructional resources, and the absence of dedicated training. The educators described how such limitations affect their ability to deliver inclusive content and confine the practical realization of multicultural values in their teaching practices. These concerns confirm prior research suggesting that structural gaps often block effective multicultural implementation (Tonbuloglu, 2016). Moreover, educators expressed that students frequently struggle with cultural biases and ingrained stereotypes reinforced by broader societal norms. These challenges make it difficult to create genuinely inclusive learning environments. In this line, Naz et al. (2023) also assert that institutional customs and social norms exert intense pressure on individuals, making it challenging to unlearn prejudicial attitudes even within educational settings fully.

The Need for Textbook Evaluation

A dominant theme was the incompatibility between existing curricula and cultural realities. Participants described the current textbooks as outdated and irrelevant to students' experiences. A teacher interviewee stated: *"There is an urgent need to re-evaluate textbooks and adopt new ones tailored to students' proficiency levels and cultural specificities"*. Educators called for curriculum reform that acknowledges local cultural nuances while fostering global awareness. This concern reflects the broader call for educational reforms that move beyond traditional models and embrace universal values such as equity, tolerance, humanism, and solidarity within a pluralistic and multicultural framework. Accordingly, reforms should be grounded in Delors' four pillars of education: learning to know, learning to be, learning to do, and learning to live together (Krulj et al., 2024).

Inadequate Teacher Preparation Programs

The lack of structured and sustained professional development emerged as a critical concern. Most teachers reported that their preservice training lacked substantive engagement with multicultural notions. In-service training, where available, was described as superficial or inconsistent. For this reason, teachers called for well-designed professional development initiatives that prioritize multicultural pedagogy, intercultural communication, and inclusive classroom management. Similarly, Wand and Gao (2023) emphasizes that preparing educators to teach in diverse contexts requires ongoing, comprehensive training beyond initial teacher education.

Teachers' Suggestions and Recommendations

Teachers stressed the need for materials and pedagogy that help learners navigate differences rather than reinforce conformity. One teacher remarked, *"Multicultural communities are becoming the norm even in our small village. Immigration and mobility are everyday realities, and teaching in*

multicultural settings is no longer optional; managing them is an indispensable skill." This perspective aligns with global scholarship advocating for education systems that reflect the complexities of contemporary society (Banks & Banks, 2010).

CONCLUSION

The results of this study revealed that both Moroccan EFL students and teachers exhibit a moderate level of readiness for multicultural education. The results also revealed diverse levels of students' cultural identity, openness, empathy, and cultural self-efficacy. While teachers demonstrated higher levels of personal readiness than professional readiness, underscoring a gap between attitudes and pedagogical preparation. Teachers' insights further illuminated the complexities of integrating multicultural education into current teaching practices, highlighting both enthusiasm for inclusive pedagogies and the imposed constraints due to insufficient training and institutional support.

The study carries significant implications for the field of EFL teaching and learning. It underscores the pressing need for educational reform that prioritizes multicultural competence at all levels of instruction. In particular, the results suggest that fostering an inclusive and culturally responsive classroom requires revised curricula and comprehensive teacher preparation programs that promote multicultural awareness, empathy, and pedagogical adaptability. For EFL learners, multicultural education can enhance global citizenship, critical thinking, and interpersonal communication across cultural boundaries, skills increasingly essential in today's multicultural world.

Given the current classrooms' evolving demographic and cultural realities, further research is recommended to explore how multicultural education can be effectively integrated across disciplines, educational levels, and institutional contexts. Future

studies might also investigate the long-term impact of culturally responsive teacher training programs or examine the experiences of students from rural or marginalized backgrounds within multicultural frameworks. This inquiry's continuity ensures a more inclusive, equitable, and culturally attuned educational system.

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