



# Teaching English in International English Classrooms: Pedagogical Challenges and Opportunities in Linguistically Diverse Classrooms at Muhammadiyah University of North Maluku

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## Abstrak

Dalam konteks internasionalisasi pendidikan tinggi, bahasa Inggris diketahui menjadi ruang pembelajaran multibahasa dan multikultural, dimana bahasa Inggris digunakan bukan mengikuti standar penutur asli tapi lebih mempertimbangkan bahasa Inggris itu sendiri sebagai *lingua franca*. Transformasi ini menghadirkan tantangan pedagogis yang kompleks sekaligus membuka peluang strategis bagi pendidik bahasa Inggris, khususnya dalam konteks kelas dengan populasi mahasiswa yang heterogen. Penelitian ini bertujuan untuk mengkaji tantangan dan peluang dalam pengajaran kelas bahasa Inggris internasional di Universitas Muhammadiyah Maluku Utara serta mengeksplorasi strategi pembelajaran yang mendukung proses belajar yang inklusif dan efektif. Penelitian ini menggunakan desain kualitatif dengan pengumpulan data melalui wawancara semi-terstruktur dengan dosen bahasa Inggris, kuesioner mahasiswa, observasi kelas, dan analisis dokumen. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola-pola berulang dalam pengalaman pengajar dan praktik pembelajaran di kelas. Hasil analisis mengungkapkan tiga tema utama, yaitu tantangan pedagogis dalam kelas bahasa Inggris internasional, peluang yang muncul dalam konteks keberagaman linguistik dan kultural, serta strategi pengajaran adaptif. Temuan penelitian menunjukkan bahwa pengajar menghadapi tantangan berkelanjutan terkait perbedaan tingkat kemahiran bahasa Inggris, variasi pelafalan dan aksen, perbedaan budaya dalam interaksi kelas, serta kompleksitas dalam menerapkan penilaian yang adil bagi mahasiswa dengan latar belakang pendidikan yang beragam. Meskipun demikian, kelas bahasa Inggris internasional juga menyediakan peluang yang signifikan untuk pembelajaran interkultural, keterlibatan kolaboratif, dan pengembangan kompetensi komunikasi global. Keberagaman linguistik dan kultural terbukti memperkaya interaksi kelas, mendorong berpikir kritis, serta meningkatkan kesiapan mahasiswa untuk berpartisipasi dalam konteks akademik dan pembelajaran global. Selain itu, penelitian ini menegaskan efektivitas pendekatan pedagogis yang interaktif, kolaboratif, dan terintegrasi teknologi dalam memfasilitasi pembelajaran berdiferensiasi serta meningkatkan partisipasi yang inklusif.

**Kata Kunci:** *English in International English Classrooms; challenges and opportunities; linguistically diverse classrooms*

## Abstract

The internationalization of higher education has reshaped English language classrooms into linguistically and culturally diverse spaces where English functions primarily as a *lingua franca* rather than a native speaker norm. This transformation presents complex pedagogical challenges as well as meaningful opportunities for English language educators, particularly in contexts characterized by heterogeneous student populations. This study examines the challenges and opportunities encountered in teaching international English classes at Muhammadiyah University Maluku Utara and explores instructional strategies that support inclusive and effective learning. Employing a qualitative research design, data were collected through semi-structured interviews with English instructors, student questionnaires, classroom observations, and document analysis. The data were analyzed using thematic analysis to identify recurring patterns in educators' experiences and classroom practices. The analysis yielded three major themes: pedagogical challenges in international English classrooms, opportunities in linguistically and culturally diverse classrooms, and adaptive teaching strategies. The results reveal that instructors face persistent challenges related to uneven English proficiency levels, pronunciation and accent variation, cultural differences in classroom interaction, and the complexity of implementing fair assessment practices across diverse educational backgrounds. Despite these challenges, international English classrooms provide substantial opportunities for intercultural learning, collaborative engagement, and the development of global communication skills. Linguistic and cultural diversity was found to enrich classroom interaction, promote critical thinking, and enhance students' readiness for participation in global academic and professional contexts. Furthermore, the study highlights the effectiveness of interactive, collaborative, and technology enhanced pedagogical approaches in facilitating differentiated instruction and inclusive participation.

**Keywords:** *English International English Classrooms; challenges and opportunities; linguistically diverse classrooms*

## Introduction

The internationalization of higher education in the past decade has contributed to the growing linguistic and cultural diversity of English language classrooms worldwide. In these settings, English is predominantly used as a lingua franca, enabling communication among speakers with different first languages rather than serving as a benchmark for native-speaker proficiency (Jenkins, 2015; Kirkpatrick, 2016). This shift has prompted a re-evaluation of traditional English language teaching (ELT) approaches that emphasize native norms and grammatical accuracy. Recent scholarship argues that ELT must instead prioritize communicative effectiveness, inclusivity, and intercultural awareness to better equip learners for real-world international communication (Galloway & Rose, 2015; Rose & Galloway, 2019).

One influential perspective addressing this global use of English is English as an International Language (EIL). EIL advocates that English instruction should reflect its diverse and pluricentric use across global contexts, rather than adhering to prescriptive native-speaker models (Kirkpatrick, 2016; Marlina, 2018). Current EIL research highlights important pedagogical implications, including the recognition of multiple English varieties and the development of communication strategies that ensure mutual intelligibility in intercultural interactions (Galloway & Rose, 2015; Rose et al., 2021). In the Indonesian context, English as an International Language (EIL) oriented pedagogy has been shown to promote more inclusive classroom practices by legitimizing localized English use and enhancing learners' ability to adapt their linguistic resources across diverse communicative contexts (Marlina & Giri, 2020).

Closely related to English as an International Language (EIL) is the theory of Intercultural Communicative Competence (ICC), which has been widely recognized as a core component of effective foreign language teaching. ICC frameworks conceptualize communicative competence as encompassing not only linguistic knowledge but also cultural awareness, attitudes, and skills that enable learners to interpret, relate, and negotiate meaning appropriately in intercultural encounters (Byram, 2021; Deardorff, 2015). Recent systematic reviews in English language teaching (ELT) indicate that integrating ICC into English instruction enhances learners' intercultural engagement and supports their ability to manage cultural differences in both academic and real-world communication contexts (Peng et al., 2020; Porto et al., 2018).

Recent research on differentiated instruction in English language teaching demonstrates that when instructional practices are intentionally designed to address learner diversity, heterogeneous EFL classrooms can benefit from increased engagement and enhanced learning outcomes, even though implementing such differentiation poses significant challenges for teachers in terms of planning and adapting material to varied learner needs" (Tajik, Noor, & Golzar, 2024). These things underscore the importance of differentiated instruction and reflective teaching practices to address varied learner needs, enhance engagement, and maximize the pedagogical potential of diversity in English language classrooms (Tomlinson, 2017).

Finally, Communicative Language Teaching (CLT) remains a widely endorsed pedagogical approach for developing communicative competence in diverse language

classrooms. CLT advocates learner-centered activities, meaningful interaction, and authentic communication, which align well with the goals of EIL and ICC. Research on CLT in ELT contexts demonstrates that communicative activities such as group discussions, role-plays, and collaborative tasks enhance learners' confidence and participation, particularly in multilingual settings where students bring varied linguistic repertoires. These findings support CLT as a practical methodology for facilitating active language use and intercultural engagement.

At Muhammadiyah University Maluku Utara, the diversity of students' regional, linguistic, and cultural backgrounds reflects global trends in English language education. While this diversity poses challenges related to proficiency variation, pronunciation differences, and cultural communication norms, it also offers rich opportunities for intercultural learning and collaborative engagement. Despite these opportunities, research specifically exploring how English instructors navigate these dynamics at Muhammadiyah University Maluku Utara remains limited. Therefore, this study seeks to address this gap by investigating the challenges and opportunities associated with teaching international English classes in this institutional context.

Building on the discussion of English as a lingua franca and the pedagogical realities of linguistically and culturally diverse classrooms, this study is designed with clearly defined and focused research objectives. Specifically, the study aims to identify the principal pedagogical challenges faced by educators in teaching international English classes at Muhammadiyah University Maluku Utara, to examine the opportunities afforded by linguistic and

cultural diversity for learning and interaction, and to formulate practical and context-sensitive teaching strategies that enhance instructional effectiveness and inclusivity. By aligning these objectives with the issues outlined in the background, the study seeks to generate empirically grounded insights that inform the improvement of English language teaching practices in internationalized higher education settings.

### Research Method

This study will adopt a qualitative research approach to explore the challenges and opportunities in teaching international English classes at Muhammadiyah University Maluku Utara. Qualitative research in English language teaching and learning foregrounds how participants make meaning of classroom experiences, enabling researchers to explore complex educational phenomena such as instructional challenges and opportunities grounded in lived contexts rather than relying on numerical measurement (Wang, 2024). Qualitative research in English language teaching and learning allows researchers to explore complex phenomenon within authentic educational contexts by capturing participants' lived experiences, perceptions, and interactions, thus providing deep insights into instructional challenges and opportunities that quantitative methods alone cannot reveal (Pandey, 2025).

Data for this study will be collected through multiple qualitative methods to provide a comprehensive understanding of the instructional practices and learner experiences in international English classes at Muhammadiyah University Maluku Utara. *First*, semi-structured interviews will be conducted with English language instructors to explore their experiences, pedagogical strategies, and perceived

challenges in classroom instruction. *Second*, surveys in the form of questionnaires will be distributed to students to elicit their perspectives on learning in a multicultural English learning environment. *Third*, classroom observations will be carried out to examine teaching practices, student engagement, and interaction patterns. *Fourth*, document analysis will be used to review institutional reports, curriculum materials, and student performance records to contextualize and triangulate findings. Consistent with Creswell & Poth's (2016) emphasis on methodological pluralism, combining multiple data collection techniques enhances the depth and validity of qualitative inquiry by allowing comprehensive triangulation of sources.

The collected data will be analysed using thematic analysis to identify key patterns and trends across participants' responses, as thematic analysis provides a systematic and flexible approach for interpreting qualitative data through the identification, analysis, and reporting of recurring themes within a dataset (Braun & Clarke, 2021). The findings derived from this analytical process will inform evidence-based recommendations for improving English language instruction.

## Results and Discussions

### Results

This section presents the findings derived from semi-structured interviews with educators teaching international English classes at Muhammadiyah University Maluku Utara. The data were analyzed using thematic analysis, resulting in three overarching themes: (1) challenges in teaching international English classes, (2) opportunities arising from linguistic and cultural diversity, and (3) adaptive and innovative teaching strategies.

### 1.1 Challenges in Teaching International English Classes

Interview data indicate that educators face multifaceted challenges related to linguistic diversity, cultural differences, and assessment practices. Most participants highlighted varying levels of English proficiency as a primary obstacle influencing classroom interaction and student participation. Differences in educational backgrounds further complicated assessment fairness and instructional pacing. Cultural misunderstandings, particularly regarding classroom norms and communication styles, were also reported as recurring issues.

The findings also indicate that linguistic proficiency differences significantly affect classroom interaction and comprehension. Several participants reported difficulties in engaging students with varying levels of English proficiency.

One participant stated:

*"Some students struggle to follow instructions because their English level is very different from others"* (P3).

Another educator noted that assessment practices also become challenging when students come from diverse educational backgrounds:

*"It is difficult to assess students fairly because they are used to different academic systems"* (P1).

Struggling for English pronunciation is also one of students' problem in this international class. It is founded that:

*“Differences in pronunciation and accent often affect students’ comprehension and confidence during classroom interaction. Some students hesitate to speak because they are unsure whether their accent will be understood by others.” (P3)*

### **1.2 Opportunities in Linguistically and Culturally Diverse Classrooms**

Despite these challenges, participants emphasized several opportunities associated with teaching international students. Cultural diversity was perceived as enriching classroom discussions and fostering global perspectives. Multilingualism among students was reported to facilitate peer learning and collaborative knowledge-sharing. Educators also noted that international classrooms encouraged critical thinking and intercultural awareness.

One participant highlighted the positive impact of cultural diversity on classroom discussions:

*“Teaching students from different linguistic and cultural backgrounds creates a more dynamic classroom atmosphere. Their diverse perspectives enrich discussions and help students develop a broader, more global way of thinking.” (P2)*

The findings indicate that international English classrooms play a significant role in preparing students for participation in the global workforce. Educators observed that exposure to multicultural interactions and English-mediated communication helps students develop professional skills relevant to international work environments.

*“Learning in an international classroom prepares students to communicate more effectively in global professional settings. They become more aware of cultural differences and more confident using English in situations that reflect real workplace interactions.” (P5)*

### **1.3 Innovative and Adaptive Teaching Strategies**

Interactive and collaborative learning techniques were frequently mentioned as effective in promoting engagement across proficiency levels. The integration of technology and multimedia resources supported differentiated instruction, while alternative assessment methods were used to accommodate diverse learning needs. Participants also provided recommendations for institutional support to enhance international English instruction.

To address identified challenges, one educator described adapting teaching methods to accommodate linguistic diversity:

*“To accommodate students with different language proficiencies, I often use interactive group activities and digital learning platforms, as these approaches help students participate more actively and understand the material better.” (P4)*

## Discussions

### Challenges in Teaching International English Class

#### 1. Diverse Linguistic Backgrounds/Level of English Proficiency

In international classroom settings, learners present a wide range of English language proficiency, from near-fluent speakers to students with limited communicative competency, which significantly affects their engagement and academic participation. Research on multilingual and linguistically diverse classrooms highlights that such heterogeneity necessitates **linguistically responsive pedagogy** that values all language resources learners bring to the learning environment, rather than enforcing monolingual norms (Erling et al., 2022). This diversity of linguistic background is not only a matter of proficiency levels but also of linguistic identity and cultural capital, which can be leveraged to enhance comprehension and interaction when pedagogical approaches accommodate translinguaging and validate students' multilingual practices (Erling et al., 2022). Furthermore, studies in multilingual education emphasize that tailored instruction, such as differentiated or flexible pedagogical strategies, improves learning outcomes in mixed-proficiency classrooms by aligning tasks to individual learner needs and supporting inclusive participation (Lorenz et al., 2021). Without such differentiation, students from local and international educational systems often experience mis-

alignment between instructional input and comprehension, which further complicates their ability to access and process academic content effectively. Therefore, educators must implement adaptive instructional frameworks that respond to linguistic diversity while fostering equity, engagement, and academic success for all learners.

#### 2. Assessment and Evaluation

Evaluating student progress in international classroom contexts presents significant challenges due to the **heterogeneous educational backgrounds and expectations** of learners, which complicate both the design and interpretation of assessment results. Traditional **standardized assessments**, often grounded in monolingual and monocultural norms, may not validly or equitably reflect the capabilities of linguistically diverse students, leading to potential misinterpretations of student performance and reinforcement of systemic inequalities (Tian et al., 2025).

Research in educational assessment underscores that fairness in evaluation is not merely a procedural concern but a multidimensional construct involving distributive, procedural, and interpretive components that influence students' perceptions of equity and justice within assessment systems (Rezai, 2022). Furthermore, the application of translinguaging frameworks within assessment practices has been shown to enhance educational equity by allowing multilingual learners to demonstrate knowledge in ways that validate their linguistic

repertoires, thereby reducing linguistic barriers and improving both learner engagement and learning outcomes (Tian et al., 2025). Given these complexities, educators must reconsider conventional evaluation models and adopt culturally and linguistically responsive assessment strategies that align with the diverse competencies and lived experiences of students in international classrooms, ensuring valid, reliable, and just measures of academic achievement.

### 3. **Pronunciation and Accent Variation**

Students in international classrooms frequently encounter substantial variation in pronunciation and accent due to the influence of their first languages (L1), which can impede their production of English phonemes that do not exist in their native phonological inventories and, consequently, affect intelligibility during communication (Dalman, 2025). Research in second language pronunciation underscores the pedagogical importance of prioritizing intelligibility and comprehensibility over native-like accuracy, suggesting that pronunciation instruction should focus on features that support mutual understanding in global contexts rather than replicating native speaker norms (Hodgetts, 2025). Moreover, empirical evidence indicates that instruction incorporating Computer-Assisted Pronunciation Training (CAPT) and blended phonetic training, especially when targeting segmental and suprasegmental

features relevant to intelligibility, can significantly enhance L2 learners' phonetic perception and listening comprehension, which in turn supports clearer speech production without undermining learners' self-confidence (Lee & Ahn, 2025; Dalman, 2025). In this light, effective pronunciation pedagogy requires not only systematic phonetic guidance but also instructional strategies that validate learners' diverse accents as communicative resources, align with English as a lingua franca (ELF) principles, and build learner confidence through intelligibility-oriented practice and feedback.

### **Opportunities in Linguistically and Culturally Diverse Classrooms**

#### 1. **Cultural Exchange and Global Awareness**

International classrooms present a distinctive environment for cultural exchange, offering students invaluable opportunities to expand their worldviews and develop a deeper understanding of global diversity through interaction with peers from varied cultural backgrounds. Empirical research on intercultural learning highlights how diverse classroom composition can significantly enhance students' cultural intelligence (CQ), a construct that captures motivational, cognitive, and behavioral capacities for effective cross-cultural interaction particularly when educational interventions are deliberately designed to support intercultural engagement beyond informal contact (Grosch et al., 2023). At the same time, the integration of culturally diverse perspectives may engender

challenges, as differences in communication styles, classroom expectations, and implicit cultural norms can lead to misunderstandings and conflict if not sensitively acknowledged and mediated by instructors (Vromans et al., 2023).

The literature on intercultural competence emphasizes that effective teaching in such settings should deliberately cultivate intercultural learning processes, including experience, reflection, and dialogue, which enable learners to transform cultural differences into opportunities for mutual understanding and collaborative problem solving (Vromans et al., 2023). Consequently, instructors must exercise cultural sensitivity and pedagogical adaptability, fostering inclusive practices that respect cultural plurality, minimize misunderstanding, and promote an equitable and cohesive learning environment where all students can contribute and benefit from the exchange (Grosch et al., 2023; Vromans et al., 2023).

## 2. Development of Multilingual Competence

Teaching English in linguistically diverse classrooms offers educators a powerful opportunity to implement multilingual and culturally responsive pedagogies that not only support language acquisition but also recognize students' full linguistic repertoires as assets rather than deficits (Erling et al., 2022).

Research in multilingual education highlights that pedagogical approaches such as translanguaging and linguistically and culturally responsive instruction can leverage students' home languages and cultural knowledge to enhance comprehension, promote agency, and foster deeper engagement with English language learning, thereby creating more inclusive and empowering learning environments (Cenoz & Gorter, 2025; Lucas & Villegas, 2011). Such asset-oriented instructional frameworks align with sociocultural theories of language learning that emphasize the social and interactive nature of language acquisition, wherein learners' diverse language practices are integrated into classroom interaction to scaffold meaning-making and academic success (Erling et al., 2022). Empirical studies also suggest that when educators adopt multilingual practices, including differentiated support, code-switching, and culturally responsive tasks, students demonstrate increased participation, improved comprehension, and greater confidence in using English across contexts (Cenoz & Gorter, 2025), underscoring the pedagogical value of moving beyond monolingual norms to embrace holistic and inclusive language teaching strategies in diverse educational settings.

## 3. Enhanced Communication Skills

Teachers who engage regularly with students from



diverse cultural backgrounds develop robust intercultural communication skills that are essential for promoting equity, mutual respect, and effective interaction in multicultural learning environments. Research on teacher competence in culturally diverse contexts emphasizes that intercultural competence, defined as the ability to understand, empathize with, and adapt to cultural differences, enables educators to respond appropriately and effectively to students with varying linguistic and cultural identities, thus fostering inclusion and pedagogical effectiveness (Dzerviniks, 2024).

Moreover, studies investigating teacher performance in multicultural classrooms demonstrate that educators who possess higher levels of intercultural communicative competence are better equipped to interpret cultural cues, mitigate potential cultural misunderstandings, and facilitate positive student interaction, which in turn enhances overall classroom climate and learner engagement (Theeuwes et al., 2025). The development of such competencies is also linked to teacher professional training and reflective practice, which nurture educators' ability to integrate culturally responsive strategies into curriculum implementation and classroom discourse, ultimately supporting both academic success and social cohesion among culturally heterogeneous student populations (Tovar-Correal & Pedraja-Rejas, 2025).

Consequently, through sustained intercultural engagement and reflective pedagogical practices, teachers can cultivate inclusive and productive learning environments that respect cultural diversity and enable all students to participate meaningfully in educational processes.

#### 4. Innovative Teaching Strategies

The increasing complexity and diversity of international classrooms in higher education has driven educators to adopt creative, dynamic, and student-centered teaching methods, including multimedia resources, collaborative learning, and interactive activities that extend beyond traditional lecture-based instruction. Literature on educational technology in higher education demonstrates that multimedia and interactive tools can significantly enhance student engagement and academic interaction by providing varied modes of representation and participation, thereby addressing diverse learner needs (Veletsianos et al., 2024).

Research in open access educational technology frameworks highlights that incorporating gamified learning elements can stimulate students' motivation and collaboration, encouraging active knowledge construction rather than passive content reception (Dichev et al., 2020). Studies on immersive and interactive technologies further show that the integration of virtual reality and other digital environments fosters deeper levels of engagement and collaborative problem solving in

higher education settings (Lim et al., 2024).

The application of learning analytics and interactive platforms also supports educators' capacity to monitor and adapt instruction in real time to facilitate meaningful interactions among students and between students and instructors (Cerro Martínez et al., 2020). Moreover, research on recommendation systems and platform-based collaborative engagement underscores how adaptive technologies can support personalized learning pathways while promoting peer interaction and reflective discourse (Deschênes, 2020).

Finally, analyses of how digital tools influence online engagement suggest that purposeful integration of interactive resources contributes to sustained participation and cognitive presence in both face-to-face and blended learning environments (Yang et al., 2020). Collectively, these findings indicate that multimedia, collaborative, and interactive pedagogies not only respond to the challenges of cultural and linguistic diversity but also enrich the learning environment by fostering engagement, critical thinking, and inclusive participation.

## 5. Preparation for a Global Workforce

Teaching in an international higher education setting plays a pivotal role in equipping students with the global competencies increasingly demanded by employers in a culturally interconnected job market, as sustained exposure to

diverse accents, dialects, and cultural norms enhances their ability to collaborate, problem-solve, and communicate effectively across cultures.

Research demonstrates that intentional internationalization at home practices including collaborative online international learning (COIL) and intercultural classroom design can significantly support the development of global skills such as intercultural communication, adaptability, and critical thinking, thereby preparing students for professional contexts characterized by cultural plurality (Simões & Sangiamchit, 2023). Empirical findings show that students engaged in such structured intercultural interactions report gains in **cultural intelligence (CQ)**, the capability to function effectively in culturally diverse environments which has been linked to improved employability and performance in global teams (Grosch et al., 2023). Intercultural competence research further clarifies that engagement with diverse peers fosters the development of **intercultural communicative competence (ICC)**, enabling learners to negotiate meaning, manage cultural differences, and communicate appropriately in international professional settings (Mitchell, 2023).

Studies published in *Journal of International Students* underscore that virtual exchange and collaborative global experiences accelerate students' readiness for international work by strengthening intercultural communication and collaboration

skills critical for global careers (Fernández Gutiérrez et al., 2022). Additionally, broader educational research connects the cultivation of global competence with enhanced **self-efficacy** and cross-cultural adaptability, which mediate students' capacity to perform effectively in diverse professional environments (Huang, et al., 2025). Therefore, teaching that intentionally integrates global, intercultural, and communicative learning experiences not only aligns with the goals of higher education internationalization but also proactively prepares graduates with the essential skills and dispositions required for success in an increasingly globalized job market.

### **Innovative and Adaptive Teaching Strategies**

The findings indicate that interactive and collaborative learning strategies are crucial in facilitating engagement across varying proficiency levels in international English classrooms. Collaborative online and digital environments have been shown to support interactive learning and personalized engagement, enabling learners to practice communicative skills through feedback and interactive tasks (Yingxin et al., 2024).

Peer interaction and group-based collaborative activities help learners negotiate meaning and co-construct understanding, which supports communicative competence development a core objective of international English education. Research on digital collaborative EFL settings notes that digital platforms and collaborative interactions enhance learner participation

and contribute to more active engagement. (Yingxin, et al., 2024).

The integration of technology and multimedia resources in English language instruction also supports differentiated instruction by providing multiple pathways for content engagement. Digital tools allow instructors to tailor learning experiences by adjusting pacing, modality, and task complexity, which accommodates diverse learner needs and improves accessibility in multicultural classrooms (Yunus & Hashim, 2022).

However, the successful implementation of these strategies depends on teachers' perspectives and capacities. Studies on digital learning in higher education ESL contexts show that teachers acknowledge both the opportunities and challenges of digital classrooms, with technology increasing accessibility yet requiring instructional shifts and support systems for effective use (Lo, 2023).

Importantly, differentiated instruction practices that integrate collaborative and interactive strategies can foster inclusive learning environments that respond to students' diverse linguistic backgrounds. Tailoring instruction through grouping, content variation, and technology mediated tasks empowers learners and enhances engagement, motivation, and collaborative problem-solving skills outcomes widely recognized as essential for preparing students for global communicative demands. (Purnamaningwulan & Purwanto, A2025).

These findings underscore that interactive, collaborative, and technology enhanced pedagogies, when supported by differentiated instruction and institutional support, can significantly improve

learner engagement and participation. However, challenges remain, especially in terms of teacher preparation, technological literacy, and resource availability factors that must be addressed for sustainable instructional innovation in international English education.

## Conclusion

This study has demonstrated that teaching international English classes at Muhammadiyah University Maluku Utara is characterized by a dynamic interplay between pedagogical challenges and substantial educational opportunities. The findings indicate that variations in English proficiency, pronunciation and accent diversity, and differences in prior educational experiences present persistent instructional and assessment-related complexities. These challenges require educators to move beyond conventional, monolingual, and standardized teaching approaches toward more inclusive, flexible, and context-sensitive pedagogies.

At the same time, the results highlight that linguistic and cultural diversity functions as a significant pedagogical asset when strategically integrated into classroom practice. International English classrooms foster intercultural awareness, collaborative learning, and global communication skills, enabling students to develop competencies that extend beyond linguistic accuracy to include intercultural communicative competence and adaptability in multilingual environments. Such outcomes align closely with the principles of English as an International Language and communicative-oriented pedagogy, which emphasize intelligibility, inclusivity, and meaningful interaction over adherence to native-speaker norms.

Moreover, the study underscores the critical role of adaptive and innovative teaching strategies in mediating classroom diversity. Interactive, collaborative, and technology-enhanced instructional practices were found to support differentiated learning pathways, increase student engagement, and promote equitable participation across proficiency levels. However, the effectiveness of these strategies is contingent upon sustained institutional support, including professional development opportunities, adequate technological infrastructure, and assessment policies that recognize linguistic and cultural plurality.

By situating its analysis within an Indonesian higher education context, this research contributes empirical insight into how pedagogical adaptability and institutional readiness jointly shape the quality of international English instruction. Ultimately, the study affirms that international English classrooms, when supported by responsive teaching practices and systemic commitment, serve not only as sites of language learning but also as critical spaces for cultivating intercultural competence and preparing students for active participation in global academic and professional communities.

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