

Received: 15 April 2025

Revision received: 07 July 2025

Accepted: 12 July 2025

Copyright © 2025 JESTP

www.jestp.com

DOI 10.12738/jestp.2025.2.07 ♦ July 2025 ♦ 25(2) ♦ 93-107

Article

Optimizing Communication Skills Education for Foreign Students in a Multicultural University Environment

Cao Ran*

School of Central and Eastern European Languages, Jilin International Studies University, Changchun, China.

ORCID iD: <https://orcid.org/0000-0002-2302-4270>

Email: 15245125527@163.com

Abstract

Enrolling in a culturally diverse university setting helps international students feel more included and supports the development of cross-cultural understanding. This study explored how English language proficiency affects communication skills, academic performance, and satisfaction with the educational experience. It also examined whether institutional policies that support multicultural education and the expertise of instructors influence these relationships. Data were collected from 450 international students enrolled at a public university in China using a structured questionnaire. The analysis showed that higher English proficiency was strongly associated with better communication ($t = 4.736$), stronger academic performance ($t = 3.293$), and increased satisfaction with the educational experience ($t = 4.030$). Institutional policies aimed at fostering multicultural education significantly moderated these relationships, improving communication outcomes ($t = 2.342$), academic achievement ($t = 3.814$), and satisfaction levels ($t = 3.427$). Similarly, the expertise of instructors was found to significantly enhance the effect of English language skills on communication ($t = 6.344$), academic success ($t = 2.998$), and satisfaction ($t = 4.258$). These findings underscore the importance of providing targeted language support and culturally responsive teaching. Universities that invest in such resources create more inclusive and effective learning environments where international students are better equipped to engage, succeed, and feel fulfilled in their academic journey.

Keywords

English Language Proficiency, International Students, Academic Performance, Communication Skills, Multicultural Education, Instructor Expertise.

Correspondence to Cao Ran, School of Central and Eastern European Languages, Jilin International Studies University, Changchun, China.

ORCID iD: <https://orcid.org/0000-0002-2302-4270>, Email: 15245125527@163.com

Citation: Ran, C. (2025). Optimizing Communication Skills Education for Foreign Students in a Multicultural University Environment. *Educational Sciences: Theory and Practice*, 25(2), 93 - 107.
<http://dx.doi.org/10.12738/jestp.2025.2.07>

Introduction

A multicultural education teaches students to be acquainted with representatives of other cultures, sympathize with them, and observe how to communicate with them despite cultural boundaries. They assist students to overcome the cultural differences and to be prepared to communicate with people all around the world (Aldhahi et al., 2022). Under such circumstances, speaking English is highly significant, particularly to the students who are living in different countries. Their communication skills can influence their performance in school and their interaction with other people (Lee, 2022; López-Mulnix, 2019).

Colleges across the board are attracting more heterogeneous groups of students, and consequently, international students are on the increase. Many people find it challenging, primarily when one is not accustomed to English. Recent research has confirmed that there is a significant correlation between English skills, the success of the students, and their happiness (Aldhahi et al., 2022; Zhang, 2022). It examines the impact on English language skills on an individual and their communication, performance at school, and their fitting into the school. To be proficient is to be able to comfortably manage the language regardless of the place and the people you meet (Taherkhani et al., 2022). Most communication in school and society is conducted in English, and it may become difficult to concentrate on studies and to participate with other students who are less fluent (Zhang, 2022).

The foreign students will generally have little trouble participating in the academic and social life, provided that they have a good command of the English language. It is also found in the study by Sirokmány et al. (2023) that students who are confident in their language proficiency do well whenever talking and listening to people. Less fluent people might experience difficulty in making their points or following what is being said. As Sarwar et al. (2020) note that certain students can begin to feel isolated and fail to cope with their academic activity, which leads to a decrease in learning levels.

Information sharing is not only advantageous in the sphere of education. With good communication, learning can only proceed. The sharing of ideas, directions, encouragement, or inquiries contributes significantly to the success of students (Dao, Nguyen, & Nguyen, 2021). Schools attempt to ensure that everybody studies in a manner that is comfortable to him or her. Teachers can clarify things right now and respond to the questions as they arise when they discuss a topic or an activity with students (McAndrews, 2019). The back-and-forth discussion will keep the students interested and enable them to learn more easily. However, it is also important to spend some time writing. Writing assignments and materials also aid in learning by assisting students to think through, revise, and organize their knowledge (Gettinger & Kohler, 2013).

The success of new language learning of a student is contributed to by different factors. Hearing, speaking, and practicing the language in life is one of the ways that help students develop skills (Jiang, Zhang, & May, 2019). There is more to it, though. An individual can be enthusiastic about learning a new language, and their attitude and motivation levels can influence the level of their fluency in the language (Zaman et al., 2023). Languages are better taught in classrooms that support the students, where teaching is realistic and fun. In addition to the two key factors, the skills that one already possesses and experience of learning languages can make a difference in learning English (Lim, 2021).

Despite the fact that research has established that multicultural education policies are beneficial, there is a need to do more research in order to comprehend how it handles the challenges that are associated with speaking a language other than English. In particular, there is not much research on whether these policies can assist international students in the way they can speak, perform better academically, or be happier. It takes a close look at how multicultural education support in universities is potentially beneficial to international students whose English proficiency might need some polishing.

Research Objectives

1. To analyze how international students' English language proficiency levels relate to their communication skills within a multicultural academic setting.
2. To assess how levels of English language proficiency are linked to the academic performance of international students in culturally diverse learning environments.
3. To understand how English language proficiency influences international students' overall satisfaction with their educational experiences in multicultural institutions.

4. To determine how institutional policies on multicultural education affect the relationship between English language proficiency and international students' communication skills, academic success, and satisfaction.
5. To examine how the expertise of instructors influences the connection between English proficiency levels and international students' ability to communicate, perform academically, and feel satisfied with their education."

Significance of the Research

The study makes a valuable contribution to the existing studies on the field of intercultural education and the academic experience of international students. It gives a critical examination of the impact of English language proficiency of students on their capacity to communicate, academic success, and their satisfaction in a diverse university environment. In such a way, it enhances our knowledge of issues and consequences of language proficiency in various learning settings.

Besides, the study also discusses the potential effect of institutional policies on multicultural education and instructor expertise in shaping such outcomes. These lessons underline the importance of universities developing policies and instructional methodologies that actually address the needs of international students. The results provide feasible advice on how schools can develop supportive and inclusive environments that encourage both academic and personal lives. On the whole, this project contributes to the larger goal of promoting diversity and inclusion in higher education, which would ultimately help the community at large.

Literature Review

International students who are able to communicate in English and have good grammar do not experience many problems in social communication at school and in personal life. According to [Humphries et al. \(2019\)](#), language skills are associated with the ability of students to learn new information, comprehend explanations, as well as express thoughts. Less proficient students in English may experience communication-related challenges, which increases stress and misunderstanding among all members ([Gonzalez-Barrero et al., 2021](#)). They typically result in the inability of the students to keep up with the lectures, comprehend the course materials, and communicate correctly in discussions and their work. Researchers discovered that students with a problem with English struggle to write academic work in foreign countries.

Language acquisition, both spoken and written, is important in determining the performance of students in school. According to a study conducted by [Zhang \(2022\)](#), individuals with language problems are likely to find it difficult in the classroom, reading, and verbalising their thoughts, which can lower their grades. [Zhou and Rose \(2021\)](#) have found that the better the international Chinese students were able to speak English, the more likely they were to achieve more satisfactory results. Difficulty with language barriers may make students have a hard time and lower their satisfaction with their school attendance. [Belda-Medina \(2022\)](#) states that students who have problems with the English language might not be able to contribute to the conversation or express their ideas, which contributes to them feeling isolated and discontent. Similarly, according to [Barrios, López-Gutiérrez and Lopez-Agudo \(2022\)](#), students with lower English proficiency were less satisfied with their university experience.

As [Eriksen Ødegaard \(2020\)](#) points out, multicultural education in colleges and universities will benefit international students by solving the language problem, enhancing their communication skills, and allowing them to understand each other better. These initiatives contribute significantly to defining the role of language capabilities of a student in shaping the way of communication of a student. As it has been noted by [Sadiq \(2022\)](#), language assistance policies can be used to assist international students with low English proficiency to cope with their communication with other people. According to [Johnson \(2022\)](#), multicultural policies in universities have larger aspects that contribute to the formation of language skills and communication outcomes.

The support offered by the institution is the most valuable thing to look for. Language, cultural, and academic advising programs allow students to cultivate their skills in communicating and reducing the adverse outcomes of the lack of English proficiency ([Gonzalez-Barrero et al., 2021](#)). Nevertheless, they are not independent of the rest of society. Diversity values existing in the entire university are also significant to campus inclusion. [Melzi, Schick and Wuest \(2023\)](#) discovered that inclusion and diversity-oriented schools are better at multicultural education, which assists international students in communication.

According to [Rasouli and Moradkhani \(2021\)](#), the presence of proper policies and support for multicultural education enhances the learning happiness of international students. Policies like these provoke the people to know and embrace each other, avoid discrimination, and make sure that school students with lower levels of English language proficiency are supported. Furthermore, the school and programme structure is actually crucial in determining the extent of the impact of language skills on the level of happiness a student has with their learning process ([Steinberg & Kleinert, 2022](#)). Recently, [Duan, Jia and Chen \(2022\)](#) discovered that school-based rules and support undermined the connection between the ability of the students to speak English well and overall contentment with their studies.

When teachers collaborate with pupils who are still learning to speak English, they usually apply special methods to improve their skills of communicating in the classroom. In this case, you are free to make your language simple, speak clearly, give additional assistance, and use drawings or pictures to explain your lessons ([Dewaele & MacIntyre, 2019](#)). The educators who know what obstacles those students having low English levels have to overcome can refer them to resources like language training, culture support, or assistance with school-related studies. This kind of support can increase the confidence and abilities of a student during the classroom discussions ([Li et al., 2022](#)).

The presence of a knowledgeable and experienced teacher assists in improving student grades. [Wang et al. \(2022\)](#) identified the good influence that skillful teachers can have on student achievements. According to [Ma et al. \(2022\)](#), more helpful feedback has been provided by teachers who have a considerable amount of experience in teaching English as a Foreign Language when marking the essays of students. [Kwihangana \(2020\)](#) clarified that proficient EFL teachers were in a better position to motivate students to adopt the language by making the classroom a friendly place. Nonetheless, [Damm et al. \(2021\)](#) state that when instructors have not previously taught foreign languages, it may pose an additional challenge to students, particularly in cases of language comprehension is an obstacle to them. No wonder the level of use of language by the students affects their satisfaction with learning. [Peltokorpi, Sekiguchi and Yamao \(2021\)](#) found that the possession of a better command of English correlates with a higher level of satisfaction among students. Likewise, [Câmara-Costa et al. \(2021\)](#) established that online classes with clear communication were even more significant.

Hypothesis Development and Conceptual Framework

The English language proficiency is a significant determinant of how international students communicate, achieve academic success, and experience general satisfaction at the institution of higher learning. The extent to which a learner can speak, comprehend, and apply English determines their engagement in classroom discussions, cognition of learning resources, and participation in group activities. Nevertheless, these effects are not predetermined. The way that English proficiency influences student performance and their overall learning process can be altered by the policies that universities choose to implement in order to facilitate multicultural learning, along with the teaching competence of academic personnel.

Building on the previous discussion and supported by findings in scholarly literature, this study outlines several research assumptions, which are visually represented in the conceptual framework labeled as [Figure 1](#):

H1: *Greater English language ability positively affects the communication skills of international students.*

H2: *Stronger English skills have a positive influence on students' academic outcomes.*

H3: *Higher English proficiency levels improve students' overall satisfaction with their educational experiences.*

H4: *Policies designed to support multicultural learning influence the link between English proficiency and students' communication abilities.*

H5: *These same policies shape the connection between English skills and academic achievement.*

H6: *Multicultural education policies affect the relationship between English ability and satisfaction with learning.*

H7: *The experience and skill of instructors influence how language proficiency connects with communication outcomes.*

H8: *Instructor expertise modifies the impact of English skills on academic performance.*

H9: *Instructor competence affects how English language ability relates to students' satisfaction with their university experience.*

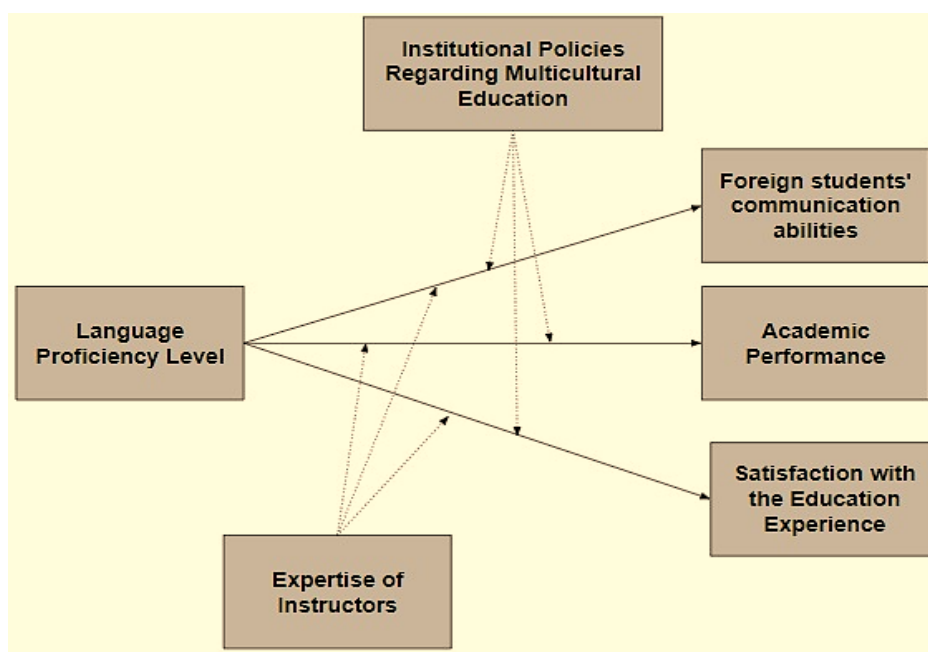


Figure 1: *Conceptual Framework.*

Research Method

Through a cross-sectional survey design, the researchers were in a position to get data on students who represented a number of countries simultaneously. It is convenient as it reduces the time and the budget without diminishing the number of variables under study. The researchers employed a convenience sample to select respondents, who were selected due to their ability and willingness to assist. Through a power analysis, it was decided to sample 450 international students who were enrolled in numerous areas of study in a university that embraces diversity. Only the students of foreign origin were considered in the study, excluding those students who are Taiwanese.

The reactions were collected by issuing the participants a questionnaire where all of the questions were closed-ended. The study team invited people to participate through email and by posting invitations on the university site. Foreign students were required and they have to have finished at least one semester of higher education. The data analysis was conducted using SmartPLS when the responses were completed. The relationships between the various variables were analysed using SEM. It entailed two key procedures in the conduction of the research. The study was conducted in two parts to test the measurement model to identify the validity and reliability of the instruments used, and then the structural model was tested to test the hypotheses and investigate the relationship between policies on multicultural education and the experience of an instructor and observed outcomes.

Measures

English language proficiency Levels

The respondents assessed their English language proficiency on a five-item scale, marked LPL1 to LPL5. The study scaled their responses by employing a Likert scale with a scale of 1 to 5, with 1 representing very poor and 5 excellent language ability. The scale has been applied in prior research studies and proven to be a valid instrument of measurement of language competency (Liu & Supinda, 2022).

Communication Abilities

The respondents classified their skills in communication on a five-point scale. To record how the participants felt, a Likert scale of 1-5 was employed, wherein 1 was not at all, and 5 was very well. In the previous research, such a scale has been proven to effectively assess the communication skills of an individual (Suswaram, Brady, & Gillispie, 2023).

Academic Performance

The academic performance was measured using five items denoted as AP1, AP2, AP3, AP4, and AP5. The respondents were asked to express their views on a 1-to-5 (poor-excellent) scale. There are many researchers who have validated this method to be a valid means of determining academic achievement ([Marschark, Duchesne, & Pisoni, 2019](#)).

Academic Environment Satisfaction

The happiness of the students with their entire learning process was moderate and was measured through five items, referred to as SEE1 to SEE5. The answers were gathered on the Likert scale, where 1 represented very unhappy, and 5 represented extremely satisfied. Such a method of measurement has been employed in previous studies, and it has always proven an accurate means of determining the extent to which students are happy with the courses that they take.

Institutional Policies on Multicultural Education

The study used a five-item scale called IPRME1, IPRME2, IPRME3, IPRME4, and IPRME5 to measure the opinion on policies of the institution regarding multicultural education. The answers were gathered on a Likert scale between 1 and 5, where 1 was strongly disagree, and 5 was strongly agree. Past researchers ([Al-Kahtani, 2022](#)) have confirmed that it is a trustworthy tool to use in obtaining the views of students on intercultural education programmes in the institution.

Instructor Expertise

The teacher's competence was rated through a scale that contained five items (IE1-IE5). They were requested to evaluate their opinion on a scale of 1 to 5, where 1 indicates not much and 5 a lot. It has been established that this scale ([examples include Kanadli, 2017](#)) can be trusted to determine what students think of the teaching abilities of their instructors.

Results

Profile Sample

The demographic composition of the participants is shown in [Table 1](#). Of the surveyed, 53.3 per cent were female, and 46.7 per cent were male. Most of them, 56.7% were aged 18-23, and 23.3% were aged 27 or older. Academically, approximately two out of every three were in undergraduate courses, and the remainder were graduate students. The respondents, when questioned on their English language levels, half of them ranked themselves at intermediate levels, 30 percent ranked themselves at the advanced level, and 20 percent ranked themselves as beginners. Regarding their perception of how their institution addressed multicultural education, half felt that their school actively embraced it, one out of five did not, and the other out of five felt that their school was neutral about it.

Table 1: Demographic Profile of the Respondents.

Demographic item		Frequency	Percentage
Gender	Male	210	46.7%
	Female	240	53.3%
Age	18-20	120	26.7%
	21-23	135	30.0%
	24-26	90	20.0%
	27 and above	105	23.3%
Educational Level	Undergraduate	300	66.7%
	Graduate	150	33.3%
English Proficiency Level	Beginner	90	20.0%
	Intermediate	225	50.0%
	Advanced	135	30.0%
Institutional Policies	Supportive	225	50.0%
	Neutral	135	30.0%
	Unsupportive	90	20.0%

Measurement Model Assessment

Hair et al. (2017) assert that a measurement model scrutinizes the validity, encompassing discriminant and convergent aspects and reliability, including the Average Variance Extracted (AVE), composite reliability, and Cronbach's alpha (Henseler, Ringle, & Sarstedt, 2015). In this analysis, composite reliability was used to evaluate how well the items related to one another, while individual outer loadings were applied to measure each item's contribution. The strength and significance of these relationships were judged based on whether the selected criteria met established standards for both validity and reliability (Yunpeng & Zaman, 2023). Consequently, the measurement model effectively quantified the intended elements (Morales-Alexander, 2021).

Construct Reliability and Validity

Zaman, Nadeem and Nawaz (2020) have posited that a factor loading of 0.70 is the preferred threshold for explanatory research, while a loading of 0.40 or higher is deemed appropriate for exploratory research. Furthermore, the composite reliability within the construct exceeded 0.70, underscoring the construct's robust internal consistency (Zaman et al., 2023). Details of the reliability outcomes can be found in Table 2.

According to Hair et al. (2019), convergent validity is used to determine how closely a set of items relates to other indicators of the same concept. Fornell and Larcker (1981) recommended that researchers look at two major approaches to confirm convergent validity: The recommended validity checks are: Cronbach's alpha and the Average Variance Extracted (AVE). All the Cronbach's alpha values for English language skills and support for multicultural instruction were above 0.90, showing that the questionnaires were reliable. More details on these results are included in Table 2.

Table 2: Construct Reliability and Validity.

	Items	Outer Loading	Cronbach Alpha	CR	AVE
Academic Performance	AP1	0.574	0.777	0.850	0.540
	AP2	0.550			
	AP3	0.793			
	AP4	0.850			
	AP5	0.846			
Expertise of Instructors	EI1	0.756	0.771	0.846	0.526
	EI2	0.647			
	EI3	0.825			
	EI4	0.636			
	EI5	0.745			
Foreign Students' Communication Abilities	FSCA1	0.842	0.887	0.917	0.689
	FSCA2	0.866			
	FSCA3	0.778			
	FSCA4	0.836			
	FSCA5	0.826			
Institutional Policies Regarding Multicultural Education	IPRME1	0.889	0.927	0.945	0.773
	IPRME2	0.863			
	IPRME3	0.891			
	IPRME4	0.884			
	IPRME5	0.869			
English language proficiency Level	LPL1	0.856	0.909	0.932	0.733
	LPL2	0.805			
	LPL3	0.887			
	LPL4	0.866			
	LPL5	0.863			
Satisfaction with Education Experience	SEE1	0.804	0.803	0.864	0.560
	SEE2	0.727			
	SEE3	0.728			
	SEE4	0.770			
	SEE5	0.708			

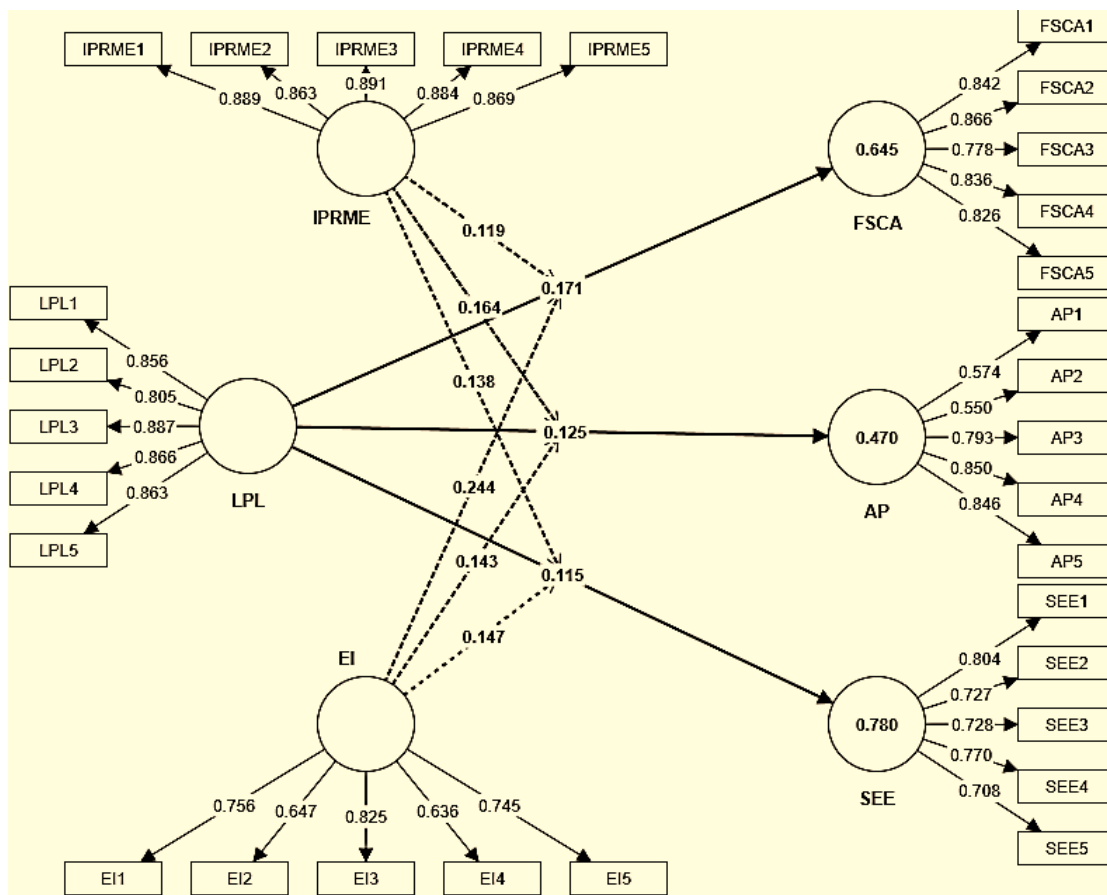


Figure 2: Measurement Model.

Structural Equation Model

The PLS assessment of the measurement model (Figure 2) measured the level of relationship between all the research constructs (Zaman et al., 2020). Then, PLS analysis was used first to check the beta coefficients for the direct relationships (Zaman et al., 2020), and afterwards, it was used to test the moderating aspect of the analysis (Henseler, 2017). The study made use of 5000 subsamples by applying t-statistics and the R2 in their bootstrapping procedures (Hair et al., 2019).

The study found a t-value of 4.736 for the relationship between how well international students speak English and their communication abilities. The path coefficient between academic performance and English proficiency was 3.293, and the correlation between English proficiency and satisfaction with the educational experience was 4.030, as shown in Figure 2. As shown in Table 3, each of these direct paths surpassed the threshold value of 1.96, marking them as statistically significant. Based on these outcomes, the study successfully confirmed the first three hypotheses (H1, H2, and H3).

Moderation Assessment

To analyze how multicultural policies and instructor skills affect the English language skills and grades of students, the study used PLS-SEM bootstrapping methods. According to the findings, support included in multicultural education policies strongly increased the link between language proficiency and students' ways of communicating ($t = 2.342$, $p = 0.010$), their school achievement ($t = 3.814$, $p = 0.0001$), and their general happiness with their education ($t = 3.427$, $p = 0.0001$).

At the same time, it was found that instructors' education and years of teaching influenced these relationships. Overall, the instructor's level of expertise had a good effect on how much the English classes affected students' communication skills, course performance, and overall enjoyment of their studies ($t = 6.344$, $p = 0.0001$; $t = 2.998$, $p = 0.001$; $t = 4.258$, $p = 0.0001$). Table 3 lists the moderating effects as well as shows them through colors and graphs. Hypotheses H4 through H9 were confirmed as a result of the analysis.

Table 3: *Direct Path Analysis and Moderation Analysis.*

Hypotheses	Relation	Path coefficient	t Value	P value
H1	LPL -> FSCA	0.171	4.736	0.0001
H2	LPL -> AP	0.125	3.293	0.0001
H3	LPL -> SEE	0.115	4.030	0.0001
H4	IPRME x LPL -> FSCA	0.119	2.342	0.010
H5	IPRME x LPL -> AP	0.164	3.814	0.0001
H6	IPRME x LPL -> SEE	0.138	3.427	0.0001
H7	EI x LPL -> FSCA	0.244	6.344	0.0001
H8	EI x LPL -> AP	0.143	2.998	0.001
H9	EI x LPL -> SEE	0.147	4.258	0.0001

Discussion

The study explores the impact of the language proficiency of international students on their interaction with others. Everything was proved and, therefore, it became obvious that studying English properly enables people be able to communicate better. This result is backed by the previous studies that indicate the relationship between language ability and effective communication (Gonzalez-Barrero et al., 2021). The ability to speak good English enables foreign students to comprehend and apply more of the small details in conversations. Nevertheless, the lack of fluent language skills in one more can become a real obstacle. Students with comprehension difficulties of the English language tend to struggle with deciphering what things are or expressing what they think, and it might be more difficult to communicate with others (Spencer & Pierce, 2023). Through this, language influences all areas of learning for a student and their interactions with other students.

According to different research works, international students who master the English language perform better in their studies. The majority of students pursuing an academic degree and acquiring English skills are able to see their learning process connected with their level of mastery and using the language (Fraschini & Park, 2022). A study of 2019 by Alessio, Wilson, and Jaichenco examined study performances in English exams and discovered that students with good performances scored higher in other subjects. In addition, Chen and Chen (2021) found that students with higher English fluency tended to achieve higher scores in school subjects as compared to less fluent students. The most recent studies confirm these arguments by showing that better English language performance results in better grades and increased satisfaction with the education obtained. Individuals who are comfortable with the language are also capable of listening to lectures, participating in discussions, performing their assignments, and communicating effectively with their peers and professors. Consequently, the classroom environment becomes less stressful and happier (El-Dakhs, Masrai, & Yahya, 2022; Persici et al., 2019).

In addition, the availability of policies that respected different cultures at schools was considered to enhance the rapport between English proficiency and the capacity to communicate and succeed in school. Favourable environments are capable of reinforcing what people know when it comes to a new language and can also assist them in adapting. Due to the increasing number of international students enrolling in colleges nowadays, colleges must have appropriate mechanisms of support in place (Goodwin & Zaman, 2023). The research shows that language and cultural support make a significant contribution towards the success of non-US students.

The policies of multicultural education in the university are supposed to assist in uniting individuals across various backgrounds, enabling all to feel welcomed, and making the campus a just place for all. The strategies are designed to recruit students with different backgrounds, make them communicate effectively, and cooperate with individuals who may represent the different environments (Elshami et al., 2022). Multicultural instructions are helpful to provide foreign students of institutes with additional help in learning the English language, as they are able to speak more fluently in college and in society.

These policies ensure that students of every culture get the opportunity to attend school and study at the same level. Language proficiency is significant in achieving good performance in school, particularly in students whose native tongue is different at home, as reported by Khamsuk and Whanchit in their research in 2021. Policies related to multicultural education aid ELLs in acquiring the necessary tools and ensuring that no student

is disadvantaged and feels unwanted in school (Inan, Harris, & Woodbury, 2024). The researchers Mlinar and Krammer (2021) discovered in their respective research that schools that offer activities that unite various language groups enable students with different language backgrounds to succeed in their studies. Working in such groups makes students feel part of them, and more often than not, they receive better grades. This demonstrates the importance of universities being more concerned with multicultural education, which includes acquiring language materials, training teachers, and supporting the entire organisation to collaborate (Ma et al., 2022).

The findings of the study indicate that multicultural education policies in the universities matter in determining the relationship between the capacity to speak English and satisfaction among the students in the university. Teaching multicultural education is now more necessary as the classroom is becoming more plural. The assistance of cultural diversity in policies may influence the role of language skills in the overall satisfaction of people with their learning (Vahle et al., 2023). In most cases, people who handle English better enjoy their time in other countries. Even the students who are not quite English-speaking can feel happy about studying in a place where diversity is valued, and students with different languages get assistance (Luo, Wang, & Yu, 2022).

The role of instructors also plays a key role. The connection between a student's English competence and his or her capacity to converse is influenced by faculty competencies (Zhuang & Liu, 2022). The language skills are relevant to the success of the communication, yet the presence of a qualified instructor is also essential. The trained teachers can alter their instruction to suit the needs of students at various levels. As stated by Canet-Juric et al. (2021), students can improve their ability to use English, and when they become proficient, they can effectively apply it in different circumstances. Many of the gains made by international students in their language abilities are influenced by the teaching that they receive, and therefore, the proficiency of the instructors is significant in achieving effective communication.

There is a need to define the precise connection between language competence and communication skills. The role of teachers in developing the communication skills of the students is significant. According to the research conducted by Duan et al. (2022), the degree of expertise among teachers is related to the extent to which international students are able to communicate. Based on their results, they found that students taught by competent professors acquired good communication skills, although their English proficiency levels were not that high (Maureen, van der Meij, & de Jong, 2022).

This paper examines whether the knowledge of the teacher regarding language can influence the performance of the student in school. Previous researchers have revealed that the quality of teaching by teachers does significantly influence the extent to which students learn when attempting a new language (Brodin & Renblad, 2020). It is quite significant that strong abilities and knowledge of teachers contribute to the development of students in the use of language, which usually leads to success in school (Stevenson et al., 2018). A recent study conducted by Belda-Medina (2022) shows that the presence of teachers skilled in learning the subject and in an articulate way can assist students in enhancing their classroom experience and learning. The study conducted by Belda-Medina evaluated adult learners of English in order to evaluate their proficiency in speaking the language, whether their teachers mattered, and whether they enjoyed studying in this manner.

Conclusion

The present study was aimed at examining the effect of the English language skills of international students on communication, learning, and their satisfaction at a multicultural university. It examined the influence of policies that promote multicultural education and the experiences of teachers on the relationships among students. The research found that English proficiency was an important factor in determining the capacity of a student to communicate, academic performance, and pleasure in education. Individuals who had proficient English skills tended to get along with their classmates, excelled in classes in the university, and were more content with their university life. The study established that the existence of multicultural-inclusive policies in institutions would decrease the relationship between proficiency in the English language and school achievement. Teacher experience was instrumental in the degree to which students were satisfied with their levels of English as well as with their lessons. All these observations imply that an appreciative experience of international students in multicultural schools is determined by the language proficiency, appropriate school set up and qualified teachers.

Implications

This study offers specific advice to learning institutions that would like to see their foreign students perform better. To begin with, the universities should make sure that students of lower levels who know English well get special language support so that they can develop it. It is also critical to create a campus that values cultural diversity and where individuals can help each other. The academic performance and the pleasure of learners can be enhanced significantly through working on these areas.

An instructor is a very crucial factor. The connection between good academic performance and strong language can only be established by ensuring that schools employ intercultural educators. These instructors can be able to assist international students more effectively in terms of their studies and life since they are used to these issues. A culturally sensitive approach to instruction contributes to improved student outcomes and facilitates the creation of a more friendly atmosphere.

The research confirms that being able to speak the English language contributes to the success of international students. Students with high reading and speaking abilities in the language perform much better in academic subjects, whereas those students with lower abilities might not be able to take part in the classroom as much. Hence, language proficiency is significant for academically performing students in college or university, not just to communicate but also to achieve.

Limitations and Recommendations

As informative as it is, the study also has certain limitations that should be taken into account. One of the issues is that it is primarily based on the level of English speaking, but not on other aspects of their achievement in school and life. It ignores the fact that there are other potential factors that may contribute. Other factors, such as the cultural background of students, previous education, individual motivation, and faith in oneself, determine their academic and social life. These other factors should be considered in future research in order to be in a position to know the combined outcome of both.

The other area that hampers the study is the way the study was carried out. The research design was cross-sectional, which implies that the findings indicate the relationship instead of cause and effect. That approach does not give sufficient information to comprehend what variables could vary and how they would affect other variables over time. Cross-sectional researches fail to trace the transformation in the life or language of a student, and thus it becomes challenging to know how they cope with the problem over a longer period in multicultural settings. A study carried out over a longer period would enable us to learn more about the dynamics of language skills changes with time and their relationship to the emergence of new challenges, both in school and in interactions with other people. This would provide a better insight into how international students study and learn in foreign lands.

References

- Al-Kahtani, N. (2022). A survey assessing the health science students' perception towards online learning at a Saudi Higher Education Institution during COVID-19 pandemic. *Heliyon*, 8(9), e10632. <https://doi.org/10.1016/j.heliyon.2022.e10632>
- Aldhahi, M. I., Alqahtani, A. S., Baattaiah, B. A., & Al-Mohammed, H. I. (2022). Exploring the relationship between students' learning satisfaction and self-efficacy during the emergency transition to remote learning amid the coronavirus pandemic: A cross-sectional study. *Education and Information Technologies*, 27(1), 1323-1340. <https://doi.org/10.1007/s10639-021-10644-7>
- Barrios, E., López-Gutiérrez, A., & Lopez-Agudo, L.-A. (2022). Language-related perceptions: How do they predict student satisfaction with a partial English Medium Instruction in Higher Education? *Journal of English for Academic Purposes*, 57, 101121. <https://doi.org/10.1016/j.jeap.2022.101121>
- Belda-Medina, J. (2022). Promoting inclusiveness, creativity and critical thinking through digital storytelling among EFL teacher candidates. *International Journal of Inclusive Education*, 26(2), 109-123. <https://doi.org/10.1080/13603116.2021.2011440>
- Brodin, J., & Renblad, K. (2020). Improvement of preschool children's speech and language skills. *Early Child Development and Care*, 190(14), 2205-2213. <https://doi.org/10.1080/03004430.2018.1564917>

- Câmara-Costa, H., Pulgar, S., Cusin, F., Labrell, F., & Dellatolas, G. (2021). Associations of language-based bedtime routines with early cognitive skills and academic achievement: A follow-up from kindergarten to middle school. *British Journal of Developmental Psychology*, 39(4), 521-539. <https://doi.org/10.1111/bjdp.12378>
- Canet-Juric, L., del-Valle, M. V., Gelpi-Trudo, R., García-Coni, A., Zamora, E. V., Introzzi, I., et al. (2021). Development and Validation of the Executive Function Questionnaire (CUFE) for Children aged 9-12 Years. *Avances en Psicología Latinoamericana*, 39(1), 1-25. <https://doi.org/10.12804/revistas.urosario.edu.co/apl/a.9892>
- Chen, C.-M., & Chen, I. C. (2021). The effects of video-annotated listening review mechanism on promoting EFL listening comprehension. *Interactive Learning Environments*, 29(1), 83-97. <https://doi.org/10.1080/10494820.2019.1579232>
- D'Alessio, M. J., Wilson, M. A., & Jaichenco, V. (2019). Morphological De-com-pos-it-ion Helps Recognize Low-er Frequency Words in Typically Developing Spanish-Speaking Children. *Journal of Psycholinguistic Research*, 48(6), 1407-1428. <https://doi.org/10.1007/s10936-019-09665-8>
- Damm, A. P., Mattana, E., Nielsen, H. S., & Rouland, B. (2021). Academic achievement and wellbeing of dual language learners: Evidence from a busing program. *Journal of Urban Economics*, 126, 103358. <https://doi.org/10.1016/j.jue.2021.103358>
- Dao, P., Nguyen, M. X. N. C., & Nguyen, N. B. C. (2021). Effect of pronunciation instruction on L2 learners' listening comprehension. *Journal of Second Language Pronunciation*, 7(1), 10-37. <https://doi.org/10.1075/jslp.19012.dao>
- Dewaele, J.-M., & MacIntyre, P. D. (2019). The Predictive Power of Multicultural Personality Traits, Learner and Teacher Variables on Foreign Language Enjoyment and Anxiety. In M. Sato & S. Loewen (Eds.), *Evidence-Based Second Language Pedagogy* (pp. 263-286). Routledge. <https://doi.org/10.4324/9781351190558-12>
- Duan, G., Jia, L., & Chen, H. (2022). The Role of English as a Foreign Language Teachers' Technological Pedagogical Content Knowledge on English as a Foreign Language Students' Achievement. *Frontiers in Psychology*, 13, 946081. <https://doi.org/10.3389/fpsyg.2022.946081>
- El-Dakhs, D. A. S., Masrai, A., & Yahya, N. (2022). University Student Use and Perception of Listening Comprehension Strategies: The Case of Online EMI Lectures. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 12(1), 1-21. <https://doi.org/10.4018/IJCALLT.291114>
- Elshami, W., Taha, M. H., Abdalla, M. E., Abuzaid, M., Saravanan, C., & Al Kawas, S. (2022). Factors that affect student engagement in online learning in health professions education. *Nurse Education Today*, 110, 105261. <https://doi.org/10.1016/j.nedt.2021.105261>
- Eriksen Ødegaard, E. (2020). Dialogical Engagement and the Co-Creation of Cultures of Exploration. In M. Hedegaard & E. Eriksen Ødegaard (Eds.), *Children's Exploration and Cultural Formation* (pp. 83-104). Springer International Publishing. https://doi.org/10.1007/978-3-030-36271-3_6
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39-50. <https://doi.org/10.1177/002224378101800104>
- Fraschini, N., & Park, H. (2022). A Q methodology study to explore Korean as a second language undergraduate student-teachers' anxiety. *International Journal of Educational Research Open*, 3, 100132. <https://doi.org/10.1016/j.ijedro.2022.100132>
- Gettinger, M., & Kohler, K. M. (2013). Process-Outcome Approaches to Classroom Management and Effective Teaching. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management* (pp. 83-106). Routledge. <https://doi.org/10.4324/9780203874783-10>
- Gonzalez-Barrero, A. M., Salama-Siroishka, N., Dubé, D., Brouillard, M., & Byers-Heinlein, K. (2021). Effects of language dominance on home reading practices of bilingual families. *International Journal of Bilingualism*, 25(1), 77-99. <https://doi.org/10.1177/1367006920938153>
- Goodwin, J., & Zaman, U. (2023). Editorial: Mental health stigma and UN Sustainable Development Goals. *Frontiers in Psychiatry*, 14, 1190406. <https://doi.org/10.3389/fpsyg.2023.1190406>
- Hair, J. F., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, 1(2), 107-123. <https://doi.org/10.1504/ijmda.2017.087624>

- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24. <https://doi.org/10.1108/eb-11-2018-0203>
- Henseler, J. (2017). Bridging Design and Behavioral Research With Variance-Based Structural Equation Modeling. *Journal of Advertising*, 46(1), 178-192. <https://doi.org/10.1080/00913367.2017.1281780>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135. <https://doi.org/10.1007/s11747-014-0403-8>
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidence-based answers. *International Journal of Pediatric Otorhinolaryngology*, 118, 134-142. <https://doi.org/10.1016/j.ijporl.2018.12.036>
- Inan, S., Harris, Y. R., & Woodbury, G. (2024). Acculturation strategies and language attitudes in shaping heritage language proficiency in children of Turkish descent in the United States. *Journal of International Students*, 14(4), 939-970. <https://doi.org/10.32674/jis.v14i4.6589>
- Jiang, L., Zhang, L. J., & May, S. (2019). Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs*. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107-119. <https://doi.org/10.1080/13670050.2016.1231166>
- Johnson, M. W. (2022). "But there is a God": Teaching Nat Turner in early childhood education. *Journal of Early Childhood Literacy*, 22(4), 459-480. <https://doi.org/10.1177/14687984221135464>
- Kanadlı, S. (2017). Prospective teachers' professional self-efficacy beliefs in terms of their perceived autonomy support and attitudes towards the teaching profession: A mixed methods study. *Kuram ve Uygulamada Eğitim Bilimleri/Educational Sciences: Theory & Practice*, 17(5), 1847-1871. <https://doi.org/10.12738/estp.2017.5.0597>
- Khamsuk, A., & Whanchit, W. (2021). Storytelling: An alternative home delivery of English vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1), 1-13. <https://doi.org/10.4102/sajce.v11i1.897>
- Kwihangana, F. (2020). Making sense of teachers' (dis)belief in the educational value of social media: a case of two language teachers in Rwanda. *International Journal of Technology Enhanced Learning*, 12(3), 290-305. <https://doi.org/10.1504/ijtel.2020.107983>
- Lee, B. J. (2022). Enhancing Listening Comprehension through Kinesthetic Rhythm Training. *RELC Journal*, 53(3), 567-581. <https://doi.org/10.1177/0033688220941302>
- Li, Q., Bañuelos, M., Liu, Y., & Xu, D. (2022). Online instruction for a humanized learning experience: Techniques used by college instructors. *Computers & Education*, 189, 104595. <https://doi.org/10.1016/j.compedu.2022.104595>
- Lim, D.-J. (2021). Performance of social integration programs for immigrants and influential factors: Evidence from the Korea Immigration and Integration Program (KIIP). *International Journal of Intercultural Relations*, 81, 108-120. <https://doi.org/10.1016/j.ijintrel.2021.01.004>
- Liu, H., & Supinda. (2022). Effect of Meta-Cognitive Listening Teaching Instruction and Awareness on Chinese High School Students. *Educational Administration: Theory and Practice*, 28(03), 51-59. <https://doi.org/10.17762/kuvey.v28i03.440>
- López-Mulnix, E. E. (2019). Early Childhood Multicultural Education. In O. N. Saracho (Ed.), *Handbook of Research on the Education of Young Children* (pp. 269-275). Routledge. <https://doi.org/10.4324/9780429442827-19>
- Luo, J., Wang, M., & Yu, S. (2022). Exploring the factors influencing teachers' instructional data use with electronic data systems. *Computers & Education*, 191, 104631. <https://doi.org/10.1016/j.compedu.2022.104631>
- Ma, M., Chen, J., Zheng, P., & Wu, Y. (2022). Factors affecting EFL teachers' affordance transfer of ICT resources in China. *Interactive Learning Environments*, 30(6), 1044-1059. <https://doi.org/10.1080/10494820.2019.1709210>
- Marschark, M., Duchesne, L., & Pisoni, D. (2019). Effects of Age at Cochlear Implantation on Learning and Cognition: A Critical Assessment. *American Journal of Speech-Language Pathology*, 28(3), 1318-1334. https://doi.org/10.1044/2019_AJSLP-18-0160
- Maureen, I. Y., van der Meij, H., & de Jong, T. (2022). Evaluating storytelling activities for early literacy development. *International Journal of Early Years Education*, 30(4), 679-696. <https://doi.org/10.1080/09669760.2021.1933917>

- McAndrews, M. (2019). Short periods of instruction improve learners' phonological categories for L2 suprasegmental features. *System*, 82, 151-160. <https://doi.org/10.1016/j.system.2019.04.007>
- Melzi, G., Schick, A. R., & Wuest, C. (2023). Stories beyond Books: Teacher Storytelling Supports Children's Literacy Skills. *Early Education and Development*, 34(2), 485-505. <https://doi.org/10.1080/10409289.2021.2024749>
- Mlinar, K., & Krammer, G. (2021). Multicultural attitudes of prospective teachers: The influence of multicultural ideology and national pride. *International Journal of Intercultural Relations*, 84, 107-118. <https://doi.org/10.1016/j.ijintrel.2021.07.008>
- Morales-Alexander, Y. (2021). "School is the child's second home": family engagement from a Latino sociocultural perspective. *Journal of Early Childhood Teacher Education*, 42(4), 455-473. <https://doi.org/10.1080/10901027.2020.1799118>
- Peltokorpi, V., Sekiguchi, T., & Yamao, S. (2021). Expatriate justice and host country nationals' work outcomes: Does host country nationals' language proficiency matter? *Journal of International Management*, 27(1), 100821. <https://doi.org/10.1016/j.intman.2021.100821>
- Persici, V., Vihman, M., Burro, R., & Majorano, M. (2019). Lexical access and competition in bilingual children: The role of proficiency and the lexical similarity of the two languages. *Journal of Experimental Child Psychology*, 179, 103-125. <https://doi.org/10.1016/j.jecp.2018.10.002>
- Rasouli, R., & Moradkhani, S. (2021). Iranian EFL teachers' self-reported and enacted culture teaching techniques: A case study. *System*, 98, 102468. <https://doi.org/10.1016/j.system.2021.102468>
- Sadiq, A. (2022). Leading Literate Lives: Afghan Refugee Children in a First-Asylum Country. *Journal of Literacy Research*, 54(1), 28-50. <https://doi.org/10.1177/1086296x221076431>
- Sarwar, H., Akhtar, H., Naeem, M. M., Khan, J. A., Waraich, K., Shabbir, S., et al. (2020). Self-Reported Effectiveness of e-Learning Classes during COVID-19 Pandemic: A Nation-Wide Survey of Pakistani Undergraduate Dentistry Students. *European Journal of Dentistry*, 14(S 01), S34-S43. <https://doi.org/10.1055/s-0040-1717000>
- Sirokmány, V., Császár, J., Fogarasi, K., & Gátos, A. (2023). O.40.5 - Assessing Medical Student English Language Proficiency in Clinical Handover at Semmelweis University: Presenter(s): Magdolna Horváthné Pálincás, Semmelweis University, Hungary. *Patient Education and Counseling*, 109, 148. <https://doi.org/10.1016/j.pec.2022.10.336>
- Spencer, T. D., & Pierce, C. (2023). Classroom-based Oral Storytelling: Reading, Writing, and Social Benefits. *The Reading Teacher*, 76(5), 525-534. <https://doi.org/10.1002/trtr.2144>
- Steinberg, H. S., & Kleinert, C. (2022). Timing of early childcare take-up in Germany: An application of rational choice theory. *Journal of Marriage and Family*, 84(3), 840-859. <https://doi.org/10.1111/jomf.12825>
- Stevenson, J., Pimperton, H., Kreppner, J., Worsfold, S., Terleksi, E., Mahon, M., et al. (2018). Language and reading comprehension in middle childhood predicts emotional and behaviour difficulties in adolescence for those with permanent childhood hearing loss. *Journal of Child Psychology and Psychiatry*, 59(2), 180-190. <https://doi.org/10.1111/jcpp.12803>
- Suswaram, S., Brady, N. C., & Gillispie, M. (2023). The role of service providers' linguistic backgrounds on assessment of multilingual children. *Journal of Communication Disorders*, 102, 106302. <https://doi.org/10.1016/j.jcomdis.2023.106302>
- Taherkhani, B., Aliasin, S. H., Khosravi, R., & Izadpanah, S. (2022). The Interface Between Metacognitive Strategy Training and Locus of Control in Developing EFL Learners' Listening Comprehension Skill. *Frontiers in Education*, 7, 847564. <https://doi.org/10.3389/feduc.2022.847564>
- Vahle, C., de Araujo, Z., Han, J., & Otten, S. (2023). Teachers' instructional responses to the COVID-19 pandemic. *Teaching and Teacher Education*, 124, 104040. <https://doi.org/10.1016/j.tate.2023.104040>
- Wang, Y., Cao, Y., Gong, S., Wang, Z., Li, N., & Ai, L. (2022). Interaction and learning engagement in online learning: The mediating roles of online learning self-efficacy and academic emotions. *Learning and Individual Differences*, 94, 102128. <https://doi.org/10.1016/j.lindif.2022.102128>
- Yunpeng, G., & Zaman, U. (2023). Exploring mega-construction project success in China's vaunted Belt and Road Initiative: the role of paternalistic leadership, team members' voice and team resilience. *Engineering, Construction and Architectural Management*, 31(9), 3801-3825. <https://doi.org/10.1108/eacam-12-2022-1201>

- Zaman, U., Aktan, M., Agrusa, J., & Khwaja, M. G. (2023). Linking Regenerative Travel and Residents' Support for Tourism Development in Kaua'i Island (Hawaii): Moderating-Mediating Effects of Travel-Shaming and Foreign Tourist Attractiveness. *Journal of Travel Research*, 62(4), 782-801. <https://doi.org/10.1177/00472875221098934>
- Zaman, U., Nadeem, R. D., & Nawaz, S. (2020). Cross-country evidence on project portfolio success in the Asia-Pacific region: Role of CEO transformational leadership, portfolio governance and strategic innovation orientation. *Cogent Business & Management*, 7(1), 1727681. <https://doi.org/10.1080/23311975.2020.1727681>
- Zhang, P. (2022). How does repetition affect vocabulary learning through listening to the teacher's explicit instruction? The moderating role of listening proficiency and preexisting vocabulary knowledge. *Language Teaching Research*, 13621688221140521. <https://doi.org/10.1177/13621688221140521>
- Zhou, S., & Rose, H. (2021). Self-regulated listening of students at transition from high school to an English medium instruction (EMI) transnational university in China. *System*, 103, 102644. <https://doi.org/10.1016/j.system.2021.102644>
- Zhuang, T., & Liu, B. (2022). Sustaining Higher Education Quality by Building an Educational Innovation Ecosystem in China—Policies, Implementations and Effects. *Sustainability*, 14(13), 7568. <https://doi.org/10.3390/su14137568>