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Assessment of Instructors' Implementation of Diversity Strategies in College Classrooms for EFL Students

A B S T R A C T

The current study aims to assess EFL instructors' awareness in terms of five types of diversity strategies containing (cognitive ability strategy, learning style, socio-economic status of EFL students, cultural background, and also gender diversity in EFL contexts. The study further investigates EFL students' perceptions of the strategies used by instructors in this domain. Eighty-one participants from the second stage (41 students) and third stage (40 students) at Salahaddin University, College of Basic Education, English Department, participated in the study. Two modules, "Short Story" from the second stage and "Morphology" from the third stage, were selected to fulfill the study's objectives. The study's data were collected using a student questionnaire and an observation checklist, which were adapted from Tomlinson's (2017) framework. Overall, the findings indicated that in the Morphology Module, instructors' awareness of diversity strategies was at a high level, with a percentage of 71%. Therefore, instructors had an adequate amount of awareness of the use of diversity strategies in the classroom. On the other hand, in the short story module, instructors' awareness of diversity strategies was moderate with a percentage of 59%. For the students in both modules, students' satisfaction with diversity strategies was at a moderate level, a percentage of 67 % for the Morphology Module 66% for the Short Story module. Based on the findings, the authors indicate that the need for more inclusive teaching practices is essential to create equitable atmosphere which is supportive of all students. © 2026 JTUH, College of Education for Human Sciences, Tikrit University

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تقييم تنفيذ المدرّسين لاستراتيجيات التنوع في الصفوف الجامعية لطلبة اللغة الإنجليزية كلغة أجنبية

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الخلاصة:

تهدف الدراسة الحالية إلى تقييم وعي مدرّسي اللغة الإنجليزية كلغة أجنبية (EFL) فيما يتعلق بخمس استراتيجيات للتّوَع، وتشمل: استراتيجية القدرة المعرفية، وأسلوب التّعلم، والوضع الاجتماعي الاقتصادي لطلبة اللغة الإنجليزية، والخلفية الثقافية، بالإضافة إلى التّوَع بين الجنسين في سياقات تعليم اللغة الإنجليزية كلغة أجنبية. كما تسعى الدراسة إلى استقصاء تصورات طلبة اللغة الإنجليزية حول الاستراتيجيات التي يستخدمها المدرسون ضمن هذا المجال. شارك في الدراسة واحد وثمانون مشاركاً من طلبة المرحلة الثانية (٤١ طالباً) والمرحلة الثالثة (٤٠ طالباً) في قسم اللغة الإنجليزية بكلية التربية الأساسية - جامعة صلاح الدين. وقد تم اختيار مقررّين دراسيين لتحقيق أهداف الدراسة، هما مقرر "القصة القصيرة" من المرحلة الثانية ومقرر "الصرف" من المرحلة الثالثة. تم جمع بيانات الدراسة باستخدام استبيان خاص بالطلبة وقائمة ملاحظة تم تكييفها بالاعتماد على إطار توملينسون (Tomlinson, 2017). أظهرت النتائج بشكل عام أن وعي المدرسين باستراتيجيات التّوَع في مقرر الصرف كان مرتفعاً، إذ بلغ %٧١، مما يشير إلى أن المدرسين يمتلكون مستوى كافياً من الوعي باستخدام استراتيجيات التّوَع داخل الصف الدراسي. أما في مقرر القصة القصيرة، فقد كان وعي المدرسين باستراتيجيات التّوَع متوسطاً بنسبة %٥٩. وبالنسبة للطلبة في كلا المقررّين، فقد أظهرت النتائج أن رضاهم عن استراتيجيات التّوَع كان متوسطاً، إذ بلغت النسبة %٦٧ في مقرر الصرف و %٦٦ في مقرر القصة القصيرة. وبناءً على هذه النتائج، يشير الباحثون إلى أن هناك حاجة ماسة إلى تبني ممارسات تدريسية أكثر شمولاً من أجل خلق بيئة تعليمية عادلة وداعمة لجميع الطلاب. تهدف الدراسة الحالية إلى تقييم وعي مدرّسي اللغة الإنجليزية كلغة أجنبية (EFL) فيما يتعلق بخمس استراتيجيات للتّوَع، وتشمل: استراتيجية القدرة المعرفية، وأسلوب التّعلم، والوضع الاجتماعي الاقتصادي لطلبة اللغة الإنجليزية، والخلفية الثقافية، بالإضافة إلى التّوَع بين الجنسين في سياقات تعليم اللغة الإنجليزية كلغة أجنبية. كما تسعى الدراسة إلى استقصاء تصورات طلبة اللغة الإنجليزية حول الاستراتيجيات التي يستخدمها المدرسون ضمن هذا المجال. شارك في الدراسة واحد وثمانون مشاركاً من طلبة المرحلة الثانية (٤١ طالباً) والمرحلة الثالثة (٤٠ طالباً) في قسم اللغة الإنجليزية بكلية التربية الأساسية - جامعة صلاح الدين. وقد تم اختيار مقررّين دراسيين لتحقيق أهداف الدراسة، هما مقرر "القصة القصيرة" من المرحلة الثانية ومقرر "الصرف" من المرحلة الثالثة. تم جمع بيانات الدراسة باستخدام استبيان خاص بالطلبة وقائمة ملاحظة تم تكييفها بالاعتماد على إطار توملينسون (Tomlinson, 2017). أظهرت النتائج بشكل عام أن وعي المدرسين باستراتيجيات التّوَع في مقرر الصرف كان مرتفعاً، إذ بلغ %٧١، مما يشير إلى أن المدرسين يمتلكون مستوى كافياً من الوعي باستخدام استراتيجيات التّوَع داخل الصف الدراسي. أما في مقرر القصة القصيرة، فقد كان وعي المدرسين باستراتيجيات التّوَع متوسطاً بنسبة %٥٩. وبالنسبة للطلبة في كلا

المقررين، فقد أظهرت النتائج أن رضاهم عن استراتيجيات التنوع كان متوسطاً، إذ بلغت النسبة 67% في مقرر الصرف و ٦٦% في مقرر القصة القصيرة. وبناءً على هذه النتائج، يشير الباحثون إلى أن هناك حاجة ماسة إلى تبني ممارسات تدريسية أكثر شمولاً من أجل خلق بيئة تعليمية عادلة وداعمة لجميع الطلاب.

الكلمات المفتاحية: التقييم ، التنوع ، طلاب اللغة الإنجليزية كلغة أجنبية ، استراتيجيات ، الجامعات

Section One: Introduction

1.1 Statement of the Problem

Today classrooms at university consist of students from a variety of cultural, linguistic, gender, socio-economic status, and cognitive ability backgrounds, and this variation can affect not only how students learn, but also how they interact with others in those classrooms, and how they engage with the content in English as a Foreign Language (EFL) context. Many teachers are still doing things similarly, and not adapting for any of the above-mentioned variations. Some learners, therefore, may feel like they are in a foreign land and could feel detached, alienated, lost, misunderstood or that they are not capable of becoming the learner they are supposed to become. The complexity here is to try to negotiate and make effective strategies that will assist, create and foster multiple learning needs where potential learners are individuals and are also seen as equal; regardless of their gender; socio-economic status; learning style; cultural identity; etc.

1.2 Aims of the Study

The current study attempts to achieve the following aims:

1. Checking EFL instructors' awareness concerning diversity strategies including five types of diversity—cognitive ability, learning style, cultural background, socioeconomic status, and gender diversity in EFL University classes.
2. Detecting EFL students' perceptions of the strategies used by their instructors.

1.3 Questions of the study

The following research questions are formulated:

1. Are EFL instructors aware of the strategies that are supportive in teaching students with diverse (cognitive abilities, learning styles, cultural background, socio economic statuses, and genders)?
2. What are EFL students' perceptions towards the strategies of diversity used by their university instructors?

1.4 Significance of the study

This research will be of interest to some specific groups. First, it will support EFL teachers, because it outlines many concrete examples of creating diversity in the classroom, and ultimately increasing inclusiveness. Second, it will be relevant to the students; implementing these types of strategies will demonstrate an attitude of support and respect for students' diverse backgrounds, needs and learning styles, thereby enhancing engagement, and creating more possibility for achievement. Third, it will be useful for university administrators and curriculum designers; they will be able to reference this research as they develop training and curricular materials based on respect for diversity.

1.5 Limits of the study

The study is limited to second and third stage EFL students who study morphology and short story from College of Basic Education- English department at Salahaddin University for the academic year 2024-2025.

1.5 Definitions of Concepts

1.6.1: Assessment:

According to Kapur (2008, p.1) “Assessment refers to collecting information on the progress of students’ learning using a variety of procedures”. Also, Rowntree (1987, p.1) has identified the importance of assessment and states that “assessment procedures are the best means to discover the truth about an educational system and the achievement of its planned goals”

1.6.2 EFL students:

Iwai (2011:150) defines that EFL refers to those who learn English in non-English speaking countries. Another definition is “EFL refers to the teaching of English to people for whom it is not the first language” (Oxford Advanced Learner’s Dictionary, 2004, p.402).

1.6.3 Diversity:

Cushner et al (1992, p.29) defines diversity as “the difference among individuals based on gender, ethnicity, race, social class, poverty, culture, religion, language, age and handicap, background, economic, social, psychological, physical, intellectual differences, and learning types”. Diversity in EFL contexts are students from a variety of language, culture, and academic backgrounds that will determine how they learn in a way that requires unique instructional strategies that anticipate their features and needs, and thus ease their language acquisition experiences (Snow, 2007, p. 35)

2.Theoretical Background

2.1 The importance of diversity in Education

Diversity in higher education and education is a broader-degree-a good academic foundation, social progress and global citizenship. A diverse educational environment, which enriches educational experiences in race, nationality, culture, language, social economic, gender, ability and thought. Research constantly shows that different classes, raise cognitive development because students are involved with different views, hypothesis, and develop the skills of solving more problems (page, 2007, p. 8). Camerer and Mader (2012, p.188) define diversity as “regarding every individual as unique, but at the same time recognizing differences in e.g. race, nationality, language and religion as well as gender, sexual orientation, socio-economic status, age, physical abilities and beliefs or ideologies”

Diversity in education plays an important role when analyzing student demographics, staff make-up and the curriculum. With the added ethnic or cultural diversity of students in the classroom, there exists a multitude of educational advantages. There is great value in diversity in the education system for many

reasons. One reason is the varied perspectives that diversity introduces into a classroom. Students of different ethnic background, gender and densification will bring several perspectives into their classrooms. It will provide dimensional, well-rounded perspectives and peer interaction (learning from each other and their various perspectives). Another advantage of diversity is higher results for students. There are more studies showing that diverse groups make better problems solvers and are more successful overall (Western Governors University, 2020, para.3).

The use of various educational strategies in EFL is important to solve multidimensional differences among students, including cognitive abilities, cultural background, and learning desires (Richards & Rodgers, 2014, P. 67). In different linguistic sites, a 1-size-fits-all method often marginalizes students with different levels of skill or social-cultural direction. Research shows that Different instructions like tiered assignments or delivery of multi-style content, the acquisition of the language by stabilizing individual needs (Tomlinson, 2017, P. 34).

To make diversity a reality in the classroom, evidence-based methods must carefully address many ways in which students are different. Instructors mostly discuss cognitive diversity in EFL classes through the use of scaffolding activities with various levels of difficulty. This reveals that they can divide the lessons into consumable steps (scaffolding) and allocate tasks through different levels of difficulty, allowing each student to work at a speed and level appropriate for their ability.), so that each student can work at a pace and level corresponding with their abilities. (Tomlinson 2014, p. 28).

While teaching students with different learning styles instructors should avoid using the same style of teaching for all of their students, no matter how good they are. They should plan lessons that enable students learn the material in methods that work best for them instead. In this respect they can employ the Universal Design for Learning (UDL) technique to make the text more accessible to students with different learning styles. This means giving individuals information in many forms, such interactive tools for students who learn best by doing, visuals for those who learn best by watching, and audio resources for students who learn best by listening. (Rose & Meyer 2006, pp. 137–140).

Ladson-Billings (1995, p. 483) mentions that in teaching EFL students with different Cultural backgrounds instructors should use students' cultural backgrounds as tools for learning, using relevant texts that reflect real-life experiences. Multilingual scaffolding is crucial for learning new languages and celebrating diverse languages. Academic settings support students' ways of learning by validating cultural ways of speaking, such as storytelling and community-based knowledge.

For students from different socioeconomic backgrounds to engage with the education process, structural change to promote greater socioeconomic equity must take place. In order to balance time and technology access, like, offering free digital learning resources, letting students select their own objectives, and establishing device-loan programs Armstrong (2012). While teaching students with different genders, it is necessary for the instructors to use gender-neutral language, diverse case studies and instructional materials, and using anonymous participation tools, are necessary for gender inclusion. All students learn more effectively in the classroom when unconscious biases and stereotypes are dispelled (Hyde 2005, p. 581).

2.2 Review of Literature

The use of successful teaching strategies in (EFL) classrooms, specifically in diverse circumstances, has progressed dramatically over time. The literature demonstrates the need of adapting instructional techniques to fit the diverse requirements of students. This literature review examines major findings from numerous critical research on the difficulty of teaching EFL in diverse classes.

Parkison, Kathy, Dianne Roden, and Susan Sciame-Giesecke (2009) in their study "Infusing Diversity into the Curriculum: What Are Faculty Members Actually Doing?" give a detailed overview of the teaching methods that faculty members use to promote diversity in college curricula. This is important for EFL classes. The authors give a number of helpful tips for getting students to learn about different points of view and cultural backgrounds. These include small-group projects, case studies, team-based learning, service-learning projects, talking to international exchange students, going on field trips, and having guest speakers.

A study titled "Differentiated Instruction in Mixed-Ability EFL Classrooms in Croatia" by Pajalić (2015) is a detailed account of Croatia EFL teachers' attitudes and practices toward differentiated instruction, especially in relation to addressing the needs of diverse students. Pajalić noted a stark difference between teachers' knowledge of diversity in their students--cognitive-wise, learning styles, and cultural background--and the actual differentiation they perform; and the validity of this understatement presents an issue, with teaching approaches changing to encourage inclusion. The research on teaching strategies in (EFL) classrooms stresses how important it is to change how you teach to meet the needs of different students.

3. Methodology

3.1 Sample Selection and Participants

The research participants included 81 students, with 41 second-year students and 40 third-year students. Purposive sampling is used for students enrolled in short story and morphology courses at Salahaddin University, College of Basic Education- English Department. Participants were requested to complete the questionnaire to check their perceptions of the strategies used by their instructors. Only 76 forms of the questionnaires were considered for the statistical analysis of this study, since 5 forms were inadequately completed and, in accordance with research writing standards, were rejected.

3.2 Instruments

Observation checklist and students' questionnaire functioned as supplementary instruments. The questionnaire consisted of 25 items with a five-point Likert scales (Never, Rarely, Sometimes, Frequently, Always) to check the perceptions of EFL university students concerning the instructors' application of diversity strategies. Additionally, the comparable observation checklist instrument with 25 items, through which each 5 items represent a type of diversity including (cognitive ability, cultural background, gender, socioeconomic, and learning-style diversity) with an identical scale, recorded teaching behaviors in real time. The two mentioned instruments were generally based on the frameworks of Tomlinson's (2017) framework, confirmed by experts' review, and pilot-tested for clarity. At the same time Cronbach's alpha above 0.75 for all subscales, with both

instruments surpassing the essential threshold ($\alpha > .70$), affirming their reliability for analysis of diversity strategies in EFL university classes. See table (1)

Table (1) Reliability Statistics of Observation Checklist and Students' Questionnaire

Cronbach's Alpha of Observation	N of Items	Cronbach's Alpha of Student's' questionnaire	N of Items
.896	25	.757	25

5. Results and Discussions.

5.1 EFL Instructors' Awareness of Diversity Strategies in Morphology and Short Story Modules.

The statistical findings on the observation checklist in Short Story module indicate that data from Salahaddin University –College of Basic Education- English Department demonstrates notable differences in the implementation of diversity strategies across courses. See Tables (2) and (3) for the results.

Table (2) The Results of the Instructors' Awareness in the Implementation of Diversity Strategies in EFL University Classes in Morphology Module.

Item	Mean	Std.	Percentage %
A) Cognitive Ability			
1. The instructor differentiates the content, methods, or tests to cater to the diverse cognitive abilities of students, offering them appropriate challenges and support.	4.2500	.50000	85%
2. To help students, the instructor employs scaffolding strategies like dividing the tasks into smaller manageable parts or asking key questions.	4.7500	.50000	95%
3. The instructor employs multimodal techniques like visuals, audio aids, and hands-on exercises to cater to students' diverse cognitive needs.	3.5000	.57735	70%

4. Through group projects, peer tutoring, and cooperative activities, the instructor improves the students' understanding.	2.2500	.50000	45%
5. Instructors provide students a variety of ways to show what they've learned, such as written assignments, visual presentations, and spoken explanations.	3.7500	.50000	75%
Average (1-5)	3.7	0.51547	74%
B) Learning Style	Mean	Std.	Percentage%
6. The educational environment is designed to accommodate diverse learning styles, including kinesthetic, auditory, and visual-oriented students.	3.2500	.50000	65%
7. The instructor uses a range of teaching approaches (e.g., lectures, discussions, hands-on exercises, visual aids) to engage students with various learning preferences.	4.0000	.00000	80%
8. The instructor encourages students to work individually, in pairs, cooperate with classmates, and in groups, accommodating both independent and social learners	2.5000	.57735	50%
9. The instructor integrates interactive technologies, like apps or multimedia tools, to engage and support diverse learners	3.0000	.00000	60%
10. Assessment techniques like exams, quizzes, projects, and presentations are used to cater to diverse learning styles, with flexible feedback options like instant, self-correction, and peer correction.	3.5000	.57735	70%
Average (6-10)	3.25	0.33094	65%
C) Cultural Background	Mean	Std.	Percentage%
11. The instructor employs culturally appropriate materials, stories, and examples to accommodate the diverse cultural backgrounds of each student.	2.7500	.50000	55%

12. Students are encouraged to share their cultural background in class discussions and activities, fostering mutual understanding and respect.	2.7500	.50000	55%
13. The instructor uses inclusive language to make all students feel appreciated, avoiding cultural prejudice and promoting respect for all backgrounds.	4.0000	.00000	80%
14. The instructor adapts teaching methods to accommodate different cultural norms, learning styles, and communication patterns, ensuring that all students can engage effectively.	3.2500	.50000	65%
15. The instructor encourages cross-cultural collaboration through group work and activities, promotes multilingual support when necessary.	1.7500	.50000	35%
Average (11-15)	2.9	0.4	58%
D) Socio-Economic Status	Mean	Std.	Percentage%
16. The instructor employs accessible materials and tools, ensuring that all students may engage in learning activities regardless of their socioeconomic situation.	5.0000	.00000	100%
17. The instructor designs assignments and activities that do not rely on expensive tools or materials, making them accessible to students with limited resources.	4.2500	.50000	85%
18. The instructor offers flexible learning choices, such as digital and physical materials, to suit students who may have restricted access to technology outside of class.	3.0000	.81650	60%
19. The instructor fosters an inclusive classroom environment where socio-economic differences are respected, and all students feel valued	4.0000	.00000	80%
20. The instructor encourages collaborative activities, such as group work or peer mentoring, to allow students to share resources and support each other.	2.2500	.50000	45%
Average (16-20)	3.7	.3633	74%
E) Gender diversity	Mean	Std.	Percentage%

21. The instructor creates a supportive classroom environment where students of all genders feel comfortable expressing themselves and participating in activities.	5.0000	.00000	100%
22. The instructor ensures equal participation from all genders by actively encouraging both male and female students to engage in class discussions and activities	5.0000	.00000	100%
23. The instructor uses gender-neutral language in teaching materials and interactions to avoid reinforcing gender stereotypes.	4.5000	.57735	90%
24. The instructor organizes group work or pair activities that are intentionally mixed in gender to promote collaboration and reduce gender-based segregation.	2.0000	.00000	40%
25. The instructor provides feedback and support to students in a way that is free from gender bias or assumptions, ensuring fairness and inclusivity.	4.0000	.00000	80%
Average (20-25)	4.1	0.11547	82%
Total Average (1-25)	3.53	0.345036	71%

Table (3) The Results of The Instructors' awareness in the implementation of diversity strategies in EFL University classes in Sort story Module.

Item	Mean	Std.	Percentage%
A) Cognitive Ability			
1. The instructor differentiates the content, methods, or tests to cater to the diverse cognitive abilities of students, offering them appropriate challenges and support.	3.5000	.57735	70%
2. To help students, the instructor employs scaffolding strategies like dividing the tasks into smaller, manageable part or asking key questions.	3.7500	.50000	75%
3. The instructor employs multimodal techniques like visuals, audio aids, and hands-on exercises to cater to students' diverse cognitive needs.	2.7500	.95743	55%

4. Through group projects, peer tutoring, and cooperative activities, the instructor improves the students' understanding.	1.2500	.50000	25%
5. Instructors provide students a variety of ways to show what they've learned, such as written assignments, visual presentations, and spoken explanations.	2.7500	.50000	55%
Average (1-5)	2.8	0.606956	56%
B) Learning Styles	Mean	Std.	Percentage%
6. The educational environment is designed to accommodate diverse learning styles, including kinesthetic, auditory, and visual-oriented students.	2.5000	1.00000	50%
7. The instructor uses a range of teaching approaches (e.g., lectures, discussions, hands-on exercises, visual aids) to engage students with various learning preferences.	2.7500	.95743	55%
8. The instructor encourages students to work individually, in pairs, cooperate with classmates, and in groups, accommodating both independent and social learners	2.2500	.50000	45%
9. The instructor integrates interactive technologies, like apps or multimedia tools, to engage and support diverse learners	1.2500	.50000	25%
10. Assessment techniques like exams, quizzes, projects, and presentations are used to cater to diverse learning styles, with flexible feedback options like instant, self-correction, and peer correction.	2.0000	.81650	40%
Average (6-10)	2.15	0.754786	43%
C) Cultural Background	Mean	Std.	Percentage%
11. The instructor employs culturally appropriate materials, stories, and examples to accommodate the diverse cultural backgrounds of each student.	2.7500	.95743	55%

12. Students are encouraged to share their cultural background in class discussions and activities, fostering mutual understanding and respect.	2.5000	1.29099	50%
13. The instructor uses inclusive language to make all students feel appreciated, avoiding cultural prejudice and promoting respect for all backgrounds.	4.2500	.50000	85%
14. The instructor adapts teaching methods to accommodate different cultural norms, learning styles, and communication patterns, ensuring that all students can engage effectively.	3.2500	.50000	65%
15. The instructor encourages cross-cultural collaboration through group work and activities, promotes multilingual support when necessary.	1.2500	.50000	25%
Average (11-15)	2.8	0.749684	56%
D) Socioeconomic Status	Mean	Std.	Percentage%
16. The instructor employs accessible materials and tools, ensuring that all students may engage in learning activities regardless of their socioeconomic situation.	4.0000	.00000	80%
17. The instructor designs assignments and activities that do not rely on expensive tools or materials, making them accessible to students with limited resources.	4.0000	.00000	80%
18. The instructor offers flexible learning choices, such as digital and physical materials, to suit students who may have restricted access to technology outside of class.	2.0000	.81650	40%
19. The instructor fosters an inclusive classroom environment where socio-economic differences are respected, and all students feel valued	4.0000	.00000	80%
20. The instructor encourages collaborative activities, such as group work or peer mentoring, to allow students to share resources and support each other.	1.5000	.57735	30%
Average (16-20)	3.1	0.27877	62%
E) Gender diversity	Mean	Std.	Percentage%

21. The instructor creates a supportive classroom environment where students of all genders feel comfortable expressing themselves and participating in activities.	4.2500	.50000	85%
22. The instructor ensures equal participation from all genders by actively encouraging both male and female students to engage in class discussions and activities	4.5000	.57735	90%
23. The instructor uses gender-neutral language in teaching materials and interactions to avoid reinforcing gender stereotypes.	4.7500	.50000	95%
24. The instructor organizes group work or pair activities that are intentionally mixed in gender to promote collaboration and reduce gender-based segregation.	1.2500	.50000	25%
25. The instructor provides feedback and support to students in a way that is free from gender bias or assumptions, ensuring fairness and inclusivity.	4.2500	.50000	85%
Average (21-25)	3.8	0.51547	76%
Total Average (1-25)	2.93	0.581133	59%

According to the results Morphology module with (71% overall average) significantly exceeded short story (59%) in all five diversity areas. Gender inclusion emerged as the most robust domain in both modules (Morphology: 82%, short story: 76%), but cultural background strategy was the least strong (58% and 56% respectively). Learning-style adaptation showed significant disparities in short story (43%) compared to Morphology (65%). Cognitive ability strategies had the most significant inter-module disparity (74% vs 56%). Morphology Strengths reflected well in gender equality and cognitive scaffolding through flexible tasks, as well as balanced socioeconomic and learning style support, such as visual aids for kinesthetic learners. Conversely, short story reveals critical gaps in the lack of attention to learning styles (43%), indicating an inflexible, one-size-fits-all strategy for teaching. Cultural strategy with (56%) constrains cross-cultural interaction in EFL classes. It is essential for instructors to use Morphology's cognitive and

learning style strategies, whereas both courses need immediate cultural pedagogy instruction.

5.2 The Results of Students' Perceptions towards their Instructor's Applied Strategies of Diversity in Morphology and short story Module.

The statistical findings reveal that students' perceptions at Salahaddin University – College of Basic Education-English Department show small differences in the experience of diversity teaching strategies across the two courses. See Tables 4 and 5 for the results.

Table (4) The Results of Students' Perceptions in Morphology Module

Item	Mean	Std. Deviation	Percentage %
A) Cognitive Ability			
1. Classroom resources are designed to suit students' different learning preferences, needs, and ability levels, ensuring that each student's understanding level is met.	3.06	.938	61%
2. The instructor uses a variety of techniques, including project-based work, oral exercises, and written assignments, to help students with a variety of skill levels.	3.57	1.145	71%
3. The instructor uses Assistive technology, such as mobile apps, audio, and visual aids, in the classroom to improve learning processes and student engagement.	2.89	.900	58%
4. The instructor encourages students to think critically and solve problems by providing opportunities for them to use these skills in language exercises.	3.63	.877	73%
5. Classroom resources are designed to suit students' different learning preferences, needs, and ability levels, ensuring that each student's understanding level is met	3.49	1.067	70%
Average (1-5)	3.328	0.9854	67%
B) Learning style			
	Mean	Std.	percentage%

6. The instructor adapts the information and activities to the students' needs and learning styles, through using visual, aural, auditory, and practical techniques.	3.40	.946	68%
7. The instructor uses simple methods to explain difficult ideas in small, easy steps by breaking them down into manageable steps.	3.54	.886	71%
8. The instructor employs a turn-and-talk strategy to encourage student participation and engagement, sharing their ideas, asking questions, and developing their learning.	3.71	.893	74%
9. The instructor employs digital tools and apps to provide interactive, self-paced learning opportunities that suit different learning styles.	3.03	.618	61%
10. The instructor provides flexible seating, technology, and hands-on activities to suit diverse learning styles.	3.17	.891	63%
Average (6-10)	3.37	0.8468	67%
C) Cultural Background	Mean	Std.	Percentage%
11. The instructor creates a respectful and inclusive classroom by encouraging discussions about different cultures, beliefs, and practices.	3.80	.868	76%
12. The instructor uses real-world issues in classroom discussions to enhance students' understanding of cultural strategies	3.00	.874	60%
13. The instructor provides group activities and assignments that promote cross-cultural cooperation	3.17	1.014	63%
14. The instructor promotes intercultural awareness by allowing students to present cultural objects or discuss personal and family matters in the classroom.	2.80	.964	56%
15. The instructor employs a variety of linguistic elements in the classroom, such as proverbs, idioms, or phrases, to highlight cultural diversity.	3.26	.980	65%
Average (11-15)	3.206	0.94	64%
D) Socio-Economic Status	Mean	Std.	Percentage%

16. The instructor prepares the lessons and activities that respect and recognize the different experiences and backgrounds of students.	3.71	.893	74%
17. The instructor supports all students' learning through free or inexpensive materials and resources (such as online tools or handouts).	3.71	.825	74%
18. The instructor provides equal chances for all students to participate in classroom discussions and activities, regardless of their financial status.	3.71	.893	74%
19. The instructor is aware of the challenges that some of the students face due to socioeconomic differences.	3.06	.968	61%
20. The instructor develops a collaborative and engaging environment that helps students develop the knowledge and abilities necessary for social success.	3.46	.780	69%
Average (16-20)	3.53	0.8718	71%
D) Gender diversity	Mean	Std.	percentage%
21. The instructor uses gender-neutral language in the classroom to ensure that none of no gender feels excluded or given priority.	3.49	.919	70%
22. The instructor uses a variety of gender images in class materials and exercises, allowing students to discover and develop their different skills and viewpoints.	3.14	1.004	63%
23. The instructor addresses and corrects misunderstandings and biases regarding both genders during class discussions and activities.	3.46	1.010	69%
24. The instructor acknowledges and respects students' particular preferences and limits regarding discussions or representations of both genders.	3.66	.725	73%
25. Activities are organized according to students' interests or abilities regardless of gender, which encourages teamwork and inclusion.	3.34	.906	67%
Average (20-25)	3.418	0.9128	68%

Total Average (1-25)	3.3704	0.91136	67%
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Table (5) The Results of Students' perceptions in short story Module

Item	Mean	Std.	Percentage%
A) Cognitive Ability			
1. Classroom resources are designed to suit students' different learning preferences, needs, and ability levels, ensuring that each student's understanding level is met.	3.00	.775	60%
2. The instructor uses a variety of techniques, including project-based work, oral exercises, and written assignments, to help students with a variety of skill levels.	3.63	.662	73%
3. The instructor uses Assistive technology, such as mobile apps, audio, and visual aids, in the classroom to improve learning processes and student engagement.	3.24	.969	65%
4. The instructor encourages students to think critically and solve problems by providing opportunities for them to use these skills in language exercises.	3.78	.852	76%
5. Classroom resources are designed to suit students' different learning preferences, needs, and ability levels, ensuring that each student's understanding level is met	3.46	.869	69%
Average (1-5)	3.422	0.8254	68%
B) Learning style			
6. The instructor adapts the information and activities to the students' needs and learning styles through using visual, aural, auditory, and practical techniques.	3.24	.582	65%
7. The instructor uses simple methods to explain difficult ideas in small, easy steps by breaking them down into manageable steps.	3.66	.762	73%

8. The instructor employs a turn-and-talk strategy to encourage student participation and engagement, sharing their ideas, asking questions, and developing their learning.	3.22	.725	64%
9. The instructor employs digital tools and apps to provide interactive, self-paced learning opportunities that suit different learning styles.	3.02	.880	60%
10. The instructor provides flexible seating, technology, and hands-on activities to suit diverse learning styles.	3.00	1.049	60%
Average (6-10)	3.228	0.7996	65%
C) Cultural background	Mean	Std.	Percentage%
11. The instructor creates a respectful and inclusive classroom by encouraging discussions about different cultures, beliefs, and practices.	3.78	.822	76%
12. The instructor uses real-world issues in classroom discussions to enhance students' understanding of cultural strategies.	3.10	.889	62%
13. The instructor provides group activities and assignments that promote cross-cultural cooperation	3.05	.805	61%
14. The instructor promotes intercultural awareness by allowing students to present cultural objects or discuss personal and family matters in the classroom.	2.78	1.037	56%
15. The instructor employs a variety of linguistic elements in the classroom, such as proverbs, idioms, or phrases, to highlight cultural diversity.	3.27	.742	65%
Average (11-15)	3.196	0.859	64%
D)Socioeconomic status	Mean	Std.	Percentage%
16. The instructor prepares the lessons and activities that respect and recognize the different experiences and backgrounds of students.	3.29	.814	66%
17. The instructor supports all students' learning through free or inexpensive materials and resources (such as online tools or handouts).	3.46	.897	69%

18. The instructor provides equal chances for all students to participate in classroom discussions and activities, regardless of their financial status.	3.71	.782	74%
19. The instructor is aware of the challenges that some of the students face due to socioeconomic differences.	2.44	.867	49%
20. The instructor develops a collaborative and engaging environment that helps students develop the knowledge and abilities necessary for social success.	3.12	.812	62%
Average (16-20)	3.204	0.8344	64%
E) Gender diversity	Mean	Std.	Percentage %
21. The instructor uses gender-neutral language in the classroom to ensure that none of any gender feels excluded or given priority.	3.80	1.030	76%
22. The instructor uses a variety of gender images in class materials and exercises, allowing students to discover and develop their different skills and viewpoints.	3.20	1.030	64%
23. The instructor addresses and corrects misunderstandings and biases regarding both genders during class discussions and activities.	3.73	.923	75%
24. The instructor acknowledges and respects students' particular preferences and limits regarding discussions or representations of both genders.	3.68	.879	74%
25. Activities are organized according to students' interests or abilities regardless of gender, which encourages teamwork and inclusion.	2.61	1.137	52%
Average (21-25)	3.404	0.9998	68%
Total Average (1-25)	3.2908	0.86364	66%

The statistical findings reveal that students' perceptions show small differences in the experience of diversity teaching strategies across courses, with Morphology

(67% total) slightly outperforming short story (66%). The most prominent domain in Short Story Module was gender inclusion (69%), which suggests that students recognize the consistent use of gender-neutral language and equal representation in literary works. Nevertheless, this Module demonstrated significant deficiencies in cultural background strategies with (64%) and socioeconomic support with (64%), indicating that students acknowledged insufficient provisions for resource inequalities and a careless engagement with multicultural viewpoints.

On the contrary, Morphology had higher performances in socioeconomic strategies (71%), indicating that students appreciated their concrete initiatives to raise sources of access to resources through free tools and fair participation structures. Morphology was also successful in the adaptation of learning style strategies with methods (67%), which attracted the attention of various students. Unexpectedly, cognitive ability in both modules (short story: 68%, morphology: 67%). Cultural backgrounds, such as a deficiency of domains in both modules (short story: 64%, morphology: 64%), highlighted the fundamental lack of the curriculum in the use of multicultural content to improve cultural learning.

4. Conclusions

Salahaddin University EFL instructors at college of Basic Education - English Department demonstrated a moderate awareness of the diversity related strategies. Strong implementation of such strategies has been recorded in Morphology Module with (71%). However, the instructor of short story showed moderate implementation of the strategies with (59%), main gaps of awareness, particularly in the strategies that are related to learning styles and cognitive ability diversity. Despite the consistent implementation of gender strategies (76%), There were only a few small structural gaps in the classroom materials when it came to culture strategies and socio-economic equality (62%).

Concerning the perceptions of EFL Students, students in both short story (66%) and Morphology (67%) modules at Salahaddin University had moderate satisfaction towards their instructors' applied strategies of diversity.

5.Recommendations

The study has outlined a number of suggestions for improvements to practice in diverse EFL classes. First, improvements in continual professional development is needed for EFL instructors to be able to better understand differentiated instruction, inclusive pedagogies, and culturally appropriate pedagogy. The study also suggests that assistive technologies such as visual aids or digital materials had the potential to deliver lessons to a broad audience of students with different cognitive capacities and learning preferences. In terms of lesson planning, it will also be important to consider flexible and different grouping arrangements as well as a range of multisensory active engagement to engage all learners according to their strengths.

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