

Strategies Used by Instructors to Teach EFL Diverse Students in Public and Private Universities

الاستراتيجيات التي يستخدمها المعلمون لتدريس اللغة الإنجليزية للطلاب المتنوعين في الجامعات العامة والخاصة

Assist. prof. Dr. Najat Muhammed Amin / University of Salahaddin College of Law
Assist. Teacher Tara Abdulqadr Mustafa / Salahaddin University

Abstract

Diversity influences students' learning experiences, and in certain situations, this diversity can hinder the educational process. Therefore, College Instructors of English as a Foreign Language (EFL) must implement a range of teaching diversity strategies to support and cater to all kinds of learners. This study is an exploratory study that aims at investigating instructors' awareness concerning diversity teaching strategies in terms of five types of diversity including (cognitive ability, learning style, cultural background, socio economic status, and gender diversity), in Morphology module, present in EFL classrooms in both public and private universities in Erbil city in Iraqi Kurdistan. The study also targets taking students' perceptions to check the strategies that are employed by EFL instructors to meet the individual needs of diverse students. Concerning the tools, Students' questionnaire and observation checklist are used. In order to achieve the aims of the study, The perceptions of (57) students from both public (Soran university) and private (Cihan university) in a grammar related Module (Morphology) is taken. 27students, from 3rd stage, at Cihan University, and (30) students from 3rd stage of Soran University participated in filling a questionnaire to detect their perceptions. Concerning the observation checklist, the same classes, that participated in filling in the questionnaire at both universities are observed by the researchers to detect the use of such strategies by their instructors. The results of the students' perceptions reveal that EFL students in Morphology Module from both Universities have a moderate satisfactory towards their instructors in the implementation of diversity strategies achieving (68%) for each. Concerning the results of the observation checklist reveal that in Morphology Module both Universities have recorded close results with (67%) for Cihan University and (64%) for Soran University. This indicates that the instructors in both Universities in Morphology Module to a moderate extent are aware of using diversity strategies in EFL diverse classes. No significant differences are noticed between the two universities in employing the strategies of diversity in EFL diverse classes. However, the 60% is regarded to be moderate and instructors need to use diverse strategies to improve the academic results at EFL Diverse classes.

Email: najat.amin@su.edu.krd
tara.mustafa@su.edu.krd

Published: 1- 12-2025

Keywords: EFL students,
Strategies, Diversity, Universities

هذه مقالة وصول مفتوح بموجب ترخيص
CC BY 4.0

(<http://creativecommons.org/licenses/by/4.0/>)

المخلص

يؤثر التنوع على تجارب تعلم الطلاب، وفي بعض المواقف، يمكن أن يعيق هذا التنوع العملية التعليمية. لذلك، يجب على مدرسي اللغة الإنجليزية كلغة أجنبية (EFL) في الكليات تطبيق مجموعة من استراتيجيات تدريس التنوع لدعم وتلبية جميع أنواع المتعلمين. هذه الدراسة هي دراسة استكشافية تهدف إلى التحقيق في وعي المدرسين بشأن استراتيجيات تدريس التنوع من حيث خمسة أنواع من التنوع بما في ذلك (القدرة المعرفية، وأسلوب التعلم، والخلفية الثقافية، والوضع الاجتماعي والاقتصادي، والتنوع بين الجنسين)، في وحدة علم الصرف، الموجودة في فصول اللغة الإنجليزية كلغة أجنبية في كل من الجامعات العامة والخاصة في مدينة أربيل في كردستان العراق. تهدف الدراسة أيضًا إلى أخذ تصورات الطلاب للتحقق من الاستراتيجيات التي يستخدمها مدرسو اللغة الإنجليزية كلغة أجنبية لتلبية الاحتياجات الفردية للطلاب المتنوعين. فيما يتعلق بالأدوات، تم استخدام استبيان الطلاب وقائمة التحقق من الملاحظة. من أجل تحقيق أهداف الدراسة، تم أخذ تصور (57) طالبًا من كل من الجامعة العامة (جامعة سوران) والجامعة الخاصة (جامعة جيهان) في وحدة متعلقة بالقواعد (علم الصرف). شارك 27 طالبًا من المرحلة الثالثة بجامعة جيهان و(30) طالبًا من المرحلة الثالثة بجامعة سوران في ملء استبيان للكشف عن تصوراتهم. وفيما يتعلق بقائمة التحقق من الملاحظة، فقد لاحظ الباحثون نفس الفصول التي شاركت في ملء الاستبيان في كلتا الجامعتين للكشف عن استخدام مثل هذه الاستراتيجيات من قبل مدرسيهم. تكشف نتائج تصورات الطلاب أن طلاب اللغة الإنجليزية كلغة أجنبية في وحدة علم الصرف من كلتا الجامعتين لديهم رضا معتدل تجاه مدرسيهم في تنفيذ استراتيجيات التنوع محققين (68%) لكل منهما. وفيما يتعلق بنتائج قائمة التحقق من الملاحظة، تكشف أنه في وحدة علم الصرف، سجلت كلتا الجامعتين نتائج مقارنة بنسبة (67%) لجامعة جيهان و(64%) لجامعة سوران. وهذا يشير إلى أن المدرسين في كلتا الجامعتين في وحدة علم الصرف على دراية إلى حد ما باستخدام استراتيجيات التنوع في الفصول المتنوعة للغة الإنجليزية كلغة أجنبية. لم تُلاحظ أي فروق جوهرية بين الجامعتين في استخدام استراتيجيات التنوع في الفصول الدراسية المتنوعة التي تدرس اللغة الإنجليزية كلغة أجنبية. ومع ذلك، تُعتبر نسبة 60% متوسطة، ويحتاج المدرسون إلى استخدام استراتيجيات متنوعة لتحسين النتائج الأكاديمية في الفصول الدراسية المتنوعة التي تدرس اللغة الإنجليزية كلغة أجنبية.

1.0 Introduction

Teachers all across the world are now dealing with diverse classrooms, and educators must be well equipped to instruct such a varied student population. Diversity has been defined by many researchers (Cushner et al ,1992, p29) state that "diversity is about differences based on gender, ethnicity, race, class, poverty, culture, religion, language, age and handicapping conditions, different backgrounds, economics, social, psychological, physical, intellectual differences, and learning styles". In this regard Tomlinson (2017,p.2) believes that "Diversity in the classroom refers to differences among students in terms of readiness levels, interests, learning profiles, and cultural backgrounds, which require teachers to adapt instruction to meet varied needs."(Banks & Banks,2019, p.5) have another definition for diversity "Diversity encompasses the cultural, ethnic, linguistic, and socio-economic differences among individuals and groups, reflecting the mosaic of identities, values, and experiences that shape human interactions and societal structures". The most comprehensive definition of diversity is "Diversity includes all forms of human differences, such as race, gender, disability, socio-economic status, religion, and language, which must be recognized and valued to create equitable learning environments." (UNESCO,2017, p.13)

The history of diversity refers to 1960s in which Grass-roots Movement in the United States emphasized diversity management, promoting workplace equality, women's rights, and civil

rights. One of the movement's major objectives was to eliminate racial exclusion in schools. The emphasis on disparities and prejudice in educational institutions can be seen as the moment when discussions and strategies around diversity became integrated into the area of Education. The European Union Charter of Fundamental Rights was established by the European Parliament in 2000. According to this charter, discrimination based on various traits such as cultural or ethnic origin, religious values, gender, age, physical handicaps, and sexual identity is considered illegal. The origin of this charter can be traced back to the early stages of the growing interest in diversity management in Europe (Quaiser-Pohl et al, 2013). Diversity has an important role in education system, for example according to (Western Governors University, 2020) Diversity is crucial in education system for various reasons. One advantage is the novel viewpoints; it can introduce to a classroom. Students with diverse backgrounds, encompassing various colors, genders, and so on, contribute unique perspectives to their courses. It has the ability to provide comprehensive perspectives and facilitate students in acquiring knowledge from one another. As well as diversity has additional benefit of improving students' academic results. Research has shown that diverse groups display enhanced problem-solving skills and function more efficiently.

Various indicators of students' achievements can be affected by racial and ethnic diversity in the educational field. It is expected that the existence of diversity in this field will have a great impact on the student's academic performance, incorporating their emotions attitudes concerning intergroup relationships, their interest to enrich racial understanding. Additionally, there is a widespread belief that the variety of students has a substantial impact on their educational and professional goals and achievements. At the educational level, the presence of diverse students is noticed to influence the process of attracting and keeping students from minority groups (Hallinan, 1998).

In order to cultivate college campuses as genuine public places, it is essential to foster an environment where students from all backgrounds may engage in meaningful dialogues and exchange experiences that contribute to their comprehension of alternative viewpoints. Students must engage in formal classroom activities and connect with various classmates in the casual college setting in order to cultivate pluralistic and sophisticated thinking. This will also foster a sense of commitment to life-long civic involvement. Otherwise, numerous students may withdraw from the chances presented by a diverse campus in order to seek out places inside their institutions that are familiar and resemble their home surroundings (Gurin ,1999).

Diversity also has many characteristics for instance one of the characteristics of diversity is Cultural diversity, as (Santos-Rego & Perez-Dominguez, 1998; p. 95) believes that "diversity, which can be displayed in a range of different languages or dialects, religious or ethical beliefs. ethnic groups, cultures, and so on). As such, Cultural diversity refers to students belonging to racial or ethnic minority groups, those whose native language is not English, and individuals from families with limited incomes. It is essential to acknowledge that all students possess cultural diversity, irrespective of their race, ethnic background, or socioeconomic situation. According to (Jafar, 2016) It is essential for all societies, particularly multicultural ones, to implement diverse activities and programs that bridge cultural divides, fostering unity, loyalty, and attachment. Educational institutions bear the primary responsibility for executing this national endeavor. Integrating cultural diversity issues into English language instruction is justifiable for several reasons: first, teaching English integrally involves imparting knowledge of a different culture, thereby exposing learners to a foreign cultural context; second, the design of varied activities and assignments

in language instruction allows for the simultaneous achievement of multiple objectives; and third, English language activities provide learners with opportunities for collaboration both inside and outside the classroom.

(Heacox, 2012; Fehr & Agnello, 2012) have mentioned another characteristic of diversity which is Cognitive Ability diversity, nowadays teachers and educators around the world have to deal with diverse classrooms, and they should be extremely well-prepared to teach these students from a variety of backgrounds. Every learner is different from the next in terms of their histories, interests, experiences, cognitive abilities, and preferred methods or styles of learning. The learning process of students is affected by each of these diverse sources. To foster an inclusive environment where all students are recognized and appreciated, educators should take the responsibility to work to implement differentiated instruction in their classrooms. Actually, the secret to successful students is to modify management and instruction strategies to accommodate various group demands in the classroom and to create a conducive learning atmosphere.

Also Learning style is considered as one of the characteristics of diversity as clarified by (Ahmed, 2012) who believes that learning style refers to an individual's characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. Some learners prefer to learn by means of visual forms of information, like pictures, diagrams, and schematics; others prefer to learn from verbal forms, such as written and spoken explanations; some learners tend to focus on facts and data; others are more comfortable with theories and mathematical models; some students favor learning actively and interactively; others prefer to learn more introspectively and individually. Some researchers have found that exposed to the same material and learning environment, some students may learn with ease and achieve success while other feel terrible and despaired. They believe that this may be attributable to the fact that each individual has his or her preferred way of learning a foreign language. (Felder and Brent ,2004) believe that without sufficient knowledge about students' style preferences, teachers are not likely to provide the required instructional variety to match the diversity that exists among students in a class. An understanding of the students' learning styles can help educators adjust their teaching styles to address the students' needs.

Another characteristic is Gender diversity as mentioned by (Männynsalo, 2008) who states that Gender is a concept that is more than only the biological differences a male and a female possess. The difference a boy and a girl have in the classroom is not only a result of difference in chromosomes, but also of the personalities they have, as well as the context and the atmosphere they are in at a certain time. (Verplaetse, 1998) points out that in the classroom contexts, there are a number of gender issues which may create barriers to students' learning if they are not well considered. These issues or aspects can be related to teachers, students or specific to the physical environments within the classrooms. Literature on classroom interaction shows that teacher-student interaction is characterized by the teacher's attempt to influence learning mainly by controlling the learners' exposure to learning and providing them opportunities to practice language

Besides, Socio economic status as an important characteristic of diversity as (Escarce ,2003) reveals that families' total incomes, monthly or annually and their expenses, also greatly affect learners' language learning and academic opportunities available to young people. He further pointed out that learners from low-income backgrounds usually attend institutions with lower funding levels, and this situation reduced their achievement motivation and high risk of education malfunctioning in future life, which is due to residential discrimination. the

students' low family SES and the other stressors associated with poverty may affect their outcomes, lack of resources and opportunities for students. Also, according to Eamon (2005), among many other factors, socioeconomic-status (SES) may also cause differences in the development of FL skills in individuals. From time to time, researchers have found that SES affects learners' outcomes. Those students usually come out from low socio-economic status or area show low achievements in studies and obtained low scores as compared to the other students or their counter parts.

In addition to the characteristics of diversity, there are many strategies that instructors need to apply while teaching EFL diverse classes. In the discourse addressing strategies of instruction, or in other words, teaching strategies, inclusive education calls for a variety of differentiated teaching strategies in order to meet the needs of different students (Tomlinson, 2005).

(Watts-Taffe, et al 2012, p.304) states that as a strategy "Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes tailored to students' learning needs"

Lots of scholars having a research interest in the realm of inclusive education have offered a range of instructional strategies considered appropriate to be applied in inclusive classrooms. A few of them are (Tichá et al.2018) that recommend teachers to implement peer-assisted learning strategy (PALS) or peer-tutoring strategy, cooperative learning, direct instruction strategy, and play based strategy.

The idea of language culture, as proposed by Brown and Lee (2015), emphasizes the inseparable relationship between language and culture. As educators, it is imperative that we demonstrate a strong dedication to acknowledging and valuing students' identities, as well as recognizing how their distinct experiences and skills enhance the educational environment. An individual's unique characteristics are closely linked to their first language. Acquiring the ability to think, experience emotions, behave, and communicate in a second language (L2) is a multifaceted socio-affective process that involves recognizing oneself as an essential member of a social group.

Another strategy is Collaborative Learning which is "a form of active learning designed to enhance individual learning via student group interaction" (Riley & Anderson, 2006, p.130).

Norman (2005, p. 3.) added that "CL is important for creating inclusive classroom environments that meet the needs of all students because it takes heterogeneity into account, encouraging peer support and connection"

Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. Considering the principles of collaborative instructional technique, it could assist students to have active control over their learning and create both academic and social relationships and to accomplish common goals (Molla & Muche, 2018)

Using assistive technology is another strategy in teaching diverse classrooms. It produces numerous benefits. Students have the opportunity to gain real-world exposure in the classroom, which can greatly enhance their motivation

Accessible authentic materials on the internet provide language learners with the chance to gather intriguing information and present it in English, thereby enhancing their ability to read and write simultaneously. Incorporating technology in language classes offers numerous benefits, such as facilitating easy, practical, and authentic activities, as well as enabling creative tasks. While technology cannot replace a skilled teacher, it can serve as a source of motivation for language learners and enhance the overall classroom environment. To

effectively utilize technology in the classroom, teachers play crucial roles by meticulously planning and organizing lessons around these resources. Prior to instruction, it is imperative to strategize, establish, and employ the appropriate equipment in English as a Foreign Language (EFL) classroom (Deeler and Grey, 2000).

In today's world, formative assessment as an essential strategy is increasingly recognized as a must for language evaluation. The language learners and teachers can utilize the information gathered from formative assessment to evaluate the effectiveness of the activity and approach used for learning. Hence, formative assessment is considered beneficial for students' learning. Teachers can assess the extent and quality of students' learning and monitor their development (Lee & Coniam, 2013).

Black & Wiliam (1998) described formative assessment as the collection of information by instructors or students to provide feedback for modifying instructional and educational activities. Formative assessment refers to the various activities carried out by instructors and students in order to assess their progress and make necessary adjustments to classroom activities. (FA) is beneficial for teachers who aim to improve classroom activities. Not only the teacher, additionally the students are actively engaged in the assessment process.

1.1 Literature Review

There are many studies conducted on diversity types like, gender, cognitive ability, cultural background, socioeconomic level, and learning style. Understanding how adapted methods could create inclusive classrooms has come from seminal works such as Ladson-Billings' (1995) work on culturally relevant pedagogy and Gardner's (1983) notion of multiple intelligences.

The development of the body of literature on the diversity of education emphasizes the important role of adaptation of teaching practices to the unique needs of students. From Hyde's the gender hypothesis (2005) to the analysis of Riardon (2013) of economic-social inequality, scientists highlighted both systematic challenges and practical solutions for fair education.

In recent decades, research has changed on the diversity of the EFL classes, with research such as the Culturally Responsive Teaching (CRT) of Gay (2010) and the Differentiated Instruction model of Tomlinson (2014) that show how to resolve cognitive, cultural and social differences.

Arguments and innovations in educational diversity, such as the effect of learning methods (Pashler et al, 2008)), reveals the complexity of the creation of a comprehensive environment. This study talks about a comprehensive approach to teaching various students. In search of strategies for different classes of EFL, basic work—including Bourdieu 's work in (1977) of cultural capital - important views of how trainers can build a bridge between access, participation and achievements.

(Hyde, 2005) suggested the hypothesis of gender similarity, challenging the concept of inherent cognitive differences between genders. Analysis of 46 studies have shown that males and females are more similar than the differences in academic performance. Wang & Degol (2017) approved Systems of STEM Education, which shows that females are often less represented by conservative types. The long-term research emphasized the role of stimulating teachers to fill up the bridge gaps. Banks (2015) have shown that gender neutral teaching strategies (for example, universal language, various samples) have improved their participation in mixed gender EFL classes

Ladson-Bilings (1995) was the leader in the CRP's pedagogy, showing that the combination of cultural identity in lessons has improved participation among African American students.

Gay (2010) expanded the CRP (Culturally Responsive Pedagogy) to the EFL grounds, emphasizing the use of familiar cultural texts (for example, folk stories) to promote language suspension. (Cummins ,2000) discovered that bilingual education programs have improved academic results for immigrant students by reinforcing their language background.

(Sleeter, 2012) discovered that tokenistic insertion of culture like, (food and festivals) fails to address general inequalities. Bordeau (1977) posited that educational institutions promote class inequality by the preferential treatment of cultural capital, such as the endorsement of middle-class communication styles.

Crenshaw (1989) pointed out that different factors, such as gender and socioeconomic status, intersect, resulting in an intricate mix of challenges. For instance, a limited number of female students encounter distinct barriers within minority cultures. Rose and Meyer (2002) introduced the Universal Design for Learning (UDL), which offers a framework for effectively addressing diversity through adaptive resources and assessment. A 2022 study by Nguyen and Tran in Vietnam integrated UDL and Culturally Relevant Pedagogy (CRP) in English as a Foreign Language (EFL) class, leading to increased participation among students of diverse linguistic backgrounds.

Reviewed research emphasizes the complexity of the treatment of diversity in education. While frameworks such as DI, CRP, and UDL offer practical strategy, debates about their implementation and influence continue. Future studies must put priorities and systematic reforms, especially within the EFL framework, which is centralized cultural and linguistic diversity.

2. Methodology

2.1 Aims of the study

The study aims to detect instructors' awareness in the usage of the strategies in terms of five types of diversity including (cognitive ability, learning style, cultural background, socio economic status, and gender diversity) .The strategies which are used in EFL classes in both public (Sorani) and private (Cihan) universities in Erbil city of Iraqi Kurdistan. Another goal of the study is to check EFL student's perceptions towards the strategies applied by the instructors. Besides, comparing the usage of such strategies in the public and private universities in order to find out the reasons behind such usage of the strategies.

2.2 Questions of the study

1. What are EFL students' perceptions in Public (Sorani) and Private (Cihan) universities concerning the strategies of diversity that are employed by their instructors?
2. Do EFL instructors in Sorani as a Public University and Cihan as a Private university aware of the strategies that are supportive in teaching students with diverse (cognitive abilities, learning styles, cultural background, socio economic statuses, and genders)?
3. Is there a significant difference between private and public university instructors in the implementation of the strategies?

2.3 Subjects

The study was conducted at Sorani university, college of Basic Education as a public university and Cihan university, college of Arts and letters as a private university, English Departments in the academic year 2024-2025. (57) students from both universities participated in the study from both 3rd stage students in Morphology Module. In Sorani University (30) students from 3rd stage , and in Cihan University (27) students were selected to participate in the study. In this study Morphology was chosen from grade 3 in both

universities. In both universities the two observed grades were participated to fill in the questionnaires.

2.4 Instruments

The data in this study were gathered using two tools of data collection composed of students' questionnaire and observation checklist. The tools of this study are generally designed using Tomilson's (2001) Differentiated Instruction framework. The questionnaire was used to take the students' perceptions concerning the teaching strategies employed by their instructors. Additionally, observation checklist was used to check instructors' usage of the supportive diverse strategies in EFL classes. The observation was carried out in 8 hours per a month (2hours per a week) times to obtain the credible data.

2.5 Results and Discussions

Since the study was qualitative and quantitative in nature, the analysis was done statistically and thematically.

2.5.1. The Questionnaire about Students' perceptions

A questionnaire form was given to the students at both universities in the Module of Morphology. (57) Students at 3rd stage at Cihan university and Soran University filled in the questionnaire. The purpose of distributing this questionnaire was to check the students' perceptions concerning the strategies of diversity applied by their instructors See **table (1)** and **table (2)**:

Table (1) Table (2): The results of students' perceptions of Soran University in Morphology Module

Items	N	R	S	F	A	Mean	Std.	%
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.	0	3	12	8	7	3.63	.964	73%
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.	0	2	13	12	5	3.70	.837	74%
3.The instructor uses Assistive technology, such as mobile apps, audio and visual aids, in the classroom to improve learning processes and student engagement.	9	6	8	5	2	2.50	1.280	50%
4.The instructor encourages students to think critically and solve problems by	0	2	6	12	10	4.00	.910	80%

providing opportunities for them to use these skills in language exercises.								
5.classroom resources are designed to suit students' different learning preferences, needs, and ability levels, ensuring that each student's understanding level is met .	2	7	11	6	4	3.10	1.125	62%
Total Average of items(1-5)						3.386	1.0232	68%
B) Learning style	N	R	S	F	A	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.	1	1	8	16	4	3.70	.877	74%
7.The instructor uses simple methods to explain difficult ideas in small, easy steps by breaking them down into manageable steps..	2	1	6	12	9	3.83	1.117	77%
8.The instructor employs turn-and-talk strategy to encourage student participation and engagement, sharing their ideas, asking questions, and develop their learning.	0	1	4	14	11	4.17	.791	83%
9.The instructor employs digital tools and apps to provide interactive, self-paced learning opportunities that suit different learning styles.	4	4	14	5	3	2.97	1.129	59%
10.The instructor provides flexible seating, technology, and hands-on activities to suit diverse learning styles.	1	4	16	6	3	3.20	.925	64%
Total Average of items (6-10)						3.57	0.9678	71%
C) Cultural Background	N	R	S	F	A	Mean	Std.	Percentage%
11 The instructor creates a respectful and inclusive classroom by encouraging discussions about different	2	6	10	6	6	3.27	1.202	65%

cultures, beliefs, and practices.								
12.The instructor uses real-world issues in classroom discussions to enhance students' understanding of cultural strategies	3	5	6	9	7	3.40	1.303	68%
13.The instructor provides group activities and assignments that promote cross-cultural cooperation	2	6	16	3	3	2.97	.999	59%
14. The instructor promotes intercultural awareness by allowing students to present cultural objects or discuss personal and family matters in the classroom.	8	3	9	7	3	2.80	1.349	56%
15. The instructor employs a variety of linguistic elements into the classroom, such as proverbs, idioms, or phrases to highlight cultural diversity.	0	9	12	6	3	3.10	.960	62%
Total Average of items (11-15)						3.108	1.1626	62%
D)Socio-economic background	N	R	S	A	F	M	Std.	Percentage%
16.The instructor prepares the lessons and activities that respect and recognize the different experiences and backgrounds of students.	3	2	6	9	10	3.70	1.291	74%
17.The instructor supports all students' learning through free or inexpensive materials and resources (such as online tools or handouts).	3	2	10	11	4	3.37	1.129	67%
18.The instructor provides equal chances for all students to participate in classroom discussions and activities, regardless of their financial status.	0	2	4	14	10	4.07	.868	81%
19.The instructor is aware of	4	10	8	4	4	2.80	1.243	56%

the challenges that some of the students face due to socioeconomic differences.								
20.The instructor develops a collaborative and engaging environment that helps students develop the knowledge and abilities necessary for social success.	0	6	10	8	6	3.47	1.042	69%
Total Average of items(16-20)						3.482	1.1146	70%
E)Gender diversity	N	R	S	F	A	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.	1	3	6	15	5	3.67	.994	73%
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.	8	3	5	8	6	3.03	1.520	61%
23.The instructor addresses and corrects misunderstandings and biases regarding both genders during class discussions and activities.	0	5	7	10	8	3.70	1.055	74%
24.The instructor acknowledges and respects students' particular preferences and limits regarding discussions or representations of both genders.	0	1	10	10	9	3.90	.885	78%
25. Activities are organized according to students' interests or abilities regardless of gender, which encourage teamwork and inclusion.	1	6	10	5	8	3.43	1.194	69%
Total average of items(21-25)						3.54	2.7522	71%
Total Average of items(1-25)						3.41	1.40408	68%

Table (2) The results of students' perceptions of Cihan University in Morphology Module

Items	N	R	S	F	A	Mean	Std.	Percent%
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.	2	3	12	7	3	3.22	1.050	64%
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 .	0	9	6	9	3	3.22	1.050	64%
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	0	13	5	7	3.56	1.121	71%
4.The instructor encourages students to think critically and solve problems by providing opportunities for them to use these skills in language exercises.	1	9	4	8	5	3.26	1.228	65%
5. The instructor supports group projects and activities, like role-plays and collaborative tasks, where students work together to meet learning goals.	1	8	4	6	8	3.44	1.311	69%
Total average of items (1-5)						3.34	1.152	67%
B) learning styl								
	N	R	S	F	A	Mean	Std.	Percentag e
6.The instructor adapts the information and activities to the students' needs and learning styles, through using visual, aural, auditory, and practical techniques.	1	10	9	4	3	2.93	1.072	59%
7.The instructor uses simple methods to explain difficult ideas in small, easy steps by breaking them down into manageable steps.	1	4	4	11	7	3.70	1.137	74%
8.The instructor employs turn-and-talk strategy to encourage student participation and engagement, sharing their ideas, asking questions, and develop their learning	0	4	7	10	6	3.67	1.000	73%
9.The instructor employs digital tools and apps to provide interactive, self-paced learning opportunities that suit different learning styles.	0	7	10	5	5	3.30	1.068	66%
10.The instructor provides flexible seating, technology, and hands-on activities to suit diverse learning styles.	2	6	10	4	5	3.15	1.199	63%
Total average of (6-10)						3.35	1.0952	67%

C) Cultural background	N	R	S	F	A	Mean	Std.	Percentage
11. The instructor creates a respectful and inclusive classroom by encouraging discussions about different cultures, beliefs, and practices.	3	7	4	6	7	3.26	1.403	65%
12. The instructor uses real-world issues in classroom discussions to enhance students' understanding of cultural strategies	2	4	8	10	3	3.30	1.103	66%
13. The instructor provides group activities and assignments that promote cross-cultural cooperation	3	8	8	4	4	2.93	1.238	59%
14. The instructor promotes intercultural awareness by allowing students to present cultural objects or discuss personal and family matters in the classroom.	4	5	4	9	5	3.22	1.368	64%
15. The instructor employs a variety of linguistic elements into the classroom, such as proverbs, idioms, or phrases to highlight cultural diversity.	1	5	10	6	5	3.33	1.109	67%
Total average of (11-20)						3.208	1.2442	64%
D) Socio economic status	N	R	S	F	A	Mean	Std.	Percentage
16. The instructor prepares the lessons and activities that respect and recognize the different experiences and backgrounds of students.	1	4	7	9	6	3.56	1.121	71%
17. The instructor supports all students' learning through free or inexpensive materials and resources (such as online tools or handouts).	0	5	9	7	6	3.52	1.051	70%
18. The instructor provides equal chances for all students to participate in classroom discussions and activities, regardless of their financial status	1	3	7	4	12	3.85	1.231	77%
19. The instructor is aware of the challenges that some of the students face due to socioeconomic differences.	3	7	6	4	7	3.19	1.388	64%
20. The instructor develops a collaborative and engaging environment that helps students develop the knowledge and abilities necessary for social success.	0	7	8	6	6	3.41	1.118	68%
Total average of items (16-20)						3.506	1.1818	70%
E) Gender diversity	N	R	S	F	A	Mean	Std.	Percentage
21. The instructor uses gender-neutral	0	4	6	11	6	3.70	.993	74%

language in the classroom to ensure that none of any gender feels excluded or given priority.								
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.	1	7	7	7	5	3.30	1.171	66%
23. The instructor addresses and corrects misunderstandings and biases regarding both genders during class discussions and activities.	0	2	11	8	6	3.67	.920	73%
24. The instructor acknowledges and respects students' particular preferences and limits regarding discussions or representations of both genders.	1	0	10	10	6	3.74	.944	75%
25. Activities are organized according to students' interests or abilities regardless of gender, which encourage teamwork and inclusion.	4	7	7	3	6	3.00	1.387	60%
Total average of items (21-25)						3.478	1.083	70%
Total Average Mean of all items (1-25)						3.377		68%

Note: N (never), R(rarely), S(sometimes), F (frequently), A(alway)

The statistical results presented in table (1) reveals that Soran University has achieved a total average of (68%) with a mean value (3.41) in the application of diversity strategies. Concerning the cognitive ability strategies in this module the students have shown a moderate satisfaction towards their instructor with (68%), and a mean score of 3.386 for this module. The greatest score is attained by strategy (4), with a scoring of 80% and a mean value of 4.00, indicating students' strong satisfaction with their instructors regarding the promotion of critical thinking and problem-solving activities. Conversely, the strategy with the lowest score is strategy (3), which attained a score of 50% and a mean value of 2.50. This low score indicates the instructor's inadequate performance in using assistive technology, including mobile applications and audio-visual assistance.

Cihan University students have reported the same extent of satisfaction concerning the strategies of diversity applied by their instructor with an overall average of (68%) and a mean score of (3.377). The statistical results from the students' questionnaire indicate that Cihan University falls slightly behind Soran University, with an overall average of 67% and a mean value of 3.33 in the application of cognitive ability strategies. With a mean value of 3.55 and a percentage of 71%, strategy (3) is the highest-level strategy. According to this strategy's score, students at Cihan University are generally satisfied with their morphology instructor's usage of assistive technology while teaching the module. The least usage is due to strategy (1&2) with an average of (64%) and a mean value of (3.22) for each. This score indicates that the instructor at this institution has an acceptable awareness of using diverse methodologies, such as project-based work, oral exercises, and written assignments.

Soran University outperformed Cihan University in terms of the usage of learning style strategies, with a mean score of (3.57) and a total average of (71%). The strategy most frequently used is strategy (8), achieving a success rate of 83%. This degree of performance

indicates that, according to students' opinions, the teacher significantly utilizes the turn-and-talk approach to promote student engagement. With a mean score of 2.97 and an average of 59%, the (9th) strategy is also the one that has been employed the least. This rating indicates that the university instructor has a modest awareness of using digital tools and applications to provide interactive, self-paced learning opportunities.

The findings indicate that Cihan University employs learning style diversity strategies with a considerable difference compared to Soran University, which averages 67% with a mean value of 3.34. This score indicates that the Morphology instructor at this university has relatively small effectiveness in the implementation of these strategies. With an average of 74% and a mean value of 3.70, strategy (7) has been used the most. This score indicates that instructors mostly use simple methods in explaining complex concepts. Strategy (6) has attained the lowest level, with a percentage of 59% and a mean score of 2.92. This indicates that the instructor mostly offers flexible seating, technology, and hands-on activities.

According to the statistical results on students' perceptions about the use of Cultural Background diversity strategies in Morphology Module, Soran University is very slightly behind of Cihan University with an average of (62%) and a mean value (3.108). The most used strategy among the other strategies is strategy (12) which has recorded (68%) with a mean value (3.40). This reveals that the instructor in Morphology Module to a moderate extent uses real world issues in classroom discussions. The least used strategy is strategy (14) with a percentage of (56%) and a mean score (2.80). The instructor has a weak performance in allowing the students to present cultural objects in the classroom.

According to the results obtained from the survey of students' perceptions on the implementation of the cultural background diversity in Morphology Module, Cihan University with a slight difference leads Soran University with an average of (64%) with a mean value (3.208). The highest score is scored in strategy (15) with an average (67%) and a mean score (3.33). This reflects that in this Module the instructor to a moderate extent employs a variety linguistic elements into the classroom discussions. On the other hand the least used items among the items is strategy (13) with a percentage of (59%) and a mean value (2.93). This denotes that the instructor performs weak in providing group activities and assignments that promote cross cultural cooperation.

The statistical analysis of students' perceptions regarding socio-economic status strategies in the Morphology Module at Soran University indicates that the instructor effectively utilizes socio-economic related strategies, achieving an overall average of 70% and a mean value of 3.482. However, strategy (18), which received an 81% score, has been employed more frequently than the other strategies by the instructor. This indicates that the instructor has done an outstanding task in this module of giving every student, regardless of their financial status, an equal opportunity to participate in class discussions and activities. Strategy (19) has shown a 56% reporting rate, with a mean value of 2.80, suggesting that the instructor is somewhat aware of the challenges faced by some students related to socioeconomic disparities.

Cihan University has achieved an equivalent level in the implementation of socio-economic diversity policies, with an overall average of 70% and a mean value of 3.49. This indicates that the institution is mostly aware of implementing such strategies. Among the strategies related to this type of diversity, strategy (18) achieved the highest score of 77% and a mean score of 3.85. This suggests that the instructor at this university largely facilitates equitable opportunities for all students to engage in classroom discussions and activities, irrespective of their financial disparities. The least used strategy is (19), which has a percentage of (64%)

and a mean value of (3.18). This indicates that the instructor is somewhat aware of the challenges certain students have due to socioeconomic disparities.

Soran University marginally outperforms Cihan University in the implementation of gender-related strategies, with an average of 71% and a mean score of 3.54. The instructor demonstrates a proficient degree in implementing these strategies. The highest scoring strategy is (24), with an average of (78%) and a mean of (3.90), indicating that the instructor significantly recognizes and respects the preferences and limitations of both genders. The least used strategy is (22), with an average of (61%) and a mean score of (3.03).

Cihan University falls slightly behind Soran University in the implementation of gender diversity strategies, with a score of 70% and a mean of 3.47. This implies an important implementation of such strategies. Strategy (24) is regarded as the most used strategy among other strategies, with an average use of 75%, indicating the instructor's expertise in recognizing and respecting students' individual preferences and limits. Conversely, the method with the lowest score is (25), displaying an average of (60%) and a mean value of (3.00). This indicates that the activities in this module are somewhat aligned with students' interests or talents, irrespective of gender.

Overall, Soran University strengths lie in focusing more on interactive teaching strategies, such as turn and talk, real world discussions. Additionally, improved at fostering a gender-inclusive atmosphere and ensuring equal participation among students with varied backgrounds. Cihan University shows strength and effectiveness in creating cross-cultural collaboration and inclusive classrooms, as well as slightly better at instructors' awareness of the students' socio-economic challenges. Both type of universities makes insufficient use of digital tools, such as Apps and assistive technology. Both need to enhance instructors' awareness of socio-economic obstacles.

2.5.2 The Observation checklist on Instructors' usage of diversity strategies

The same classes where the perception of the students were taken, in Morphology module, are observed for 8 hours (2hourse per a day). Consider the results in table (3) and (4):

Table (3): The results of Observation checklist of Soran University in Morphology Module

Items	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.	4.25	.50000	85%
2. To help students, the instructor employs scaffolding strategies like dividing the tasks into a smaller manageable part or asking key questions.	4.25	.50000	85%
3. The instructor employs multimodal techniques like visuals, audio aids, and hands-on exercises to cater to students' diverse cognitive needs.	4.00	.00000	80%
4. Through group projects, peer tutoring, and cooperative activities, the instructor improves the students' understanding.	1.75	.95743	35%
5. Instructors provide students a variety of ways to show	3.25	.50000	65%

what they've learned, such as written assignments, visual presentations, and spoken explanations.			
Total Average (1-5)	3.50	0.491486	70%
B) Learning Style	Mean	Std.	Percentage
6. The educational environment is designed to accommodate diverse learning styles, including kinesthetic, auditory, and visual-oriented students.	4.00	.00000	80%
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.	4.00	.00000	80%
8. The instructor encourages students to work individually, in pairs, cooperate with classmates, and in groups, accommodating both independent and social learners	2.50	.57735	50%
9. The instructor integrates interactive technologies, like apps or multimedia tools, to engage and support diverse learners	2.75	.50000	55%
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.	1.75	.50000	35%
Total Average (6-10)	3.00	0.31547	60%
C) Cultural background	Mean	Std.	Percentage
11. The instructor employs culturally appropriate materials, stories, and examples to accommodate to the diverse cultural backgrounds of each student.	1.50	.57735	30%
12. Students are encouraged to share their cultural background in class discussions and activities, fostering mutual understanding and respect.	1.25	.50000	25%
13. The instructor uses inclusive language to make all students feel appreciated, avoiding cultural prejudice and promoting respect for all backgrounds.	4.00	.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.	3.00	1.15470	60%
15. The instructor encourages cross-cultural collaboration through group work and activities, promotes multilingual support when necessary.	1.00	.00000	20%
Total Average (11-15)	2.15	0.44641	43%
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.	4.25	.50000	85%
17. The instructor designs assignments and activities that	4.25	.50000	85%

do not rely on expensive tools or materials, making them accessible to students with limited resources.			
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.	3.25	.95743	65%
19.The instructor fosters an inclusive classroom environment .where socio-economic differences are respected, and all students feel valued	4.25	.50000	85%
20The instructor encourages collaborative activities, such as group work or peer mentoring, to allow students to share resources and support each other.	1.00	.00000	20%
Total Average(16-20)	3.40	0.491486	68%
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.	4.50	.57735	90%
22.The instructor ensures equal participation from all genders by actively encouraging both male and female students to engage in class discussions and activities	4.75	.50000	95%
23.The instructor uses gender-neutral language in teaching materials and interactions to avoid reinforcing gender stereotypes.	5.00	.00000	100%
24. The instructor organizes group work or pair activities that are intentionally mixed in gender to promote collaboration and reduce gender-based segregation.	1.25	.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.	4.00	.00000	80%
Total average (21-25)	3.9	0.315447	78%
Total Average of items (1-25)	3.19	0.412064	64%

Table (4) : The results of classroom observation checklist of Cihan University in Morphology Module

Items	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.	3.50	.57735	70%
2. To help students, the instructor employs scaffolding strategies like dividing the tasks into a smaller manageable part or asking key questions.	3.50	.57735	70%
3. The instructor employs multimodal techniques like visuals, audio aids, and hands-on exercises to cater to	3.00	.81650	60%

students' diverse cognitive needs.			
4. Through group projects, peer tutoring, and cooperative activities, the instructor improves the students' understanding.	2.500	.57735	50%
5. Instructors provide students a variety of ways to show what they've learned, such as written assignments, visual presentations, and spoken explanations.	3.000	.81650	60%
Total Average (1-5)	3.1	0.67301	62%
B) Learning Style	Mean	Std.	Percentage
6. The educational environment is designed to accommodate diverse learning styles, including kinesthetic, auditory, and visual-oriented students.	3.000	.81650	60%
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	3.5000	.57735	70%
8. The instructor encourages students to work individually, in pairs, cooperate with classmates, and in groups, accommodating both independent and social learners	2.7500	.50000	55%
9. The instructor integrates interactive technologies, like apps or multimedia tools, to engage and support diverse learners	2.75	.50000	55%
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.	2.50	1.00000	50%
Total Average(6-10)	2.9	0.67877	58%
C) Cultural background	Mean	Std.	Percentage
11. The instructor employs culturally appropriate materials, stories, and examples to accommodate to the diverse cultural backgrounds of each student.	3.00	1.15470	60%
12. Students are encouraged to share their cultural background in class discussions and activities, fostering mutual understanding and respect.	2.75	.50000	55%
13. The instructor uses inclusive language to make all students feel appreciated, avoiding cultural prejudice and promoting respect for all backgrounds.	3.75	.50000	75%
14. The instructor adapts teaching methods to accommodate different cultural norms, learning styles, and communication patterns, ensuring that all students can engage effectively.	3.000	.81650	60%
15. The instructor encourages cross-cultural collaboration through group work and activities, promotes multilingual support when necessary.	2.250	.50000	45%
Total Average (11-15)	2.95	0.69424	59%
D) Socio economic status	Mean	Std.	Percentage
16. The instructor employs accessible materials and tools,	4.50	.57735	90%

ensuring that all students may engage in learning activities regardless of their socioeconomic situation.			
17.The instructor designs assignments and activities that do not rely on expensive tools or materials, making them accessible to students with limited resources.	4.00	.81650	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.	3.00	.00000	60%
19.The instructor fosters an inclusive classroom environment. where socio-economic differences are respected, and all students feel valued	4.00	.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.	2.250	.50000	45%
Total Average (16-20)	3.55	0.37877	71%
E) Gender diversity	Mean		Percentage %
21.The instructor creates a supportive classroom environment where students of all genders feel comfortable expressing themselves and participating in activities.	5.00	.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	4.75	.50000	95%
23.The instructor uses gender-neutral language in teaching materials and interactions to avoid reinforcing gender stereotypes.	4.75	.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.	2.250	.50000	45%
25.The instructor provides feedback and support to students in a way that is free from gender bias or assumptions, ensuring fairness and inclusivity.	4.00	.00000	80%
Total Average (21-25)	4.15	0.3	83%
Total Average of items (1-25)	3.33	0.544958	67%

The observation checklist results from table (3) indicates that Soran university leads Cihan university significantly in terms of employing cognitive ability strategies in EFL classes with an average of (70%) and a mean value (3.50). Particularly in differentiating the content and in employing scaffolding strategies that has received the highest score with (85%) and (4.25) for each in items (1&2). On the other hand, this university struggles with group projects which scores (35%) with an average mean (1.75) this strategy has received the lowest score among the other types of strategies. Conversely, Cihan university as shown in table (4) in Cognitive ability strategies has received a lower score with an average of (62%) and a mean score (3.1) comparing to Soran University. The highest score among the strategies in this

university is gained by strategies (1&2) with a percentage of (70%) and a mean score (3.50) for each. Also, the lowest score strategy is strategy (4) with an average (50%) and mean value (2.500). These records represent that Cihan university in Morphology Module does well in differentiating the content and in employing scaffolding strategies, but performs weak in group projects, which needs improvement.

Concerning the results of learning style strategies in both Universities, Soran University again precedes Chihan with an average (60%) and a mean score (3.00). Also, the most frequent used strategy is (6&7) with an average of (80%) and mean score (4.00) for each. The lowest score is reported in strategy (10) with a mean score (1.75) and (35%). This indicates that this University performs better in the in the strategy of adapting educational environment and using a range of teaching methods , Meanwhile, lacks the use of assessment techniques like exams, quizzes, and projects.

Cihan University on the other hand has achieved a lower level in implementing such strategies compared to Soran University, with an average of (58%) and a mean score (2.9). The most frequent used strategy is (7) with a percentage (70%) and a mean score (3.50). On the contrary strategy (10) has reported the lowest score with an average of (50%) and a mean score (2.500) for each. These results reveal that this university does well in using a range of teaching methods, and has a limited focus on encouraging students to work individually, in pairs, cooperate with their classmates, as well as lack the integration of interactive technologies, like aps or multimodal tools to engage and support students.

In the implementation of Cultural background strategies Soran university has received a weak score with an average of (43%) and a mean score (2.15). This result represents a weak performance of such strategies in this University. The only strategy that has a good score is (13), with an average of (80%) and a mean score (4.00), which reflects a good performance in using inclusive language. Also, the strategy which has reported the lowest score is (15), with an average of (20%) and a mean score (1.00). This reveals that in Morphology Module, the implementation of cultural background strategies is weak particularly in the use of encouraging cross cultural collaboration among students and sharing students' cultural background, that needs improvement.

Cihan University in the implementation of cultural background strategies leads Soran University significantly with an average of (59%) and a mean score (2.95). The highest score strategy is achieved by strategy (13) with a percentage (75%), which represents a good of the instructors' usage of inclusive language in EFL classes. The lowest scored item is (15) with an average (45%) and a mean score (2.250). This reveals a weak performance of encouraging cross cultural collaboration among students.

Regarding the application of socio-economic strategies, Soran University has achieved a moderate level in employing such strategies with an average of (68%) and a mean score (3.40). The strategies that have recorded the highest scores are (16,17 and 19) with an average of (85%) and a mean score of (4.25) for each. This denotes that this university in Morphology module does well in prioritizing accessibility and affordability of materials and tools, to ensure all students' engagement in learning activities regardless of socio-economic backgrounds. Also, the least used strategy is (20) with an average of (20%) and a mean score (1.00), this represents a low performance in encouraging collaborative activities to share resources. On the other hand, in implementing socio economic strategies Cihan University has reported slightly higher than Soran University with an average of (71%) and a mean value (3.55). The most used strategy among socio economic strategies is strategy (16) that has achieved (90%) , representing the outstanding score in the application of accessible

materials and tools in teaching EFL students. Strategy (20) has recorded the lowest score with an average of (45%), denoting a weak performance in encouraging collaborative activities to share resources and supporting each other.

The statistical results about Gender related strategies reveal that Soran University has received a good rate in the use of such strategies in Morphology Module with an average of (78%) and a mean score (3.9). Strategy (23) has recorded the highest score among the other type of strategies with a percentage of (100%) and with a mean score (5.00), which means that this University performs high in using gender-neutral language while teaching EFL diverse classes. The lowest score strategy is (24) with a percentage of (25%) and a mean value (1.25), that represents weak performance in organizing group works with mixed genders.

On the other hand, Cihan University has reported a higher level in the implementation of such strategies with an average of (83%) and a mean score (4.15). The strategy with the highest score is (21) with an average (100%) and a mean value (5.00), this represents that this university highly provides supportive classroom for EFL students. Conversely, the lowest score is achieved by strategy (24) with an average of (45%) and a mean value (2.250), reflecting low performance in providing feedback to EFL students and needs improvement in this strategy.

As it is clear from the total average (64%) for Soran University and (67%) for Chan University, it indicates that both universities are nearly equal, but their strengths and weaknesses differ. Both Cihan and Soran University are strong in applying diverse gender strategies with a percentage (83%) for Cihan and (78%) for Soran in teaching EFL diverse students.

It is recommended that Cihan University should improve group projects and use interactive technologies to enhance collaborative learning, and also preserve cultural inclusivity but enrich cross-cultural collaborations among diverse EFL students. Soran university should address cultural inclusivity gaps like using more culturally appropriate materials. And strengthen assessment techniques and gender-balanced group work. Both type of universities should develop multimodal tools (Apps, digital platforms) and stimulate peer resource-sharing to bridge socio economic gaps.

Conclusion

EFL college students at 3rd grades in Soran and Cihan university, in Grammar related Module (Morphology) perceive their instructors' awareness in applying diversity teaching strategies in a moderate extent of satisfactory. In this module both Universities have reported the same score with a total average of (68%) for each, denoting moderate level in the application of diversity strategies.

The results about the instructors' awareness in the implementation of the five types diversity strategies demonstrate that instructors in both Universities to a moderate extent aware of the strategies of diversity in EFL classrooms, but their focus differ from each other. There is no significant difference regarding the instructors' awareness in applying such strategies, in Morphology Module the results reveal that Soran university has achieved (64%) and Cihan (67%). This indicates that both universities have a moderate awareness in the implementation of these strategies. The instructors need to use diverse strategies more to improve the academic results at EFL diverse classes. There are no significant differences between the two types of universities in the implementation of diversity strategies in EFL diverse classes.

References

- Ahmed, O.N., 2012. The effect of different learning styles on developing writing skills of EFL Saudi learners. *British Journal of Arts and Social Sciences*, 5(2), pp.220-233.
- Banks, C.A.M. ed., 2004. *Handbook of research on multicultural education* (Vol. 2). San Francisco, CA: Jossey-Bass.
- Banks, J. A., & Banks, C. A. M. (Eds.) (2019). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. Available at https://assess.ucr.edu/sites/default/files/2019-02/blackwiliam_1998.pdf.
- Bourdieu, P.(1977). *Cultural reproduction and social reproduction*. Sage.
- Brown, H.D. and Lee, H., 2015. *Teaching by principles* .(pp. 42-50). P. Ed Australia.
- Crenshaw, K.W., 1988. Toward a race-conscious pedagogy in legal education. *Nat'l Black LJ, II*, p.1. Available at <https://escholarship.org/content/qt0qp9p46c/qt0qp9p46c.pdf>
- Cummins, J., 2000. Immersion education for the millennium: What we have learned from 30 years of research on second language immersion. Available at <https://archive.carla.umn.edu/cobalitt/modules/strategies/CUMMINS/CUMMINS.PDF>
- Cushner, K., McClelland, A. and Safford, P. (1992). *Human Diversity in Education: An Integrative Approach*. New York: McGraw Hill, Inc.
- Deeler & Gray (2000). *How to use the internet in ELT*. Longman.
- Eamon, M.K., 2005. Social-demographic, school, neighborhood, and parenting influences on the academic achievement of Latino young adolescents. *Journal of youth and adolescence*, 34, pp.163-174. (DOI: 10.1007/s10964-005-3214-x)
- Escarce, J.J., 2003. Socioeconomic status and the fates of adolescents. *Health services research*, 38(5), p.1229. Available at https://pmc.ncbi.nlm.nih.gov/articles/PMC1360943/pdf/hesr_173.pdf
- Fehr, M., & Agnello, M. (2012). Engaging in diverse classrooms using a diversity awareness survey to measure preservice teachers' preparedness, willingness, and comfort. *Multicultural Education*, 19(2), 34-39.
- Felder, R. M., & Brent, M. (2004). Understanding students' differences. *Journal of Engineering Education*, 94(1), 57-72.
- Finkel, D.L. and Monk, G.S., 1983. Teachers and learning groups: Dissolution of the Atlas complex. *New directions for teaching and learning*, 1983(14), pp.83-97. <https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.37219831411>
- Fleming, N.D. and Mills, C., 1992. Not another inventory, rather a catalyst for reflection. *To improve the academy*, 11(1), pp.137-155. Available at <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1245&context=podimproveacad>
- Gardner, H.(1983). *Frames of mind: The theory of multiple intelligences*. Basic books
- Gay,G.(2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- GURIN 1, P.A.T.R.I.C.I.A., 1999. Selections from the compelling need for diversity in higher education, expert reports in defense of the University of Michigan. *Equity & Excellence*, 32(2), pp.36-62. Available at <https://www.tandfonline.com/doi/abs/10.1080/1066568990320207>
- Hallinan, M.T., 1998. Diversity effects on student outcomes: Social science evidence. *Ohio St. LJ*, 59, p.733. Available at <https://kb.osu.edu/server/api/core/bitstreams/ac73649d-7984-5aed-bbcb-0b8bb69e1947/content>

- Heacox, D. (2012). Differentiating instruction in the regular classroom: How to reach and teach all learners. Minneapolis: Free Spirit Publishing Inc.
- Hyde, J.S., 2005. The gender similarities hypothesis. *American psychologist*, 60(6), p.581-592 https://t-j.ru/media/kto-umnee_amp-606581.xxlpal1bumky..pdf
- Jafar, F., 2016. Merging Cultural Diversity Issues in EFL Classes. *The Online Journal of New Horizons in Education*, 6(1),p.82. <https://tojdel.net/journals/tojned/volumes/tojned-volume06-i01.pdf#page=90>
- Kim, S. (2019). Digital divides in South Korean EFL education. *Computers & Education*, 138, 33–45.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. Available at <http://www.jstor.org/stable/1163320?origin=JSTOR-pdf>
- Lee, I. and Coniam, D., 2013. Introducing assessment for learning for EFL writing in an assessment of learning examination-driven system in Hong Kong. *Journal of Second Language Writing*, 22(1), pp.34-50.
- Männynsalo, A., (2008). *Gender in the EFL classroom differences in the teacher's reactions to boys' and girls' responses* (Master's thesis).
- Molla, E., & Muche, M. (2018). Impact of Cooperative Learning Approaches on Students' Academic Achievement and Laboratory Proficiency in Biology Subject in Selected Rural Schools, Ethiopia. 2018 .Available at <https://onlinelibrary.wiley.com/doi/pdf/10.1155/2018/6202484>
- Nguyen, T. B., & Lo, Y. H. G. (2022). Perceptions of Vietnamese EFL High School Teachers and Students towards English as a Lingua Franca. *International Journal of TESOL & Education*, 2(1), 327-348. DOI: <https://doi.org/10.54855/ijte.222120>
- Norman, D.G., 2005. Using STAD in an EFL elementary school classroom in South Korea: Effects on student achievement, motivation, and attitudes toward cooperative learning. *Asian EFL Journal*, 35(3), pp.419-454. Available at <https://sci-hub.links.com/scihub/?q=Norman%2C+D.G.%2C+2005.+Using+STAD+in+an+EFL+elementary+school+classroom+in+South+Korea%3A+Effects+on+student+achievement%2C+motivation%2C+and+attitudes+toward+cooperative+learning.+Asian+EFL+Journal%2C+35%283%29%2C+pp.419-454.>
- Pashler, H., McDaniel, M., Rohrer, D. and Bjork, R., 2008. Learning styles: Concepts and evidence. *Psychological science in the public interest*, 9(3), pp.105-119. Available at https://www.researchgate.net/profile/Robert-Bjork-2/publication/233600402_Learning_Styles_Concepts_and_Evidence/links/5a0a0928a6fdcc2736dea17b/Learning-Styles-Concepts-and-Evidence.pdf
- Quaiser-Pohl, C., 2013. Diversity in education and the concept of “diversity” as a topic for educational science studies. *Diversity and diversity management in education—A European perspective*, pp.9-22.
- Reardon, S. F. (2013). The widening income achievement gap. *Educational Leadership*, 70(8), 10–16. Available at <https://stonecenter.gc.cuny.edu/files/2022/09/Conwell-2.pdf>
- Riley, W., & Anderson, P. (2006). Randomized study on the impact of cooperative learning distance education in public health. *The Quarterly Review of Distance Education*, 7 (2): 129-144. Available at <https://www.proquest.com/openview/d111049aaaa5c127bdc630c65f7d85f9/1?cbl=29705&pq-origsite=gscholar>

- Rose, D.H. and Meyer, A.(2002). Teaching every student in the digital age: Universal Design for Learning. ASCD.
- Santos-Rego, M.A. and Perez-Dominguez, S., 1998. Cultural and ethnic diversity, cooperative learning and the teacher's role. <https://www.um.edu.mt/library/oar/bitstream/123456789/18775/1/Cultural%20and%20ethnic%20diversity%2C%20cooperative%20learning%20and%20the%20teacher%27s%20role.pdf>
- Sleeter, C.E., 2012. Confronting the marginalization of culturally responsive pedagogy. *Urban education*, 47(3), pp.562-584. DOI: 10.1177/0042085911431472 <http://uex.sagepub.com>
- Tichá, R., Abery, B. H., McMaster, K., Avagyan, A., Karapetyan, S., & Paylozyan, Z. (2018). Instructional Strategies for Inclusive Classrooms: PALS, Cooperative Learning, Direct Instruction and Play-based Strategies. In P. F. H. Renáta Tichá, Brian H. Abery, Christopher Johnstone, Alvard Poghosyan (Ed.), *Inclusive Education Strategies: A Textbook* (pp. 105–123). Armenia: UNICEFF country offi. Available at https://www.researchgate.net/profile/RenataTicha/publication/331742360_Inclusive_Education_Strategies_A_Textbook/links/5cd1a723458515712e98a2c7/Inclusive-Education-Strategies-A-Textbook.pdf#page=112
- Tomlinson, C. A. (2005). Grading and Differentiation Paradox or Good Practice? Theory into Practice, 44(3), 262–269. Available at <Grading and Differentiation Paradox or G20160726-26872-xh69y8-libre.pdf>
- Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners. Ascd.
- Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms (3rd ed.). ASCD.
- UNESCO (2017). A guide for ensuring inclusion and equity in education. Paris: UNESCO. Retrieved from: <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>
- Verplaetse, L.S., 1998. How content teachers interact with English language learners. *TESOL journal*, 7(5), pp.24-28. Available at <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=41841674fde61a9d8d8d2a6a1d20064db2e287eb#page=24>
- Wang, M.T. and Degol, J.L., 2017. Gender gap in science, technology, engineering, and mathematics (STEM): Current knowledge, implications for practice, policy, and future directions. *Educational psychology review*, 29, pp.119-140.
- Waterhouse, L., 2006. Inadequate evidence for multiple intelligences, Mozart effect, and emotional intelligence theories. *Educational psychologist*, 41(4), pp.247-255. Available at <Inadequate Evidence for Multiple Intelli20161214-1243-1p1q8lh-libre.pdf>
- Watts-Taffe, S., Laster, B.P., Broach, L., Marinak, B., McDonald Connor, C. and Walker-Dalhouse, D., 2012. Differentiated instruction: Making informed teacher decisions. *The Reading Teacher*, 66(4), pp.303-314 Available at <https://professionallearning.typepad.com/files/differentiated-instruction-making-informed-teacher-decisions.pdf>
- Western Governors University. (2020). *Improving diversity in the classroom*. Available at <https://www.wgu.edu/blog/improving-diversity-classroom2005.html>