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From Syllabi to Classroom Practices: A Comparative Study to Explore the Culture of 'Diversity, Equity, and Inclusion' between Two English Language Specialities at the University of Ain Temouchent

A Dissertation Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedications

This dissertation is dedicated to a world that should embrace the beauty of its diversity, ensure equity for all its people, and foster inclusion in every corner of society.

To those who believe that education holds the power to unite us, bridge our differences, and create opportunities for every individual to thrive. To my educators, and researchers whose wisdom, knowledge, and guidance have inspired me to question and reflect on the values that shape education.

To my father *Abderrazek Chekroun*

To my mother *Kheira Boulenouar*

To my old sister *May Allah have Mercy on her*

To my grandparents, uncles, and aunts

To my family and all who pray to Allah for my success and health, and who inspire me to keep learning saying: “Learn! Never stop learning! Continue! Never say this is enough!
Your knowledge is your weapon.”

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With Love...With Love...With Love!

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Abstract

Diversity, Equity, and Inclusion (DEI) is a framework that integrates diversity across all aspects of identity and cognition, ensures fairness in treatment and access to opportunities, and fosters a sense of value and belonging to all individuals. DEI is strongly investigated in western contexts. However, it is under-investigated in Arab and Afro-Arab context. To the best of current knowledge, this research topic has not/slightly been investigated. This dissertation contributes to filling this gap by exploring the extent and ways in which the DEI framework is incorporated into English as a Foreign Language (EFL) Algerian Higher Education. The study aims to promote empathy, cultural respect, and critical thinking between syllabus designers, teachers, and students. Therefore, this study is conducted in one of the Algerian Higher Education institutions, precisely the University of Ain Temouchent, addressing both a geographical and a knowledge gap. This is a comparative study between two EFL specialities—Didactics & Applied Languages, and Literature & Civilisation. The comparison is held at the level of syllabi content, classroom practices, and students' perspectives. The study employs a mixed-method approach, using document analysis, structured classroom observation, and questionnaires. The data are analysed using diverse quantitative and qualitative methods, such as quantitative descriptive analysis and thematic analysis. Findings reveal that the Literature and Civilisation speciality shows moderate integration of DEI principles, while the Didactics & Applied Languages speciality remains conventional, with limited emphasis of critical thinking and limited inclusion of socio-cultural perspectives. Even though EFL syllabi embed DEI neither explicitly nor implicitly, teachers actively strive to create inclusive learning spaces that respect and embrace student diversity in terms of culture, language, ability, identity, and background—that is, Diversity; assess equitably and offer opportunities to all students—that is, Equity; and value and welcome the privileged student as everyone else, diversify discussions, and encourage participation—that is, Inclusion. The study concludes with practical recommendations to enhance DEI practices in Algerian EFL contexts.

Keywords: Diversity, Equity, and Inclusion (DEI), EFL specialities, syllabi, classroom practices.

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List of Abbreviations and Acronyms

AAC&U	Association of American Colleges and Universities
APA	American Psychological Association
CLT	Communicative Language Teaching
CRT	Culturally Responsive Teaching
Did & AL	Didactics & Applied Languages
DEI	Diversity, Equity, and Inclusion
EFL	English as a Foreign Language
HE	Higher Education
IE	Inclusive Education
ITA	Inductive Thematic Analysis
Lit & Civ	Literature & Civilisation
M1	First-year Master's degree
OECD	Organisation for Economic Co-operation and Development
RQ	Research Question
SCA	Student-Centred Approach
SEN	Special Educational Needs
SEND	Specific Educational Needs or Disabilities
TCA	Teacher-Centred Approach
UAT	University of Ain Temouchent
UDL	Universal Design of Learning
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

Chapter One: Introduction

1.1 Introduction

The world is diverse shaped by individuals' origins, identities, and lived experiences, which collectively shape their worldview perspectives. As much as the world encompasses vast differences, the perspectives are diverse. The human is not excluded from his community. The human is a member of his community. Recognizing one's place within society often requires the provision of equitable opportunities given by an equitable stakeholder.

Such opportunities to think, and exercise of reason, i.e. enable critical thinking and the adoption of new perspectives—perspectives that challenge inherited ideologies, resist stereotypes, perpetuate equalities, and promote cognitive openness. Ignorance of perspectives will limit the creativity of the brain. Conversely, ignorance of diverse perspectives limits the creativity of the brain and reinforces narrow thinking. This is especially relevant in learning spaces where, as Sensoy and DiAngelo (2017, p. 6) observe, “as instructors, we recognize that our courses are ensconced within an institution whose default effect is the reproduction of inequality.”

In this spirit, it is argued that “diversity, equity, and inclusion are critical in today's university setting, where they form the fabric of a vibrant and intellectually rich community” (Wani, 2023). This research reflects a commitment to project global diversity into educational contexts, its continuation is intended to foster learning spaces where learners are empowered to thrive opportunities to succeed and to actively participate in shaping their own learning journeys. The concept of *Perspectives Diversity* is underexplored in the EFL context, yet it is a relevant further research suggestion for Inclusive Education—a dimension that has particularly driven the motivation and the aim of this research.

From syllabi to classroom practices, the research compares the culture of ‘Diversity, Equity, and Inclusion’ between two English language specialities at the University of Ain Temouchent – Belhadj Bouchaib (UAT). The research explores DEI in two syllabi and in two

classrooms which are ‘Didactics & Applied Languages’ and ‘Literature & Civilisation’ using Document Analysis for syllabi, Quantitative/Qualitative Descriptive Analysis, and Thematic Analysis for students’ questionnaires and classrooms observations.

1.2 Importance of the Study

This study emphasises on the exploration of Diversity, Equity, and Inclusion in the Algerian Higher Education from syllabus, to EFL classroom. “Teaching English is the current focus of Algeria from higher to lower education” (Benrabah, 2023). Culturally enabling the classroom to be from English as a foreign language classroom to English as a global language classroom is a vital attempt towards humanising education and considering empathy. “However, reality shows that the degree of teaching language in parallel with culture vary from a major to another, and from a teacher to another.” (Kramersch, 1993). A link between which culture exactly should be taught, and globalization as a modern view, university needs an exploration of Diversity, Equity, and Inclusion (DEI) principles. University gathers diverse students’ privileges, be it genders, ages, identities, geographical areas (urban vs. rural areas), ethnicities, language varieties, dialects and accents, socioeconomic statuses, marital statuses, dis/abilities, capacities, learning styles and educational needs, and so on. Equitable education needs supporting resources and materials from stakeholders to be projected on syllabus design and then, on the classroom.

A welcoming, and respectful learning space demonstrates inclusion of all learners regardless of their privileges so that they have equitably access to quality education, sense belonging to community, and act civically in a diverse society, starting from that EFL classroom. DEI is implemented both in education, by leading to broader learning goals, and in society, leading to ready individuals saturated with values, and global engagement. The study explores how educational spaces may overlook the social values and lifelong goals, often focusing instead on language performance and assessment. It aims to highlight the social values and lifelong learning objectives, often focusing instead on language performance and assessment. It aims to

highlight the social values and lifelong learning objectives that should be central to inclusive EFL education.

“Syllabus should enrich the culture of diversity, equity, and inclusion, resulting to a global worldview” (Banks, 2016; UNESCO, 2015). This study is important to show that Algerian EFL specialities –Didactics & Applied Languages (Did & AL), and Literature & Civilisation (Lit & Civ)– may deliver lesson content and create a learning space where Diversity, Equity, and Inclusion principles are considered. Comparing between both specialities is crucial to enable stakeholders and institutions adjust the syllabus, and in turn the classroom practices, resulting to a better English language teaching embedding culture.

1.3 Research Questions and Hypotheses

This research explores Diversity, Equity, and Inclusion framework in EFL syllabi and classroom practices comparing between Didactics & Applied Languages, and Literature & Civilisation. This section details the research questions and their hypotheses.

The research questions are:

1. How is the Diversity, Equity, and Inclusion culture incorporated into the syllabi of EFL specialities (Did & AL, and Lit & Civ)?
2. In what ways do EFL teachers (Did & AL, and Lit & Civ) integrate the Diversity, Equity, and Inclusion culture into their classroom practices?
3. How do EFL students (Did & AL, and Lit & Civ) perceive the incorporation of Diversity, Equity, and Inclusion culture in EFL Context?

The researcher hypothesises several assumptions to end up to these three hypotheses that start respectively.

1. The syllabi of EFL specialities (Didactics & Applied Languages, and Literature & Civilisation) may include limited incorporation of Diversity, Equity, and Inclusion culture, as they predominantly reflect traditional approaches to curriculum design rather than inclusive frameworks.
2. Despite the absence of explicit Diversity, Equity, and Inclusion framework in syllabi, some EFL teachers, mainly of Lit & Civ speciality may intuitively incorporate DEI principles through teaching strategies and classroom interactions more than Did & AL speciality.
3. EFL students may have limited awareness of Diversity, Equity, and Inclusion culture (Did & AL, and Lit & Civ) in their learning experiences and perceive its incorporation as inconsistent.

This research explores Diversity, Equity, and Inclusion culture in EFL syllabi and classroom practices. The vision of the researcher is stated explicitly as “Students are also the leaders of tomorrow, so the values we demonstrate and embed through our approach to education will be those that they will take into society.” (Mandela, 1990) This research aims to explore DEI on three dimensions, syllabi, teachers, and students to reach a more global view on a concept which is not familiarly investigated in Algerian Higher Education (HE).

1.4 Aim of the Study

The aim of the study is to bridge the gap of exploring Diversity, Equity, and Inclusion principles embedded in the syllabi and EFL classroom practices, comparing between first- year Master’s in Did & AL, and Lit & Civ specialities in the UAT, Algeria. There are a set of aims that the study seeks to promote starting by empathy, cultural respect, and critical thinking between syllabus designers, students, and teachers. In addition to another aim of this study which is promoting empathy towards each other in the learning space, and work on including students

with differences, and mainly students with Special Educational Needs and Disabilities. Fostering diverse perspectives, cultivating inter-cultural communicative skills called Culturally Responsive Teaching, and enabling teachers and students to interact respectfully and effectively across cultural boundaries called Communicative Language Teaching are one of the crucial aims of this research. Both English language syllabi and classrooms are significant for how qualified the university needs to be, and primarily as an experience of quality education for all EFL students. By doing so, the study seeks to align language teaching practices with values of Diversity, Equity, and Inclusion in the EFL syllabus and classroom.

1.5 Contribution

This study contributes to the field of English Language Teaching, Didactics, and Applied Languages by welcoming students' differences inside the syllabi and classrooms. Second, the research highlights the critical role of DEI in fostering diverse perspectives. Third, the research encourages participating and voicing diverse perspectives, treating students equitably, especially students with Special Educational Needs, and Disabilities in EFL context. This study offers actionable recommendations for teachers, researchers, and syllabus designers to integrate DEI. The study compares DEI in syllabi and classroom practices across two EFL specialities, revealing patterns that stakeholders can address. This research will serve as a foundation for enhancing syllabus design and classroom practices, aligning Algerian EFL education with the culture of DEI. The study contributes in teaching and learning in a more respectful, welcoming environment where everyone can participate as he/she is freely.

1.6 Dissertation Structure

The dissertation encompasses five chapters. Chapter one is an introduction to define the scope of the research, its aim, questions and hypotheses, and its contribution. Then, chapter two contains a literature review, that introduces the definitions of the 'Diversity, Equity, and Inclusion' concept, and syllabus. Moving on to chapter three which details the methodology of the research

and enables the reader to figure out the plan of the research. It presents the research methods and the research data analyses. Chapter four is an analysis of the data found, and chapter five is a discussion of findings, recommendations and suggestions, and a final clear answer to the research questions.

1.7 Conclusion

This chapter prepares the foundation for exploring how Diversity, Equity, and Inclusion are reflected in English language education at the UAT. Based on the belief that education should reflect and support the diverse needs, dis/abilities, capacities, identities, perspectives, and backgrounds of all learners, the research seeks to investigate how these values are embedded in both the syllabi and classroom practices of two distinct EFL specialities: Didactics & Applied Languages, and Literature & Civilisation.

The chapter began with a conviction to convey the philosophical stance behind the study, followed by a justification of the study's importance in the Algerian HE context. Then, it presents the research questions and hypotheses, the aim of the research, and the anticipated contributions to the fields of English language teaching, syllabus design, and Academia. Through fostering culturally responsive and inclusive pedagogy, this research aspires to enrich both the theory and practice of DEI, i.e., not only mentioning the concept in the syllabus and in the lessons, but also demonstrating it while teaching. To conclude, DEI is a concept that is not/slightly tackled in the Algerian HE. However, resources from Europe and America are available. This is what the literature review breaks it down by exploring a framework that is sensitive to the realities of diverse learners.

Chapter Two: Literature Review

2.1 Introduction

The increasing complexity of today's educational landscape, shaped by globalization, migration, and digital interconnectedness, calls for a rethinking of how Diversity, Equity, and Inclusion are integrated into EFL education. This literature review examines the theoretical and practical foundations of DEI within Algerian higher education, particularly focusing on EFL syllabi and classroom practices. Drawing from global frameworks and local studies, it highlights how culture, identity, social justice, and inclusive pedagogy intersect in EFL contexts. The chapter explores the distinction between Diversity, Equity, and Inclusion, while emphasizing the need for culturally responsive and differentiated instruction. Including DEI is not just an idea or theory, but a necessary and important part of education. DEI-related gaps in syllabus design, teacher preparation, and institutional policies are examined carefully. By understanding how DEI principles operate within syllabus content and teaching methods, this chapter prepares the ground for a critical exploration of current practices and their relevance. Ultimately, the review aims to inform how EFL education can become more socially responsive and globally relevant.

2.2 DIVERSITY, EQUITY, & INCLUSION

2.2.1 Diversity

Algerian higher education needs to explore diversity within the EFL syllabi and classrooms, aiming to value students' differences. "Algeria is a culturally diverse and a linguistically heterogeneous society." (Hamzaoui, 2021). "Diversity is itself not homogeneous." (Lütge, 2020). This section initiates a definition to diversity as the first principle of Diversity, Equity, and Inclusion framework.

The concept of diversity management is relatively recent and remains in a state of ongoing development. It originated in the United States during the 1980s, following the implementation of

social equality policies that significantly reduced systemic racism and segregation (Rakowska & Gocół, 2021). This period also coincided with the second wave of feminism, during which one of the key demands was the establishment of equal opportunities for men and women in both employment and education (Rosenstock, 2021). By the 1990s, the concept began to gain traction in Europe, and by the end of the 20th century, the term “Diversity” in the context of workforce inclusion had been introduced in Poland.

Diversity is a multidisciplinary concept that can be found in business, medicine, and education, in the context of workplaces, hospitals, and learning spaces and institutions. Definitions of diversity vary significantly depending on the scholars and disciplinary perspectives involved (Banks, 2016; Ghosh, 2011; Sanger, 2020; Sensoy & DiAngelo, 2017). American Psychological Association (APA, 2013) issued the *Guidelines for the Undergraduate Psychology Major* that devote considerable attention to diversity. The authors state that the guidelines encompass the “full range of human diversity, including race, ethnicity, gender, sexual orientation, age, religious affiliation, disability status, social class, culture, and other identities associated with socio-cultural diversity” (p. 12). Diversity is considered as the collection of personality and identity differences.

Diversity refers to “people’s differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status” (UNESCO, 2017). Similarly, Trickett, Watts, and Birman’s (1994) definition explains diversity as the cultural, ethnic, and racial background of different groups, including individuals who have been disenfranchised or oppressed because of their age, disability, gender, and sexual orientation. In essence, any difference that occurs within a society reflects the diversity among individuals in a specific context, or a certain speech community. Algerian society, for example, demonstrates this diversity through its rich blend of cultures, languages, religions, ethnic groups,

racess, socioeconomic backgrounds, etc. Diversity of languages and cultures in Algeria is “...the reform of education in Algeria involved emboldening multilingualism, encompassing French and English.” (Hamzaoui, 2021). Since “diversity usually means different things to different people.” (De Anca & Aragon, 2018) that in itself is an evidence for cognitive diversity type.

Diversity refers to a range of people who differ from each other in a variety of ways. Even though in psychology, there are attempts to generalize theories and research findings in relation to many people, but at the same time psychology emphasizes a lot on individual differences. The psychology of diversity is based on two principles. “One, through our thoughts, judgments, and actions, we shape and distort the raw material of objective social differences. Two, the diverse social contexts in which we live shape our identities and actions.” (Jones, Dovidio, & Vietze, 2014). This broader understanding acknowledges that diversity includes both inherent characteristics (such as race and gender) and acquired characteristics (such as education and religious beliefs).

Considering Asian Higher Education context, several chapters present case studies of institutions, such as Yale-NUS College, and Singapore University of Social Sciences (SUSS) to define diversity as “variety and range, a significant degree of variation within a particular group or community across a range of characteristics.” (Sanger, 2020). Despite that diversity has been a central theme in the United States for more than a century, Sanger (2020) claims that United States-literature focuses more on provisioning diversity in front, though it is restricted on race as an attribute only. Sanger details diversity to end into that:

Diversity involves all aspects of identity and experience, including nationality, ethnicity, language, gender, sexuality, value system, socio-economic context, family structure, age, ability, educational background, and learning styles. Diversity is also found in the personalities, backgrounds, and teaching approaches of individual faculty members. (Sanger, 2020)

The fact that diversity is embedded in both neurological/emotional and social cognition makes it perhaps not surprising that prejudices and bias may shape teaching materials designers and teachers' practices. The concept of diversity functions both socially and cognitively. Yet, prejudices can be reduced if certain actions are taken.

Diversity has been widely discussed in employment and organizational contexts. (Rafaqat et al., 2022). Initially, the term focused on increasing the representation of women and people of colour in the workplace, particularly in decision-making roles. (Hing et al., 2023). Over time, the concept of diversity has expanded to encompass a broader range of social identities, including age, sexual orientation, physical ability or disability, socioeconomic status, workplace role or position, religious and spiritual orientation, and work-family concerns.

Abdelhadi (2021) conducted a study at the University of Tiaret aiming to examine key elements of family representations in Algerian second-generation textbooks, and whether their designers adopt a compulsory gender-model family for middle school students to investigate whether the designers impose a specific gender-based family model on middle school students. This inquiry aligns with Pauline Irit Erera's assertion stating that: "...We need to leave behind the assumption that one size fits all, that one family structure is good for all... We are too diverse, our needs and lifestyles too different to be able to fit into one single family model..." (Erera, 2001, p. 217). A single-family structure cannot accommodate the varied needs and lifestyles of all individuals.

Diversity "captures different dimensions of social differentiation" (Vertovec, 2014) such as ethnicity, religion, or gender with a fair representation. Diversity is related to the group and how an individual is diverse in it. Diversity has indeed diverse dimensions that makes the mission

divergent to be investigated in the Algerian higher education, mainly EFL syllabi, and classrooms of master's specialities.

- Moving on to Dimensions of Diversity:

Diversity is personality and beyond, social differentiations, and identity components. Multiple definitions are given since diversity is characterised by multiple dimensions too. According to Cerna et al. (2021), the dimensions of diversity are 'migration-induced diversity', 'ethnic groups, national minorities and indigenous peoples', 'gender', 'gender identity and sexual orientation', 'special education needs, and 'giftedness'. This section tackles the dimensions, and types of diversity.

As much as diversity has diverse definitions, it has multiple types. According to Marlowe (2016), diversity has seven types as follows: linguistic, learner level, ethnic and cultural, religious, attitude, and education system. Cultural diversity is also called pluralism, or multiculturalism. Brahmi (2021, p. 38) states that: "Algeria as a vast Maghrib country rich with its cultural diversity and long historical events, has attracted the attention of many languages' researchers and dialectologists, the most important accessible works are those of Marçais." A study represents two groups of fourteen and fifteen Algerian male and female students of diverse ages, genders, cities, ethnicities, and languages in the Institute of Electrical and Electronic Engineering, Boumerdes, Algeria. Achi & Yassine (2022) use the concept of diversity in their research "to refer to culturally rich language classes where the existence of learners with varying regional/ territorial as well as linguistic backgrounds, cultures and experiences is noticeable."

Learning spaces such as EFL classroom gather diversities of languages, cultures, geographical backgrounds, socioeconomic statuses, and marital statuses. Graham and other researchers (2016) propose a model which is broadened over diversity. It constructs primarily

around race and ethnicity, including two broader components: representativeness and perspective thinking. The first component of diversity is representativeness involves “having different groups involved in decision-making such as those of different gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and or ideologies.” And the second component of diversity is perspective thinking. “The concept of perspective thinking allows for the inclusion of multiple disciplines and thought processes.” (Graham et al., 2016).

According to psychology, diversity traits are visible (e.g., race/ethnicity, age, gender, etc.), invisible (e.g., sexual orientation, gender identity, educational background, and socioeconomic status, etc.), and both visible and invisible (Scott, 2023). Differences include all aspects of identity and experience, including such visible ones as race, ethnicity, gender, age and mental/physical abilities and such invisible ones as nationality, work experience, income, marital status, military experience, religious beliefs, personality, talent, culture, organizational role/status, geographical location, educational status, learning style, etc. (Daft, 2010).

The present dissertation addresses a gap in the literature by shedding light on the Algerian context, precisely in University of Ain Temouchent. For example, the linguistic diversity is in itself the complex sociolinguistic situation in Algeria. “English holds neither an official nor a national status in Algeria; it is sometimes used by some Algerians from different ages and genders who try to learn it for its highly acclaimed role in almost all fields of life.” (Hamzaoui, 2021). The linguistic situation of Algeria is diverse and needs diverse projection on education.

Page Scott (2007) suggests taxonomy of diversity containing four types which are: cognitive, identity, demographic, and preference. In 1990, Marilyn Loden proposes “Diversity Wheel” that can be used in many different ways to encourage thinking about values, beliefs, and dimensions of identity for people and organizations.

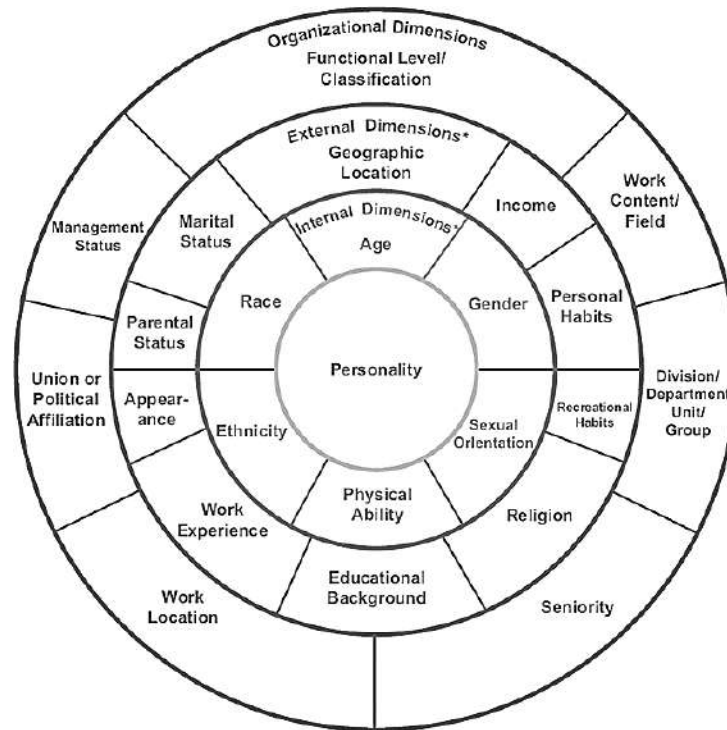


Figure 2.1: Four Layers of Diversity (*Adapted from Gardenswartz & Rowe, 2003*)

Figure 2.1 is a diagram showing the four layers of diversity. “Diversity Wheel” is a useful framework that illustrates these various dimensions of diversity, highlighting both primary dimensions and secondary dimensions that influence an individual's identity. Similarly, to Lee Gardenswartz and Anita Rowe who have been doing work in DEI space for more than 50 years (since 1977). According to Gardenswartz & Rowe (2003), diversity has four layers mentioned orderly. Layer one is **personality**, containing openness, conscientiousness, extraversion, agreeableness, and neuroticism. Layer two is **internal dimensions**, containing age, gender, sexual orientation, physical ability, ethnicity, and race. Layer three is **external dimensions**, containing geographic location, income, personal habits, recreational habits, religion, educational background, work experience, appearance, parental status, and marital status. And lastly, layer four is **organizational dimensions**, containing functional level, work content field, division/department/unit/group, seniority, work location, union affiliation, and management status.

For instance, Indonesian people differ ethno-linguistically, i.e., the dominant ethnic group in one area is only one, however people are found with diverse cultural backgrounds in most areas of Indonesia. It is evident that Indonesia is a home to hundreds of languages and cultures (Widodo & Fardhani, 2011). Bahasa Indonesia was deliberately chosen and standardized to serve as a common language for a nation with immense ethnic and linguistic diversity. In other words, the choice of Bahasa Indonesia as a national lingua franca among culturally and linguistically diverse groups has been made on a supra-ethnic basis where all ethnic groups accepted the decision to build a new national identity (Kridalaksana, Verhaar & Moeliono, 1982). This situation poses Indonesian people “to challenge to maintain their linguistic and cultural identity while learning another language, including other local languages and foreign languages.” (Widodo, 2016).

To conclude, since many countries all over the world share diversity on the level of languages, ethnicities, and cultures, there is a need to define identity as a related concept to both diversity as a component of an individual’s identity, and culture as a privilege of a group’s diversity. Rogers's person-centred approach suggests that it is crucial to understand and recognize the uniqueness and individual differences within these groups (McDougall, 2002). EFL classroom is a learning space where diversity discourse should be delivered, and where future graduate students should be ready to face the world of English as a global language.

- Moving on to Identity and its relation to Diversity:

Understanding the relationship between identity and diversity is crucial to foster inclusive spaces. Sanger (2020) confirms that “Diversity in pedagogy, curricula, and student identities helps enable critical thinking, communication, and problem-solving competencies required to impart impactful learning for present-day students.” Recognizing and valuing the diverse identities within

a group not only promotes empathy and mutual respect, but also enhances communication and cultural skills.

The first psychologist who attempts to define identity in the 1950s is Erik Erickson who characterizes it into ego (self-pride) and a set of features that define the group. Thus, individuals cannot evade pertaining to a specific group by the sheer fact of sharing the same social affinities (such as location, gender, race, history, nationality, language, religious beliefs, ethnicity, aesthetics, food), but they could, on the other hand, show different feelings towards those defining characteristics, which could be a source of pride or humility and disapproval. Identity relates to the basic values that determine the choices people make. The meaning of an identity includes expectations for self about how one should behave (Stets & Burke, 2000).

As much identity changes, as many differences acquire within the group. As much people's identities change, as much they become more different from one another, which increase the appearance of diversity within the group. Diversity leverages when individuals appear within the group with their differences that shapes their identity. Individuals possess diverse lived experiences shaped by multiple intersecting identities, such as race, ethnicity, sexual orientation, gender identity, age, religion, socioeconomic status, neuro-diversity, ability, and indigenous heritage. These intersecting identities contribute to unique perspectives and experiences, influencing mindsets formed early in life. "People live complex and multifaceted lives influenced by intersecting social identities." (APA, 2017).

Identity refers to the personality of the individual, which is formed by various factors such as family, gender, culture, ethnicity, and socialization processes. Therefore, identity diversity can be interpreted "as a condition within a society that reflects the individual's personality and is

influenced by various factors” (Purba, 2008) such as culture, gender, family, and social conditions faced by the individual.

To conclude, identity serves as a dynamic construct influenced by multiple intersecting factors such as: culture, language, society, and personality, and its evolution contributes to the richness of diversity within any community, especially the learning space. In Algeria’s linguistically and culturally diverse society, recognizing and valuing such diversity is essential. By acknowledging and embracing this diversity, education can create more inclusive and equitable spaces for all learners. This closing reflection affirms diversity as a foundational principle of the DEI framework in educational reform.

2.2.1.1 Diversity in Syllabus

Diversity is a culture of variety, and both differences of peoples—referring to demographic, and differences of perspectives—referring to cognitive. This culture is supposed to be projected on the teaching materials, mainly syllabus. Syllabus needs a designer who is aware of the linguistic status of English in the globe. However, there is a scarcity of researches concerning exploring diversity in English language syllabus, in Algeria mainly. Studies usually use the term ‘curriculum’ referring to ‘syllabus’. This section explores the literature of diversity in EFL syllabus in both the Arab, and non-Arab higher education.

Recent studies highlight the importance of evaluating and diversifying English language syllabi to meet contemporary needs because each study has different objectives than this dissertation. Hassan et al. (2020) emphasize the crucial role of syllabus evaluation in providing qualified graduates who match the labour market needs. The context of the study is in Arab countries under the purpose of investigating the evaluation of English language syllabus within the faculties of languages at different Arab countries universities. Moving on to Pakistan, English

language curriculum in public sector degree colleges lacks diversity and needs reform to align with contemporary communication needs. To explore the perceptions of language experts on the English curriculum at graduation level, and to find out the challenges, weaknesses, and strengths are the objectives of Kolachi's, and Ahmed's study (2024).

Another paper evaluates the challenges of designing a modern drama, rather than classical drama syllabus for first-year applied English language students over a 4-year period in the Higher Institute of Languages of Gabes, Tunisia. It focuses on comparing their needs, challenges, motivation, and preferences to those of fundamental English language students. Zriba (2014) –in his ‘Appraising Teaching/Learning English Cultural Studies in LMD System in Tunisia’ journal– comments on the richness of the cultural studies program as follows: “Reading into the official syllabus, it is crucial to notice the richness and diversity of cultural studies courses”. This is a crucial link between students’ diverse needs and preferences with the educational system’s objectives. Applied English language students tend to be more interested in culture and literary studies compared to fundamental students. This ends to that incorporating political and gender-based analysis of the dramatic texts can help capture their interests in a post-revolutionary Tunisian context (Gandouz, 2021). The Jasmine Revolution led to increased political diversity and pluralism in Tunisia, ending a period of repression and uniformity. This diversity is reflected on educational settings, including English language and drama syllabi. This revolution created space for both secular and religious views to influence cultural and educational practices in Tunisia (Gandouz, 2021).

As culture is a part of visible traits of diversity, another study covers the place of culture in two official curricular documents, eight textbooks, and seven teacher guides used in Tunisian basic and high schools. “The place given to culture in L2 education, mainly English education, remains

an ideological and socio-political, rather than a purely linguistic issue.” (Hermessi, 2016). A study that uses content analysis joined previous Tunisian EFL syllabus findings. Similarly to Algeria, Tunisia’s English curriculum is exam-oriented, focusing on preparing students for the Baccalaureate, rather than fostering intercultural competence (Hermessi, 2016). As Byram (2014) noted, there is a lack of understanding about the importance of Intercultural Communicative Competence (ICC) and how it relates to linguistic competence. Hermessi (2016) claims that:

curriculum developers have no ideological and political objections against the inclusion of culture in L2 program, see culture and language as inseparable entities and consider L2 learning to be an opportunity for nurturing empathy tolerance of and openness to others; they tend to treat the cultural component in a systematic, rigorous way at the levels of approach, design and teaching techniques.

The objectives of empathy, and openness to the other and to the world are crucial in the personal development of EFL students, specifically in the Arab Muslim world. A graduate student needs these skills as much as linguistic and communicative skills. To provide a quality foreign language education, invisible diversity, be it in perspective thinking, culture, preferences, values and beliefs, education, socioeconomic status, family status, and life experiences should not be separable, as much as language and culture are not separable.

Both neighbouring countries’ researches attempt to revolutionary steps in adjusting both didactics and literature syllabi to meet students’ diverse cultural backgrounds, attitudes, needs, and genders equitably. Moving to the issue of syllabus design in Morocco, Arbi (2012) has suggested the necessity of adding movies to the drama syllabus to animate classes and to motivate students. Arbi invites literature teachers to “integrate the cultural knowledge in EFL learning and literature classroom by having students revealed their perceptions of target culture through the implementation of movies which are considered very motivating” (Arbi, 2012: 13).

Brown University Library of United States plans to create and manage a collection of resources that bring together research on Diversity, Equity, and Inclusion. These resources will help support teaching, research, and learning on DEI topics across the university. It calls for action at the expense of curriculum to enhance the content and approach to teaching and learning. This call includes “increasing engagement with diversity, equity and inclusion topical areas for undergraduates and graduate students” (Paxson, 2021). The president of this university also plans to include graduate programs for more opportunities to engage with DEI topics, such as lectures, discussions, and panels. This ensures that graduate students participate in meaningful academic conversations about diversity and inclusion.

Diversity in a syllabus is reflected through several key elements: inclusive language and tone, diverse perspectives and materials, flexible and equitable policies, diversity statements, and inclusive course design. Also adapting, Student-Centred Approach (SCA) that shifts from a Teacher-Centred Approach to one that emphasizes student-led discovery, hands-on activities, and group work can accommodate diverse learning styles and foster inclusivity. In addition to, Universal Design for Learning (UDL) is a teaching philosophy that encourages instructors to remove barriers to learning and to provide students with greater choice and control in their education. UDL has its roots in supporting disabled students, but it is meant to be universal, accepting differences in learning styles from any student for any reason (CAST, 2018).

To conclude, integrating diversity into English as a Foreign Language syllabi is essential for fostering intercultural competence and meeting the varied needs of students. Studies from the Arab world, including Tunisia and Morocco, highlight efforts to enrich syllabi by incorporating cultural studies and modern media, aiming to align educational content with students' diverse backgrounds and globalization. These global perspectives underscore the need for Algerian higher education to

evaluate and diversify its EFL syllabi. It can better prepare students for the complexities of intercultural communication and global citizenship.

2.2.1.2 Diverse Classroom

Diversity in the classroom enriches student learning by exposing them to a variety of perspectives and experiences. However, university teachers often prepare their lessons according to established norms by authorities, limiting their active engagement in promoting diversity. “In general, teachers' perceptions appear to be influenced by the nature of the educational system and the extent to which this system considers their involvement as crucial.” (Khattala, 2021). This section examines how diversity manifests in the classroom and the role of educators in fostering an inclusive environment.

In Algerian higher education, researchers investigate how diverse classes develop learners' intercultural sensitivity as the ultimate goal of foreign language education. The study represents two groups of fourteen and fifteen Algerian male and female students with diverse ages, genders, cities, ethnicities, and languages (Achi & Yassine, 2022). They were first year English language students enrolling at the Institute of Electrical and Electronic Engineering, Boumerdes, Algeria. “Making some practical realistic suggestions as to the way(s) the distribution of students on Higher Education institutions should take place in order to create a heterogeneous space where different regional cultures cross.” (Achi & Yassine, 2022). A practical suggestion is to ensure that students admit to various higher education institutions with an intentional strategy rather than leaving it entirely to chance or systemic inequalities. The aim is to develop a learning environment that includes individuals from diverse backgrounds, fostering richness in perspectives, experiences, and identities. Achi & Yassine (2022) also mentioned that:

EFL classrooms should provide students with practices that focus on acquiring and developing creativity, critical thinking, collaboration, self direction, and innovation

skills and cross-cultural skills through diverse cultural activities taking into consideration all group diversity measures on well prepared cultural measures.

A whole revolutionary pedagogical implication need to be the first attempt by higher education institutions. University needs to serve as a patchwork to students from different geographic, linguistic, and cultural backgrounds interact, enabling cross-cultural exchange, understanding, and collaborating locally and globally. Diversity, Equity, and Inclusion create a space where students can learn from one another's backgrounds, broadening their perspectives.

Marlowe (2016) conducts a theoretical study of foreign students from all over the world who often encounter significant stress in classrooms due to the pressure to achieve proficiency in the English language. This stress can stem from various factors, including language barriers, cultural differences, and high academic expectations. English language teachers must be educated and knowledgeable in many areas of language education and use, as well as heighten the teachers' own socio-political and socio-cultural consciousness (Greenfield, 2013). However, according to Abu-Alyan, in his PhD thesis that explores teachers' beliefs regarding the concepts of culture and intercultural communicative competence in EFL Palestinian university context: A case study" it has become highly recommended that greater attention must be given to cultural content and cultural diversity, as one among other types of diversity, is an integral part of the language learning process. (Abu-Alyan, 2011).

To focus on other types rather than cultural diversity, an observational study is used to measure the cognitive diversity among EFL students at a Saudi university. According to Elyas et al. (2020), academic staff should "consider using differentiated instruction when planning teachers' training programs and professional programs and courses, and when setting the criteria for evaluating teachers' performance in class." They also suggest that stakeholders need to "understand the cognitive diversity in various settings where learners may learn English for various goals and

needs.” (2020). Research indicates considerable cognitive diversity among EFL students, suggesting the need for tailored teaching approaches (Elyas et al., 2020).

North African countries are culturally diverse. “Tunisia and more generally a part of North Africa are caught in the international movement for the recognition of diversity” (Pouessel, 2016). Pouessel poses a critical question that opens broader discussions about DEI culture and their globalizing nature and their relationship to nationalism and global education trends. This present research study aims to a global diversity discourse that influences societies leading to a “global classroom” approach that may be perceived as undermining local heritage. Because of Algeria’s historical and socio-political context which is shaped by anti-colonial nationalism. “Does the global diversity talk that influences states and societies lead to the end of nationalism or to the invention of a nationalism of diversity?” (Pouessel, 2016). Pouessel (2016) invites to question if a global classroom challenges the traditional nationalist frameworks and risks alienating local identity or can coexist with a nationalism of diversity. Comparing between Didactics & Literature specialities, and whether they reflect global diversity trends that challenge exclusive discourses and practices, contributing to a new form of inclusivity.

To conclude, diversity is manifested in diverse ways inside the classroom from teaching methods such as Culturally Responsive Teaching (CRT) which is “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” according to Gloria Ladson-Billings (1994), differentiation instruction, and incorporating intercultural education. According to Imouri (2021), “Moroccan educational system is still challenging multicultural education to be embedded in the curriculum”. Since the syllabus itself may not embed diverse examples, content such as drama and literature of diverse ethnicities, and backgrounds as the researcher hypothesises, as well as variety of

perspectives and experiences such as discussing social issues, and women's rights, and genders, using contextual learning, and communicative teaching approach.

2.2.2 Equity

Equity is a principle that is open wider to society and justice practices. To discover the concept of 'equity' in education, there is a need to ensure that stakeholders in politics and justice are attempting not to perpetuating inequalities and voicing loudly "No to oppression" as women did when they realise men's privileges and that they are the oppressed gender. The evidence for this perspective is the concept of equity in education is deeply intertwined with broader social justice issues. Addressing educational equity requires acknowledging and actively working against systemic inequalities perpetuated by political and justice systems (Dike, 2023). Efforts to achieve gender equity in education have historically involved challenging oppressive systems and advocating for equal opportunities. This includes recognizing and addressing the ways in which educational institutions may perpetuate gender-based inequalities. If stakeholders in education think historically about women's inequalities as an open folder of societal issues, and as a consequence, a folder to discuss in educational issues, Algerian higher education may offer a better education to this generation's graduate students. An investigation about equity in the Algerian university is needed since "...not only do more girls now attend higher secondary schools and universities than boys, but they also perform better in their studies, a phenomenon which seems to start in primary school." (Ouadah-Bedidi, 2018). This section defines equity, mentioning the Arab context, mainly in Algeria and neighbouring countries.

To detail the stages women passed through, and starting from Women's Suffrage Movement, in 19th and early 20th centuries, a global campaign fought for women's right to vote. Then, Women's Liberation Movement, in the 1960s - 1980s, also known as the second wave of feminism,

this movement addressed a broad range of issues, including workplace discrimination, reproductive rights, and legal inequalities. #MeToo Movement, from 2017 until now, is a contemporary movement that brings global attention to issues of sexual harassment and assault, empowering women to speak out against systemic abuse and advocate for change. Equity refers to the fairness in treatment and fulfilling the needs of people. In the world of business, equity refers to the “perceptions of fairness of diverse employees with regard to different aspects of organizational life important to them.” (Chaudhry, 2022).

Equity refers to “fairness in the treatment of people in terms of both opportunity and outcome.” (Arsel et al., 2022). Similarly, to Kushwaha & Kushwaha’s definition who defines equity as “fairness and justice in treatment, access to opportunities, and distribution of resources.” (2024). A critical question Ouadah-Bedidi poses “How will the men of tomorrow, less educated than the women of their generation, and these same women, better educated than the previous generation, act out their gender roles relations, especially within their marriages?” (2018). It irritates the question “How Algerian higher education by its EFL syllabi and classroom practices will exceed the inequality rooted in men and women who are considered mature and educated graduate individuals facing the world of workforce, and other responsibilities such as personal development, and building a family? The family, which is the foundation stone of society constructed by an individual who still needs more exploration and self-discovery as if in a merging adulthood, a developmental stage typically encompasses individuals, aged 18 to 25. The evolution of gender equity in Algerian education, as outlined in studies such as Ouadah-Bedidi (2018), underscores the critical transformations in access to and success in education. Especially Didactics & Applied Languages, and Literature and Civilisation are specialities that should develop an Algerian learner opened to lifelong learning. While efforts to universalize education have

significantly narrowed disparities, the emergence of gender imbalances in favour of women in secondary and tertiary education raises questions about underlying socio-cultural dynamics.

Equity aims to level the playing field by addressing systemic barriers and historical disadvantages. “Equitable educational approaches account for and respond to student diversity, including the social, cultural, and ethnic facets of their life experiences as well as the systemic barriers they encounter.” (Alozie et al., n.d.). Biagini (2020) shows that the participation of women in the Egyptian revolution resulted in a transformation in gender relations. However, the high participation of women in Algeria did not produce similar results. The presence of women in the Hirak protests, advocating for gender equality and legal reforms, signifies a direct challenge to male privilege.

A study that cares about gender, work, and organization, the main focus of Diversity, Equity, and Inclusion framework by Ourahmoune and Jurdi, in which the research participants contribute in resulting on that “There is a reclaiming of a traditionally masculine public space by women, which is read by all participants as a gain, yet tensions erupt when some women challenge the gender order and citizenship frames.” (Ourahmoune & Jurdi, 2024). Their participation not only in public demonstrations but also in demanding changes to laws that perpetuate gender inequality, such as the Family Code, underscores their efforts to address male dominance within the family sphere. In the context of the Hirak movement, women's increased visibility in public protests that has been interpreted by some as a sign of empowerment. However, this visibility is often superficial, serving more as a visual or aesthetic element rather than indicating empowerment. “This new gender politics was evident in ways by which women challenged male privilege within the family sphere.” (Ourahmoune & Jurdi, 2024). This reflects a broader shift towards questioning

and redefining established gender roles in both private spheres as family, and public spheres as learning spaces, and workplaces.

In higher education, equity does not differ much, ensuring that everybody has the same opportunities. Students will profit equitable chances when practitioners –in institution and teachers –in the classroom promote equitable treatment. “Equity stresses the role of providing the same opportunities to all students and equalising resources provided to support them. The goal of equity is to give the means to all students to achieve at the best of their capabilities.” (Organisation for Economic Co-operation and Development [OECD], 2023). The Association of American Colleges and Universities (AAC&U) defines equity as the “creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.” (n.d.).

Equitable education systems are those that ensure the achievement of educational potential is not the result of personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, special education needs and giftedness (OECD, 2017; OECD, 2012). “Equity-mindedness” which is a mode of thinking that calls attention to patterns of inequity in student outcomes, resulting in individual and institutional responsibility, for example that of university leaders, faculty, and professionals for advancing equity-achieving practices to impact success for all students (Arnston, 2021).

In other words, these systems aim to provide equal learning opportunities to all students, regardless of their backgrounds or personal characteristics. “This assumes the role of education systems in achieving equity is to provide equality of opportunities so each individual reaches his/her education potential.” (Cerna et al., 2021) However, majoring of resources indicate that equity is unlike equality, which is “treating everyone the same, equity acknowledges that different

individuals may need different levels of support and resources to achieve similar outcomes.” (Kushwaha & Kushwaha, 2024). “achieving greater equity in education is not only a social-justice imperative, it is also a way to use resources more efficiently, and to increase the supply of knowledge and skills that fuel economic growth and promote social cohesion” (OECD, 2018).

Equity is an opportunity to the students who need more support to succeed since they are gifted, students with disabilities, and Special Educational Needs (SEN), or even older. Equity prioritizes fairness by addressing systemic barriers and providing resources according to individual needs. In Algeria, while women have surpassed men in educational participation, this progress highlights ongoing challenges in gender equity, particularly in the workforce and family life. Equity requires educational institutions to respond to diversity, challenge inequalities, and create opportunities for all students. In Algerian universities, EFL syllabi and classroom practices should foster equity-mindedness, preparing students for lifelong learning and societal engagement. Achieving equity is not only a social justice necessity, but also a means to promote economic growth and social cohesion, which is a community that shared the values and solidarity between its members. As global frameworks suggest, equitable education ensures that individual success is not determined by personal or social circumstances but by potential, enabling a more just and inclusive society.

2.2.2.1 Equity in Syllabus

Equity is crucial to be embedded in learning materials, mainly syllabus. The literature focuses on the role of equity in the syllabus. It incorporates inclusive learning spaces. Addressing issues like gender representation and student diversity in syllabi development becomes essential. Researchers such as Ziad and Ouahmiche (2019) emphasize the need for teachers to critically engage with equity-related challenges, particularly those involving gender bias in learning

materials. This section examines how equitable practices can be effectively embedded into syllabi to foster fairness and inclusivity in education.

Ziad and Ouhmiche (2019) highlight the importance of investigating gender bias in learning materials and state that:

The role played by the teacher in helping learners adopt a critical attitude towards gender representation is of capital importance. It is hardly surprising that many language teachers find this issue somewhat irrelevant to them given that they spend huge amounts of time on direct teaching responsibilities.

This signifies the importance of gender representation and a set of inequalities rather than equalities, exactly as the researchers found “the process of [analysing] the images of the (Algerian secondary education EFL) textbooks, it has been noticed that serious attempts were made to avoid gender bias while representing males and females.” (Ziad & Ouahmiche, 2019).

Equity in syllabus development can be defined as giving all students opportunities to reach the core or essential knowledge and skills that allow them to participate in further education and society without lowering expectations due to their personal and social backgrounds, e.g., special learning needs, socio-economic background, gender, ethnic origin, location. (Voogt, Nieveen and Thijs, 2018; OECD, 2020). From an equity perspective, the focus is on ensuring that all students can achieve the intended outcomes by providing the most appropriate number and size of boxes to ensure that everyone sees the game.

It is suggested for teachers to place themselves in the seat of a student and mentally respond to the following questions: how do you feel about the culture of the class?, do you feel welcomed and included?, what are your perception of the instructor's teaching style?, what are your perceptions of the instructor's attitudes toward teaching the subject? does s/he seem to enjoy it?, would you feel comfortable approaching the instructor and asking for assistance?, and what are

your perceptions of the instructor's attitudes toward teaching you? does s/he seem interested in your learning? (*An Equity Syllabus*, n.d.)

To conclude, equitable syllabus is a syllabus that does not perpetuate inequalities and do bridge gaps to access to opportunities for more educational success. This is possible by addressing systemic inequalities and recognizing the diverse needs of students. Teachers play a vital role in fostering an equitable classroom culture by critically assessing their teaching practices and materials. Equity in syllabi is about providing every student with the tools and support needed to achieve their full potential, ensuring education is both inclusive and transformative.

2.2.2.2 Equitable Classroom

Curtis Linton suggests “Equity Framework” encompasses culture, leadership, and practice (Linton, 2011). Equity in education extends beyond linguistic competencies to foster critical cultural, social, and global skills among learners. Equitable classroom is a result of equitable syllabus, paving the way to equitable practices to flourish the learning space and enabling teachers to tick the learning objectives of beyond linguistic competencies. This section examines the equitable classroom and its characteristics.

For a learning space to institutionalise equity, Linton (2011) proposes a formula that focuses on leadership initiating that “Building equity = understanding difference + access & opportunity + social justice”. It is the responsibility of stakeholders, mainly teachers to ensure the success of the learning process. “Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school.” (Linton, 2011). While communicating with all courage about the differences a classroom gathers, the teacher called a leader guarantees opportunity for all students to succeed during and after their education (Linton, 2011). This courageous communication also

“empowers stakeholders with social justice strategies that help educators and students realize their own potential for success.” (Linton, 2011).

Giftedness is one of diversity dimensions that Russell, Hayes, and Dockery (1988) define as the “precious endowment of potentially outstanding abilities which allows a person to interact with the environment with remarkably high levels of achievement and creativity.” A study of 20 Algerian middle school teachers who had the experience of teaching gifted learners (GLs) emphasizes on “to what extent grade skipping, outdoor education and personalized learning” are the methods to cope with the unique capabilities of GLs and to help them achieve their full potential and improve their academic performance. (Hebbali, 2020).

Inequity is already embedded in teaching process as Ziad and Ouhmiche (2019) assume that:

These views, however, can easily be challenged if these teachers are directed to reflect on some of their usual practices with learners, which can be unintentionally discriminatory in nature. This heightened awareness of one’s own practices can be transformed into a critical eye that discerns different forms of gender bias.

For an equity-minded university, particularly EFL classroom, the teacher needs cultural, social, and global critical competences, in parallel with linguistic competence. “With a strong learning culture, the school becomes a place where teacher, leader, and student alike feel supported to take risks, stretch, and learn without fear of failure.” (Linton, 2011).

To prove more in a way equity in related to diversity, and to both be characteristics of an EFL classroom, Linton (2011) points out that:

As educators become culturally competent, they first learn about themselves who they are racially, culturally, and ethnically, and what biases, beliefs, judgments, and expectations they carry, especially toward those students who differ from the norm; and then they come to understand all of their students both individually and grouped according to race, culture, ethnicity, background, learning needs, and in what ways they fit or do not fit the school’s dominant cultural and racial norms.

To sum up the characteristics of an EFL teacher that thrives for an equitable classroom, self-reflection is needed to examine one's cultural biases, values, and assumptions as mentioned in the multiple dimensions of diversity that composes personality and, indeed identity. Recognizing and addressing bias is a second character to identify and challenge biases within educational institutions and society to create an inclusive learning space.

Ramdane, a professor in Kasdi Merbah University of Ouargla conducted a study showing how the Algerian society confront with discrimination. Ramdani (2022) concluded that "...preventing hate speech from expanding to dangerous levels is an urgent matter that the national observatory must address while battling discrimination, hatred, and violence in Algerian society." In response to rising hate speech, particularly on social media, Algeria enacted Law No. 20-05 to prevent and combat discrimination and hate speech. This law aims to "the interest of safeguarding individual rights, upholding the concept of equality, and maintaining national unity." (Ramdane, 2022). The purpose of this paper is to discuss the dangers of discrimination and hate speech in Algeria.

The Algerian state has addressed hate speech, which threatens democratic values, social stability, and peace, by promulgating Law 20-05 on the prevention and fight against discrimination and hate speech which calls for the establishment of a national observatory to deal with the issue, amending and supplementing the penal code ordinance n° 66-156. According to the findings of this study, Ramdane figures out that:

preventing hate speech from expanding to dangerous levels is an urgent matter that the national observatory must address while battling discrimination, hatred, and violence in Algerian society. However, many activists expressed concern that the bill criminalizing racism and hatred would be used as an excuse to further restrict freedom of expression and creativity, as well as to emphasize control over historical readings and literary contributions. (Ramdane, 2022).

Integrating students' cultural experiences into the syllabus and classroom practices to make learning more effective and creating a classroom environment where students feel empowered to voice their perspectives and challenge existing power dynamics, are essential steps toward fostering an inclusive, equitable, and socially responsive educational setting that values diversity and promotes critical thinking.

This noble mission of self-reflection is a reminder that teachers who enrich their intellectual, emotional, and spiritual, already understand the mission of teaching, as Parker J. Palmer (1997) proposes. Palmer, an American educator, writer, and activist, focuses on issues related to education, community, leadership, spirituality, and social change. It is encouraging to encounter teachers who share the perspective that self-awareness is essential to effective teaching. In this regard, Palmer (1997, p. 3) states:

knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life—and when I cannot see them clearly I cannot teach them well. When I do not know myself, I cannot know my subject—not at the deepest levels of embodied, personal meaning.

This perspective aligns with Linton's (2011) emphasis on the importance of self-knowledge.

To conclude, an equitable classroom begins with an equitable syllabus and thrives through self-aware, culturally competent educators who prioritize Diversity, Equity, and Inclusion. Teachers, as leaders, must engage in courageous communication, self-reflection, and continuous growth to address their own biases and create inclusive learning environments. Integrating students' diverse cultural experiences into classroom practices not only enhances their engagement, but also challenges existing power dynamics and promotes mutual respect. There are several practical strategies for example: to draw on real-life experiences and use multicultural teaching

materials; that is called Culturally Responsive Pedagogy (CRP), Student-Led Discussions and Projects.

2.2.3 Inclusion

Inclusion has the lion's share of the literature that integrates EFL education. However, inclusion may not be possible to achieve without diversity, and equity. Students are characterized by a set of differences, making the learning space rich with differences where they should be welcomed. "Inclusion refers to creating a culture that fosters belonging and incorporation of diverse groups and is usually operationalised as opposition to exclusion or marginalization." (Arsel et al., 2022). This section examines more definitions about inclusion.

Inclusion is the sense of belonging shared in the learning space regardless what differences students are featured by. Some differences are age, gender, socioeconomic status, marital status, educational capacities, religion, and dis/ability. Inclusion "welcomes and values students' diverse identities" (Fahd & Venkatraman, 2019). Referring back to identity, students are featured by differences that need to be respected and welcomed in EFL classroom, a path towards inclusion. Also called inclusivity, or Inclusive Education (IE) is defined as "an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO, 2009, p. 126). Multiple differences and diversity dimensions can intersect, creating unique experiences for individuals.

Students need to experience a welcoming, and valuing community thanks to universities that take first attempts to precondition Inclusive Education. It is proven that "inclusive education has been linked to development and in particular the provision of educational opportunities to all children within educational systems." (Sebba & Ainscow, 1996). Promoting change from syllabus to

practice is a needed perception to confront educational exclusion, marginalization and discrimination as students will be affected, specially students with disabilities. Promoting a change through inclusion is an “international aim” for the international organizations (Sebba & Ainscow 1996). Students who share diverse perspectives may confront silencing since the curriculum is not diverse. The act of offering superficial inclusion without genuinely valuing or integrating diverse perspectives, and effectively side-lining them, is called tokenism. (Merriam-Webstern, n.d.). In critical theory, however, tokenism refers to the superficial inclusion of underrepresented groups without shifting power structures or addressing systemic exclusion (Kanter, 1977).

Inclusion requires flexibility and accessibility, with a focus on addressing the varied needs within the classroom to foster a sense of belonging among all students. Inclusion goes beyond providing access—it promotes feelings of acceptance and belonging (Williams et al., 2005). Inclusive teaching practices and learning environments are purposeful, active, and attentive to every learner.

2.2.3.1 Inclusion in Syllabus

Inclusive syllabus is a result of an educational system that follows Diversity, Equity, and Inclusion framework successfully. Inclusion “refers to the way that diverse individuals are valued as respected members and are welcomed in an organization and/or community.” (Tan, 2019) This section examines how the syllabus is inclusive.

Teaching using experimental learning approaches, task-based, and scenario-based language teaching are advised to create an inclusive syllabus. “Inclusive teaching practices are effective teaching practices” (Hogan & Sathy, 2022). According to Heller (2018), there are six principles related to an inclusive syllabus. They are:

what and how students will learn (a learner-centred syllabus), what will help students to learn (inclusive course policies), rhetoric (supportive and inclusive language), redundancy across modes (effective visuals and images for broader communication), and readability and accessibility (applying ‘Universal Design for Learning’ standards).

An inclusive syllabus cares about students’ engagement and values their differences, and incorporates equity and inclusion into key course information, such as course policies, readings, assignments and resources. The syllabus will follow a learner-centred approach. It communicates in inclusive language and helps engage diverse students in discussions, fostering equitable participation and meaningful learning experiences (Tomlinson, 2011). The images, and texts, and the whole content will include rather than exclude differences. It supports diverse perspectives and representations of culture instead of boring materials.

To conclude, syllabus is inclusive in terms of content, language, visual aids, learner-centeredness, and meeting universal design for learning.

2.2.3.2 Inclusive Classroom

Recent studies have explored the diversity of English language education in Algerian middle schools. Translanguaging has been proposed as a potential inclusive pedagogy, though its implementation faces social and political challenges (Stihi, 2021). This section examines more techniques and methods for an inclusive classroom.

Analysis of Algerian middle school English textbooks reveals a predominant focus on local culture, with limited promotion of intercultural understanding (Merrouche, 2018; Hairech & Belkhir, 2022). These textbooks aim to develop intercultural competence through linguistic and visual elements, however they may not adequately address potential cultural conflicts for young learners (Hairech & Belkhir, 2022). Despite these limitations, Algerian middle school English

teachers generally demonstrate a positive attitude towards Inclusive Education and are willing to differentiate instruction to meet diverse student needs (Hoadjli & Latrache, 2020). However, the successful implementation of inclusive pedagogies requires collaboration among all stakeholders in the teaching and learning process (Stihi, 2021; Hollings, 2021).

Differentiated instruction has been defined as “an approach to teaching that involves offering several different learning experiences and proactively addressing students’ varied needs to maximise learning opportunities for each student in the classroom” (UNESCO, 2009, p. 18). Inclusion seeks to fulfil human rights including students with disabilities so that no one is discriminated (UNESCO, 1994). According to Peterson & Hittie (2003), to reach the significance of Inclusive Education, there are three components, which are academic, socio-emotional, and physical aspects.

In another study, Bouguerni (2020) explores strategies for enhancing accessibility and fostering inclusion for students with disabilities at the University of Blida 2. While it primarily addresses challenges faced by this group, it implicitly supports the broader investigation of Diversity, Equity, and Inclusion principles in higher education syllabi. It highlights systemic barriers, such as inadequate learning materials and unsupportive institutional policies, which limit students' access to equitable education. Bouguerni (2020) initiates that when students with disabilities are in the classroom, “their main priority is to take part in the lessons. From the viewpoints of these learners, teaching need(s) to be designed to take into consideration their special individual needs and characteristics.”. These changes are at the expense of all students.

In addition, these students “indicated their appreciation for some departments that changed their classroom to ones that do not require taking the stairs to upper floors.” (Bouguerni, 2020). If

inclusion is neglected, all students will miss the opportunity to develop critical global and intercultural skills, limiting their preparedness for diverse workplaces. (Bouguerni, 2020). The literature lines up to the researcher a need to explore Diversity, Equity, and Inclusion principles from the syllabi to practice, particularly in the context of Algerian higher education, where issues of diversity and inclusivity remain critical for fostering equitable education.

To conclude, embracing inclusion in EFL classrooms fosters acceptance of social and perspective differences. Diverse classrooms “contribute to students’ emotional intelligence, improving empathy and perspective-taking in ways that prepare them to thrive personally and professionally” (Earley & Ang, 2003). This topic is explored further in Section 2.3.3.3, Embedding Inclusion, which examines how inclusive practices promote equity and how diversity, when accompanied by inclusion, creates more effective learning spaces.

2.3 SYLLABUS & EFL CLASSROOM PRACTICES

2.3.1 Syllabus

The syllabus is defined and its various types examined to provide a foundational understanding, enabling the researcher to analyse how its characteristics can support the integration of DEI. A syllabus is “a description of the contents of a course of instruction and the order in which they are to be taught” (Richards & Schmidt, 2010, p. 576). Scholars expand more definitions. This section examines from ancient to recent definitions of syllabus.

Syllabus is a planning for educators, academic goals, and the teaching/learning process, and “an instrument of language policy” (Widdowson, 1979). Syllabus refers to “educational value systems”. (Clark, 1987). A syllabus is concerned with both the selection and the ordering of what is to be taught (cf. Halliday, McIntosh & Strevens, 1964; Mackey, 1965).

A similar categorization of syllabi is made by Hadley (1998) who categorizes them as synthetic syllabi and analytic syllabi. Synthetic syllabi (structural, notional, functional, situational and topical syllabi) deal with what should be learned in second language classroom and the different parts of the language are taught separately. Syllabi rely on the belief that “a focus on accuracy will lead to fluency” (p. 57). Analytic syllabi, on the other hand (procedural, task based, and process syllabi) take “the concerns of the learners into deeper consideration and seem more focused on the business of learning rather than teaching.

Diversity of syllabi types displays the need for the syllabus designer to determine the purpose of language teaching which according to Richard (2006) can be identified either to the traditional approach (up to the late 1960s), the classic Communicative Language Teaching (CLT) approach (1970s to 1990s), or the new Communicative Language Teaching approach (1990s to present).

Richard & Rodgers (2001) argues that the traditional approach focuses on deductive approaches to teaching grammar rather than inductive ones and uses the three Ps (Presentation, Practice and Production) as a model for language teaching. However, proponents of CLT, who associate this model with grammar-based methodologies, have criticized and discarded it while advocating for functional and skill-based teaching based on interactive group work (Somé-Guiébré, 2018).

Pienemann (1985) sees the syllabus as the selection and grading of linguistic teaching objectives. Breen (1984) sees it as a plan of what is to be achieved through teaching and learning. Candlin’s (1984) view about syllabus is that: “Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. They are concerned

with the achievement of ends, often, though not always, associated with the pursuance of particular means”.

For a syllabus to be effective, Littlefield (1999) suggests 7 purposes: a setting tone for a course, a type of motivation for students to reach their academic goals, a planning tool for faculty, a structuring tool of the students' work, and a contract between faculty and students about their expectations. Additionally, to design a syllabus is to decide what gets taught and in what order.

In Algerian higher education, a study aims to explore the EFL teachers' involvement in syllabus design, at Mohamed Lamine Debaghine Setif 2 University. It reveals that factors related to syllabus design on a priority basis are “learners' needs (44,4%), teachers' views and ideas (22.2%), The demands of society (job-opportunities, labor market) (16.6%)...”. EFL classroom needs an implementation of a syllabus that prioritises the demands of learners' needs and of society.

To conclude, a syllabus is more than a mere outline of course content. Syllabus is a strategic document that reflects educational philosophies, addresses learner needs, and guides the teaching-learning process. Incorporating Diversity, Equity, and Inclusion framework into syllabus design requires a comprehensive understanding of its various types and purposes. Engaging teachers in the syllabus design process is crucial to develop effective syllabi that meet the evolving demands of both learners and society.

2.3.2 Types of Syllabus

Language teaching syllabus is “the linguistic and subject matter that make up the teaching” (Krahnke, 1987). Krahnke (1987) assumes that, in practice, they rarely occur in isolation from each other, rather in a combination of two or more of the types. According to Krahnke (1987), there are six types of language teaching syllabi. The first is the *structural (or formal) syllabus*, which is based on the idea that the content of language instruction consists of grammatical forms and

structures. The second is the *notional-functional syllabus*, in which the focus is on communicative functions (e.g., informing, agreeing, apologizing, requesting) and the notions that language is used to express. The third type, the *situational syllabus*, organizes language content around real or imaginary situations that typically involve multiple participants engaged in specific activities in *task-based syllabus* particular settings. These situations produce language that includes a range of communicative functions combined into coherent discourse. The fourth type, the *skill-based syllabus*, focuses on developing specific language-related abilities, emphasizing what learners must be able to do with the language, regardless of context. The fifth type is the, which centres on complex and purposeful tasks that learners need or want to accomplish using the target language. Finally, the *content-based syllabus* prioritizes subject matter instruction through the target language, where language learning is driven by the content being taught rather than the other way around (Krahnke, 1987).

Typically, the six types of syllabi are organized on a spectrum, starting with those that emphasize grammatical structure and progressing toward those that prioritize practical language use. Language involves a connection between structure and meaning, yet most teaching approaches tend to focus more heavily on one aspect than the other. Recognizing each type and its purpose helps in analysing syllabi of Didactics, and Literature specialities.

2.3.3 Embedding DEI in EFL Learning Spaces: A Pedagogical Necessity

English has been promoted in Algeria's language policy as the primary foreign language, positioning itself to compete for prominence in the context of globalization. It "...may be displaced towards being the First Foreign Language (FL1) thanks to its power as an international language dominating the world." (Haddam – Bouabdallah, 2022).

Vernā Myers states that “Diversity is being invited to the party. Inclusion is being asked to dance.” (n.d.). Discourses in EFL contexts, especially in the Algerian universities should not be framed as if Algeria is a mono-cultural or homogeneous society. Media, globalization, immigration, study abroad programs, tourism, and mainly English language learning open minds to diversify one’s perspectives. It is proven that learning English “does shape learners’ identities, their ways of thinking and even behaving” of EFL students in Tlemcen University (El Ouali, 2020). EFL Algerian student may confront a future workplace after graduation in which university institution, precisely EFL classroom was the only home to practice language, and beyond. Drawing inspiration from a diverse, equitable, and inclusive workplace, there is a growing need for graduate students to learn through EFL materials and classroom environments that prepare them to engage with such spaces.

3.1 Welcome everyone and respect people with different gender, race, ethnicity, sexual orientation, age, beliefs, perspectives, disabilities, educational levels, needs, capacities, etc, referring back to ‘Diversity’.

3.2 Profit equal opportunities regardless of differences to exclude, though to fairly treat based on individual’s or group’s needs, referring back to ‘Equity’.

3.3 Arouse safety and respect feelings to everyone, ensuring that everyone has the support needed to succeed, referring back to ‘Inclusion’.

A learning institution that offers targeted support to students with Special Educational Needs or Disabilities, for example, fosters an inclusive environment, adopts teaching approaches such as Communicative Language Teaching is an institution that aligns with the culture of Diversity, Equity, and Inclusion.

2.3.3.1 Embedding Diversity

Global factors like media, globalization, emigration, study abroad programs, and tourism have created culturally diverse societies. Diversity as a lens could be useful in “scientifically scrutinizing social categories, processes of differentiation and outcomes in social, political, economic, and geographical spheres” (Vertovec, 2014). This shift from mono-cultural to multicultural contexts makes education more complex and demanding for teachers, students, and curriculum developers.

A type of diversity that has a social positive result on society is cultural diversity which is at the expense of the unique nature of diverse groups, to both provide access to a range of knowledge, and to enhance creative problem solving (Cox, Lobel, & McLeod, 1991).

As much as university is a learning space that gathers differences, it will project the future workplace of a new graduate student, for example: imagine if English language student is planning for a new study/work experience in another city or in another country where a new linguistic variety exist. In both cases, likelihood to confront demographic and cognitive diversities is higher. Diversity has advantages on the graduate students’ futures as Moieni, Mousaferiadis & Roohi (2023) point out that:

...diverse and inclusive workplaces contribute to the company by drawing the attention of and therefore attracting more talented people to improve the business’s productivity. Therefore, it is important to fill gaps in the workplace environment with a passion for unity, teamwork and collective productivity to benefit the organisation.

A student specialised in Didactics & Applied Languages may perceive openness to aspects of language, developmental psychology, pedagogy, and critical thinking, —paving the way for equitable and inclusive lifelong learning spaces. On the other hand, a student specialising in Literature & Civilisation may see openness to British literature, British civilisation, Dramas from

age of enlightenment and romantic era to Victorian era... ect., a welcome to a global world. “Embracing diversity involves recognizing, respecting, and valuing these differences to enrich organizational perspectives and capabilities.” (Kushwaha & Kushwaha, 2024)

For classroom, Banks (2006) confirms that “ethnic content is needed by all students to help them to understand themselves and the social world in which they live. It can help students to broaden their understanding and concept of what it means to be human and enable them to better understand their own cultures and lifestyles”. “Teachers’ ethnicities are not representative of students’ identities. This leads to the fact that the teachers’ lessons do not usually reflect the students’ diversity unless they integrate it within the content.” (Imouri, 2021).

In Ibn Tofail University, a recent study that seeks to understand the Perspectives and Practices on intercultural competence in EFL Moroccan education explores that: “As educators strive to impart language skills, intercultural competence becomes integral to fostering global citizenship. The literature emphasizes the need for educational institutions to go beyond language proficiency and actively incorporate intercultural competence into their curricula. By doing so, EFL programs contribute not only to language proficiency but also to broader global awareness, tolerance, and diversity – essential components for preparing students for the interconnected world they inhabit.” (Youfi & Brigui, 2024)

For classroom, People from diverse cultural and linguistic backgrounds are being brought close together through globalization (Chen, 2011); hence, examples of multicultural communication (Fang, 2011) and intercultural communication are becoming the common form of communication in many people’s everyday life (Sharifian, 2013).

Algerian students revealed comprehension, partnership, and readiness to deal with German participants in German universities (Döring, et al., 2009). The body of research on the outcomes

of the diversity climate in colleges and universities has also grown over the last decade. For many higher education leaders, the need to increase campus diversity has become a practical imperative. In a comprehensive review of the research literature, the outcomes of diversity in higher education have found that campus diversity benefited individual students, the institution, the economy, private enterprise, and society at large. For example, the benefits included an educational experience that was enhanced by the presence of diversity (Hornbuckle, 2013).

In today's interconnected world, diversity in higher education—particularly in EFL contexts—has become essential rather than optional. Global forces such as media, migration, tourism, and international education have created multicultural learning environments that demand inclusive syllabi and teaching practices. Embracing diversity not only enriches the educational experience but also prepares students for real-world challenges, fostering intercultural competence, critical thinking, and global awareness. Whether in Applied Languages or Literature studies, students benefit from exposure to diverse perspectives, making them better equipped for future workplaces and global citizenship. Thus, integrating diversity into education is a vital step toward building equitable, inclusive, and socially responsive institutions.

2.3.3.2 Embedding Equity

While diversity refers to the numerous ways in which people differ, equity focuses on defining equal access, opportunities, and growth for all these diverse people. The main issue with the concept of equity is understanding the difference between equity and equality. Equality proclaims giving everyone the same amount no matter their background or limitation. Not only does equality disregard the former unfairness but can preserve them (Fortgang, 2022). Equity, on the other hand, focuses on achieving the same results by providing everyone with different

resources helping them to reach this goal. Even though the difference is significant, people tend to use these words as synonyms.

In order to be able to create equitable and inclusive learning environments that support all learners in achieving their educational potential, teachers need to be equipped with a range of competences, knowledge and attitudes (Cerna et al., 2021). Knowledge areas for equitable and inclusive teaching are wide-ranging and may encompass cultural anthropology, social psychology, child cognitive development, integrated learning and second language acquisition (OECD, 2017). These areas are in addition to a strong understanding of the different dimensions of diversity and of how they may intersect, which is a crucial foundation for the creation of equitable and inclusive learning environments (Cerna et al., 2021).

“In other words, placing students of diverse backgrounds in a classroom is a necessary but insufficient condition of learning. Merely encountering differences can promote feelings of superiority and inferiority among students rather than growth and development. Particular pedagogical techniques [and diversity programs] promote the type of interaction necessary to create equal status conditions and, thus learning in diverse environments” (Hurtado, 1992).

In sum, while diversity recognizes the many ways individuals differ, equity ensures that all learners have the tailored support they need to succeed, distinguishing itself from the one-size-fits-all approach of equality. Confusing these concepts risks perpetuating existing inequalities rather than addressing them. For education to be truly equitable and inclusive, teachers must be equipped with interdisciplinary knowledge and culturally responsive pedagogies that acknowledge the complexities of students’ identities and needs. Simply bringing diverse students together is not enough; it is intentional, informed teaching strategies that foster genuine inclusion, equal status, and meaningful learning experiences for all.

2.3.3.3 Embedding Inclusion

“Inclusion is the process that ensures these individuals not only sustain the space provided to them, but are as welcomed, elevated, and centred as often as everyone else.” (Hattery, et al., 2022). This perspective aligns with contemporary educational goals that seek to create environments where every learner can thrive, not just coexist. While defining inclusion diversity, and equity are mentioned, and vice-versa. Understanding the culture of inclusion is essential in the foundation of society. Inclusive Education “starts from the belief that the right to education is a basic human right and the foundation for a more just society” (UNESCO, 2001, p. 15).

“The main aim of Inclusive Education (IE) is to provide equal chances to students no matter if they do not share enough commonality, celebrate their individual differences, and meet their various needs. Essentially, its most salient concern is to amalgamate students of diverse needs inside one classroom where differences are regarded as an ordinary aspect that shapes up individuality.” (Hoadjli & Latrache, 2020). It emphasizes that IE values individual differences, aiming to normalize diversity within a unified learning environment.

As Sanger (2020) asserts, “Diverse classrooms also contribute to students’ emotional intelligence, improving empathy and perspective-taking in ways that prepare them to thrive personally and professionally.” Building on this, he adds that “properly cultivated, diversity in the classroom expands students’ interpretive capacity, showing how particular content can be approached from multiple angles.” These insights emphasize that diverse classrooms not only foster emotional growth but also enhance students’ critical thinking by exposing them to a range of viewpoints and interpretive frameworks.

To conclude, Morrow-Howell et al. (2024) the researchers end into resisting to change, in addition to the lack of awareness about DEI issues among teachers and stakeholders can hinder the

adoption of inclusive practices. EFL syllabi should include diverse perspectives on English as a global language, reflecting varied cultural contexts calling for cultural diversity and avoiding cultural homogenization. Inclusion involves educational equity and equality (Allan, 2000), and in turn, education system transformation and emphasis on inclusive practice (Mel Ainscow, 2014; Farrell, 2000) are essential for Inclusive Education (Salleh, 2022). And this is exactly what proves the need to investigate teachers' perspectives as leaders of classrooms. Thus, a syllabus mirrors a particular view of language and language learning.

2.4 Conclusion

This review has shown that embedding DEI in EFL education requires more than surface-level awareness; it demands intentional design of syllabi, culturally responsive pedagogy, and teacher self-reflection. Diversity is valuable not only for exposure to multiple identities and perspectives, but for preparing students to thrive in an interconnected world. Equity ensures fair treatment by meeting learners' diverse needs, while inclusion fosters a safe, respectful, and empowering learning space. Local and international scholarship converge on the importance of embracing multicultural content, differentiated instruction, and inclusive classroom practices. In the Algerian context, political and societal movements have further illuminated the necessity of equitable reform in higher education. Yet, barriers remain—including teachers' limited DEI training and a lack of institutional support. As such, DEI must move from aspiration to practice. This chapter supports the argument that integrating DEI in EFL syllabi and classrooms is a foundational step toward educational equity, global citizenship, and transformative learning in the Algerian university system.

Chapter Three: Methodology

3.1 Introduction

Measuring Diversity, Equity, and Inclusion remains a challenge, partly due to the self-reporting biases and limitations of cross-sectional survey data (Almeida et al., 2024). Qualitative methods of data collection, such as interviewing, observing, and document analysing, have been included under the umbrella term of “ethnographic methods” in recent years.

This chapter introduces the researcher’s methodology to explore DEI in the syllabi and classroom practices. This methodology follows two research design, first mixed method research design, and then comparative research design. The researcher uses three research methods of data collection, and data analysis which are stated respectively; document analysis, classroom observation, and questionnaire are analysed through: document analysis, qualitative descriptive analysis, and quantitative/qualitative descriptive analysis.

The research study ensures the validity and reliability of each research instrument and analysis method to reach results that are not controlled by the bias and as it is stereotyped “Researcher bias is one of the aspects of qualitative research that has led to the view that qualitative research is subjective, rather than objective.” (Kawulich, 2005), however the researcher can control it since “Diversity, equity, and inclusion are critical in today's university setting, where they form the fabric of a vibrant and intellectually rich community.” (Wani, 2023).

3.2 Context of Research

This research study is contextualized in the University of Ain Temouchent (UAT), located in north-western of Algeria, precisely in the Faculty of Letters, Languages, and Social Studies, the Department of English Language and Letters. The university represents **Algerian Higher Education setting**, where **Diversity, Equity, and Inclusion have not been formally explored in**

EFL context. The study examines two EFL specialities which are **Didactics & Applied Languages** (Did & AL) and **Literature & Civilisation** (Lit & Civ).

The institution's diverse student body and syllabus structures offer a context for examining inclusion in education. While criticism may arise regarding the choice of this setting, particularly the assumption that EFL classrooms at the University of Ain Temouchent are homogeneous due to the shared regional background of students, diversity extends beyond visible demographic factors. It encompasses "people's differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status" (UNESCO, 2017) and also cognitive diversity, learning needs and styles, perspectives, and personal experiences, which may not always be explicitly apparent.

University of Ain Temouchent is selected as the research site due to its accessibility to the researcher. This research site allows to conduct this study since the researcher has pursued academic studies, where first experienced higher education environment, diverse students' and teachers' perspectives, and observed the phenomenon that needs investigation. Therefore, assuming that diversity is seen explicitly and implicitly over homogeneity (its opposite) reinforces the need to explore DEI in syllabi and classroom practices in any learning space.

3.3 Sample

This research study has two samples. Teachers and students represent the human participants in this research. These roles help to understand the classroom practices, perspectives, and challenges in implementing Diversity, Equity, and Inclusion framework in EFL classrooms. The research focuses on **EFL students and teachers of the first-year Master's degree (M1)** of the two specialities where data is collected through classroom observations and manually distributed

questionnaires. The researcher selects them based on specific criteria. The researcher chooses to observe classrooms managed in **semester 2** due to the large data that emerge from each of data collection tool and the time consumed in data analyses.

There are **59 students in Didactics & Applied Languages** speciality and **34 students in Literature & Civilisation** speciality at the University of Ain Temouchent, for the academic year **2024/2025**. “The sample is always taken systematically from a much larger group in a way that the derived conclusions may be generalized to the whole of population” (Cowles, 2005), however the researcher could not access the total sample of students due to certain reasons (mentioned in Limitations of the Study, Chapter Five). This research study chooses **non-probability sampling** which is “not free from selection bias by researcher and does not provide randomization distribution where theoretical inference takes place.” (Kim, 2022). It is mainly known as **purposive sampling**, also called **judgemental sampling** or **selective sampling**. “Purposive sampling is based on the belief that researchers’ knowledge about the population can be used to hand-pick sample members. Researchers often use purposive sampling when they want respondents who are judged to be typical of the population (i.e. meet the eligibility criteria) or may be knowledgeable about the issues under investigation” (Apostolopoulos & Liargovas, 2016).

To answer the questions raised on what the criterion behind the choice of this sample which is a branch of sample selection that uses non-random ways to select a group of people to participate in research. To answer it; Students are able to be specialised in the first-year of master’s degree which represents their fourth year of experiencing academic studies in the University of Ain Temouchent. Students’ awareness of their speciality’s importance and their future careers, their life-long learning opportunities particularly specialised students in Did & AL are formed to be teachers, meanwhile specialised students in Lit & Civ to be literal writers, analysts, and also

teachers, and their cognition that might perceive more tolerance and acceptance to topics related to gender equalities, culture, differences and so on, referring back to perspectives diversity, and their openness to global topics, referring back to English as a Global Language (see Section 2.3.3.1). The DEI culture may be perceived and recognised by graduate students since graduation gives an overall critical view to adopt a perspective on their EFL classrooms and whether it incorporates this culture or not.

3.4 Approach

“Research in the social approach is an analytical method to identify similarities and differences on several different focuses.” (Khakpour, 2012). This study follows a **mixed-method research design** which “is an approach to inquiry that combines or associates both qualitative and quantitative forms.” (Creswell & Plano Clark, 2007) to examine the incorporation of Diversity, Equity, and Inclusion in EFL syllabi and classroom practices. Within this exploration, a **comparative research design** is utilised to analyse differences and similarities between the two EFL specialities—Didactics & Applied Languages, and Literature & Civilisation—at the University of Ain Temouchent. The combination of these designs allows for both numerical findings and in-depth qualitative perspectives, ensuring a well-rounded analysis.

“Thus, it is more than simply collecting and [analysing] both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research” (Creswell & Clark, 2007). To well explain the method, the section details the characteristics of each of qualitative and quantitative research.

“Qualitative research is called exploratory and is used to discover patterns in ideas and views, whereas quantitative research is used to measure the issue through producing numerical data or data that can be translated into usable statistics.” (Abuhamda et al., 2021). However, in quantitative

research, the principle of reliability is similar, but not equivalent, to the concept of reliability and suitability in the qualitative study, indicating that the study methodology is consistent over time and through various researchers and methods or projects (Gibbs, 2007; Miles & Huberman, 1994).

Table 3.1 illustrates the features of qualitative and quantitative research in terms of purpose, objectivity, role of researcher, and so on by Johnson & Christensen (2008); and Lichtman (2006).

Criteria	Qualitative Research	Quantitative Research
Purpose	To recognize & construe social interactions.	To test theories, look at cause & result, & expectations.
Objectivity and Subjectivity	Subjectivity is predictable.	Objectivity is critical.
Role of Researcher	Participants in the study may be aware of researchers & their prejudices, and participant characteristics may be known to the researcher.	The researcher & their prejudices are not identified to the study participants, & the features of the participant are purposely concealed from the researcher (double blind studies).
Results	Relevant or specialized assumptions that is less generalizable.	Discoveries that can be extended to other populations.
Scientific Method	Exploratory or bottom-up: From the knowledge obtained, the researcher develops a new idea and theory.	Confirmatory or top-down: With the details, the researcher checks the hypothesis and theory.
Research Objectives	Explore, discover, & build.	Describe, clarify, & expect.
Focus	Wide-angle lens; discusses the scope and depth of phenomena.	Narrow-angle lens; checking a particular hypothesis.
Nature of Reality	Subjective; various realities.	Single reality; objective.
Final Report	Narrative report of research participants with contextual definition & direct quotations.	Statistical report with correlations, average comparisons, and effects of statistical significance.

Table 3.1: Basic Characteristics for Qualitative & Quantitative Research (*Adapted from Johnson & Christensen, 2008; Lichtman, 2006*)

Qualitative research is limited by the subjective nature of interpreting data and potential bias from the researcher or participant (Choy, 2014). To determine the most appropriate methodology for this study, quantitative methods were also considered for data collection. The aim and scope of quantitative research are to use objective numerical data to understand a phenomenon through statistical analysis (Rutberg & Bouikidis, 2018). This research is an exploratory study of ‘Diversity, Equity, and Inclusion’ Culture, more than hypothesis-driven because document analysis, and classroom observations provide new data to emerge rather than proving what is already emerged. It is empirical research where the data are not in the form of numbers (Punch, 1998, p. 4).

This research is a combination of expressing in numbers, and expressing in words and understanding concepts, thoughts or experiences. Thanks to the research that allows to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it apparently by approaching them in classroom observations, and questionnaires.

The researcher uses both quantitative and qualitative approach to interpret numerical data using quantitative descriptive analysis, and descriptive data using document analysis, qualitative descriptive analysis.

3.5 Comparative Research

Comparative studies are beneficial because “they improve the understanding of problems across different systems, provide classifications of different processes/subjects/objects, enable to test hypotheses, and provide information for predictions and control of phenomena for supporting best practices in public administration, public economics and management.” (Coccia & Benati, 2023). Comparative research is useful at the beginning (to explore concepts) and during iterations

(to refine and improve). For example, If the comparative study shows one syllabus is more inclusive than the other, this can help propose improvements for the weaker syllabus. All in all, this table summarises each data collection tool, its sample, method of data analysis, and its purpose to be detailed in the following section.

Data Collection Tool	Sample	Data Analysis	Purpose
Document Analysis	Semester 2 Syllabus of 'Didactics & Applied Languages', and 'Literature & Civilisation' specialities of English language	Document Analysis	To explore the ways in which 'Diversity, Equity, and Inclusion' framework are incorporated into the syllabi, initiating to the willingness of the educational system to globalise the Algerian EFL graduates.
Classroom Observation	Teachers' language, and interaction with students, teacher-student incorporation, student-student incorporation, attitudes, moves, practices, and classroom atmosphere	Qualitative Descriptive Analysis	To explore the ways in which 'Diversity, Equity, and Inclusion' are implemented inside the EFL classroom, enabling a closer interpretation of how the Algerian Higher Education is valuing and welcoming the students' physical diversity, and perspectives, and whether it perpetuates inequalities.
Questionnaire	First-year Master's students of the two specialities	Quantitative Descriptive Analysis Qualitative Descriptive Analysis Inductive Thematic Analysis	To explore students' awareness of global topics, enabling the use of critical thinking to open discussions, and in turn, understanding the diverse nature of the learner and his/her perspective.

Table 3.2: The Study's Methodology to Explore Diversity, Equity, and Inclusion Culture in EFL Syllabi and Classroom Practices at the University of Ain Temouchent

The researcher employs three methods of data collection—document analysis, classroom observation, and questionnaires—which are systematically analysed using appropriate data analysis techniques. Document analysis is examined through content analysis, allowing for the identification of themes and patterns related to DEI in EFL syllabi. Classroom observations are interpreted using qualitative descriptive analysis, providing insights into teachers’ instructional practices and the extent to which DEI principles are reflected in real classroom settings. Lastly, questionnaire responses are analysed through both quantitative and qualitative descriptive analysis, where numerical data is used to measure trends and frequencies, while open-ended responses offer deeper insights into students’ and teachers’ perspectives. This multi-method approach ensures a comprehensive and well-rounded understanding of DEI integration in EFL education.

A comparative perspective exposes weakness in research design and helps a researcher improve the quality of research. The focus of comparative research is on similarities and differences between units (Holt & Turner, 1970). This section carries the explanation of comparative research as a study design the researcher follows to analyse each of syllabi, and classroom practices of EFL specialities.

To define comparative research “can bridge the divide between qualitative, case-oriented research and quantitative, variable-oriented research... Comparative methods, then, may be used for both theory development and hypothesis testing” (Ragin & Rubinson, 2009). “Comparative methods are used for two purposes, developing, testing, and revising a particular theory; and resolving between competing theories” (Ragin & Rubinson, 2009).

3.6 Methods of Data Collection

This section points out the methods used to collect data. Data collection is “the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes...” (Jain, 2025). It starts by document analysis for the syllabi of the two specialities, then, classroom observation that enables the researcher to explore the teachers’ practices and language inside the classroom, and lastly questionnaires for students to explore their perception on DEI.

3.6.1 Document Analysis

Document analysis is particularly applicable to qualitative case studies—intensive studies producing rich description of a single phenomenon, event, organisation, or program (Stake, 1995; Yin, 1994). This section defines document analysis used in this study.

Merriam (1988, p. 118) points out, “Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem”. Analysing documents have frequently been an underused approach to qualitative research (Merriam & Tisdell, 2016). Qualitative researchers often “[favour] using other methods, such as interviews, over [analysing] documents because of their desire to participate more actively in field research. Some researchers may avoid [analysing] documents because they are unaware of how valuable this approach can be” (Merriam & Tisdell, 2016).

Document analysis is “Collection, review, interrogation, and analysis of various forms of text as a primary source of research data” (O’Leary, 2004, p. 177) and since this research study is interested in exploring DEI culture, analysing the syllabus is the first attempt to understand this culture and how this document perpetuate to.

3.6.2 Classroom Observation

This research study observes the incorporation of Diversity, Equity, and Inclusion, and to succeed, classroom observation is chosen to evaluate the practices inside EFL classrooms. “The process of observation requires a very high degree of professional ethics and subjectivity.” (Zaare, 2013). This section is devoted to define observation and structured observation.

Classroom observation is rooted in ethnographic and anthropological traditions and one of the oldest research methods used by researchers and social scientists. Observation method is “a data collection method in which a person (usually trained) observes subjects of phenomena and records information about characteristics of the phenomena” (Sproull, 1988). Observation is used in the social sciences as a method of primary data collection about people, processes, and cultures.

One of the major types of qualitative method is observation, which primarily based on the conscious act of watching, or paying attention to events, processes, behaviours or physical characteristics in their natural settings and providing a description of those events, processes, behaviours and physical attributes under study.” (Jibril, 2018). A lot of social science disciplines based their origin on studying based on observation method and although the method now seems partially discarded, it is still a very useful method of data collection especially if a researcher is interested in the study and description of people’s behaviours, events and social processes.

Erlandson, et al. (1993) define observation enables the researcher to describe existing situations using the five senses, providing a “written photograph” of the situation under study. According Smit and Onwuegbuzie (2018), there are a number of good reasons that qualitative observation is a useful data collection method. These include: the area of research is not well defined and needs to be explored first, the topic of research is too complex to study using

quantitative approaches, and the topic of research needs to be approached using multiple methods and triangulation because it involves complex human activity.

“Structured observational studies can collect both qualitative and quantitative data; are highly systematic; and often rely on predetermined criteria related to the people, events, practices, issues, behaviours, actions, situations, and phenomena being observed. Checklists or observation schedules are prepared in advance and researchers attempt to be objective, neutral, and removed with a goal of minimizing personal interaction.” (O’Leary, 2004). The researcher has chosen non-participant observation in which the researcher is not integrated in the action observed and has chosen structured observation since it does not limit what the researcher needs to observe and contradict with the exploratory nature of this research. On the other hand, there is unstructured observation, a common type.

3.6.3 Questionnaire

Mbua (2003, p. 521) states that survey research design can be defined as “the collection of data from a defined population to describe the variables or issues under study”. “A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions.” (Bhat, 2018).

“Structured questionnaire collects quantitative data. The questionnaire is planned and designed to gather precise information. It also initiates a formal inquiry, supplements data, checks previously accumulated data, and helps validate any prior hypothesis.” (Bhat, 2018). “A questionnaire is a [behavioural]/psychological measuring instrument designed to collect qualitative information from members of a population...” (Amin, 2005).

A set of questionnaires designed for students was given to the respondents to answer. They were developed to address the specific objectives of the study. Questionnaires are found appropriate in enabling the researcher gather a large amount of data from many subjects economically (Amin, 2009).

3.7 Methods of Data Analysis

This section explains the methods of data analysis which “is the central step in both qualitative and quantitative research.” (Alem, 2020). Patton (1990) states that “data analysis is a process of inspecting, cleansing, transforming, and [modelling] data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making”. To analyse data of this research study, two types of analysis are used which are document analysis, and descriptive analysis with its types that are quantitative descriptive analysis and qualitative descriptive analysis.

3.7.1 Document Analysis

“In document analysis, we are talking about documents as a source of data, similar to data gathered in surveys, interviews, and observations.” (O’Leary, 2004). Document analysis refers to “both a data collection method and a mode of analysis.” (O’Leary, p. 177). This section defines the document analysis as a data analysis.

In document analysis, the document is a source of data such as the data gathered by observation, interview, and questionnaire. Document analysis is the procedures of evaluating documents in qualitative research. According to Corbin and Strauss (2008), document analysis is examining and interpreting data in order to elicit meaning, and gain knowledge. Documents to be [analysed] contain texts (words) and images. According to Atkinson and Coffey (1997), these documents are “social facts” (p. 47).

The process of document analysis includes “thorough planning, broad resource gathering, comprehensive review, deliberate interrogation, considered reflection and refinement, and appropriate analysis.” (O’Leary, 2004, p. 183). Document analysis is an applicable research method to qualitative studies, producing rich descriptions of a single phenomenon, event, organisation, or program (Stake, 1995; Yin, 1994).

Merriam (1988, p. 118) points out that “Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem”. According to Bowen (2009), there are five key functions of document analysis in research. The first function is that documents help understanding historical and contextual factors and backgrounds. The second function is helping in generating research questions and key aspects for observation. The third function is complementing data from other sources to add depth to findings. The fourth function is comparing the documents over time. The fifth function is helping in confirming findings from other sources to increase credibility.

According to O’Leary (2017, p. 183), the process of document analysis includes planning, broad resource gathering, comprehensive review, deliberate interrogation, considered reflection and refinement, and appropriate analysis. O’Leary (2017) initiates that “...the reality of the researched is to examine the texts that [the authors] themselves produce. Depending on the nature of the cultural group being explored, this might involve an examination of local newspapers, television and/or radio broadcasts...”. The analysis of the syllabus in this research study concerns with the second semester.

3.7.2 Descriptive Analysis

Descriptive Research attempts to explain a situation, problem, phenomenon, service or programme, or provides information, living condition of a community, or describes attitudes

towards an issue but this is done systematically. It is used to answer questions of who, what, when, where, and how associated with a particular research question or problem. This section clarifies the types of descriptive analysis.

Loeb et al. (2017) explain in detail descriptive analysis which advances knowledge that “the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed.” Loeb et al. (2017) defines descriptive analysis as it “can be used to diagnose issues that warrant the immediate attention of policymakers, practitioners, and researchers.”

According to Loeb et al. (2017), steps of descriptive analysis are six steps stated respectively: identify a phenomenon, consider which features of the phenomenon are most salient, identify the constructs (measures) that best represent these features, determine whether there are observable patterns in the data, communicate the patterns in the data that describe the realities of the phenomenon, and rethink and repeat as needed.

To conclude, applying a scientific method works on “[advancing] knowledge through observing phenomena, identifying questions, generating hypotheses, testing hypotheses, and then producing new observations, questions, and hypotheses.” (Loeb et al., 2017). Descriptive analysis helps in observing a real-world problem or phenomenon, and in “identifying research questions and generating hypotheses based on what has been observed” (Loeb et al., 2017). “Good description is accurate. It reflects key concepts, incorporates a variety of perspectives and approaches, does not distort data or lend itself to misinterpretation...” (Loeb et al., 2017). Descriptive analysis subdivides to two types; quantitative, and qualitative.

3.7.2.1 Quantitative Descriptive Analysis

“Descriptive analysis is featured by identifying patterns in the data in a [phenomenon] to answer questions about who, what, where, when, and to what extent.” (Loeb et al., 2017, p. 5). However, its type—quantitative data analysis is “a systematic process of both collecting and evaluating measurable and verifiable data. It contains a statistical mechanism of assessing or [analysing] quantitative data” (Creswell, 2007). That is describing information in a numeric manner.

3.7.2.2 Qualitative Descriptive Analysis

Qualitative descriptive analysis addresses the problem statement and the research questions of the study. According to Magilvy and Thomas (2009), qualitative descriptive research describes a phenomenon by summarizing individuals’ experiences and perspectives of the phenomenon through the analysis of data collected in interviews, focus groups, and other forms of qualitative data. When researchers intend to define the characteristics of a phenomenon, this is a qualitative descriptive research (Nassaji, 2015).

To conclude, descriptive analysis is data simplification. Good description presents what the readers know about capacities, needs, methods, practices, policies, populations, and settings in a manner that is relevant to a specific research or policy question.

3.7.3 Thematic Analysis

Braun and Clarke (2006) argue that thematic analysis is theoretically flexible for identifying, describing, and interpreting patterns (themes) within a data set in great detail. It fits well with any qualitative study which attempts to explore complex research issues. Inductive Thematic Analysis is used to analyse the open-ended question asked to students of the two specialities. Inductive Thematic Analysis (ITA), also called Inductive Coding or Top-Down Coding, is conducted by

discovering themes that are not predetermined. Inductive thematic analysis draws on inductive analytic methods. It involves reading through textual data and identifying and coding emergent themes within the data (Braun & Clarke, 2006). Inductive thematic analysis draws on inductive analytic methods. It involves reading through textual data and identifying and coding emergent themes within the data. The researcher uses ITA to analyse the data collected from the open-ended question of the two questionnaires.

3.8 Validity and Reliability

This section validates the validity and reliability of this research. The researcher makes a verbal consent before the observation of all classrooms. The researcher mentions in both the introduction and presentation of the questionnaire that responses will remain completely anonymous and confidential. No personally identifiable information will be collected, and the respondents' answers will be used solely for research purposes. It is essential to spot light on that human subjectivity affects how individuals perceive and interpret their life experiences, meanwhile the participants in this research and the researcher herself. However, this interpretation is a part of the researcher's and participants' diversity in cognition, personality, identity, and perspectives which allow any research to stand by itself. Kaufman (1986, p. 24–25) indicates that “Through life stories, people account for their lives... The themes people create are the means by which they *interpret and evaluate their life experiences and attempt to integrate these experiences to form a self-concept.*” (emphasis added). These experiences are a part of human identity, and a one of the privileges to form a personality—the core of diversity (as described in Section 2.1.1 and in Figure 2.1). Triangulation reduces the risks of bias and misinterpretation (Smit & Onwuegbuzie, 2018). Aligning with the nature of DEI culture, and concluding to that the more complex and original the research is the more data collection and analysis processes are intertwining.

3.9 Conclusion

“Embracing diversity entails acknowledging that individuals from various backgrounds, cultures, and levels of experience offer a miscellany of perspectives to the academic table.” (Wani, 2023). This chapter entails to the context of this research, sample, approach, methods of data collection and data analysis, and concludes with the validity and reliability of this research.

Chapter Four: Data Analysis

4.1 Introduction

This chapter focuses on analysing the data restricted from the syllabi, classroom observations, and questionnaires of both ‘Didactics and Applied Languages’ and ‘Literature and Civilisation’ in semester two of the first-year of Master’s degree at University of Ain Temouchent, in 2024/2025 academic year.

The researcher is concerned with syllabi, teachers, and students of **all subjects** of both **Didactics & Applied Languages**, and **Literature & Civilisation** specialities of first-year of Master’s formation (M1) in English language. This section details the subjects that the researcher used to collect and analyse data from, starting by Did & AL speciality, and then Lit & Civ speciality of M1 of mainly semester 2.

- **Did & AL subjects of semester 2:** Applied Linguistics (AP.Ling), Psycholinguistics 2 (Psy.ling2), Sociolinguistics 2 (So.ling2), Language Description (LD), Micro-Teaching 2 (MT2), Didactics of EFL 2 (DEFL2), Psycho-Pedagogy 2 (Psy.Peda2), University Research Methodology 2 (URM2), Academic Presentation 1 (AP1), Child and Youth Psychology (CYP), Translation Skills (TS) / Foreign Language (FL), and Ethics and Deontology (ED).
- **Lit & Civ subjects of semester 2:** 19th C British Literature, Romantic and Gothic British Literature, British Civilisation II, Theory of Literature I, Discourse Analysis, University Research Methodology II, Redaction Techniques II, Literary Translation, and French.

This section details the comparison of Diversity, Equity, and Inclusion incorporation from EFL syllabi and classroom practices, that is the data collected and analysed from syllabi, observations, and questionnaires of both specialities.

4.2 A Comparison between ‘Didactics & Applied Languages’ and ‘Literature & Civilisation’ Syllabi

The research study initiates the exploration of ‘Diversity, Equity, and Inclusion’ by analysing the syllabi of both ‘Didactics & Applied Languages’ and ‘Literature & Civilisation’, to ends to which speciality thrive more present diverse cultures, identities, learning styles, and more welcoming and supporting classroom to EFL students no matter their background or dis/abilities are. This section asserts which speciality is closer to incorporate the culture of DEI in its syllabus, concerning all the subjects of the first-year of master’s degree, and using both document and content analyses.

4.2.1 Analysis of ‘Didactics & Applied Languages’ Syllabus

In this research study, the type of the document analysed ‘syllabus’ is an authoritative source. It refers to that documents that have their authorship or authority attempt to be unbiased and objective. The authorities produced this type of documents with an explicit goal of unbiased knowledge (O’Leary, 2004, p. 178).

The syllabus contains four semesters. The researcher is concerned with semester 2. The intended audience of this document are university teachers of English language, precisely specialists in Didactics and Applied Languages.

This syllabus is published for the academic year 2020-2021. It is crucial to refer back to the first-time Algerian students experienced online learning because of the pandemic, in which syllabus designers does not made up changes appear to accommodate the sudden shift in learning conditions. At that time, learning was entirely online, and not all students were adequately equipped—technologically or pedagogically—for this new mode of instruction. The document does not seem to reflect the exceptional circumstances learning styles (visual, verbal, kinaesthetic), educational capacities, dis/abilities, and specific educational needs. The purpose

of creating this document is to guide the teachers to reach the subjects' objectives set by stakeholders.

To start, the only mentioned location of formation is inside the faculty of letters and languages. This indicates lack of equipment, that leads to a restriction in the applicability of all teaching approaches, and to the lack of experiences among EFL students as future teachers who do not equip a real teaching experience to students from another level or at least a collaboration between the different specialities and academic levels called mixed-level class. Two different syllabi often adopt interdisciplinary approach. One of the objectives of the formation is to prepare students for the appropriate exercise of the various pedagogical, communicational, ethical and deontological activities related to their future role as an English teacher by training them in diverse techniques.

The audience of this targeted syllabus—teachers—can shape what the designer(s) mention since they have a role on designing their lesson plans and classroom practices accordingly. Teachers read this document through focusing on each one's subject and its objectives. The syllabus analysis is ordered starting by the fundamental subjects that have the same evaluation mode, moving on to methodological subjects, then discovery subjects, and lastly transversal subjects.

Applied Linguistics, a fundamental subject which sits a clear teaching objective that is: understanding Applied Linguistics as “a multidisciplinary field of research that combines language, society and culture.” This subject helps in understanding real world problems the relationship between language in use and culture. Some of the content of the subject is the domain of applied linguistics, its types such as contrastive linguistics (a lesson which is observed; see Section 4.3.1), discourse and interaction in the language classroom which may contain a reference to the inclusive language needed in the EFL classroom. Meanwhile, ESP as a field of research is a lesson that should tackle the diverse learning needs, styles, capacities,

ages, and experiences learners of English for Specific Purposes may hold to the classroom, creating a learning space that calls for sharing perspectives, and welcoming differences. Evaluation mode is 50% for assessments and 50% for exam.

Psycholinguistics is a fundamental subject that has three objectives. They are understanding the human brain and its functions, structures and processes that enable the human to speak and understand language, sub-fields, and the major theories of psycholinguistics. Some of the content is anatomy of a word, lexical semantics, and approaches to the Mental Lexicon. This subject has the same evaluation mode.

Sociolinguistics is a fundamental subject that aims to deliver sociolinguistic dimensions and the relations between linguistics and sociology, and language and social phenomena, and acquire the sociolinguistic competence. The content has no explicit reference to linguistic diversity, however the teacher's efforts in planning the lesson should indicate the use of this concept in lessons such as: language variation: the linguistic variable, linguistic & social variation. This is an indicator that languages diversify not only from one geographical area to another, but also from one individual to another referring to the lesson: register – idiolect, language contact, diglossia, and bilingualism & multilingualism. For example, EFL students code switch and borrow from one language variety to another because they have different backgrounds such as the region, and dialect, experiences, and learning capacities... Even though the majority of students are considered from the west of Algeria but the diversity of the west need to be investigated, since it contains different regions, and dialects, a crucial difference between the city and the countryside. This subject may tackle the social injustice and refer to social and cultural norms that confront with language as a sociolinguistic phenomenon, similarly to subjects of Literature & Civilisation.

Language Description has one objective which is to understand the morpho-syntax and phonology of English language. This subject is purely linguistic with no reference to the social

or cultural aspects of language; however, the classroom observation indicates attempts to link between the realia and the concert knowledge as a teaching approach that enables the inclusive language and practices in EFL classrooms.

Micro-Teaching enables learners to teach speaking and writing skills. The researcher observes a lesson where students collaborate to apply strategies, and techniques to teach speaking. Some of lessons in the content is approaches to teaching speaking, The use of ICT's in teaching speaking skill, and Learners' low achievement in speaking skill; diagnostics and remedial works. The latter lesson should be tackled as open discussions since the subject is 100% assessments and students' perspectives are important to be voiced. They may refer to the inequalities faced in education.

Didactics of EFL aims to understand basic teaching language skills and components and create classroom activities that take into consideration scientific and pedagogic outcomes, similar to the previous subject. Some of the content is: Differentiation of Learning in ELT, Learning Ownership, Learner Autonomy, Humanistic Teaching, Behaviour Problems, What Makes a Good Teacher, and Teacher Professional Development. The differentiation of learning is a lesson that should tackle diverse learning needs and capacities learners are featured by. , Behaviour Problems is a lesson that may suggest some tips to deal with students from different background considering their culture, believes, dis/abilities, and also students with special educational needs. What Makes a Good Teacher, and Teacher Professional Development are suitable lessons too to tackle the need for an inclusive, i.e., supportive and welcoming classroom learning space. This learning space has sufficient time to meet the objectives and enable the framework of DEI to be followed up because there is no exam and the teacher can feel free to use different teaching methods as a model and projection to what the syllabus aims to instead of only teaching about teaching methods but applying them.

Psycho-Pedagogy aims to equip students with relevant knowledge helping them coping with psycho pedagogical issues and difficulties. The subject tackles motivation and learning, learner centeredness and learning' needs (a lesson which is observed), teacher's roles, the theory of multiple intelligences, and so on. This subject relates to DEI culture in a way it aims to be aware of the different items which contribute in personality development. Discussing Parker Palmer's educational perspective is a lesson that projects the perspectives diversity. Discussing types of intelligences also refer to the cognitive diversity students are featured by. The evaluation mode is 50% assessments and 50% exam.

University Research Methodology is a methodological subject that aims to recognise the difference between quantitative and qualitative methods of research mentioning the research steps from designing a research to perform a pilot study and write a research proposal. This subject may not explicitly open discussions about DEI culture, except if the teacher attempts to link the history of research and researchers to the social problems encountered when education and scientific research do not incorporate this culture. However, implicitly promoting an inclusive environment is not restricted to certain subjects or their content, it is about practices.

Academic Presentation is a methodological subject too that aims to improve the students' speaking and communicative skills. Some of the content is Introducing the basics of an oral presentation, Techniques to connect with the audience, and Using Visual aids. Referring to visual aids is at the expense of the audience's diverse needs and learning styles. The subject is 100% assessment. Assessment needs to be equitable especially for students with Special Educational Needs or Disabilities.

Child and Youth Psychology (CYP) is a discovery subject that should open wider discussions on real world experiences about the human diversity and how experiences vary from one learner to another. The content of the subject defines psychology of human development, details adolescence and young adulthood, and educational psychology of child

and teenager. This subject reinforces personality as a layer of diversity as identified by Gardenswartz & Rowe (see Section 2.2.1), by showcasing the world's diversity through the developing perspective and lens of the individual—from young childhood to adulthood. Understanding what diversity in psychology is severs new graduate students in their lifelong learning and in their careers. The subject is 100% exam. However, discussions need to be opened. The common obstacle of lack of motivation and participation is usually solved by rewards such as extra points to the assessment score.

Translation Skills (TS) / Foreign Language (FL) is a transversal subject that aims to use strategies and techniques from Arabic-English, to English-Arabic. Some of the content of the subject is Translation issues, technical translation, and stylistic problems. Each translator or student translates in his/her own way because minds are diverse cognitively. Each one interprets according to life experiences, education background, social status, etc. The mode of evaluation is divided into 50% assessment and 50% exam.

Ethics and Deontology (ED) is a transversal subject. The aim of this subject is to be able to participate actively in the consolidation of the rule of law. Students will be provided with the cognitive means to access the “leadership” of society. Some of the subject's content is: Governance, University legislation, Conflicts of interest, Values of the national community (the Constants), and Corruption and the fight against corruption. This subject is tightly related to DEI since it tackles respect, and the teacher's and researcher's professional ethics to be followed. There is a need to mention that teachers have to accept diversity, offer equitable opportunities to learners, and never exclude a learner who seems different. Evaluation should be in a form of practical activities instead of a final exam only.

4.2.2 Analysis of ‘Literature & Civilisation’ Syllabus

19th C British Literature is a fundamental subject that objectifying the development of the critical thinking of students concerning the realistic and naturalistic novel and theatre of this

period. Some of the content is: British Society in the 19th Century, Religion and science, Politics, and Culture and Arts in the 19th Century. The evaluation mode is exam. This subject describes diverse cultures, societies, arts, religions, authors' perspectives and backgrounds. This subject highly supports matching the content to the DEI framework. It should contain diverse references from all over Britain in the 19th century. Students from diverse backgrounds may share their perspectives allowing the Lit & Civ classroom to be equitable and inclusive.

Romantic and Gothic British Literature, a fundamental subject aims introduce Gothic Literature, its nature, and origins. In addition to the subgenre that largely dominate gothic horror, is a genre or mode of literature that combines fiction, horror, and romanticism. The content of the subject is *The Castle of Otranto* by Horace Walpole (*A Gothic Story*), *Frankenstein* by Shelley, and *Dracula* by Bram Stoker. The subject 's evaluation mode is 100% exam. In order to learn about the combination of fiction, horror, and romanticism, there is a need to diversify the literature. The evaluation mode is assessment and exam.

British Civilisation II is fundamental subject aims to acquire knowledge of English history and civilization at a more advanced level, and to understand English society and the influence of Victorianism. The content of the subject is: *The British Nation, Society, Culture and Politics*, and *Victorian Age*. Evaluation mode is assessment and exam.

Theory of Literature I is a fundamental subject that aims to enable students to become more active readers and formulate their own ideas about literature as they prepare to write essays about the texts they have been assigned to read, or even for a final Master dissertation. There is no mentioning of DEI concept in this subject. Evaluation mode is assessment and exam.

Discourse Analysis is a fundamental subject that aims to acquire the possible knowledge to analyse the discourse in general and the literary discourse in particular. The content of the

subject is: Discourse and construction, Stylistics and discourse analysis, Introduction to critical discourse analysis, and Analysis of a conversation or a debate. The teacher may choose diverse discourses to support the learners' output and to encourage them to participate in their learning. Evaluation mode is assessment and exam.

University Research Methodology II is a methodological subject that aims to introduce students to the theoretical, methodological and practical tools related to the development of a research project. Students will also learn to recognize and use a set of bibliographic researches. The content of the subject is concerning steps the researcher needs to follow, for example, choose a methodological approach, and how to build a bibliography. Evaluation mode is assessment and exam.

Redaction Techniques II is aims to learn how to recognize and use a set of common writing styles in writing academic work. The content of the subject is to write an essay based on the description, comparison and contrast, investigation of causes and/or effects, choice of strong and convincing arguments, and the issue of plagiarism. The evaluation mode is assessment and exam.

Literary Translation is discovery subject that aims to develop their critical sense of the translated literary text. The content is to study translated literary texts (Arabic-English; English-Arabic) and there is no reference to DEI. The evaluation mode is assessment and exam, and to translate literary texts.

French is to reinforce the linguistic competence. The content of the subject is editorial techniques in good French, Oral expression techniques, and Documentary research on a theme. The evaluation mode is assessment and exam, and to study the texts of speciality. No reference to the incorporation of Diversity, Equity, and Inclusion in the last three subject s whether explicitly or implicitly.

The formation of master's degree, precisely its first year aims to deliver knowledge about Didactics of EFL and Applied Languages, focusing on the linguistic aspect more than the social and cultural aspects of language, in comparison to Literature and Civilisation formation that cares about discussions on gender, social problems, patriarchal society, etc. which create a higher awareness of the global issues and to the diversity people live in.

The justification for the choice of certain subjects to be observed goes back to the following reasons:

First, also students' absences do not make out the session or any possible access to the classroom observation. Second, according to the syllabus analysis, not all subjects can be observed since the content of the subject will not allow discussions about what relate to DEI or allow any practices to emerge especially they are not fundamental subjects where the majority of students prefer not to attend. Third, the huge amount of data will not be sufficient to be analysed in parallel to the researcher's time and energy.

The Culture of Education is a lesson that should tackle the culture of Diversity, Equity, and Inclusion in education. It is the occasion to remind of the importance of DEI culture in education as Diversio—a people and culture analytics platform— states:

The evolution of DEI in educational settings mirrors broader societal changes and the increasing recognition of education as a right for all. As DEI's importance became clear, educational institutions began implementing policies and practices that not only acknowledged the diversity of student bodies but also worked toward creating environments where every student feels valued and empowered.

The syllabus shows that language needs to be taught in parallel with culture. The culture of Diversity, Equity, and Inclusion is absent from the syllabi, however present in the lesson plans of teachers as a step to foster participation and collaboration. The classroom needs to project the values, cultural sensitivity, and openness that learners need to saturate with.

4.3 A Comparison between ‘Didactics & Applied Languages’ and ‘Literature & Civilisation’ Classroom Observations

Classrooms of Didactics & Applied Languages incorporate limited instances of diverse content and perspectives. Classrooms of Literature & Civilisation include discussions and collaborative activities reflecting more diversity. EFL teachers across both specialities demonstrate varying degrees of integrating aspects related to Diversity, Equity, and Inclusion. This section presents a comparison between classroom observations in Didactics & Applied Languages and Literature & Civilisation.

Classrooms of Did & AL are considered inclusive, however thanks to the teachers’ active attitude and their attempts to arise the Student Talking Time (STT). If the classroom is not a Learner-Centred Approach and students are passive, there is a need to maximise the teacher’s talk. EFL classrooms do not face the struggle of lack/absence of perspectives. However, EFL classrooms face the struggle of laziness to share perspectives. The observations concerning the classrooms of Did & AL end to a positive finding which is the teachers are attempting to diversify the perspectives shared inside the learning space. In comparison, future graduate students from Lit & Civ speciality are more willing to have a global worldview (e.g, creativity, critical thinking, openness to the world, and workplaces) from their pairs in Did & AL speciality.

4.3.1 Analysis of ‘Didactics & Applied Languages’ Observation

Teachers of the two specialities have some similarities. Even though students’ presence is low, teachers are willing to interact, behave, and talk gently with students. Teachers share resources and teaching materials in and before the classroom and prompt the next lesson and what preparation could be done. Teachers of both specialities provoke critical questions and discussions.

It is observed that Did & AL students are integrating the concept of Inclusive Education, types of Diversity such as cultural diversity and linguistic diversity in their presentations since they use ChatGPT as an AI tool assistant in generating the script and PowerPoint presentations. As a remark for more Did & AL inclusive learning spaces, teachers are willing to teach what are teaching approaches, however not voicing these approaches in their classrooms. Teaching is delivering knowledge which should be in parallel with teaching the culture of cultural sensitivity, resilience, respect to the other and the imagined other, open-mindedness, well-rounded civilians, a just society (since the culture of Diversity, Equity, and Inclusion is related to social justice as one of its positive results), empathy and so on, and many other cultures that should be taught within English language. The language is the mirror of culture. However, culture is still absent in Algerian EFL classrooms.

Teachers should model the teaching approaches they are teaching and participate in raising cultural awareness and cultural sensitivity. Didactics & Applied Languages classrooms did not experience this learning space where they can all collect and read a material, however some teachers prefer pair work because of the number of students, equipping the classroom, and to minimise the correction. A Did & AL teacher clearly mentions that “*Learners are not equal in physical needs, cognitive needs, intelligences...*” and acknowledges a whole title in the lesson: *Equity and Accessibility*. Did & AL teachers never provide a grid and evaluate a student, so students learn from their strengths and weaknesses unlike Lit & Civ teachers.

4.3.2 Analysis of ‘Literature & Civilisation’ Observation

Classrooms of Lit & Civ are considered engaging, welcoming, and a learning space that calls for sharing perspectives without any reference to teaching approaches, unlike Did & AL syllabus which main focus is to guide teachers to reach these learning objectives. Cultures, values, and cross-cultural values are shared more in Civ & Lit syllabus and classroom practices (e.g., sharing perspectives, space to learn and discuss is opened widely). The content of Civ &

Lit contains many lessons that widely open the door to discussions such as gender, women's rights, different cultures, and what may shape a nation in terms of its policy, religion, arts and society, etc. Classrooms of Literature & Civilisation appear more inclusive because they are active and willing to share perspectives.

Opening discussions about literature and civilisations over time and the way gender injustice was and is still perpetuated in societies will develop their critical thinking and their world view may open wider thanks to EFL classrooms are global classrooms. A teacher mentions "*This is called gender injustice in patriarchal societies*". Lit & Civ teachers use the meaning diversity and equity implicitly, and also attempt to inclusive language and practices explicitly, for example, discussing stereotypes about people of colour and different ethnicity in post-colonial era, and patriarchal society and gender inequalities in the Victorian era—examples and practices that are absent in Did & AL classrooms.

Teachers could refer to the revolutions women did to be learnt and to be educators as the formation is dedicated to form teachers, this is an example of gender equalities from many types of inequalities in education such as students of colour from south of Algeria may face challenges to learn with a diverse learning space of northern students in the Algerian EFL classrooms.

The realia of the Algerian EFL classroom shows that students have a role on their inclusivity; unwillingness to apply learner-centeredness by learners themselves will influence. Lifelong learning is one of the advantages of humanistic teaching. Teachers of both specialities need to use the humanistic teaching and reflect its advantages inside and outside the classroom. The teacher cannot accommodate to diverse learning needs/styles with a limited period of time, and the complexity of the student's background will be see, as a hindrance instead of seeing diversity as a boost to a better classroom that celebrate diverse perspectives and enjoy learning

about the other, i.e., the other colour, the other culture, the other non-Muslim nation, the other theory, etc.

4.4 A Comparison between ‘Didactics & Applied Languages’ and ‘Literature & Civilisation’ Students’ Questionnaires

To answer the third research question “How do EFL students perceive the incorporation of Diversity, Equity, and Inclusion framework in EFL learning/teaching?”, the researcher decides to design 12 questions to first-year Master’s degree students of two specialities ‘Didactics & Applied Languages’ and ‘Literature & civilisation’. This section explains the two parts of the questionnaire and what the purpose is each question for, then analysed each one starting by Did & AL speciality, then Lit & Civ speciality respectively.

Part I is entitled ‘Demographic Data of EFL Students’. All questions of this part are closed-ended questions. This part contains five questions. The purpose of each question is:

Question 1 asks about gender to recognise any of gender diversity that sorts to a cognitive diversity (different brains), and in turn to perspectives diversity (different reasonings).

Question 2 is about the age to know whether classrooms are diverse in age. There is teaching strategies that call for joining learners from different levels and ages in one classroom called multi-level classroom.

Question 3 and **Question 4** are to recognise the geographical area, culture, and ethnicity as components of the internal dimensions of diversity.

Question 5 is to count the number of students with Special Educational Need or a Disability since they need an equitable treatment from their pairs and they have different learning needs, styles, and ways of thinking.

Part II is entitled ‘The Culture of ‘Diversity, Equity, and Inclusion’ in Classroom Practices’.

Question 6 is about the amount of satisfaction or dissatisfaction about the overall classroom environment that the learner has experienced at University of Ain Temouchent to test whether they recognise that their classrooms are comfortable and welcoming or they have a negative attitude towards it.

Question 7 is to confirm whether students face frequently/sometimes or do not face challenges at all in accessing educational resources and receiving equitable learning opportunities to answer the research question whether Diversity, Equity, and Inclusion is present in the classroom or not.

Question 8 is rate the amount of the welcome and support inside EFL classroom from the extreme right to the extreme left.

Question 9 is asked to recognise the awareness of students of their pairs who have Special Educational Needs or Disabilities. The answers help to highly call for a change and amelioration into EFL syllabus, and classroom.

Question 10 is asked to rate the extent the student feels comfortable approaching the teacher and participating in class discussions due to differences so that the researcher recognises to what extent the student is welcomed and included or not.

Question 11 reveals whether it is true or false that stories, examples, classroom discussions, and learning materials reflect diverse people, perspectives, and cultures in order to confirm or disconfirm the data of the observation, however from the student's perspective. The data should show whether the degree of inclusivity the classroom is characterised by.

Question 12 is concerning suggestions to help the future researchers and syllabus designers to change the EFL education to a more Inclusive Education.

4.4.1 Analysis of 'Didactics & Applied Languages' Questionnaire

Part I: Demographic Data of EFL Students

Question 1: What is your gender?

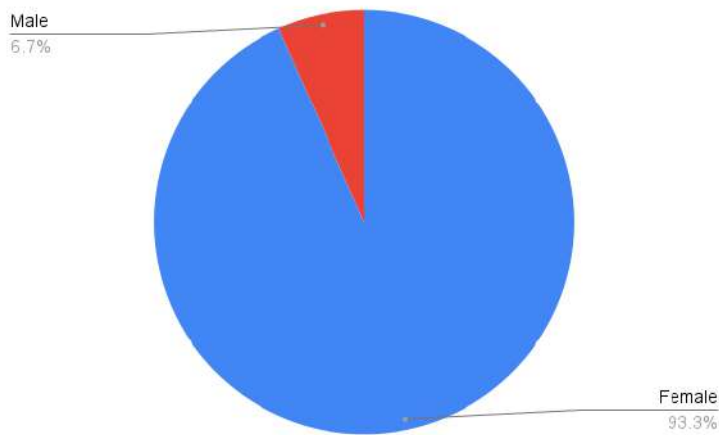


Figure 4.2: Did & AL Students' Gender

Figure 4.2 presents Did & AL students' gender by a pie chart in which the blue represents the majority of students who are female students (93.3%), and the red represents only the number of male students which is three (6.7%). The purpose of this question is to figure out the students' gender as one of the dimensions of diversity called visible diversity.

Question 2: How old are you?

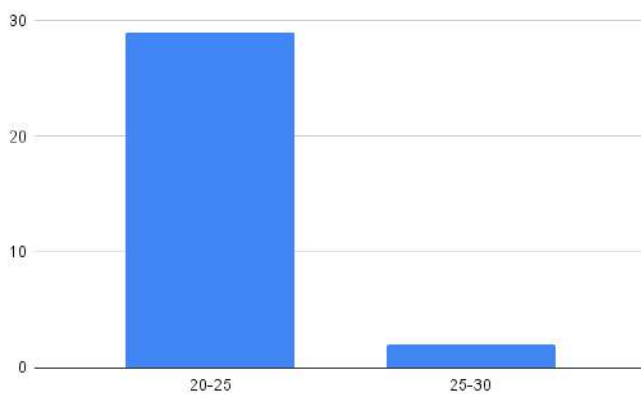


Figure 4.3: Did & AL Students' Ages

Figure 4.3 presents the Did & AL students' ages showing that the majority of students are from 20 to 25 years old and only 2 students are 25-30 years old. The age is important to be analysed since it is one of the components of diversity. This range of 20 to 25 years old is young in which diverse perspectives may be shared and discussed in their speech communities.

Question 3: To which geographical area do you belong to?

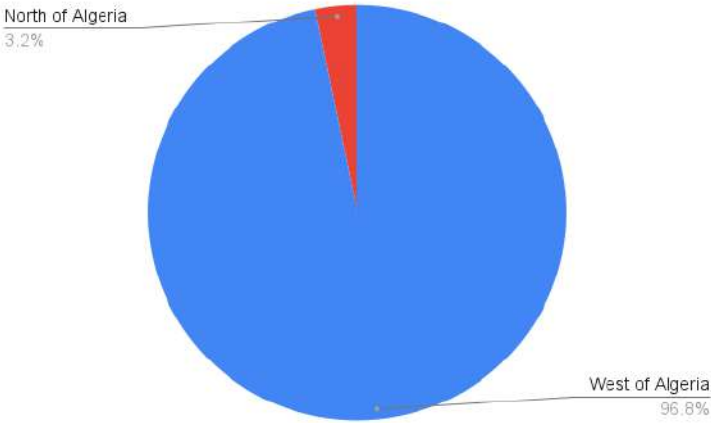


Figure 4.4: Did & AL Students’ Geographical Area

Figure 4.4 shows the geographical area that Did & AL students belong to. All students are from the west of Algeria (95.5%), except one student. To ask this question, data concerning students’ background about the context they grow up in and learn its culture and language variety is needed to symbolise the students’ diversity. Even if it is the same region, Western Algeria is rich of its diverse areas where dialects differ, for example. Referring back to the geographical area as a component of diversity, this question is a hint to diversify the students’ experiences with students all over Algeria and even international students to the EFL classroom in University of Ain Temouchent.

Question 4: To which culture and ethnicity do you belong to?

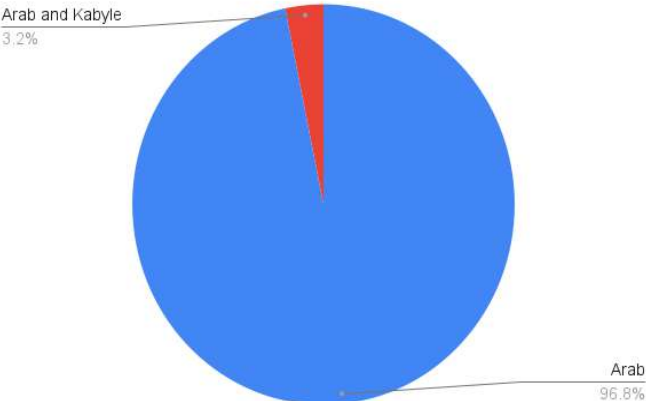


Figure 4.5: Did & AL Students’ Culture and Ethnicity

Figure 4.5 represents the culture and ethnicity that Did & AL students belong to. Most students belong Arab culture and ethnicity (96.8%). Referring to Kabyle is because that Algeria as a result became a mixture of languages and ethnic group. The Chaouia is the biggest Amazigh community lives in eastern Algeria's harsh mountains. Two minor Amazigh communities are the Mozabits of Ghardaia and the Tuareg of the south.

Question 5: Do you have a Special Educational Need or a Disability (SEND)?

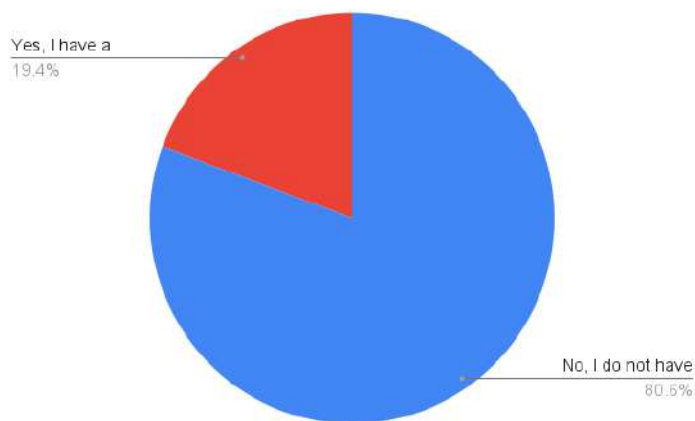


Figure 4.6: Did & AL Students' Special Educational Need or Disability

Figure 4.6 shows that the percentage of Did & AL students that do not have a SEN or a disability is 80.6%. The majority are ordinary students; this is why the syllabus is designed at the expense of the majority. The percentage of the students that have it is 19.4%.

Part II: The Culture of 'Diversity, Equity, and Inclusion' in Classroom Practices

Question 6: How satisfied or dissatisfied are you with the overall classroom environment that you have experienced at University of Ain Temouchent?

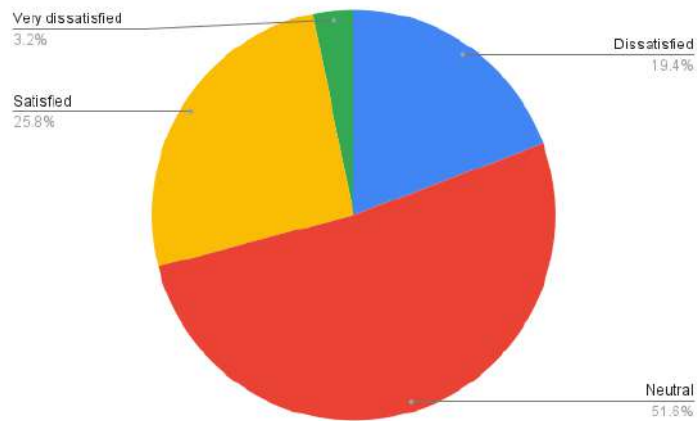


Figure 4.7: The Amount of Dis/satisfaction with Did & AL Classrooms' Environment

Figure 4.7 presents the number of Did & AL students who state that they are satisfied (25.8%), however 19.4% of students are dissatisfied. The majority of students are neutral (51.6%). Only 3.2% which equals one student is very dissatisfied. Neutral means that students are neither satisfied nor dissatisfied from the classroom environment experienced at the University of Ain Temouchent.

Question 7: Have you encountered any challenges in accessing educational resources and receiving equitable learning opportunities due to factors such as cultural or systemic barriers, limited online flexibility, or classroom practices that may not fully support diverse backgrounds and needs?

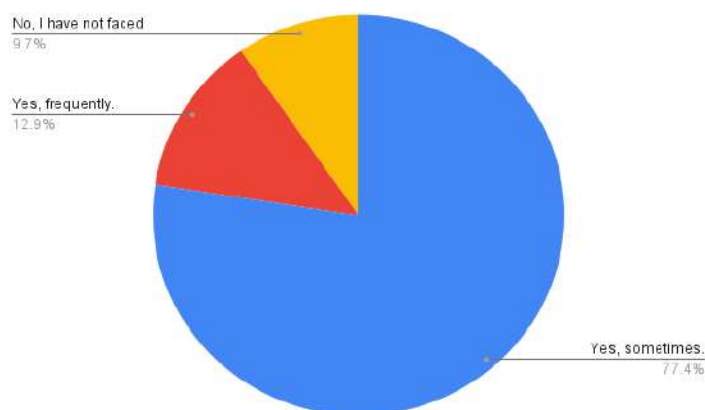


Figure 4.8: DEI Challenges Encountered in Did & AL Context

Figure 4.8 shows the amount of challenges Did & AL students face in terms of accessing educational resources and receiving equitable learning opportunities. A percentage of 77.4% of students state that **‘Yes, sometimes’** they face challenges in accessing educational resources and receiving equitable learning opportunities due to factors such as cultural or systemic barriers, limited online flexibility, or classroom practices that may not fully support diverse backgrounds and needs. **‘Yes, frequently’** is the answer of 12.9% of students. However, **‘No, I have not faced’** is the answer of 9.7% of students.

Question 8: How would you rate EFL classroom practices at UAT based on your direct experiences:

Unwelcoming/ Unsupportive		Neutral	Welcoming/ Supportive	
1	2	3	4	5
0	2	14	3	0

Table 4.9: Rating Did & AL Classroom Practices Based on Student Experiences

Table 4.9 rates Did & AL classroom practices at University of Ain Temouchent based on students’ experiences by unwelcoming, welcoming, or neutral. The majority of students think that classes are neutral with the number of 14 students and no one thinks that they are extremely unwelcoming or extremely welcoming. Only two students think that they are slightly unwelcoming, and just three students think that the classes are supportive and welcoming.

Question 9: How would you rate the efforts of EFL syllabus designers and teachers in addressing students with SEND’ needs?

Not satisfying		Neutral	Very satisfying	
1	2	3	4	5
2	5	7	4	0

Table 4.10: Rating EFL Syllabus Designers and Teachers' Efforts in Meeting Students with SEND Needs in Did & AL Context

Table 4.10 represents how Did & AL students rate the efforts of EFL syllabus designers and teachers in addressing educational needs. The question is mandatory; and only 12 students did not answer. Two students are extremely not satisfied. Five students are not satisfied. Seven students are neutral, and only four students are very satisfied. No student is extremely satisfied.

Question 10: Would you feel comfortable approaching the teacher and participating in class discussions due to differences, or diverse perspectives?

	Number	Percentage
Yes	26	83.9%
No	5	16.1%

Table 4.11: The Amount of Comfort in Did & AL Diverse Classroom Interactions and in Approaching Teachers

Table 4.11 represents how many Did & AL students feel comfortable in approaching the teacher and participating in class discussions due to differences, or diverse perspectives in which 26 out of 59 students are comfortable. However, five students (16.1%) are not comfortable in approaching the teacher and participating in class discussions due to differences, or diverse perspectives.

Question 11: Are stories, examples, classroom discussions and learning materials incorporate diverse people, perspectives, and cultures?

	Number	Percentage
Incorporate	28	90.3%
Do not incorporate	3	9.7%

Table 4.12: Incorporation of DEI in Did & AL Syllabus and Classroom Practices

Table 4.12 presents the incorporation of diverse people, perspectives, and cultures in stories, examples, classroom discussions and learning materials in in Did & AL Syllabus and

Classroom Practices. The table represents 28 (90.3%) of students who see that stories, examples, classroom discussions and learning materials reflect diverse people, perspectives, and cultures is true. The students who see it false are three (9.7%).

Question 12: Please share any other thoughts, comments, or suggestions to make EFL education more diverse, equitable, and inclusive at UAT.

After reading the thoughts, comments, or suggestions that Did & AL students offer to develop an EFL inclusive education, the table 4.13 analyses their statements using thematic analysis steps by Braun and Clarke (2006).

Statements	Codes	Themes
- provide academic support services, collect data on students' demographics and outcomes, engage students in the process of creating a more inclusive learning environment.	Appreciating students' physical diversity as one of its dimensions.	Diverse students create an inclusive learning environment.
- support student's success. - be mindful of students' individual needs.	Learning needs are diverse.	Support learners no matter their levels and needs are as a sort of inclusivity.
- student feedback and participation. - respect different English varieties. - active learning. - use materials from different cultures and countries. - include different English accents and dialects.	Support and feedback should be shared in the classroom. Considering the learner diversity in terms of needs, learning styles, accents...	Supporting a classroom of diverse Englishes, and welcoming varieties.
- group project with scholarship foreigner students	- Language diversity - Cross-cultural communication in class - Participation and voicing learners sounds - Exposure to diverse perspectives	Collaborative Learning Inclusion of international students
There are limitation of sending their pedagogy	//	//
They don't have equity on marks.	Assessment inequity	Equity and Accessibility

	Lack of transparent evaluation criteria	
<ul style="list-style-type: none"> - Integrate student's native languages and experiences in order to foster connection between L1 and English. - Encourage collaborative learning to allow peer discussion, support and knowledge sharing among students. 	<ul style="list-style-type: none"> Integrating L1 Diverse cultural content 	Linguistic and cultural inclusion
<ul style="list-style-type: none"> - Creating some interesting things to help or to make EFL syllabus more diverse and engaging. 	<ul style="list-style-type: none"> - Group work - Peer collaboration - Pair work 	Collaborative learning and peer support
<ul style="list-style-type: none"> - I believe eliminate some unnecessary subjects and live just the interesting one will be more diverse. 	<ul style="list-style-type: none"> - Curriculum reform suggestions - Diversifying syllabus content 	Curriculum enhancement and relevance
<ul style="list-style-type: none"> - organize workshops on inclusive pedagogy. - promote open dialogue between students and teachers to address concerns related to exclusion. 	<ul style="list-style-type: none"> Teacher training on inclusion Inclusive teaching practices 	Inclusive pedagogy and teacher development
<ul style="list-style-type: none"> - Equal needs. - Opening the door to personal ideas inside the EFL classrooms. 	<ul style="list-style-type: none"> - Addressing exclusion - Acknowledging diverse needs - Supporting diverse learning styles 	Equity and accessibility
<ul style="list-style-type: none"> 1- Diverse curriculum: Use materials from various cultures, including underrepresented voices. 2- Inclusive teaching: Apply flexible assessments and extra support for disadvantaged students. 	<ul style="list-style-type: none"> Inclusive approach Commitment to DEI at UAT 	General DEI commitment
<p>To make EFL education more diverse, equitable, and inclusive at the University of Ain Temouchent; I think that offering different ways to assess learning and especially in written expression and oral presentations to accommodate diverse learning styles.</p>	<ul style="list-style-type: none"> - Flexible assessment methods - Accommodating diverse learning styles - Inclusivity in evaluation (oral and written) 	Inclusive assessment and learning styles

<ul style="list-style-type: none"> - Support students with different learning needs (audio, visual, and written). - Diverse group work promotes collaboration between students of different backgrounds. 	<ul style="list-style-type: none"> - Multimodal learning support - Addressing diverse learning preferences - Inclusive instructional strategies 	<p>Inclusive support for learning diversity</p> <p>Collaborative and inclusive learning environment</p>
<p>EFL education is studying English material needs to develop the level of student and progress, it is a must for the teacher to ameliorate his way of explaining and be friendly and support learners to ask questions and solve activities.</p>	<ul style="list-style-type: none"> - Teacher clarity and communication - Supportive and approachable teaching - Encouraging student participation - Facilitating learner progress 	<p>Learner-centred and supportive teaching practices</p>
<p>Working in pairs.</p>	<ul style="list-style-type: none"> - Peer collaboration - Interactive learning - Student engagement through teamwork 	<p>Collaborative learning strategies</p>
<p>EFL education at the UAT should focus on inclusivity by incorporating diverse learning materials improving accessibility and encouraging open discussions. Teacher training on diversity and flexible learning options can enhance equity in the classroom.</p>	<ul style="list-style-type: none"> - Teacher training on diversity - Flexible learning options - Enhancing equity in the classroom 	<p>Inclusive curriculum design</p> <p>Teacher development for equity</p>
<p>EFL education at the University of Ain Temouchent can be improved by incorporating diverse cultural materials and encouraging open discussions. Teacher training, inclusive practices, and flexible learning options would help create a more equitable environment. These changes would assure better learning opportunities for everyone.</p>	<ul style="list-style-type: none"> - Incorporating diverse cultural materials - Encouraging open discussions - Providing teacher training - Implementing inclusive practices - Offering flexible learning options - Promoting equity in learning opportunities 	<p>Inclusive and equitable EFL practices</p>
<p>- Use authentic materials from different cultures to show real world culture used.</p>	<ul style="list-style-type: none"> - Authentic multicultural materials - Collaborative learning strategies 	<p>Inclusive and culturally responsive teaching</p>

- Encourage collaborative learning like peer work.		
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Table 4.13: Did & AL Students' Recommendations to Enhancing DEI in EFL Context

Table 4.13 contains recommendations for a more inclusive Did & AL education. The statements are illustrating the students' openness into the notion of 'Diversity, Equity, and Inclusion'. Students clarify that there is a need to promote inclusivity inside the classroom and it should be with the share of diverse language varieties, examples, activities, learning materials, teaching/learning strategies and styles, and perspectives. Furthermore, students call for Support students with different learning needs (audio, visual, and written), and call for diverse group work promotes collaboration between students of different backgrounds.

4.4.2 Analysis of 'Literature & Civilisation' Questionnaire

Part I: Demographic Data of EFL Students

Question 1: What is your gender?

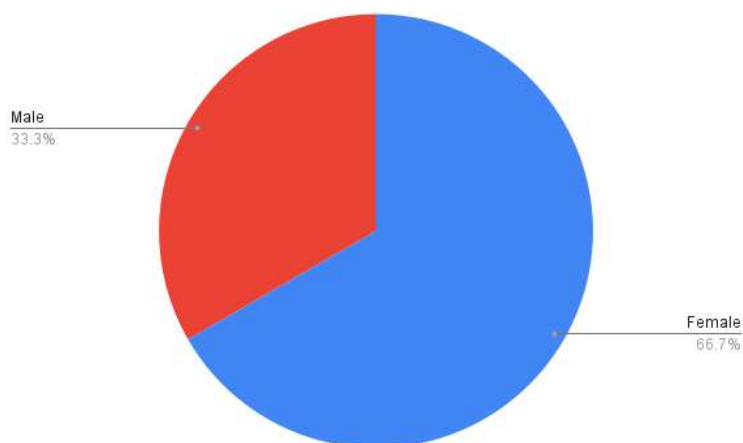


Figure 4.14: Lit & Civ Students' Gender

The graph (Figure 4.14) entitled Literature & Civilisation Students' Gender shows that this classroom is diverse in terms of gender, 33.3% male students and 66.7% female students. This means that there is perspectives diversity in the form of cognitive diversity, i.e., the gender differences.

Question 2: How old are you?

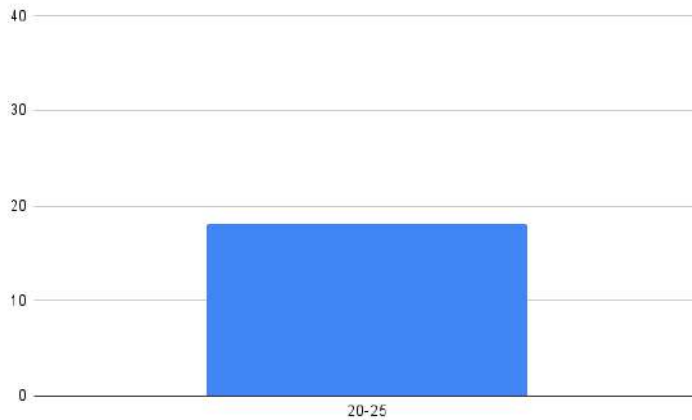


Figure 4.15: Lit & Civ Students' Age

Figure 4.15 shows that all Lit & Civ students are from 20 to 25 years old. The age is one of the dimensions of diversity. This question is asked to consider any different age range in the classroom.

Question 3: To which geographical area do you belong to?

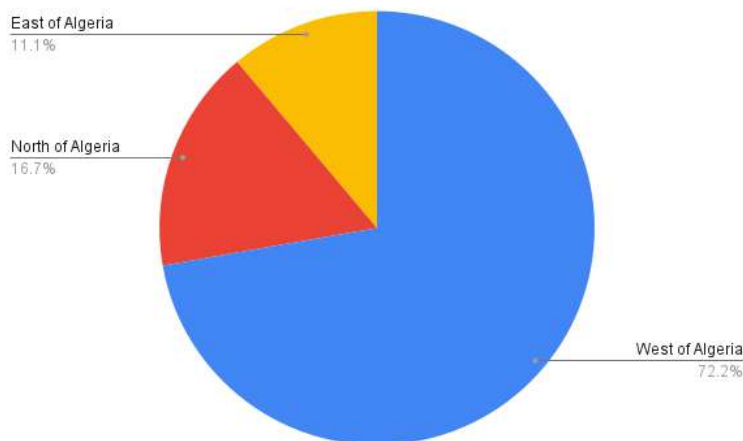


Figure 4.16: Lit & Civ Students' Geographical Area

The graph (Figure 4.16) presents data on the geographical area that Lit & Civ students belong to. The majority of students are from the west of Algeria (72.2%), and 16.7% of students are from north of Algeria. Only 11.1% of students are from the east which equals 2 students.

Question 4: To which culture and ethnicity do you belong to?

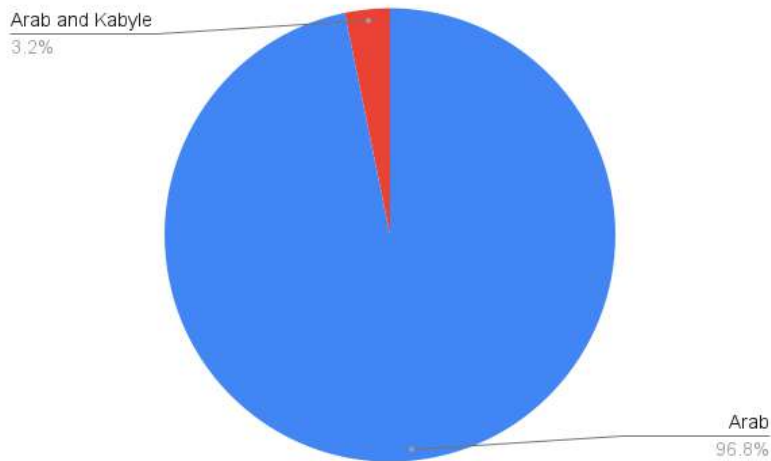


Figure 4.17: Lit & Civ Students' Culture and ethnicity

Figure 4.17 represents the culture and ethnicity of Lit & Civ students declaring that the majority of students are Arab (96.8%) despite one student who declares he/she is Arab and Kabyle (3.2%).

Question 5: Do you have a Specific Educational Need or Disability (SEND)?

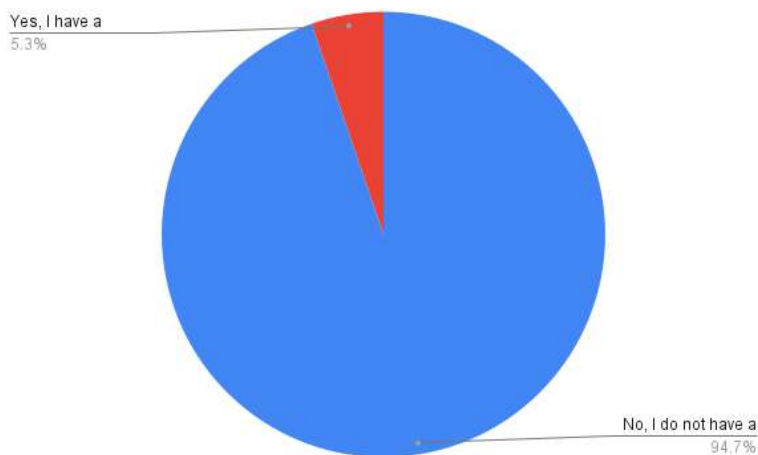


Figure 4.18: Lit & Civ Students' Specific Educational Need or Disability

The pie chart (Figure 4.18) illustrates the number of Lit & Civ students who have or have not any SEND, in which 18 students with the percentage of 94.7% do not have, however one student (5.3%) has a SEND. This means that the teacher needs to have some skills to accommodate the lesson for the sake of equitable practices, i.e., to be fair.

Part II: The Culture of 'Diversity, Equity, and Inclusion' in Classroom Practices

Question 6: How satisfied or dissatisfied are you with the overall classroom environment that you have experienced at University of Ain Temouchent?

Very dissatisfied	0	0%
Dissatisfied	0	0%
Neutral	8	42.1%
Satisfied	10	52.6%
Very satisfied	1	5.3%

Table 4.19: The Amount of Dis/Satisfaction with Lit & Civ Classrooms' Environment

Table 4.19 shows that the percentage of neutral opinion concerning how much students are dis/satisfied with the overall Lit & Civ classroom environment experienced at University of Ain Temouchent is 42.1%. Students who are satisfied are 10 (52.6%), and only one is very satisfied (5.3%). No student shows a total dissatisfaction concerning the classroom environment he/she experienced.

Question 7: Have you encountered any challenges in accessing educational resources and receiving equitable learning opportunities due to factors such as cultural or systemic barriers, limited online flexibility, or classroom practices that may not fully support diverse backgrounds and needs?

Yes, frequently.	0
Yes, sometimes.	15
No, I have not faced significant challenges.	4

Table 4.20: DEI Challenges Encountered in Lit & Civ Context

Table 4.20 represents Lit & Civ students' answers on the seventh question by "Yes, sometimes I encountered challenges in accessing educational resources and receiving equitable learning opportunities..., or classroom practices that may not fully support diverse backgrounds and needs." are 15 students. No one answers that he or she frequently encountered challenges. The ones who reveal that they have not faced significant challenges are four students.

Question 8: How would you rate EFL classroom practices at UAT based on your direct experiences:

Unwelcoming/ Unsupportive		Neutral	Welcoming/ Supportive	
1	2	3	4	5
0	2	14	3	0

Table 4.21: Rating Lit & Civ Classroom Practices Based on Student Experiences

The researcher describes table 4.21 of the rate by the extreme of unwelcoming/unsupportive Lit & Civ classrooms do not have a place at the University of Ain Temouchent. Only two students experienced the degree under the extreme of unwelcoming classroom practices. 14 students rate that EFL classroom practices are neutral, however who experienced welcoming and supportive classrooms are only three. There is no reach to the extreme of welcoming and supportive experiences.

Question 9: How would you rate the efforts of EFL syllabus designers and teachers in addressing SEND students' needs?

Not satisfying		Neutral	Very satisfying	
1	2	3	4	5
2	2	3	0	0

Table 4.22: Rating EFL Syllabus Designers and Teachers' Efforts in Meeting Students with SEND Needs in Lit & Civ Context

To analyse the data of table 4.22, the number of 11 students did not answer the question because it is not required. Not satisfying at all is how two Lit & Civ students rate the efforts of syllabus designers and teachers in addressing SEND students' needs. Two students are less satisfied that the first students. Three students' opinion is neutral, and then the end of the continuum is stating no one is satisfied or very satisfied concerning the efforts made.

Question 10: Would you feel comfortable approaching the teacher and participating in class discussions due to differences, or diverse perspectives?

Yes	No
16	2

Table 4.23: The Amount of Comfort in Lit & Civ Diverse Classroom Interactions and in Approaching Teachers

Table 4.23 clarifies that Lit & Civ students that feel comfortable to approach the teacher and participate in class discussions due to differences, or diverse perspectives are 16 however two students do not. The reason may go back to how much the classroom is diverse, equitable, and inclusive. Since they are not comfortable, teachers should change their attitudes and make them more engaged. Teachers even work on rising students' self-confidence and self-esteem.

Question 11: Are stories, examples, classroom discussions and learning materials reflect diverse people, perspectives, and cultures?

Incorporate	17
Do not incorporate	1

Table 4.24: Incorporation of DEI in Lit & Civ Syllabus and Classroom Practices

Table 4.24 presents Lit & Civ students stating that stories, examples, classroom discussions and learning materials reflect diverse people, perspectives, and cultures is true (17 students) except one student who states that it is false.

Question 12: Please share any other thoughts, comments or suggestions to make EFL education more diverse, equitable, and inclusive at UAT.

After reading the thoughts, comments, or suggestions that Lit & Civ students offer to develop an EFL inclusive education, the table 4.25 analyses their statements using thematic analysis steps by Braun and Clarke (2006).

Statements	Codes	Themes
Creating clubs	Extracurricular engagement	Extracurricular engagement
I would love to see EFL learners with audio-visual products in our university	Use of multimedia in teaching Audio-visual support	Integration of multimedia in teaching
I got no comment for my past, everything is good.	Positive perception of current system	Satisfaction with current EFL experience
For example, exchanging teachers from different classes or bringing foreign students to join the classes for exchanging ideas	Teacher and student exchange Exposure to diverse perspectives	Exposure to diverse perspectives
Creating speaking clubs, using group projects that mix students from different backgrounds.	Peer collaboration Language practice through clubs	Collaborative and communicative learning
Speaking about English I think there should be encouragement to create speaking clubs and organizing workshops.	Speaking opportunities Communicative skill development	Communicative skills through extracurricular activities
- Making Moodle easy to be accessible. - Providing more learning materials.	Digital accessibility Resource availability	Improving digital accessibility and resources
- Topics related to social justice and gender. - Cultural exchange programs.	Socially conscious content Global awareness	Incorporating social and global issues
I suggest for the teachers to be more opened to unusual opinions and try to make the students more relevant to the lecture while /// more fun to the whole experience.	Teacher flexibility Student engagement through relevance and fun	Teacher openness and student-centred learning
By using inclusive materials: texts, videos, games, discussing various topics and social issues from all around the world.	Inclusive teaching materials Global content integration	Inclusive and globalized teaching content
EFL education can be more inclusive by incorporating diverse materials, supporting all proficiency levels and fostering a welcoming environment.	Inclusive resources Differentiated support Safe classroom climate	Inclusive practices and equity in learning spaces.

Table 4.25: Lit & Civ Students' Recommendations to Enhancing DEI in EFL Context

Table 4.25 contains recommendations for a more inclusive Lit & Civ education. Students of Literature and Civilisation confirm the need into a learning space which is diverse, equitable, and inclusive. As students of Didactics & Applied Languages suggested, there is a need into the exposure of diverse perspectives by scholarships, internships, and fellowships. In addition, students suggest using inclusive materials: texts, videos, games, discussing various topics and social issues from all around the world. Topics related to social justice and gender are a louder voice to be volume in EFL learning spaces in the perspective of future graduate teachers at University of Ain Temouchent.

4.5 Conclusion

This chapter analyses the syllabi of the two specialities, to figure out which speciality has a syllabus which is more diverse, equitable, and inclusive. Literature & Civilisation syllabus is more open to discuss the culture, gender, human rights, and diverse literatures and so on. According to the classroom observations, Literature & Civilisation classrooms open discussions, participate, and collaborate unlike 'Didactics & Applied Languages' classrooms where learners are usually passive. The questionnaire enriches the research by many learners' perspectives. The researcher uses thematic analysis to each statement. A perspective sheds light on teacher and student exchange and exposure to diverse perspectives. The research ends to findings that match the multi-dimensional nature of Diversity, Equity, and Inclusion.

Chapter Five: Conclusion

5.1 Introduction

Diversity, Equity, and Inclusion is a culture that helps to enhance quality education and boosts students to reflect on the learning atmosphere as a learning space fair enough for everyone. This section initiates to the last chapter of this dissertation in which it discusses the results, recommendations in practice and for further future researchers, and test the research hypotheses.

5.2 General Discussion

This research explores the culture of DEI in syllabi and classroom practices of two specialities. The three research methods help in answering the three Research Questions (RQ). This section discusses the answers of the RQ to end up to the main three results comparing between Did & AL, and Lit & Civ.

➤ **Incorporation of Diversity, Equity, and Inclusion in EFL Syllabi of Did & AL, and Lit & Civ**

The answer for RQ1 is:

- The syllabus of ‘Didactics and Applied Languages’ speciality does not include any reference to the DEI culture. The syllabus should consider challenges in its subjects to make them more consist and value the objective of teaching the diversity of language, students, and learning, teaching methods, and assessments; especially for students with Specific Educational Needs and Disabilities.
- The syllabus of ‘Literature and Civilisation’ does not explicitly refer to DEI either. However, there are efforts observed by teachers to incorporate it. The latter contains a direct reference to society, culture, and religion. This is a reference to the dimensions of diversity which indicates that the classrooms may open discussions about linguistic and cultural

diversity.

- Pedagogical focus of Did & AL syllabus is more cognitive-linguistic and attempts to acquire technical skills. Unlike, Lit & Civ syllabus which focuses on cultural, literary, and socio-political themes. Cultural representations are very low in Did & AL syllabus.
- Cultural representations are high in Lit & Civ syllabus concerning gender, ethnicity, and human rights. Evaluation type of Did & AL subjects is mostly exam-based.
- The contrary of Lit & Civ subjects which are more varied (essays, discussions). DEI is frequently presented and discussed in Lit and Civ.
- Lit & Civ syllabus allows more space for students to engage with intercultural, social, and global issues, while Did & AL focuses more narrowly on linguistics and teaching methods without clear DEI references.

The first hypothesis of EFL syllabi of the two specialities include limited incorporation of DEI culture, as they predominantly reflect traditional approaches to curriculum design rather than inclusive frameworks is valid.

➤ **Incorporation of Diversity, Equity, and Inclusion in EFL Classroom Practices of Did & AL, and Lit & Civ**

The answer for RQ2 is:

- The results of observations end to that students' willingness to participate is low in Did & AL classrooms (Teacher-Centred Approach). It is high within Lit & Civ classrooms (Student-Centred Approach).
- Students of the two specialities start using the term Diversity, Equity, and Inclusion separately as an adjective to call for more Inclusive Education as one of the suggestions ChatGPT generates and they unconsciously include it in their PowerPoint presentations.

-
- EFL students are not aware of DEI and its importance; this is what the questionnaire's analysis details (see Section 4.4). Inclusive materials such as examples, stories, debates, literature, and resources are used regularly in Lit & Civ.
 - Did & AL teachers do efforts to integrate all students but students do not respond. They rarely use diverse and inclusive materials. Did & AL classrooms seldom encourage diverse voices in discussion.
 - In contrast, Lit & Civ classrooms frequently integrate diverse voices without excluding students with SEND from discussing, and collaborating. Classrooms of Lit & Civ encourage diversity of perspectives, respect cognitive diversity (dis/abilities, capacities, and learning needs), and collaborative engagement, which aligns more closely with DEI culture.

The second hypothesis states that some EFL teachers, mainly of Lit & Civ speciality may intuitively incorporate DEI principles through teaching strategies and classroom interactions more than Did & AL speciality is valid.

➤ **Incorporation of Diversity, Equity, and Inclusion in EFL Students of Did & AL, and Lit & Civ**

The answer for RQ3 is:

- Did & AL students perceived the incorporation of inclusion as low to moderate. In contrast, its incorporation is high according to Lit & Civ students. Challenges related to students with SEND, and inequity in assessment, for example, are more reported in Did & AL speciality. In contrast, fewer complaints in Lit & Civ speciality.
- Exposure to DEI is limited in the former speciality, and it is frequent in the later speciality, through texts and class discussions.

- Lit & Civ students are highly engaged in their classrooms through participation and collaborative classes. Did & AL students are less comfortable to participate and less encouraged to collaborate.

The third hypothesis states that EFL students have limited awareness of Diversity, Equity, and Inclusion culture (Did & AL, and Lit & Civ) in their learning experiences and perceive its incorporation as inconsistent is invalid. EFL students do not deny the importance of the DEI notion in their learning experiences after they discover it through the questionnaires; however, their use of Chat GPT to answer how they perceive its incorporation indicates that DEI culture is consistent which contradicts the hypothesis.

Diversity, Equity, and Inclusion are a framework in which learning/teaching process will be easier and peaceful. Modern teaching strategies and approaches promote positive reinforcement over the negative one that traditional approaches promote. The findings confirm that ‘Literature and Civilisation’ speciality has more diverse, equitable, and inclusive syllabus and classroom practices from that of ‘Didactics and Applied Languages’.

5.3 Limitations of the Study

The researcher is not an outsider and an individual who belongs to the community, however the background is diverse. The concept of diversity “means understanding that each individual is unique, and recognizing our individual differences.” (Esquivel, 2020). The main limitations of this study are:

- (1) The sample size is numerous and classrooms to observe are able to observe the teacher more because of students’ absences. Not the total number of students of the two specialities answers the questionnaires.

- (2) The period in which the questionnaire and observations take place is Ramadan, and near to the spring vacation when students' absences affect the progress of the research, and even fasting affects their performance in classroom observations and answers in questions.
- (3) The researcher has a constrained time to submit the dissertation, coupled with limitations related to personal health and energy, necessitated a narrowing of the scope of data analysis.
- (4) Difficulty of accessing relevant sources to the Algerian context—where cultural and educational systems differ significantly from those in Algeria renders the review of literature as the most demanding step of the research process. This gap reflects the limited attention the subject has received at the national academic level.
- (5) The vast literature on Diversity, Equity, and Inclusion in foreign contexts, in addition to locating literature that specifically connects DEI principles to the field of English language education proved to be both overwhelming and complex.
- (6) While the depth and diversity of perspectives contributed by both teachers and the researchers enrich the study and enhance the interpretive value of the findings, this richness may also present challenges. Specifically, it can be cognitively demanding to synthesize and manage, in turn leads to complexities in drawing concise and generalizable conclusions.
- (7) Reflexivity and methodological flexibility as both a strength and a limitation. The researcher changed the research focus, questions, and methodology several times.
- (8) Technical issues, including internet connectivity, computer problems, and lack of familiarity with certain Microsoft Word tips and AI tools that could have sped up the research processes.

- (9) Students as participants use ChatGPT to answer the open-ended question in the questionnaire which affects the depth of the interpretation and reduces the richness of qualitative research.

This research teaches many points not only in considering DEI culture in EFL context, but also the limitations of realia while exploring this culture beside implementing it.

5.4 Recommendations for Future Research

In response to the findings, the researcher recommends a series of practical and applicable strategies for stakeholders, teachers, and researchers to foster Diversity, Equity, and Inclusion in EFL contexts. Teachers are encouraged to prioritize pedagogical strategies that give learners control of their own learning, namely through the Student-Centred Approach. Lesson planning should be enhanced to re-set and examine the four language skills (listening, reading, speaking, and writing), core values (mainly ethical and social values), cross-curricular competencies (intellectual, communicative, methodological, and social and personal), allowing for a DEI-aligned approach that benefits all students. Teachers should profit to support Universal Design for Learning that contains practical steps to a more inclusive EFL learning spaces (see Section 2.1.1.1).

Stakeholders should take action to diversify curricula, syllabi, lesson plans, and classroom discussions, ensuring that course content reflects diverse identities and perspectives. In addition, teachers are encouraged to support Interculturality and Translanguaging, as these strategies enhance inclusion and language acquisition, particularly when used alongside Culturally Responsive Teaching and Communicative Language Teaching. Institutions should also attend and organise more trainings and conferences on Inclusive Education, equipping teachers with practical tools for inclusion. In the classroom, it is essential to encourage students to express their perspectives and to implement positive reinforcement, especially for those who feel discomfort or

lack confidence in EFL spaces. Teachers' and learners' psychological and mental health must also be cared for to support inclusive learning spaces. Efforts should be made to work on teachers' positive energies and their ability to create welcoming and supportive atmospheres, particularly in classrooms that include students with differences, such as those with Specific Educational Needs or Disabilities.

Moreover, policymakers and researchers are urged to explore the implementation of DEI in Massive Open Online Courses (MOOCs) such as YouTube, Moodle, and Google Meet, as well as in ESP contexts and institutions such as the High School for Teachers of the Deaf and Mute in Algiers. Research should also investigate historical discrimination, social injustice, education challenges, and hate speech discourses towards female Algerian students in the 'Black Decade'. Academics should investigate the disadvantages or challenges of DEI, especially in classrooms where differentiated instruction and SEND are though.

Future research should address several underexplored aspects of Diversity, Equity, and Inclusion in education. This includes examining assessment equity and the role of humanistic approaches in promoting inclusive practices. The value of 'Perspectives Diversity' in enriching DEI-oriented pedagogy also merits attention. Additionally, the rise of anti-DEI and its links to the politicisation of education require critical analysis. Investigating the connection between the imaged other, discrimination, and the absence of DEI may reveal how exclusion is reproduced in classrooms. Also, the relationship between social justice and DEI should be explored to understand their mutual influence.

Finally, there is a need to explore differences between students from urban and rural backgrounds. Diversity also appears in terms of socioeconomic status, speech directedness, level of empathy, shyness, conceptions of self and the other, and attitudes related to modesty and

openness. The city offers exposure to multicultural experiences and often more self-expression, while the countryside reflects humility, a calm community, and more conservative values. It is suggested to address students' laziness, low motivation, and excessive reliance on ChatGPT. These recommendations are intended to inspire immediate action while opening new paths for inclusive research and policy development.

The researcher acknowledges her background which is an urban area and how her perspectives and identity are shaped by the environment she belongs to. Therefore, a comparative study could reveal how the culture of DEI is lived differently across these settings and could inform more inclusive and locally relevant educational practices.

5.5 Concluding Remarks

This study renders to the Algerian Higher Education a perspective to see education from another lens. Diversity, Equity, and Inclusion are a framework in which learning/teaching process will be easier and peaceful. Modern teaching strategies and approaches promote positive reinforcement over the negative one that traditional approaches promote. The findings confirm that 'Literature and Civilisation' speciality has more diverse, equitable, and inclusive syllabus and classroom practices from that of 'Didactics and Applied Languages'. If DEI is neglected, students will miss the opportunity to develop critical thinking, socio-cultural perspectives, global and intercultural skills, limiting their preparedness for globalization, workplaces. Neglecting DEI alienates EFL students from developing critical thinking, socio-cultural perspectives, and global/intercultural skills, limiting their readiness for citizenship, cultural respect, cultural sensitivity, empathy, globalization, and workforce.

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Appendix

Appendix

Students' Questionnaire

From EFL Syllabi to Classroom Practices: Exploring the Culture of 'Diversity, Equity, and Inclusion' at University of Ain Temouchent

Researcher: Sara CHEKROUN

Supervisor: Dr. Dalal BELARBI

Dear Participant,

I am conducting a research study on **Diversity, Equity, and Inclusion (DEI) in EFL syllabi and classroom practices** at University of Ain Temouchent (UAT). This study aims to explore students' perspectives on **how inclusive and accessible** their learning environment is, as well as the efforts made by syllabus designers and teachers to accommodate diverse needs.

Your responses will play a crucial role in helping me **identify areas for improvement** in syllabus design and classroom practices to promote a more inclusive educational experience.

Your responses will remain **completely anonymous and confidential**. No personally identifiable information will be collected, and your answers will be used solely for research purposes.

Cross only one box. All questions require answers, except for questions 9 and 12.

Part I: Demographic Data of EFL Students

1. What is your gender?
 - Male
 - Female
2. How old are you?
 - 20-25
 - 25-30
 - 30-35
 - Other: -----
3. To which geographical area do you belong to?
 - West of Algeria
 - East of Algeria
 - North of Algeria
 - South of Algeria
 - Other: -----
4. To which culture and ethnicity do you belong to?
 - Arab

- Kabyle
 - Chaoui
 - Other: -----
5. Do you have a disability?
- Yes, I have a disability.
 - No, I don't have a disability.

Part II: The Culture of 'Diversity, Equity, and Inclusion' in Classroom Practices

Diversity: (n.) is differences of people, age, race, ethnicity, gender, identity, dis/ability, educational capacities, etc.

Equity: (n.) fairness and justice in treatment, in access to opportunities, and in distribution of resources.

Inclusion: (n.) is welcoming these differences and valuing students' diverse identities.

Diversity, Equity, and Inclusion create a space where students can learn from one another's backgrounds, broadening their perspectives.

6. How satisfied or dissatisfied are you with the **overall classroom environment that you have experienced** at University of Ain Temouchent?
- Very satisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very satisfied
7. Have you encountered **any challenges in accessing educational resources and receiving equitable learning opportunities** due to factors such as cultural or systemic barriers, limited online flexibility, or classroom practices that may not fully support diverse backgrounds and needs?
- Yes, frequently.
 - Yes, sometimes.
 - No, I have not faced significant challenges.

8. How would you rate EFL classroom practices at UAT based on your direct experiences?

 1 2 3 4 5

Unwelcoming/Unsupportive

Welcoming/Supportive

9. How would you rate the efforts of EFL syllabus designers and teachers in addressing students with SEND needs?

 1 2 3 4 5

Not satisfying

Very satisfying

10. Would you feel comfortable approaching the teacher and participating in class discussions due to **differences, or diverse perspectives**?
- Yes
 - No
11. Are **stories, examples, classroom discussions and learning materials** reflecting diverse people, perspectives, and cultures?
- True
 - False
12. Please share any other thoughts, comments, or suggestions to make **EFL education more diverse, equitable, and inclusive** at the UAT.

Please do not include personally-identifying information in your response.

ملخص

إن التنوع، العدالة، والشمولية (DEI) هو إطار عمل يدمج التنوع عبر جميع جوانب الهوية والإدراك، ويضمن الإنصاف في المعاملة والحصول على الفرص، ويعزز الشعور بالقيمة والانتماء لجميع الأفراد ما يسمى بالشمولية. يتم التحقيق في ثقافة DEI بقوة في السياقات الغربية. ومع ذلك يتم التحقيق فيه على نطاق ضيق في السياقات العربية والأفرو-عربية. وعلى حد علمنا الحالي، لم يتم التحقيق في هذا الموضوع البحثي/ لم يتم التحقيق فيه إلا على نطاق ضيق. تسهم هذه الأطروحة في معرفة إلى أي مدى وبأي طرق يتم دمج إطار DEI في التعليم العالي الجزائري، في سياق اللغة الإنجليزية كلغة أجنبية (EFL). وهدفها هو تعزيز التعاطف، الاحترام الثقافي، والتفكير النقدي بين مصممي المناهج الدراسية، الطلاب، والمدرسين. ولذلك، أجريت هذه الدراسة في إحدى مؤسسات التعليم العالي الجزائرية، وبالتحديد في جامعة عين تموشنت، حيث توجد فجوة جغرافية بالإضافة إلى فجوة معرفية. وتُعد هذه الدراسة مقارنة بين تخصصين في اللغة الإنجليزية كلغة أجنبية: تخصص التعليم واللسانيات التطبيقية، وتخصص الأدب والحضارة. وتتم المقارنة على مستوى محتوى المناهج الدراسية، الممارسات الصفية، ومنظورات الطلاب. وتستخدم الدراسة منهجًا مختلطًا باستخدام تحليل الوثائق، الملاحظة الصفية المنظمة، والاستبيانات. ويتم تحليل البيانات باستخدام أساليب كمية ونوعية مختلفة، مثل التحليل الوصفي الكمي والتحليل الموضوعي. وتكشف النتائج أن تخصص "الأدب والحضارة" يُظهر إدماجًا معتدلاً لإطار DEI من خلال استراتيجيات التدريس الشاملة، بينما يظل تخصص "التعليمية واللسانيات التطبيقية" تقليديًا في كل من محتوى المنهج وتقديم الدرس، مع تركيز محدود على التفكير النقدي وغياب دمج المنظورات الاجتماعية والثقافية. وعلى الرغم من أن مناهج اللغة الإنجليزية لا تتضمن DEI بشكل صريح أو ضمني، إلا أن المدرسين يسعون جاهدين لخلق بيئات تعليمية شاملة تحترم وتحتضن تنوع الطلاب من حيث الثقافة، اللغة، القدرات، الهوية، والخلفية – وهذا هو التنوع؛ ويقدمون الطلاب بعدالة ويوفرون الفرص للجميع دون تمييز – وهذه هي العدالة؛ كما يُقدّر الطالب المتميز كما يُقدّر أي طالب آخر، وتتنوع النقاشات ويُشجّع الجميع على المشاركة – وهذه هي الشمولية. وتُختتم الدراسة بتوصيات عملية لتعزيز ممارسات التنوع، العدالة، والشمولية في سياقات تعليم اللغة الإنجليزية كلغة أجنبية في الجزائر.

الكلمات المفتاحية: التنوع، العدالة، والشمولية، تخصصات اللغة الإنجليزية، المناهج الدراسية، ممارسات الصف.

Azuran

Uđafar, Tisusmi d Tamagrit (DEI) d tasengama i yesdukklen uđafar n yal azař n tmusni d timagit, tisusmi deg uselkim d wakken ad tili tuffra i yisefra, akked tizrawt n tazmert d tamagrit i yemgaraden imdanen merra. Tamekta-a n DEI tettwaqerrec s tezmart deg tmura n umalu. Maca, ur tettwaqerrec ara s tezmart deg tmura Taerabt d Tafriqt-Taerabt. Ʋef wayen nessnen akka tura, aseřzan-a ur yettwaqerrec ara/ur yettwaqerrec ara s tezmart. Aseřter-a yemmed-d i wakken ad d-iffey anwa adeg d anwa iyuda n usengam n DEI yettwasekcem deg uselmed n Tamaziřt n Wergaz ur d Tamagit (EFL)deg Uęerbaz Ameqran n Lezzayer. Iswi-ines d asnerni n tkerkizt tamadlant, tizrawt d tmaeunt gar ineřlayen n timawin, iselmaden d yiselmaden. Ʋef waya, aseřzan-a yexdem deg yiwen seg yięerbazen imeqranen n Lezzayer, s tidet **Ʋerřa n Tmuccent (University of Ain Temouchent)***, anda llant tberra n wakal d warrawen n tmusni. Aseřzan-a d amsedwal gar sin n tesnijjin n EFL — Aselmed Usligen (Didactics) & Yilsawen Yettwaseqqnen (Applied Languages)***, akked Tadlsa (Literature) & Tameddurt Tamadlant (Civilisation)***. Amsedwal yella deg yimezruy n ugbur n timawin, tmuqniwin n yiselmaden, d yimanen n uselmed deg tyurři. Aseřzan iseqdec **tarrayt tisedda n waddad (mixed-method approach)***, s useqdec n usenqed n iseřtar, isental n yisteqsiyen d usenkel ęef yimanen deg tyurři. Iseřka ttwaseqdacent s telyut tisedda d tayuga, am **aseřzan n waddad usnan (quantitative descriptive analysis)*** d **usenqed n ugbur (thematic analysis)***. Ifecka ddren-t-d belli tesnijjit n **Tadlsa** teskecmen-d s lqern anezlan n usengam DEI s yineřlayen n uselmed yettwasekcemen, ma d tesnijjit n **Aselmed Usligen** tegged-d d taqdimt deg ugbur n tmawin d useřrek n tyawsiwin (tmerna deg umeiwen uslig d usemres n tmuqniwin n tmeddurt-tamaddunt). Xas timawin n EFL ur ssekcment ara DEI s wudem ayen yettban ney ur nettini, iselmaden xeddmn ayen iwata akken ad sseřkent amgarad n yimeslayan, ad ssencafen timerna d usentel abran, aya d Uđafar, ad sellken s tisusmi d tuffra i yal aselmad; Aya d Tisusmi, d tazmert d tneřlaf i uselmad yettwaseeden am yal yiwen-nniđen, aya d Tamagrit. Aseřzan yemmed s isumar akken ad isernu yimanen n DEI deg uselmed n EFL.

Awalen isefkawen: Uđafar, Tisusmi d Tamagrit, EFL Tesnijjin, Timawin, Imanen n Uselmed deg Tyurři.

Résumé

La Diversité, l'Équité et l'Inclusion (DEI) constituent un cadre qui intègre la diversité dans toutes les dimensions de l'identité et de la cognition, garantit l'équité dans le traitement et l'accès aux opportunités, et favorise un sentiment de valeur et d'appartenance vis-à-vis de toutes les différences humaines. La culture de la DEI est fortement explorée dans les contextes occidentaux. Cependant, elle est encore peu explorée dans les contextes arabes et afro-arabes. À notre connaissance actuelle, ce sujet de recherche n'a pas ou très peu été étudié. Cette thèse contribue à déterminer dans quelle mesure et de quelles manières le cadre de la DEI est intégré dans l'enseignement supérieur algérien, dans le contexte de l'anglais langue étrangère (ALE). Elle vise à promouvoir l'empathie, le respect culturel et la pensée critique parmi les concepteurs de programmes, les enseignants et les étudiants. L'étude est ainsi menée dans un établissement d'enseignement supérieur algérien, en l'occurrence l'Université d'Ain Temouchent, où s'observent à la fois une lacune géographique et une lacune de connaissance. Il s'agit d'une étude comparative entre deux spécialités ALE – Didactique et Langues Appliquées, et Littérature et Civilisation. La comparaison s'opère au niveau du contenu des programmes, des pratiques de classe, et des perspectives des étudiants. Cette recherche adopte une approche méthodologique mixte, combinant l'analyse documentaire, l'observation structurée en classe, et les questionnaires. Les données sont analysées à l'aide de méthodes à la fois quantitatives et qualitatives, telles que l'analyse descriptive quantitative et l'analyse thématique. Les résultats révèlent que la spécialité « Littérature et Civilisation » présente une intégration modérée du cadre DEI à travers des stratégies pédagogiques inclusives, tandis que la spécialité « Didactique et Langues Appliquées » reste marquée par une approche plus conventionnelle à la fois dans le contenu du programme et dans l'organisation des cours (un manque de pensée critique et une faible inclusion des perspectives socioculturelles). Bien que les programmes de formation en anglais langue étrangère n'intègrent pas le DEI de manière explicite ou implicite, les enseignants s'efforcent de créer des espaces d'apprentissage inclusifs qui respectent et accueillent la diversité des apprenants en termes de culture, langue, capacités, identité et parcours – c'est la Diversité ; ils évaluent équitablement et offrent les mêmes opportunités à tous les étudiants – c'est l'Équité ; ils valorisent les étudiants privilégiés comme tous les autres, diversifient les discussions et encouragent la participation – c'est l'Inclusion. L'étude se conclut par des recommandations concrètes pour renforcer les pratiques de la Diversité, de l'Équité et de l'Inclusion dans le contexte de l'enseignement de l'anglais langue étrangère en Algérie.

Mots-clés : Diversité, Équité et Inclusion (DEI), ALE spécialités, programmes d'enseignement, pratiques en classe.