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Abstract

We see diversity in our classrooms. The learners are diverse in their age, race, socio-economic and geographical background, gender, academic and social skills, and physical state. To deal with all this diversity, a teacher has to be equipped with different pedagogical skills and approaches. The main objective of this review was to point out effective teaching strategies for diverse learners. The researcher used Google Scholar as a key search engine and searched articles and books related to the topic of the study by using different keywords. The researcher set the range for the search of relevant material from 2020 to date. The effective teaching strategies included the usage of technology, integration of projects and extracurricular activities in curricula, adaptation of inclusive education and assessment, development of collaboration enhancement of counseling center in the school, focus on individualized and differentiated learning, and ensuring peer learning.

Key Words: Diverse Learners; Teaching Strategies; Pedagogical Skills; Inclusive Education

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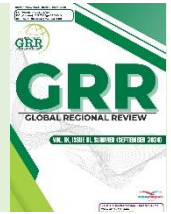
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A Review of the Effectiveness of Teaching Strategies for Diverse Learners

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Contents

- [Introduction](#)
- [Theoretical Background](#)
- [Methodology](#)
- [Effective Teaching Strategies for Diverse Learners](#)
- [Findings and Conclusion](#)
- [References](#)
-

Abstract

We see diversity in our classrooms. The learners are diverse in their age, race, socio-economic and geographical background, gender, academic and social skills, and physical state. To deal with all this diversity, a teacher has to be equipped with different pedagogical skills and approaches. The main objective of this review was to point out effective teaching strategies for diverse learners. The researcher used Google Scholar as a key search engine and searched articles and books related to the topic of the study by using different keywords. The researcher set the range for the search of relevant material from 2020 to date. The effective teaching strategies included the usage of technology, integration of projects and extracurricular activities in curricula, adaptation of inclusive education and assessment, development of collaboration enhancement of counseling center in the school, focus on individualized and differentiated learning, and ensuring peer learning.

Keywords: [Diverse Learners](#); [Teaching Strategies](#); [Pedagogical Skills](#); [Inclusive Education](#)

Introduction

'Diversity' is defined by the Merriam-Webster dictionary as "the state of having or consisting of various elements, particularly the incorporation of individuals from different races, cultures, and other categories into a collective or institution". As per the definition provided by the Cambridge Dictionary, 'variety' refers to the "inclusion of

several diverse sorts of objects or persons inside something, including a wide range of various entities". According to The Britannica Dictionary, 'diversity' is defined as the "inclusion of individuals from many races or cultures in a group or organization". So Diversity encompasses the presence of differences in the shape or condition of



something, particularly in individuals in terms of race, language, culture, and other variables.

Goethe and Colina (2017) hold a contrasting viewpoint about the concept of 'diversity'. The University of Florida's (UF) Diversity Action Plan was referenced, which utilizes an inclusive definition of diversity encompassing several aspects such as experience, viewpoints, disciplines, geographic background, talent, socioeconomic background, handicap, ethnicity, color, gender, and other traits. Essentially, diversity in the classroom refers to differences in social identities. An individual's social identity comprises their age, race, socioeconomic status, gender identity and expression, sexual orientation, disability, and country. Our identities are multifaceted and interconnected, and many aspects of them change throughout time.

'Diverse learners' are defined by Mitha (2021) as individuals who bring a variety of backgrounds, perspectives, and learning styles to the table. Students in any given age group may be expected to exhibit a diverse variety of characteristics, including but not limited to academic and physical abilities, language proficiency, gender, race/religion, socioeconomic background, and personal experiences. Lakey (2020) said that teaching all of his students in the same place with the same main lessons taught him that each student has their own style. To meet the needs of all the kids, he has learned that they need different kinds of help.

Theoretical Background

When examining successful teaching tactics for varied learners, it is crucial to investigate different learning theories that offer a fundamental comprehension of how these strategies might be formulated and implemented. Here are many fundamental theories of learning that are especially pertinent to meeting the requirements of diverse learners:

1. Howard Gardner proposed the "Multiple Intelligence Theory" to account for the fact that pupils learn in a variety of ways. As far as Gardner is concerned, there are many different kinds of intelligence. These include the following: verbal, artistic, spatial, interpersonal, intrapersonal, logical-mathematical, and bodily-kinesthetic. He argued that students should have the freedom

to modify their coursework based on their own strengths and weaknesses rather than being forced to conform to a predetermined curriculum. He rejected the 'one-size-fits-all' method of dealing the students with diverse abilities and needs.

2. The Center for Applied Special Technology (CAST) created "Universal Design for Learning (UDL)" based on the idea that all students should be able to access and use educational materials and settings in a way that makes them useful and reduces hurdles to learning. UDL stresses giving students a variety of ways to describe, communicate, and interact with information so that it can be used by students with a range of abilities and backgrounds.
3. There is a difference between what a student can do on their own and what they can do with help and support from a skilled partner, which Lev Vygotsky called the "Zone of Proximal Development" (ZPD). This idea backs up the teaching method called "scaffolding," in which the teacher gives the student help based on their current needs and gradually lowers the amount of help as the student gets better.
4. Gloria Ladson-Billings talked about her "Culturally Relevant Pedagogy" idea. This way of teaching stresses how important it is to include students' cultural references in all parts of their learning. It shows how important it is to recognize and use cultural diversity in the classroom so that students from all groups can learn more effectively and in a way that is useful to them.
5. David Kolb talked about the Experiential Learning Theory. Kolb's theory of learning has four stages: real-life experience, thinking about what you've seen, coming up with abstract ideas, and doing something new. It says that students can learn more if they are able to interact directly with the material, think about their experiences, come up with ideas, and try them in real-life situations that fit their learning styles and needs.
6. According to B. F. Skinner, behaviorism is based on actions that can be seen and emphasizes how outside factors can change behavior by rewarding it. Behaviorist methods, like reinforcement, can help control student behavior and keep them motivated, even though they don't focus as much on how

people think inside their heads. This is especially useful in diverse schools where standards for behavior can be very different.

Objective of the study

The key objective of the study was to review different research/review papers and books to identify the more effective teaching strategies employed by teachers to deal with diverse learners.

Methodology

A document analysis procedure was adopted for this review. Only those articles were included which fulfilled the pre-decided criteria. Only data published in the years 2020-2024 in English and peer-reviewed journals were included in this study.

Effective Teaching Strategies for Diverse Learners

Literature suggests different effective teaching strategies for diverse learners. Below here is an overview of studies up to 2020 in search of effective teaching strategies for diverse learners.

Integrity and diversity in university marketing were the subjects of an extensive analysis by Riedel et al. (2023). The purpose of this review was to identify identities related to diversity and inclusion, to synthesize ways for promoting diversity and inclusion in the classroom, and to provide a research agenda for the advancement of marketing scholarship based on the 31 included papers. The majority of previous research has concentrated on cultural or general diversity; the most successful approaches were (a) incorporating diversity and inclusion projects into the curriculum, (b) creating curricula that account for our diverse society, (c) utilizing technology to promote inclusion and diversity, and (d) thinking about extracurricular activities to help students become more diverse and inclusive.

Shey and Fangwi (2020) studied how to adapt pupils to various classes. They believed that when diverse students enter 21st-century classrooms and attempts are made to find effective ways to teach them, culturally responsive pedagogy is needed. Today's instructors must teach children with different cultures, languages, skills, and more. Teachers must use theoretically sound and culturally appropriate teaching to tackle these challenges. Teachers must provide a welcoming,

supportive, and educationally advantageous classroom environment for all students. Many pupils' classroom behavior differs from their home culture and language. Teachers must assist students succeed by connecting home and school. A culturally relevant setting reduces student alienation while they transition to school. Their study advised culturally responsive pedagogy to meet the educational demands of different pupils in modern classrooms.

Sanger (2020) utilized 'Inclusive Pedagogy and Universal Design for Learning' to cater to diverse learners. In addition, he provided eight strategies for incorporating diverse educational environments. The objective of these strategies is to enhance teachers' proficiency in instructing diverse students with regard to their nationality, ethnicity, communication style, cultural context, ability, socioeconomic position, and educational history. These tactics are informed by evidence-based research in education, psychology, and neuroscience, as well as literature on practice-based pedagogy and teaching techniques. Additionally, they are influenced by a decade of personal experience teaching and assisting colleague teachers in different learning situations. 1) Take initiative to acquire knowledge about your environment, particularly the previous educational experiences of pupils; 2) Demonstrate confidence in the abilities and potential of every student. 3) Foster transparency by clearly communicating expectations and strategies for success; 4) Employ diverse instructional methodologies. 5) Employ inclusive evaluation methods; 6) Refrain from imposing your professional objectives and learning preferences on students; 7) Incorporate diversity in syllabi and course materials; and 8) Be aware of your influence and authority.

In qualitative research, Kumi-Yeboah et al. (2020) interviewed 46 culturally and linguistically diverse students from various academic programs to examine how digital technologies improve educational outcomes. Data was collected utilizing semi-structured interviews in a qualitative research approach. The findings showed that digital technology, multimedia presentations, and social network tools help asynchronous online learners succeed. Participants used digital technology to explore Learning Management Systems (LMS) to engage and create knowledge for online academic achievement. Findings suggest that online

educators should use PCs, iPads, cell phones, etc. to engage and succeed with diverse pupils.

Risko and Bromley (2020) tackle one of the literacy community's most difficult challenges: supporting different learners via collaboration. It describes cooperation as a shared partnership, its goals, enabling techniques, and potential obstacles. The book discusses problem-solving paradigms and applies one to a school-based collaborative project. Their research of special education instructors under three partnership models is described. Teaching urban and culturally diverse special needs students is covered in the book. It addresses a statewide Even Start initiative and how educators and families may communicate to encourage reading. A classroom inquiry project to enhance peer teaching and student-teacher cooperation is also described in the book.

According to Mascaliuc (2022), counseling has been utilized for generations to help different students. It is a sign of trust and aid, as well as an instructional tool. Counseling has touched historic numbers. This counselor-client interaction has expanded into education and other fields. This method helps the teacher homogenize the class intellectually. Counseling aids students. The leader needs particular abilities for face-to-face therapy. Counselors need communication, interpersonal, patience, trustworthiness, investigation, observation, problem-solving, reasoning, and computer abilities, according to the International Career Institute. The author noted that counseling's aims are to 1) help kids realize their potential, 2) help them with challenges, and 3) help them acclimate to school.

A thorough evaluation of the literature on teacher education and preparing instructors to interact with "diverse" learners is published by Rowan et al. (2020). They examined 209 2009–2019 peer-reviewed journals. Few contemplate teaching for diversity, but most identify diversity education initiatives. Specialist literature on gender, racism, and teacher educators' expertise is also neglected. The paper concludes that teacher educators should practice critical epistemic reflexivity.

Grabitz (2021) employed "Morning Meeting" to boost different learners' social and emotional appeal. Morning meetings improve teacher-student and student-student relationships in classrooms.

Good connections based on constructive communication and problem-solving may provide a secure learning environment that deepens student learning. This study tested if this teaching method improved classroom connections. This study found that morning meeting instructors agreed their pupils had formed ties with each other and their teachers. Teachers said safe spaces allowed pupils to be real and form relationships.

According to Clark and Andreasen (2020), there are ongoing concerns regarding the effectiveness of teacher preparation programs in equipping educators to teach culturally diverse students, as student demographics continue to evolve globally. A total of 523 pre-service teachers from six teacher education programs in a single state in the U.S. participated in this study. They were asked to complete a teacher self-efficacy measure to evaluate their beliefs about teaching culturally diverse students. The test was administered both after their training and after their first year of teaching. There were six teacher education programs that were mentioned, and they varied in terms of their organization and substance. The results demonstrated statistically significant variations between the programs. Pre-service teachers assessed their competence in educating different children on a five-point Likert scale, ranging from "adequate" to "well". After one year of full-time instruction, the scores experienced a decline. The differences in mean scores between people in pre-service and in-service were not statistically significant. These data suggest that the level of teacher self-efficacy in teaching culturally diverse students remains consistent across this significant transition, highlighting the importance of teacher preparation.

Simón et al. (2021) observed, described, and analyzed instruction and practice in full-inclusion classes. The authors examined classroom instructors' everyday routines to provide high-quality, egalitarian, and individualized education. Seven kindergarten, primary, and high schools volunteered for a multiple-case study method. In-depth interviews and classroom observation were used to obtain data. The findings show how the school and classroom methods reach all students and help them succeed. Systemic supports and techniques that allow all students to engage, learn, and be part of the class community are also

highlighted, as are inclusion process complexity, notably in support and curriculum.

Harris et al. (2020) said that required online education has always tried to include kids in grades K–12 who can't go to regular schools because of health, location, or personal reasons. However, getting these different types of students to work together has remained a challenge. More study is needed to find out how to get students to work together in required school distance settings and how teachers can help. This qualitative study used focus groups (n = 2 groups, n = 16 people) to look at how teachers define eKindy-12 online education and how they get students involved. A priori codes for definitions and in vivo codes for methods were used for the categorical analysis of four engagement kinds (behavioral, emotional, cognitive, and agentic). Teacher definitions emphasized behavioral involvement, although most included emotional and cognitive engagement. Agentic involvement was not often shown in practice accounts. To keep students interested, teachers built relationships with them, made the classroom more diverse, used inclusive technology to help students interact and keep track of their progress, made learning fun and relevant, used school-wide pedagogical frameworks and teaching strategies, and pushed students to be self-regulated. Professors who teach students from a distance may find it hard to show that they are involved and encourage student agency.

Clark (2020) noted that with an increasingly varied student population in the US and abroad, instructors must feel confident in their capacity to teach culturally and linguistically diverse students to read. This longitudinal research assessed teachers' self-efficacy beliefs from pre-service to a year of teaching (N = 127). At the end of the teacher education program, reading and diversity self-efficacy decreased compared to first-year instructors. One program had much higher pre-service ratings, but these disparities faded after a year of teaching. Pre-service and beginner teachers are advised to increase their self-efficacy to better address the literacy requirements of all pupils, regardless of race or ethnicity.

According to Van der Merwe et al. (2020), inclusive education improves education for all students. This means schools must adapt their teaching and learning methods to meet the

requirements of all students. Inclusive strategies reduce educational inequities to improve academic achievement for all. Teachers must meet the needs of students with neurodevelopmental disorders (NDDs) in mainstream classes. The findings showed that teachers use cooperative learning, peer learning, ability grouping, substantial visual aids, and curricular differentiation to benefit students. Teachers supported NDD students, who learned and understood the teachings despite their learning barriers. This study found that newly certified instructors use a range of support measures to help NDD students, contrary to literature that teachers do not due to a lack of skills, training, and knowledge. However, these assistance tactics seemed like typical teaching and learning methods. Helping NDD students in normal classrooms requires more assistance.

Nepal et al. (2021) defined differentiated education as an inclusive approach that emphasizes student diversity and adjusts instruction to include all students. Differentiation has been debated for 20 years. Pre-service teachers' awareness of this phenomenon and how their knowledge and beliefs affect it have received little consideration. This study used epistemic cognition to examine pre-service teachers' differentiated instruction comprehension. The findings imply pre-service teachers narrowly see differentiation as a way to help challenging students. The data also show that diversity is often understood as referring to 'others' and inclusion as a way to mainstream 'others'

Mills (2020) said that even though there are more English-language learners (ELLs) in U.S. schools and a movement toward putting them in regular classrooms, not much study has been put together to show how future regular teachers are prepared to teach this group of students. The article looks at the small but growing body of research on how standard teachers are prepared before they start working with students from a variety of linguistic backgrounds. There were a lot of different ways that teacher educators taught English Language Learners (ELLs) in classes, schools, and towns in the US and other countries between 2000 and 2018. The writers come to the conclusion that most studies don't question the power relations that keep educational and social inequality going, which keeps things the same, even though they have equity goals and give teachers in other subjects great ideas for how to teach English Language Learners.

Ginja and Chen (2020) used an explanatory sequential mixed research design to evaluate teacher educators' differentiated instruction views and experiences. Through random and purposeful sampling, 67 teacher educators from three higher universities were selected. The research was done by questionnaire and interview. The results showed that teacher educators considered differentiated education necessary in diverse classrooms. Increased motivation, better relationships between students and teachers, and a narrower achievement difference were noted. However, a lack of educated teacher educators, misperception of differentiated education, high-class sizes, inadequate professional development training, and facility shortages were noted as barriers. Finally, teacher training programs should include practical courses, academic events, and necessary facilities and educational inputs.

Moore et al. (2021) said that because American schools are becoming more diverse, teacher education programs need to prepare grads to work with a wide range of students. The current research looked at how prepared 36 college pre-service primary school teachers (K-6) were to teach in a way that is sensitive to different cultures. There was a big difference ($t(33) = 18.65, p < .001$) between Personal Readiness ($M = 4.46$) and Professional Readiness ($M = 3.98$) on the Cultural Responsive Teaching Readiness Scale (Karatas & Oral, 2017). The mean score was 4.25, the standard deviation was 0.18. Participants' cultural understanding seemed to change after practicing in the classroom. This shows how important it is for teachers to work together with local school districts to make sure they have good field experiences that prepare them for long-term jobs in culturally and linguistically diverse settings.

According to Payaprom & Payaprom (2020), identifying students' learning styles helps develop successful education. This research aims to establish undergraduate students' preferred learning styles and the link between gender, educational majors, and learning styles. First-year undergraduate Languages Program students from Chiang Rai Rajabhat University, Thailand, participated in a cross-sectional descriptive research. The Chiang Rai Rajabhat University Languages Program sent the VARK questionnaire in print to 472 first-year undergraduates. Descriptive data were used to determine students' learning styles, and chi-square analysis examined the association between gender,

academic majors, and learning styles. A 78.8% response rate was achieved with 372 student surveys. The majority of language learners (64.0%) preferred multimodal learning. Most students favored kinesthetic learning, whereas 36.0% chose uni-modal. Educational majors correlated with learning styles ($p = 0.02$). Gender did not affect student learning style preferences ($p=0.45$). This study suggests that teachers should utilize different teaching methods to accommodate students with different learning styles to make learning more interesting and meaningful.

Findings and Conclusion

"Diverse learners" include students with different academic and physical abilities, languages, genders, races, faiths, socioeconomic backgrounds, and personal experiences. Multiple intelligences, universal design for learning, the zone of proximal development, culturally appropriate pedagogy, experiential learning, and behaviorism theory are used to deal with such a diverse population.

Research up until 2020 has recommended various successful teaching practices for heterogeneous learners. These tactics include using technology to promote inclusion, creating curricula that reflect a varied society, integrating diversity and inclusion projects into the curriculum, and including extracurricular activities to improve diversity and inclusiveness skills. Understanding students' educational backgrounds, providing clear expectations, employing a range of teaching approaches, adopting inclusive assessment methods, and not imposing the educator's aims on students are all stressed.

The investigation shows that multimedia presentations and social networks enhance asynchronous online learning experiences and achievements. Developing collaborative partnerships and counseling to help children fulfill their potential, solve issues, and acclimate to school is also important. Diversity-friendly morning gatherings have been shown to help students bond. With effective engagement tactics including developing connections, providing a differentiated and secure classroom, and deploying inclusive technology, teacher self-efficacy in culturally diverse classrooms looks steady. These methods promote engagement, progress monitoring, and

entertaining learning. School pedagogy and self-regulation also matter.

Diverse students may thrive in an inclusive classroom through strategies including small-group work, large-scale visual aids, ability grouping, and individualized lesson plans. Teacher educators believe inclusive classrooms require differentiated education, which honors student diversity and

adapts teaching techniques. It has raised motivation, strengthened educator-student interactions, and decreased the achievement gap. The multidimensional approach to educating varied learners respects and actively incorporates their uniqueness into the learning process to improve educational results and provide an inclusive, supportive learning environment.

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