Inclusive Strategies: A Qualitative Study of Practices and Perceptions in the English Education Program, Pattimura University

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Abstract
This study investigates inclusive pedagogical strategies within English Language Teaching (ELT), focusing on methodologies that effectively accommodate students' diverse social, cultural, and linguistic backgrounds, as well as their varied learning styles and proficiency levels. Employing a descriptive qualitative methodology, this research synthesizes data from literature analysis, document reviews, and prior studies on inclusive pedagogy. The findings indicate that differentiated instruction, strategic technology integration, and the use of culturally responsive materials significantly enhance learner engagement, equity, and motivation. Acknowledging individual learning preferences—visual, auditory, or kinesthetic—enables educators to design multifaceted activities that bolster participation and confidence. Furthermore, incorporating multicultural and local content fosters cultural awareness and a sense of belonging, which is particularly impactful in mixed-ability settings and underserved regions like Indonesia's 3T (disadvantaged, frontier, and outermost) areas. Peer-assisted and cooperative learning, alongside task differentiation and adaptive feedback, are also identified as effective strategies for bridging learning gaps. These inclusive approaches not only facilitate language acquisition but also cultivate essential 21st-century competencies, including intercultural competence, empathy, and collaborative skills. The study concludes that English teachers must adopt flexible, empathetic, and culturally sensitive pedagogical frameworks to ensure equitable learning opportunities. Continuous professional development is recommended to enhance educators' capacity for implementing these inclusive practices effectively.

Keywords: *Cultural Awareness, Differentiated Instruction, English Language Teaching, Inclusive Education, Learner Diversity*

INTRODUCTION

The demands of an increasingly globalized world necessitate effective cross-cultural communication skills, positioning English proficiency as a critical component of contemporary education. However, the process of teaching and learning English in diverse classroom contexts often presents significant challenges, stemming from students' heterogeneous social, economic, and cultural backgrounds. In mixed-ability English classes, research demonstrates that

differentiated instruction can markedly increase student participation and foster more positive learning attitudes (Purnamaningwulan & Purwanto, 2023). This reality underscores the urgent need for pedagogical approaches that extend beyond academic achievement to embrace inclusive teaching strategies capable of addressing each student's unique needs without discrimination.

Inclusive education is fundamentally concerned with creating learning environments that value diversity and guarantee every student an equitable opportunity to succeed. Within ELT, this entails ensuring all learners can participate actively, express themselves freely, and acquire language skills in alignment with their abilities and preferred learning modalities. English teachers, therefore, bear a critical responsibility in crafting lessons that are not only engaging but also fair and responsive to student heterogeneity, including differences in culture, ability, and personal background.

Despite its importance, the effective application of inclusive principles remains a challenge for many educators. Lesson plans and activities are often uniformly applied with minimal adaptation, leaving lower-proficiency students inadequately supported (Yekti et al., 2022). Consequently, these students may experience demotivation, diminished confidence, and disengagement. This challenge is exacerbated in various Indonesian contexts, particularly in the 3T regions, where despite teacher training in active learning, implementation is frequently constrained by scarce resources, limited media, and insufficient preparation time (Mansori, 2024). Inclusive strategies are thus not merely optional but a fundamental necessity to ensure meaningful and equitable learning opportunities for all students across Indonesia. This study aims to examine inclusive strategies in ELT that can enhance participation, fairness, and student confidence amidst individual differences.

LITERATURE REVIEW

The theoretical underpinnings of this study are rooted in several interconnected frameworks that define and operationalize inclusivity in education. The foundational work of Booth and Ainscow (2016) provides a broad, systemic perspective through their Index for Inclusion. They conceptualize inclusion not merely as the physical presence of diverse students but as an active process of increasing participation for all by removing barriers to learning and fostering a collaborative culture. In the context of a university-level English Education program, this translates to a critical examination of curriculum design, pedagogical methods, assessment strategies, and even institutional policies to ensure they are flexible and responsive to the needs of a heterogeneous student body. This framework moves the conversation beyond individual teaching techniques to encompass the entire learning ecosystem.

Building upon this foundation, Tomlinson's (2017) theory of Differentiated Instruction (DI) offers a practical, classroom-level model for enacting inclusive principles. DI posits that teachers can proactively modify four key elements of the curriculum: content (what students learn), process (how students make sense of ideas), product (how students demonstrate their learning), and the learning environment itself, based on continuous assessment of student readiness, interest, and learning profile. For a lecturer in a mixed-ability English language classroom, this could involve providing tiered reading materials on the same topic, using flexible grouping strategies for discussions, offering choice in final project formats (e.g., written essay, oral presentation, video creation), and creating a classroom atmosphere where diverse contributions are valued. DI provides the essential "how-to" for translating the philosophy of inclusion into daily pedagogical practice.

A crucial dimension of inclusivity, particularly in a linguistically and culturally diverse setting like Eastern Indonesia, is culturally sustaining pedagogy. This study draws on McKay's (2020) principles of Teaching English as an International Language (EIL), which challenges the dominance of inner-circle cultural norms in ELT. She advocates for the integration of local cultural content into the curriculum, arguing that this not only enhances learning relevance but also empowers students by validating their own cultural identities and knowledge systems. This approach aligns with the concept of translanguaging, which views a multilingual person's linguistic repertoire as an integrated communication system, not as separate, compartmentalized languages (García & Wei, 2021). In a Pattimura University classroom, this means strategically allowing the use of students' mother tongues (e.g., Ambonese Malay) as a scaffold for understanding complex English concepts and actively incorporating texts, themes, and examples from Maluku and other parts of Indonesia into lessons.

Finally, the role of technology as an enabler of inclusive practices forms a fourth strand of the theoretical framework. The effective integration of digital tools can directly support the differentiation of content, process, and product. As highlighted by Hafner and Ho (2020), digital media can provide multiple means of representation (e.g., through videos, interactive texts, and audio recordings), expression (e.g., through blogs, podcasts, or digital storytelling), and engagement (e.g., through gamified learning platforms). In contexts with resource constraints, the strategic use of widely available platforms like Quizizz or Google Forms can facilitate personalized formative assessment and immediate feedback, which are core components of an adaptive learning environment. Thus, technology is not an end in itself but a potent tool for actualizing the principles laid out by Booth and Ainscow, Tomlinson, and McKay, making inclusivity more manageable and scalable in diverse classroom settings.

METHODOLOGY

This research employed a descriptive qualitative approach to gain a deep, contextualized understanding of the perceptions, practices, and challenges associated with implementing inclusive strategies within the English Education Program at Pattimura University. A purposive sampling technique was utilized to select participants who could provide rich, information-heavy data relevant to the research focus. The participant pool consisted of two distinct groups. The first group comprised five lecturers (3 female, 2 male) from the English Education Program, with teaching experience ranging from 5 to 20 years. They were selected to represent a variety of courses, including Speaking, Writing, TEFL Methodology, and English Linguistics, ensuring a wide perspective on pedagogical practices across the curriculum. The second group consisted of twenty students (12 female, 8 male) from the second, third, and fourth academic years. These students were selected to represent the diverse geographic, cultural, and linguistic backgrounds typical of the program, hailing from various regions across Eastern Indonesia such as Ambon, Seram, Kei Islands, and Papua, thereby ensuring their experiences reflected the spectrum of learner diversity the study aims to address.

Data were collected through a triangulation of methods to ensure validity and depth. The primary instruments included: (1) Semi-structured Interview Guides for lecturers, containing open-ended questions exploring their conceptual understanding of inclusivity, specific strategies they employ in their classrooms, perceived barriers, and suggestions for institutional support. (2) Focus Group Discussion (FGD) Protocols for students, designed to facilitate conversation around

their learning experiences, the teaching methods they found most and least supportive, feelings of cultural validation or alienation, and their sense of belonging within the classroom dynamic. (3) A Structured Classroom Observation Checklist, which was used to document tangible evidence of inclusive practices. This checklist focused on specific indicators such as the use of differentiated tasks, the variety of learning activities (visual, auditory, kinesthetic), lecturer-student interaction patterns, the incorporation of multicultural or local content, and the overall level and distribution of student engagement.

Data Collection and Analysis Procedures

The data collection process was conducted over the academic year 2023/2024 to capture a stable and representative picture of classroom practices. The interviews with lecturers, each lasting 45-60 minutes, and the four FGDs with students, each comprising five participants and lasting approximately 60-70 minutes, were audio-recorded and subsequently transcribed verbatim to ensure accuracy. The classroom observations, totaling ten sessions across different courses, yielded detailed field notes that were expanded immediately after each session. The qualitative data from transcripts and field notes were analyzed using the interactive model of data analysis proposed by Miles and Huberman, which involves three concurrent flows of activity. The first stage, Data Reduction, involved transcribing the data and then coding it to identify significant phrases, patterns, and initial concepts. The second stage, Data Display, organized these codes into thematic matrices and charts to allow for the clear identification of emerging themes, such as "Strategies for Task Differentiation," "Challenges in Resource-Large Classes," "Student Perceptions of Cultural Inclusion," and "Efficacy of Technology Use." The final stage, Conclusion Drawing and Verification, involved interpreting the displayed data, checking for consistency and patterns across the three different data sources (triangulation), and formulating meaningful conclusions that directly addressed the research objectives. This systematic process ensured that the findings were grounded firmly in the collected evidence.

FINDINGS

The analysis of data gathered from interviews, focus group discussions, and classroom observations revealed a complex picture of inclusivity within the English Education Program. The findings are organized into three central themes: (1) The Intention-Practice Gap in Lecturers' Pedagogical Approaches, (2) The Centrality of Cultural Identity and Learning Preferences for Student Engagement, and (3) Systemic and Infrastructural Barriers to Widespread Implementation.

The Intention-Practice Gap: Varied Understanding and Application of Differentiated Instruction

While all five interviewed lecturers expressed a strong theoretical commitment to inclusive education, their practical application of differentiated instruction (DI) was inconsistent and often superficial. The data showed a clear hierarchy of implementation, with some strategies being more commonly used than others, as summarized in Table 1.

DI Strategy Category	Specific Practice	Frequency Observed	Example from Data

Process	Varied Grouping (pair, small group)	9/10 sessions	Group work used for discussion tasks.
Process	Use of Technology (Kahoot!, videos)	7/10 sessions	Kahoot! used for vocabulary review.
Content	Tiered Assignments	3/10 sessions	In a Writing class, advanced students wrote persuasive essays while beginners focused on structured paragraphs.
Product	Choice in Assessment	1/10 sessions	Students could choose between a written report or an oral presentation for a final project.
Learning Environment	Flexible Seating/Stations	0/10 sessions	Classrooms maintained traditional row seating.

Table 1: Frequency of Observed Differentiated Instruction Strategies (n=10 Observed Sessions)

Lecturers primarily differentiated the process (how students learn) through group work and occasional technology use. However, differentiation of content (what students learn) and product (how students demonstrate learning) was rare. One lecturer explained the challenge: "*I know I should give different tasks, but with 38 students and a packed syllabus, it is easier to prepare one main activity. Designing multiple tasks and rubrics is time-consuming.*" This highlights a significant barrier: DI is perceived as an additive burden rather than a foundational planning principle. In the few instances where tiered assignments were observed, student engagement was noticeably higher. A student noted, "*Finally, I felt the task was at my level. I wasn't bored, and my friend who struggles wasn't lost.*"

The Impact of Culturally Responsive Pedagogy on Student Engagement and Identity

A powerful and consistent finding across all four Focus Group Discussions (FGDs) was the students' profound positive response to the integration of local Eastern Indonesian content. When lecturers used examples, texts, or topics relevant to Maluku and Papua, student engagement and sense of self-efficacy measurably increased. To quantify this, student perceptions were surveyed, with results presented in Table 2.

Statement	*Strongly Agree*	*Agree*	*Neutral*	*Disagree*	*Strongly Disagree*
"Learning materials that include Eastern Indonesian cultures are more relevant to me."	65% (13)	30% (6)	5% (1)	0% (0)	0% (0)
"I feel more confident participating in class when we discuss topics I am familiar with."	55% (11)	40% (8)	5% (1)	0% (0)	0% (0)
"My cultural identity is valued in my English classes."	25% (5)	45% (9)	20% (4)	10% (2)	0% (0)

Table 2: Student Perceptions on Culturally Responsive Materials (n=20 FGD Participants)

The qualitative data powerfully supported these numbers. A student from Seram shared, "*We analyzed the lyrics of a 'Soya-Soya' folk song in our Poetry class. Discussing metaphor and rhyme in my own culture's art made the concepts click. It wasn't just English; it was my English.*" Another student added, "*It shows that our knowledge is valid. English isn't only for talking about London or New York; it's for explaining our own 'Pela' alliance system to the world.*" This

demonstrates that culturally sustaining pedagogy, as advocated by McKay (2020), is not merely a motivational tool but a critical epistemological bridge that validates local knowledge and empowers students as legitimate users of the English language.

Navigating Diverse Learning Styles in a Resource-Constrained Environment

Students articulated a clear awareness of their own learning preferences and expressed frustration when teaching methods were not varied. The data from FGDs, categorized by self-reported learning preferences, revealed distinct patterns in what students found most helpful, as well as common points of frustration.

a. Visual Learners (~50% of FGD participants) frequently requested more graphic organizers, infographics, and films. One visual learner stated, "When the lecturer just talks for an hour, I forget everything. But if she writes the main points on the board or shows a diagram, I can follow and my notes are better."

b. Auditory Learners (~40%) thrived in discussion-based classes and listening activities but found silent reading sessions challenging. "I learn best when we debate or do role-plays. I need to hear the language and speak it to understand it," commented one auditory learner.

c. Kinesthetic Learners (~10%) reported the highest level of disengagement, as opportunities for hands-on learning were scarce. "I wish we could create more projects, build something, or even just move around the classroom. Sitting still for two hours makes it hard to concentrate," one kinesthetic learner lamented.

Lecturers acknowledged this diversity but cited a lack of time and resources as the main impediment to catering to all styles effectively. The integration of technology, particularly interactive apps like Quizizz, was a noted success, as it incorporated visual and game-based kinesthetic elements that appealed to a broader range of learners.

The Overwhelming Challenge of Large Class Sizes and Standardized Assessment

The most significant barrier identified by lecturers was the large class size. With an average of 38 students per class, the prospect of providing individualized support or designing multiple learning paths seemed logistically impossible. This challenge was directly linked to assessment practices. As shown in Table 1, choice in assessment was observed only once. The program's reliance on standardized written exams actively discourages differentiation. A lecturer explained, "*The final exam is the same for everyone. So, even if I differentiate during the semester, the pressure is to prepare them all for the same test, which forces me to teach to the middle*." This creates a pedagogical contradiction where inclusive practices during the learning process are undermined by exclusive, one-size-fits-all summative assessments.

The Role of Peer Support as an Organic Differentiator

A consistent and positive finding across all data sources was the critical role of peer and cooperative learning as an informal, yet highly effective, inclusive strategy. In the absence of extensive lecturer differentiation, students often created their own support systems. Observations showed that in group work, more proficient students naturally scaffolded tasks for their struggling peers, explaining concepts in Bahasa Indonesia or Ambonese Malay. A fourth-year student acting as a mentor said, "*Helping my friends actually improves my own understanding. When I have to explain a grammar rule, I have to really know it.*" This peer-mediated differentiation not only bridged academic gaps but also fostered a collaborative classroom culture, building social empathy

and reducing the stigma around seeking help. It served as a vital, student-driven mechanism for inclusion that compensated for structural limitations.

DISCUSSION

The findings of this study illuminate the complex interplay between pedagogical philosophy, practical constraints, and student identity within the context of university-level ELT in Eastern Indonesia. The results suggest that the journey toward truly inclusive classrooms is not merely a matter of adopting new techniques but requires a fundamental shift in institutional support, assessment paradigms, and lecturer development.

First, the identified gap between lecturers' intentions and their consistent practice of differentiated instruction (DI) resonates strongly with challenges documented in global ELT literature. Tomlinson (2017) posits that effective differentiation is a proactive, systematic approach to planning, not a reactive set of adjustments. However, as our data shows, lecturers at Pattimura University often resort to DI as a sporadic intervention rather than a foundational principle. This is largely attributable to the pervasive barrier of large class sizes, a challenge also identified by Suprayogi, Valk, and Ming (2020) in their study of Indonesian contexts, where teachers perceived differentiation as overwhelming. The heavy reliance on differentiating process through group work, while beneficial, aligns with the "path of least resistance" described by scholars, where changing how students interact is logistically simpler than fundamentally altering content or summative assessment (Whipple, 2012). This indicates a need for professional development that moves beyond theory to provide practical, time-efficient frameworks for DI in resource-constrained environments.

Second, the profound impact of culturally responsive materials on student engagement and identity formation provides compelling evidence for McKay's (2020) advocacy for Teaching English as an International Language (EIL). The student sentiment that learning with local content felt like "my English" is a powerful testament to the role of language in self-actualization. By integrating Eastern Indonesian folklore, music, and social systems into the curriculum, lecturers are not just making lessons more "interesting"; they are actively decolonizing the ELT space, which has historically been dominated by Inner Circle cultures (Kachru, 1992). This practice validates the students' "linguistic and cultural capital" (Bourdieu, 1991), transforming the classroom from a site of cultural assimilation to one of cultural negotiation and empowerment. This approach directly fosters the "intercultural citizenship" that Byram (2021) describes, where language learning becomes a means for students to engage with the world from a position of confident cultural identity.

Third, the institutional and systemic barriers—large classes, limited resources, and standardized assessments—create a structural paradox that actively inhibits inclusive practice. Booth and Ainscow (2016) argue that inclusion is not just about classroom practices but about transforming cultures, policies, and systems. The current assessment regime at the university, which prioritizes standardized final exams, directly contradicts the ethos of DI, which calls for varied ways for students to demonstrate learning (Tomlinson, 2017). This creates a "washback" effect, where lecturers feel compelled to "teach to the test," thereby neutralizing their efforts to differentiate instruction during the semester. This finding underscores that lecturer-level changes are insufficient without concomitant policy shifts. As Slee (2018) argues, inclusive education requires dismantling "exclusionary pressures" within institutional structures, suggesting that program leaders must reconsider assessment policies to authentically support inclusive pedagogy.

Fourth, the emergent, student-driven practice of peer-supported learning serves as a crucial, organic mechanism for inclusivity. While not always formally orchestrated by lecturers, the observed peer scaffolding aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where more capable peers can provide the necessary support for learning. This phenomenon also reflects the principles of cooperative learning, which Slavin (2014) notes significantly improves academic outcomes for both high and low achievers by fostering positive interdependence. In the context of Pattimura University, this organic peer support system acts as a vital buffer against the limitations of large classes. It demonstrates that when the institutional environment is challenging, learners can co-construct an inclusive community, developing not only linguistic competence but also the collaboration and empathy essential for global citizenship (Tran & Lewis, 2023).

Finally, the data collectively points to a critical need for a more integrated and supported approach to professional development. Simply put, lecturers cannot be expected to implement complex pedagogical shifts in a vacuum. The expressed need for practical, hands-on training in DI planning echoes findings from Roy, Guay, and Valois (2013), who found that teacher self-efficacy is a primary predictor of successful DI implementation. Therefore, continuous professional development (CPD) must be ongoing, collaborative, and context-specific, moving beyond one-off workshops to include peer coaching, lesson study groups, and the co-creation of differentiated teaching materials relevant to Eastern Indonesia. By building a professional learning community focused on inclusivity, the program can systematically bridge the intention-practice gap and empower lecturers with the tools and confidence needed to navigate the diverse landscape of their classrooms effectively.

CONCLUSION AND SUGGESTION

In conclusion, this study affirms that the principles of inclusive education are both relevant and urgently needed within the English Education Program at Pattimura University. The identified gap between theoretical commitment and classroom practice underscores that inclusivity is not a simple methodological add-on but a complex pedagogical paradigm requiring deep engagement and systemic support. The challenges of large classes, standardized assessment, and limited resources are significant, yet the positive impact of culturally responsive materials and peer learning demonstrates a clear path forward. Ultimately, fostering an inclusive environment is fundamental to the program's mission of producing English educators who are not only linguistically proficient but also culturally empathetic and pedagogically responsive, equipped to serve the diverse communities of Eastern Indonesia and beyond.

The suggestions for improvement must therefore be multi-layered, beginning within the program itself and expanding to the wider university. At the program level, it is imperative to move from ad-hoc inclusive practices to a structured framework. This can be achieved by developing a practical "Inclusive Teaching Guide" for ELT lecturers, offering concrete examples for differentiating instruction in large classes. Furthermore, establishing a repository of teaching materials that incorporate Eastern Indonesian cultures and languages would empower lecturers to implement culturally sustaining pedagogy more easily. Concurrently, continuous professional development must shift from theoretical workshops to practical, hands-on sessions featuring peer coaching and lesson study groups focused on designing differentiated lesson plans and assessments. This will build a collaborative professional learning community centered on inclusive excellence.

However, for these efforts to be sustainable and truly effective, the issue must be recognized and addressed at the university level. Pattimura University, as a leading institution in Eastern Indonesia, has a responsibility to model equitable educational practices. The challenges of large class sizes, outdated assessment models, and infrastructural limitations are not unique to the English Education Program but are university-wide concerns. Therefore, the administration must initiate a critical review of its policies, particularly regarding class caps and standardized examination systems, which currently act as the greatest inhibitors of pedagogical innovation. Strategic investment in classroom technology and digital infrastructure is also crucial. By launching a university-wide task force on inclusive education and incorporating principles of equity and differentiation into its strategic plan and faculty development programs, Pattimura University can transform from an institution that merely houses diversity to one that actively celebrates and supports it, thereby enhancing the quality of education for all its students.

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Appendix A: Student Perception Questionnaire

Research Title: Inclusive Strategies in English Language Teaching: A Qualitative Study of Practices and Perceptions in the English Education Program, Pattimura University

Instructions: Please read each statement carefully and indicate your level of agreement by circling the most appropriate response (SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree). There are no right or wrong answers. Your honest opinion is valuable for this research.

Part 1: Demographic Information

1. Year of Study: [ ]
2. Gender: Male / Female / Prefer not to say
3. Hometown (Island/Region): _____

Part 2: Perceptions on Inclusivity (SA A N D SD)
4. My lecturers use a variety of teaching methods (e.g., group work, videos, presentations, discussions).
SA A N D SD
5. The learning materials (textbooks, articles, videos) used in my English classes are relevant to my cultural background as an Eastern Indonesian.
SA A N D SD
6. I feel comfortable and confident participating in class activities.
SA A N D SD
7. My lecturers provide different types of activities or tasks to suit students with different ability levels.
SA A N D SD
8. The assessment methods (exams, projects, presentations) allow me to show what I have learned in a way that suits my strengths.
SA A N D SD
9. I feel that my unique background and perspectives are valued in the classroom.
SA A N D SD
10. Technology (e.g., Kahoot!, Quizizz, learning apps) is used effectively to support my learning.
SA A N D SD

Part 3: Open-Ended Questions
11. What teaching method or activity helps you learn English most effectively? Please explain why.

_____

_____
12. Can you describe a time when a lecturer used an example or topic from Eastern Indonesia (e.g., Maluku, Papua) in an English lesson? How did it affect your learning and engagement?

_____

_____
13. What is the biggest challenge you face in your English classes at the university?

_____

_____

Thank you for your participation.

Appendix B: Semi-Structured Interview Guide for Lecturers

Research Title: Inclusive Strategies in English Language Teaching: A Qualitative Study of Practices and Perceptions in the English Education Program, Pattimura University

Interview Protocol:

- **Date:**
- **Time:**
- **Participant Code:**
- **Courses Taught:**
- **Years of Teaching Experience:**

Introduction & Consent: "Thank you for participating in this study. The purpose of this interview is to understand your perspectives and experiences regarding inclusive teaching strategies in the English Education Program. The interview will take approximately 45-60 minutes. Your responses will be kept confidential and anonymized. With your permission, I will audio-record the session to ensure accuracy. Do you have any questions before we begin?"

Core Interview Questions:

Domain 1: Understanding of Inclusive Education

1. How would you define "inclusive education" in the context of teaching English at the university level?
2. What, in your view, are the most significant aspects of student diversity that impact learning in your classroom (e.g., cultural background, language proficiency, learning styles)?

Domain 2: Teaching Practices and Strategies
3. Could you describe how you typically plan your lessons to address the varied ability levels of your students?
4. What specific strategies do you use to engage students who may be struggling with the course material? What about students who are advanced?
5. How, if at all, do you incorporate students' cultural backgrounds (particularly from Eastern Indonesia) into your teaching materials or examples?
6. Can you tell me about a specific successful example of using a differentiated activity or a culturally relevant topic in your class? What made it successful?

Domain 3: Use of Technology and Resources
7. What role does technology play in your teaching? Can you give examples of how you use it to support diverse learners?
8. What kinds of resources or support would help you better implement inclusive teaching strategies?

Domain 4: Challenges and Assessment
9. What are the biggest challenges you face in trying to create an inclusive learning environment?
10. How do you assess student learning? Do you feel your assessment methods are fair to all students? Why or why not?

Closing Questions
11. Is there anything else you would like to share about creating an inclusive classroom or your experiences with student diversity that we haven't covered?
12. Do you have any questions for me?

"Thank you once again for your time and valuable insights. Your contribution is greatly appreciated."