

**Linguistic Diversity, Social Equality and Development in the Humanity
Sciences Colleges at Salahaddin University-Erbil**

College of Languages at Salahaddin University-Erbil

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Abstract

The study is about linguistic diversity and social equality at the humanity science departments at Salahaddin University-Erbil. The term linguistic diversity refers to the students' linguistic local and academic varieties, the adopted academic languages at the higher education in Kurdistan Region which they are Kurdish, Arabic and English. Really, Turkumani and Syriac are the means of instruction at the schools in which the speakers are the majority Turkumani and Syriac. So, students of diverse languages and varieties enroll at the universes.

As that the students who enroll at the humanity science colleges come from sociolinguistically diverse residence (rural and urban), class (socio-economic), political, linguistic, religions, gender, education and identities backgrounds, inequality problems rises on one hand. And on the other hand, the problem is that they are not academically proficient in the required academic and everyday communication languages. All the students other than their first language, they are supposed to be proficient at least in two of three additional languages. And the academic linguistic diversity i.e. Kurdish, Arabic and English directly affect their development.

The study aims at finding the sociolinguistic diversity obstacles that affect learning and development. And find proper solutions for those issues that directly influence the students' performances.

The study includes the abstract, the theoretical issues and literature review, aims, research questions, methodology of data collection, data analysis, results, findings, conclusions and recommendations.

A questionnaire was constructed on the basis of the related contents of the study and some resources. It is adapted for the university senior students' attitudes. It contains thirteen items about the participants' information background, sixteen likert scale items and an item asks for the participants comments or note about the linguistic diversity and social equality.

It is concluded that the linguistic diversity is adopted and adapted in the departments. And accepted and respected by the university stakeholders. But, the de facto or practica of linguistic diversity implementation requires more accurate related techniques of teaching, learning such as socialization processes in the implementations that help the students actively and skillfully learn the academic languages, this is to help the students to have the ability to comprehend the contents of the curricula and have the ability to enroll in the lifelong national and international development and careers of marketing.

Background and Literature Review

Linguistics and Social Factors

Sampson (1980) explains and proves that the schools of thought of linguistics ensure the role and interrelation between language and society, that language affects society and it is affected by society, so that they develop each other.

Philosophically, there were two dichotomies regarding the L1 acquisition and education; Empiricists (Aristotelian) who said that humans need to observe, experiment and then believe, so, it is learning observable things, its educational epistemology is objectivism and realistic, the psychological theory of classical and neo behaviourism that considers language acquisition as behavioural and environmental conditioning that says the mind is a blank sheet affected by the physical or environmental reflections, and Bloomfield's linguistic structuralism was the consequences, so it is structural behavioural theory, though, studies show that some of its principles probe, they do not prove concerning the cognitive and affective factors. In contrast, Rationalists (Platoian) said that humans as thinking beings depend on inferring, generalizing and drawing conclusions, so, not only observable but also hidden things are learnt, its educational epistemology is called subjectivism and idealism. Ausubel's cognitive psychology or model, and Noam Chomsky's generative transformationalism and innateness theory in linguistics are the adjacent theories. Supplementary, Carl Roger ended up with Humanistic model; humans are not only physical and cognitive but also emotional. As well as, Lev Vygotsky's sociocultural theory and approach is a social interactionist and constructivist model (Mosallanejad, 1999, pp. 26-48; Cruickshank et al. 2006, p. 74-91; Thornbury, 2006, p.81; Blunden and Schmolze, 2004, P.13).

Other than these models, there is the theory of multiple intelligences by Howard Gardner, he says that rather than Intelligence Quotient (IQ) there are multiple intelligences, in which everyone has them all but more intelligent in some (Gardner, nd, p.1-2). Although the theories are different but it has been proven that they complete each other.

For instance, Bloom (1989) cited from (Cruickshank et al. 2006) represented the objectives of the coexistence of the above three main domains in psychomotor or skill-based goals (behaviourism), cognitive or knowledge-based goals (cognitivism), and affective or affective-based goals (humanistic) taxonomies, as a trilateral, they are used as approaches of learning, teaching, evaluation (assessment and measurement), and curriculum design processes (pp. 157-8).

There are other models of teaching and learning for contrary to the dispute of the above models.

Models of Second Language Acquisition/ Learning (SLA)

There are some theories that are regarded as the second or additional language acquisition theories mainly and especially adult SLA.

First, first language-like acquisition of second or additional languages is the proposal of Krashen's Monitor and Holistic models who focuses and prefers unconscious gaining of language with respect or over conscious one;

second is Selinker's (1969, 1972) interlanguage theory, the processes of borrowing patterns or language transfer, extending patterns or overgeneralisation, expressing patterns or communication strategy ;

third is Chomsky's Linguistic Universals, content generative structuralism language acquisition is innate and preplanned or preprogramed in the mind and brain of human beings i.e. there is language acquisition devise (LAD), that every speaker knows a set of principles that apply to all languages with a set of parameters which can vary from a language to other languages;

forth is acculturation/ pidginization theory in which the claim is that the process of SLA is the same as the processes of pidginisation and creolisation i.e the development of hybrid languages; and

fifth is cognitive theory or system-internal factors related to (SLA) studied by psychologists and psycholinguists, cognitivists and sociocultural theorists believe that language acquisition is an outcome of socialisation (internationalist) process (McLaughlin, 1991 & Richards, 2002).

Titone's Holistic model and personalization is another collection or trilateral model, in which restates the behaviouristic, cognitive and humanistic theories in three layers, they are supposed to work together to insure the process of L2 acquisition in general, 1-tactic i.e. skill practicing, 2-strategic i.e. inducing and memorizing language rules, 3-ego-dynamic i.e. the willingness of learners to language acquisition (Mosallanejad, 1999, pp. 52-3; Colella, 1999, pp.100-24).

As communities are diverse linguistically, individuals learn and use diverse languages or varieties. Certainly, the first language has impacts on the learning second or forging languages.

As almost all countries are linguistically diverse either in the number of the languages or the varieties of language/s. the policy, management, prestige, size and acceptance and elaboration of functions affect the adoption and adaption of language/s accurately in a community. This is the concern of critical applied linguistics.

Diversity

Diversity refers to variety. As a concept it is defined as the respecting individuals or group/s as they are. In teacher, or higher education graduate preparation curriculum; the components of diversity is the quality of including and accepting people of many different backgrounds.

Diversity is classified as: 'primary dimensions' such as race, sexual orientation and gender, age, cast or class, physical (dis) ability (mental or physical), and ethnicity, learning styles and intelligences; As well as, 'secondary dimensions' such as income or socioeconomic class, education, work or profession, religion, linguistic diversity, geographical location, marital and parental status etcetera. Diversity is the ideology of recognizing and promoting multiculturalism that involves multilingualism in linguistically diverse societies (Richards, 2002; Cruz et al, 2014, p.13; Lim & Able-Boone, 2005, cited in Lim, 2006, p.10; Janssens and Steyaert, 2003, pp. 4-5). Correspondingly, the dimensions are all critically important for equity pedagogy and education. Simply, there are inclusive and exclusive ideologies, some countries politically include the diversities of human backgrounds and existence while others exclude and refute almost all except few or one culture. Admittedly, humans are diverse not only physically but also mentally, culturally and linguistically. They can prerequisite the policy and management of acceptance and respect in education in the way that could help all abilities and powers to develop. The strategies of changing negatives of diversity and linguistic diversity to positive aspects shift diversity to power in the community. Jha (2007, pp.33-43) says that the policy of inclusion to a moderate degree is not the answer to equal education, because the barriers to access are not only physical and structural but also include the curriculum, pedagogy and tests or examinations such as in linguistic diversity society the students first language or variety is not used in the school or university education, an example is the requirement of proficiency test for academic and even vocational students or even job seekers.

In a multicultural university the cultural diversity should be recognized including linguistic, religious holidays, inspiration via various teaching methods, students' participation and equal opportunities in learning and fair assessments. It should avoid discriminations and harassments (Gosling, 2003, p. 179-80).

Language is regarded as one of the most instant and sensitive sign or measure of diversity. A difference in language betrays someone's social class, regional, gender and cultural backgrounds that puts individuals in or out of a group, community, and nation. Sociolinguistic diversity, as the study of diversity at large, is nowadays seen as not only the multiplicity system but also the complexity system, it is not only the study of diverse languages but also the multiple forces of historicities that languages and varieties make, such as different powers, identities, inequalities, and discriminations. (Blommaert, 2013, p. 1& 11). The worldwide protection of rights and identities is declared in Article 2 of the United Nations Universal Declaration of Human Rights (2015):

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty" (6).

This study makes use of the components of linguistic diversity that is the dynamics of the studies of communication in general and curricula in particular, this involves the inequalities (prejudices) and rights, discourses of power and solidarity, practica of knowledge construction via languages, and development.

The Philosophy of Linguistic Diversity

The philosophy of linguistic diversity originates from the notion of coincidences and existence of various languages, peoples, in places and in times, it implicates the study of cultures which involves the study of culture and linguistic diversity as a basic specifics of human being, and effects of economic, social, political, cultural, tools or technological and linguistic ramifications, these consequences and the process of globalization affects the languages and especially the minority languages in the world, nowadays, technology has a direct and dynamic role in boosting these linguistic diversities. As well as, Language management is the term used to discuss not only the field of the effects of cultural, social, political, economic, and technological but also linguistic on linguistic diversity, i.e. external or without language factors such as genocide and invasions, and internal within language factors that raises with the presence of external factors. Besides this, the data of studying such linguistic diversity comes from language policy and planning, teaching and learning, multilingualism and sociolinguistics. (Crystal, 2015, p.2-4). The linguistic diversity criticism arises from the dominance (power) and difference (discrimination) approaches i.e. the mal-treatments to ethnic or cultural, racial, social, gender and linguistic diversity of individuals and groups identities (Longworth, 2009, p. 75). The KR legislates respect and acceptance of all the diversities and forced into implementation in the policy and practices of the government. Linguistic diversity is a multi-meaning concept. Here is a short explanation and discussion.

Linguistic Diversity

Linguistic diversity is the crucial dimension of diversity, and its reflection in the school or higher education curriculum is regarded as basics of inclusive ideology of power and solidarity, equality and inequality, and identity i.e. including all diversities or powers. Here, languages in the processes of teaching and learning.

Linguistic diversity used as a concept for various purposes in linguistics and education. First, it refers to the differences and diversities of linguistic items in/of languages. Second, it refers to languages or sociolinguistic diversity, in which it refers to different languages or varieties used differently in different contexts for different purposes according to the factors of formal or informal, home, academic language/s of school or other institutional settings, religion, political etc.

So, there are opinions about what exactly the term linguistic diversity means; as it is related to linguistics, anthropological linguistics (the connection between language and culture in a society), and sociolinguistics, unless, the terms linguistic diversity and sociolinguistic diversity

are alternatively used by different scholars. On one hand, in contrastive linguistics which is the study of the relationships of similarities and differences between languages or varieties, there are four ways; first, the relationship is either historical/ genetic i.e. languages of the same family ancestry such as Kurdish-Persian; second, areal, i.e. the effect of neighbouring languages on each other (language contact) such as the contact, mixture and switch between Kurdish, Persian, Aramaic, Arabic, Turkumani and English; third, typological i.e. morphological of isolating, agglutinating, or fusional languages; and forth, syntactic i.e. subject first, verb first, or object first or their structure or position of transitivity, object, subject, and voice. Here, the concept of LD is called Linguistic or Formal Typologies of languages. On the other hand, the concept refers to a number of languages or varieties in a sociolinguistic context of language status of use, in which some attributes or features demonstrate the diversity, they are standardization, vitality, historicity, autonomy, reduction, mixture and de facto norms, so, here the concept of LD refers to various languages / varieties of languages used in a society or community, in this regard, the term is called Sociolinguistic or Functional Typologies of languages (Aitcheson, 1999, pp.162-73; Lazard, 2005, pp1-15; Bell, 1976, pp.147-152; Nettle, 2002, pp. 5-14). This study deals with the functional typologies of academic languages implemented in the higher education.

The terms language extinction, decline, death and obsolescence are regarded as the opposite of the term linguistic diversity as the divergence of languages. In the past, This has been happened because of the death or genocide of the speakers, colonization, immigrations, language contact with other dominant language/s or diglossia i.e. using two languages or varieties of a language one is high the other is less prestigious and low, the policy and management of monolingualism states, military invasions, disloyalty of the speakers and neglect of their language for the economic reasons for instance, also, the lack of written forms of languages led to language extinction. Consequently, language revitalization programs especially in the USA, loyalty and maintenance, language rights as movements struggled to keep and prevent languages from extinction (Richards, 2002; Bussmann, 1998; Keith &Helen, 1999; Hornberger, 2008). There by, languages change permanently and often the risk of extinction is gradual so that the normal speakers do not feel it. In the de jure level, all the languages and varieties are promoting in KG, the speakers have the right to spoken and written communications.

Approaches to Linguistic Diversity

Nevez (2006, pp. 16-71) collects six main theoretical approaches to linguistic diversity from the literature.

1-Instrumental Approach; this approach focuses on functional aspects of language as a tool for communication purposes of encoding and decoding or transmitting meaning via words and sentences or linguistic items. So, languages are valued on the basis of their written structural influences that can be studied without their speakers such as Latin and Sanskrit descendants. Language contact is regarded as the instrumentalist approach as well, so that, people of minority or less used languages try to protect and promote their languages through media, curriculum of

institutional settings and literature processes. One criticism here is that instrumentalist approach sees language as neutral and not used as a tool of identity but a tool of language awareness.

2-An ethnocultural Approach is the language as the identity of minority groups' ethnicity, culture and race. Ethnicity sometimes has disempowerment, pejorative or ethnic-cleansing meaning while ethnocultural identity has a positive meaning of socio-cultural traditions in relation to the majority culture. So, ethnicity refers to including some and excluding others, while ethnocultural refers to the altogether inclusion ideology. A historical cultural language is regarded as the means of expressing individuals and community identity, cultural greetings, proverbs, idioms, riddles, traditional stories,...are only expressed via language, without language the ethnocultural does not exist.

3-Ecological Approach is the physical-biological relationship of environment with a language and with other surrounding languages. An ecological approach to linguistic diversity comprises the development of ecological or biomorphic to prove perceived similarities between linguistic divergence and convergence in other words language death, living languages and mother tongues, to discover the position of languages in the natural environment or world. Any change in biological environment such earthquakes, deforestation...and sociobiological change such as urbanization, industrialization, technology, displacement... affect linguistic diversity change.

4-A Language rights Approach it is the social and communication rights, the right using languages freely in both oral and written communication, and not being discriminated on the basis of this use. Here language is not only considered as means or instrument of communication but also as a category of individuals' and groups' cultural inheritance, life style and identity. As the International Covenant on Civil and Political Rights. 1966. Part III, Article 27. Declares that

"In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language".

5-An Economic Approach it refers to the effects learning additional languages on economy or vice versa, learning super-central layered languages is better than the central and peripheral layered languages while learning the hyper-central layered, which is English is the best for investments and businesses. The legitimacy and hegemony of economic model on language learning and use in identity, i.e. the discourses of learning languages for highly self-conceptualization

6-A Political Approach it deals with discourses of language and power, the power is both expressed via language itself and some languages are regarded as powerful over the other peripheral or not prestigious once. Ideologies such as communism, theology, and capitalism use power via language politically. Language is considered as the socio-symbolic power between the individual and different language group speakers.

7-Post-structural Approach opposes the assumption that languages are pre-existing, distinct objects, transcendent of speakers of languages. Instead, the approach proposes that languages are produced in different ways, in a complex connection of identity, power, and diverse systems of cultural and linguistic expression. In this regard, a language is not a static knowable organism or object. Rather language is a form of expression, a process that is habitually performative, contingent, transgressive, and in a continuous development or flowing. So, the minority languages are either subjected to deterritorialisation or reterritorialisation processes of language promotion.

Finally there is Academic Languages Approach

Other than Nevez's research of the approaches to linguistic diversity, it can be said that there is an Academic Approach, academic languages at university can be counted, they are independent systems of sounds, structure or morph-syntax, meaning or semantics and pragmatics, discourse i.e. written and oral and power and solidarity, socio-cultural and socio-symbolic, their ways of teaching and learning, standardization and functions.

Academic or institutional languages is a concern of educational linguistics, it is different from domiciliary, home or real languages.

Academic language is regarded as a variety in itself learnt and used in spoken and written forms progressively regarding spelling, grammar, and composition. It might be the first, second or foreign language of the students and teachers, it is used for studying, learning and teaching other subjects, it creates its own world of experiences. In this case, language is somehow separated from culture. It also creates different kinds of knowledge depending on generalizations and concepts that are detached from daily life and related directly to the learners own experiences, so it is the language of curriculum genres (Halliday,2007, pp.356-7). Academic language in variational linguistics is defined as a variety of contextual factor, as a distinct register and genres of language identical to jargon (profession words and expressions) applied in the teaching, learning and curriculum of academic courses of universities and schools (Huszti, 2013).

Kurdish, Syriac, Turkumani, and Arabic are academic languages and the media of instruction at basic and high schools each in its community in Kurdistan society. While at higher education, the media of instruction of the humanity science is mainly Kurdish except for the college of law which is mainly Arabic; and English is only a module studied in all the faculties or departments.

This study tries to investigate how languages especially higher education academic languages in relation with identity, power and inequality intersect and inform each other in the processes of knowledge production, reproduction, contestation.

The International Hierarchy of Languages

Not only varieties of a language, as (Hudson, 1996, p.32-3) presents, but also the languages of the world are graded on the basis of power of more or less use. (Abram, 2001) cited in (Piller, 2016, p.14-5) grades the nearly 6000 languages of the world into certain strata or layers, the first layer is the peripheral languages estimated to be about %98 of the world's languages used for local communications, the second is the central layer which are official languages of the nations that are used for political and bureaucracies, while the third is the super-central layer which are used for international communication of long-distances. Finally, on the top, is the hyper-central language which is English, used for global communications. The system and connection of these layers is a pyramid like, and the superior the communicative spread of a language, the more cherished and prestigious the language is. In this regard, English language as an international, academic and non-academic means of communication has the hyper-central role, Arabic is also the super-central role in the Muslim world, Kurdish the majority language has the central role in Kurdistan. In order to reach and cross the local regional to national and then to international the Kurdish, Arabic and English languages should be equally implemented as the media of instruction at the higher education settings.

Language Proficiency

It refers to the language skills that a person is capable of using in real contexts; it is distinguished from language ability or achievement that is gained through learning (Richards, 2002; Keith &Helen, 1999). Grammatical and lexicological or vocabulary competences are regarded as the linguistic skills that validate the receptive or input and productive or output skills and sub-skills of language. Receptive skills are listening comprehension and reading comprehension, while productive skills are speaking and interpretation or oral communication between languages also writing and translation or written communication between languages. (Sárosdy et al, 2006, pp.45-60). So, the seven skills of language interrelated in building up the discourse competence, it is the interlocutors' knowledge of rules leading up to the combination of utterances and communicative functions, that is a part of sociolinguistic or sociocultural competence, which are components of communicative competence, in which it is the ability to use the language accurately, appropriately and effectively intended for communications (Huszti, 2013; Keith &Helen, 1999).

Teaching a language e.g. English for academic purposes is required in every scientific departments, bridge course is a course aims to provide higher education students a limited academic or content language course specified to the field of study (Richards, 2002), e.g. the language of education, psychology, sociology, economics, law etc. so, higher education students should take Kurdish, Arabic and /or English bridge courses related to their field of study in order to be communicatively proficient in linguistic and non-linguistic fields of studies, this can be developed via the seven skills of language including translation between the languages .

Linguistic Imperialism, Power and Solidarity

Sociolinguists have studied the aspects of language use regarding linguistic imperialism, rights, power and solidarity. Linguistic imperialism is the political dominance of a language over a language or other languages nationally or internationally, in which the effect is social, cultural including religion and economic. Just as, the English in the era of imperialism and colonialism continuing over present time, also the dominance of Russian, Turkish, Chinese, Arabic, Persian languages over other minority languages, this causes linguistic insecurity in which the speakers of minorities are in a kind of binding force to speak and write like the dominant languages. Linguistic rights is regarded as a category of universal human rights, it refers to the dignity, worth and cultural tolerance as the rights of minority languages in education and governmental services with the dominant languages. However, Solidarity refers to balance or equity, unity and agreement of actions and feeling between the language users. While power refers to unequal encounters or the power of a language over another in particular institutional settings and court (Richards, 2002; Keith &Helen, 1999). There is a kind of strict unity among the majority of different language speakers in both KR and IF, on the basis of acceptance and respect.

Linguistic Diversity and Learning

Individuals are not only internally diverse regarding cognition, motivation, learning styles and strategies, intelligences, aptitudes, attitudes and desires but also externally regarding physical appearance, cultural, linguistic, economical, geopolitical and industrial i.e. developed and developing societies or countries in cultural tool use. They are all affecting learning and teaching processes. Mosallanejat (1999, pp.2-23) assembles six main factors or variables and sub-factors that influence students' learning, the following table explains them:

Factors Influencing Learning	
1-Learner variables	Humans' readiness and preparedness to learning.
2-Affective variables	a-Self-concept b-Attitudes c-Anxiety d-Motivation
3-Cognitive variables	a-Past experience or background knowledge b-Cognitive Style c-Aptitude d-Intelligence e-Induction ability f-Thought Process g-Learning Strategies
4-Social variables	a-A sense of Belonging b-Language and culture shock c-Discipline
5-Biological	a-Sex b-Age
6-Instructional Variables	a-Standards b-Teacher c-Classroom Instruction d-Materials e-Practice f-Methodology g-Evaluation

Here, in and out of classroom cooperation, techniques of teaching integrated language skills and the skills of entrepreneurship which are transferring ideas to actions of successful businesses and jobs are vital and

Regarding diversity and language learning, (Nieto, 2010, pp.1-4) states that centuries ago of the American history language diversity treated as both lauded, positive, inclusive ideology and as a precious resource by some; and treated as vilified, negative (exclusive ideology such as insiders and outsiders) and as a terrible disability by others. The study provided that diversity and especially language diversity is a resource, it is not a problem. Learning other languages are an asset not a disability, students do not only need to learn English alone as rescuer language but also they need to learn other academic languages and subjects such as social science/studies, arts, music etcetera.

The research of (Moltó et al, 2010, p.261) about "Attitudes to diversity: a cross-cultural study of education students in Spain, England and the United States" found that the participants admitted close variations in the trans-cultural evaluation, that on the level of universal (macro) characteristics, there was respect to the main dimensions of human diversity such as culture also ethnic origin, language, socioeconomic status also social class, religion, gender, sexual orientation, political ideology, disability and giftedness also special talents; but on the level of group (meso) variations are found in some dimensions; while on the levels of personal or individual (micro) show personal views towards differences or diversities. So, the dimensions of diversity are studied on the three levels of personal, groups and universals. The three levels are interrelated in a way or another to provide change and development.

Policy and Practice of Linguistic Diversity

Johnson (2013, p.10) presents and sets certain correlated types of language policy. On these basis, it can be said that, in KR, regarding genesis or source of power and decision making the language policy is both top-down and bottom-up i.e. both the government and the agencies act and participate in the language decision making. The means and goals are overt so that there are least covert or hidden policies are found. The documentation is explicit in which all official written and spoken texts are clear in reality. Moreover, de jure or in law norms of linguistic diversity are in written documents and in practice and de facto norms reflected on the ground in both formal and informal education i.e. institutional settings such as schools, universities, media and press, thus, all the languages are practiced in both spoken and written communications except the formal academic languages at universities are only Kurdish, Arabic and English. So, the rights-based policy and practice is adopted. This study tries to investigate how these polices affect the practica of discourses of power, identity and integration leading up to the educational objectives and deployment.

Linguistic Diversity and Identity

Nasir et al, (2016) cites some raising issues and theories from researches on the oppositional identities, stereotype threat, exclusion, the relation between classroom structures and identities, plus the relations between ethnic identity, language proficiency, and academic achievement, about the African, Asian, Latino, and white students in the USA, determined that the diverse cultural, racial/ethnic, and linguistic identities affect language and academic professional proficiencies, achievements, health and psychological wellbeing, social and educational engagements. Similarly, Gosling (2003, p.163-4) prove that students' learning is shaped by their multiple identities such as gender, age, sexual orientation, ethnicity, class, nationality, past experience, educational experience, achievements, self-perception, goals, abilities and disabilities, languages, and social relationships. So, individual differences or individualism that is personal freedom of regular act energizes the dynamic educational developments. Students other than being accepted and respected should be helped to develop ideas to practice or develop entrepreneurship skills. Being linguistically diverse provides skills of effective and comprehensible communications and developments.

Murray and Christison (2011, p.4) cite that research on learning and language show that identity is formed, dynamic, also transformed via language learning and teaching processes besides people either attempt to affiliate with or alternate their identity in a group or nation so that they can stay in, or, keep their language or variety to have retain with their native community. Both cases produce problems for individual's identity.

Linguistic Diversity, Education and Teaching

Many sociolinguistic studies are relevant to the field of education policy and practice of learning diverse languages or varieties such as standard, nonstandard, formal and academic languages. Also it studies students' gender, social class, ethnicity and discourses possibly affect their way of speaking, writing and learning, so that the changes or curriculum development should be based on. The discussions about varieties used in the classroom settings is useful for students' social, linguistic awareness and develops them as writers and lifelong experts (Cheshire and Edwards,1993, p.35-46).

Commins & Miramontes, 2005 (p. 105-14) say that, it has been proven that children succeed in linguistic diversity education, essentially, those who receive instruction in their own first language better acquire the additional languages. They also discuss the ideas about and the dispute of 'English is the glue that holds American nation together', and 'Bilingual Education is a must'. And that 'A pragmatic Approach' i.e. practical approach that takes all the diversities in to consideration to teaching in linguistic diversity contexts is a solution with the implementation of immersion approach as the best way of teaching English language. In this case pragmatic (realistic) approach can in a way or another cope with linguistic diversity and teaching problems by respecting the L1, national official, and English as an international language.

The teacher's roles are regarded as crucial and fundamental aspect of teaching in linguistically diverse contexts. Teachers can take various roles including comprehensive classroom management of students, materials, time and space or place; leading or directing the students to the conduct of objectives i.e. successful leadership; mentor, controlling what the students do and the language they use i.e. counseling and guiding; facilitating freedom, learning and adapting the required skills; organizing the students to do and act out the instructions and daily work, prompting or helping the students when it is necessary without being intrusive; assessor teacher is the one that keeps balance between measurement and assessment as two components of evaluation; prompter, participant and resource; researcher/ investigator of the developing his/ her skills and discovering the problems of learning and finding out educational and pedagogical solutions; modeling the students to do the learning step-by-step with precise revisions;

Learner-centered and learning-centered are regarded as the opposite of teacher-centered (Keith & Helen, 1999). Top down is the opposite of bottom up approach in teaching, learning and classroom management in which they ensure the idea of respect and accept the diversities especially linguistic diversity. Although, teachers role cannot be lessened or zeroed, but the fact that what the students do themselves, they learn and know, provides the focus on the students' active roles in decision making, practicing autonomous learning, exploring, investigating and constructing knowledge with the help and support of the teacher as the experienced and knowledgeable participant of the education process.

The Challenges or Problems of Linguistic Diversity

(Commins & Miramontes, 2005, p.107-9) state that the advocate of linguistic diversity leads to a sort of nation with in a nation policy which lacks the possibility and creates the separation and sets people apart under the cultural pride false guise, also, its implementation in education costs much amounts of the national economy because it requires extra teachers, materials and classrooms.

Overcomes of Linguistic Diversity Fallacies

It is better to design the linguistic diversity approach of teaching, learning and curriculum on the basis of peoples' languages to make them united not trying the unity i.e. to accept and respect the diversities with regard to coexistence of the diverse people. In order to avoid separation, cultural isolation and the promotion of a language at the expenses of other languages in a country or region the policy makers and decision makers are better to provide the free language courses according to the students' or learners wishes and needs as well.

Knowledge Transfer and Development

Fletcher-Chen (2015) found that there were impacts and pivotal roles of Language diversity and social interaction on the knowledge transfer over single lingua franca, between the multinational corporations using computer-mediated communication, which led to better absorptive capacities

such as assessment, assimilation, and application. Also accomplishing strategies of communication found greater openness, richer communication, and discussion quality.

As there has not been any official census conducted in Iraqi Federal for years, and the people faced certain great conflicts that led to mass migration and emigration, the required data about the number of different speakers of languages in different situations is deficient both in Iraq and Kurdistan Region. So, the sociolinguistic territorialization is not easy and exploiting.

As the relationship between society and language is effective and interactive, i.e. they affect each other; linguistic diversity is regarded as a crucial dimension of diversity.

Internet Linguistic Diversity

Internet has fewer roles in language change and a greater role in fostering language presence. It has been penetrated in the 1990s, as it offers a home for all languages but at first it was dominated by English language speaking and writing discourses so that the Roman scripts were the only writing symbols. Essentially, internet is regarded as an outright democratic technology for cultural and linguistic diversity, but there are some problems. At the beginning, the growth or penetration was with the non-Roman scripts and along but then the top ten languages such as Chinese and Spanish. Gradually, other languages have had right of entry and use. So the poor nations and languages of less prestige, smaller size, unaccepted or less elaborated of functions were neglected either politically or technically i.e. because of the lack the internet and written language penetration access. The majority of languages of minorities could not use internet for local, national and international communications, teaching, learning and testing their languages (Crystal, 2011, pp.78-91). Nowadays, Arabic, Kurdish, Turkumani, and Syriac languages have written and spoken access on internet. But, their communication uses still need to be fostered.

Internet has the features of capacity, speed, automation, communicability, provisionality, replication, interactivity, multimodality, and non-linearity. it can network schools and universities nationally and internationally, it has operational roles in teaching, learning and testing both content and language objectives, , it allows individuals and groups work and cooperation, it boosts recall, thinking and affective powers of learning (Pritchard, 2007, pp.1-26). Not only off-internet etiquettes but also on-internet netiquettes are right ways that encourage all individuals of all cultural groups (ethnic, gender, age, rank, education, income and abilities), and minorities' backgrounds to make use of this modern and powerful technology for multi-purposes of social, economic, educational; it provides equal opportunities in the practica of languages and varieties implementation.

Linguistic Diversity and Inequality

All languages and varieties are complex, rule-governed and reveal diverse set of structural patterns, so, they are linguistically equal except for the selection, codification, and elaboration of function. One problem or question is that whether the linguistic implementation is descriptivism

or prescriptivism (Sampson, 1980, p. 76-7); both approaches have problems in the implementation process. e.g. is there any aspects of students' first language in the curricula teaching and learning, and another problem is the individual speakers' normal and abnormal language leading up to prejudices and inequalities; in language production, the differences between the people of even the same age in the type and range of academic or non-academic vocabularies, syntax or sentence construction, skills in using speech in certain tasks and the arts or style of reading and writing because linguistic inequality is a cause of social inequality, i.e. social inequality is a consequence of linguistic inequality, this phenomenon is perpetuated and descended, thus, linguistic equality is relevant to the whole of language and its use.

Socially, there are three types of inequalities, they are: **First** subjective inequality i.e. people are thinking about each other's language, whether a language or variety is thought to be right or wrong. Certain people in some communities are credited with various amounts of friendliness, intelligence, merits or opportunities, rights and other such benefits based on the way of they speak. This type of inequality involves language-based prejudice is a person's prejudice, underestimation or overestimation of drawn conclusions about other people's character or personality, and abilities based on the 'how' or way that individual speakers only, regardless of the 'what' or contents of the speaking. Such as discriminations based on accents of lower-class and upper-class. A cause, when only hearing 'gossip' about other people, prejudices are made in which hearers rely on the guesswork only, the reason, as an act of identity, when people speak or write they socially put themselves in a multi-dimensional space. Evaluation of language, talk by itself is neutral, it is a clue to social exchange of information, but people usually evaluate other persons' speech to be good or bad, when a group or a community thought to be tough their accent or dialect is stereotyped to be tough also. A stereotype is an overall fixed image or set of characteristics that many people believe denote particular type of person or thing, if X is certain characteristics of language and Y is certain characteristics of personality, language will be clue to personality whether this stereotype is positive or negative. The fixed stereotypes of teachers and students in the process of education lead to prejudices or some kinds of biasness towards certain phenomena in the evaluation and decision making. **Second** is linguistic incompetence: strictly linguistic inequality i.e. to what extent the speakers know and aware of the sounds, words and structures of their languages. The Chomsky's view of competence or individual's specifically linguistic knowledge and performance or language presentation explains this type of inequality. The child language, home language and academic languages. **Third** is communicative incompetence: inequality in communication i.e. not only the knowledge about language but also the knowledge and ability how to use language which is communicative competence, i.e. to say what, to whom, when where and how in the sociocultural context (Hudson, 1996, pp. 203-27).

It can be said that all the diverse languages and varieties are equal regarding linguistic prestige of rigid application of words and rules. But, the inequality is said to be solely social,

The Aims and Rationales

The study is aimed at exploring linguistic diversity approaches, the effect of the linguistic diversity on the social equality and learning development at SUE. As the linguistic diversity policy and de jure norms are accepted, admitted legislated and practiced in Kurdistan Region/Iraqi Federal, the reason is to investigate the problems of the linguistic diversity practice in the de facto norms of linguistic diversity and social equality at the SUE academic department.

Research Questions

The research questions are:

How is the linguistic diversity?

Do the linguistic diversity democratic de jure norms lead to accepted de facto norms?

Does the linguistic diversity practice ensure social equality?

Do linguistic diversity and social equality provide the required development in learning at the higher education?

Methodology

Participants and Procedures

The researcher formally authorized and permitted by the university officials and teachers to hand out the questionnaire in the classrooms of the related departments. The students were respectfully asked to participate or refute the participation. The participants are the senior students of the Humanity Science Departments DHS at Salahaddin University Erbil (SUE). They come from diverse residence (rural and urban), class (socio-economic), political, linguistic, religions, gender, education and identities backgrounds. The data collected in December 2019. The following tabulated output shows the number, age, social backgrounds, and percentage of the participants.

Instrument

The instrument is a questionnaire of the participants' information background and linguistic diversity. Linguistic diversity is an independent variable and social equality as a dependent variable, which is a guaranty of language learning and development. Identity is as moderator variable that moderates the relation between linguistic diversity and equality, the outputs from A to R are thirteen items about the information background about the participants related to linguistic diversity and social equality. The research items are sixteen likert scale and an item in which it asks the participants' comments or notes about the problem of the study.

The items are constructed relying on on the basis of the situational background of the students, literature review and theoretical issues of the study on one hand, and, on the other hand, the relevant related resource such as Hudson, (1996), Piller (2016) and O’Neill (2015). Cheshire and Edwards (1993).

Data Analysis and Findings

The SPSS is adapted for analyzing the collected data. Both frequencies and factor analysis are used for the analysis of the items. That is why the items are grouped into five levels of factors influencing the linguistic diversity and social equality. The following are the information background, the students’ attitudes with an final item about the students’ comments, the results of the study, and the findings.

The Information Background of the Participants

A-College

	Frequency	Percent
College of Basic Education/ English	14	4.2
College of Basic Education Social Science	11	3.3
College of Basic Education Kurdish	13	3.9
College of Basic Education Kindergarten	12	3.6
College of Physical Education	12	3.6
College of Political Science	15	4.5
College of Law	11	3.3
College of Arts Geography	22	6.5
College of Arts History	20	6.0
College of Arts Philosophy	14	4.2
College of Arts Media	12	3.6
College of Arts Archeology	12	3.6
College of Arts Sociology	22	6.5
College of Arts Social Work	19	5.7
College of Arts Psychology	15	4.5
College of Economy and Administration/ Economy	17	5.1
College of Economy and Administration/ business Administration	21	6.3
College of Economy and Administration/ Administration of Organization Tourism	14	4.2
College of Education Disability	12	3.6

College of Education Psychological Advice		12	3.6
College of Education English		10	3.0
College of Education Syriac		8	2.4
College of Education Arabic		16	4.8
Total		334	99.4
Missing	System	2	.6
Total		336	100.0

This table shows that the students of all the department of chosen colleges participated and filled out the questionnaire. This indicates that the study can be relied on the conclusions and recommendation needed for the linguistic diversity and learning issues.

B-Age

		Frequency	Percent
Valid	18-19	3	.9
	20-24	306	91.1
	25-29	21	6.3
	30-34	3	.9
	Total	333	99.1
Missing	System	3	.9
Total		336	100.0

This output shows that the majority of the participants are in the age that can make changes and develop their own abilities and capabilities regarding learning and developments required in the real life contexts.

C-My parents come from

		Frequency	Percent
Valid	Different races or families	124	36.9
	The same race	173	51.5
	Do not know	19	5.7
	Total	316	94.0
Missing	System	20	6.0
Total		336	100.0

This output shows that the majority of the students come from the same race and family i.e. their parents might be relatives. It might affect the students' internal and external factors of diversity.

So, social relations and integrations are not advanced enough so that the new generations can be powerful in thinking and working. Students from different families are different biologically, physically, socially, and psychologically. They are expected to be more active and energetic. So the university could provide the psychologists and sociologists to help solve the individuals' intra and inter relationships. So that, they can easily construct new families.

D-Sex

		Frequency	Percent
Valid	Male	127	37.8
	Female	196	58.3
	Total	323	96.1
Missing	System	13	3.9
Total		336	100.0

This output shows that female students are more than male once.

E-I live in...

		Frequency	Percent
Valid	City	181	53.9
	Suburb	69	20.5
	Town	36	10.7
	Village	46	13.7
	Total	332	98.8
Missing	System	4	1.2
Total		336	100.0

This output shows that the majority of the students live in the urban area. So, the majority of the students have chance of social academic relationships in which they might have more chance for developing languages via formal and informal education.

F-Nationality

		Frequency	Percent
Valid	Kurdish	310	92.3
	Turkumani	9	2.7
	Syriac	8	2.4
	Arab	8	2.4
	Other	1	.3

	Total	336	100.0
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This output shows that the majority of the students are Kurdish, the other nationalities are about %2 for each. The researcher found out that the majority of the Turkumani, Syriac and Arab students enroll at private universities.

Q-Religion

		Frequency	Percent
Valid	Muslim	321	95.5
	Christian	9	2.7
	Yezidi	1	.3
	Other..	3	.9
	Total	334	99.4
Missing	System	2	.6
Total		336	100.0

This output shows that the majority of the students are Muslims with Christians, Yezidi and three admitted that they are the followers of other religions.

H-The main means of Instruction (Language) at basic school was...

		Frequency	Percent
Valid	Kurdish	310	92.3
	Arabic	17	5.1
	English	3	.9
	Turkumani	1	.3
	Syriac	5	1.5
	Total	336	100.0

Kurdish language was the the major means of instruction with lesser of Arabic, Syriac, English and then Turkumani. It also shows that mainly the speakers of each language have the right to use their language as a means of instruction at basic school.

I-The main means of Instruction (Language) at high school was...

		Frequency	Percent
Valid	Kurdish	311	92.6
	Arabic	15	4.5
	English	4	1.2
	Syriac	5	1.5

	13	1	.3
	Total	336	100.0

The means of instruction at high school was Kurdish, less Arabic and lesser English was used. It also shows that mainly the speakers of each language have the right to use their language as a means of instruction at high school.

Both previous outputs again indicate that the students had right and chance to use, learn and develop adopting their first language which is the language of understanding and thought imagination. Their first language is also a means of how to see the life. This provides linguistic diversity policy and practice.

J-The main means of Instruction (Language) at college is...

		Frequency	Percent
Valid	Kurdish	238	70.8
	Arabic	23	6.8
	English	11	3.3
	Syriac	19	5.7
	Kurdish, Arabic and English	15	4.5
	Kurdish and Arabic	7	2.1
	Kurdish and English	23	6.8
	Total	336	100.0

This output shows that the means of instruction at the higher education of the language other than Kurdish increases. But it does not mean the balance between the three academic languages is kept. The majority of departments almost only use Kurdish; the departments of law and Arabic mainly use Arabic. While the departments of political science and social science mainly use English.

K-I financially depend on...

		Frequency	Percent
Valid	My Family	308	91.7
	The Government	3	.9
	Other Organizations	7	2.1
	Myself	14	4.2
	Total	332	98.8
Missing	System	4	1.2
Total		336	100.0

This output indicates that the university students do not have jobs. The university could more and better helps develop Entrepreneurship skills i.e. help students change their business ideas to practice in their community according to the specialization of the departments.

L-The place (house) of living is...

		Frequency	Percent
Valid	Private	278	82.7
	Rented	40	11.9
	Other	10	3.0
	Total	328	97.6
Missing	System	8	2.4
Total		336	100.0

This output shows that the majority of the students live in a private house with their families. It indicates that the students have a stable place to live, work and develop.

M-How many languages can you communicate by?

		Frequency	Percent
Valid	1	150	44.6
	2	110	32.7
	3	53	15.8
	4	14	4.2
	5	7	2.1
	Total	334	99.4
Missing	System	2	.6
Total		336	100.0

It is supposed that the university student have at least the ability to communicate by the three Academic languages including Kurdish, Arabic and English. This indicates that they can rarely use the required languages nationally and internationally.

N-Did you take private language courses?

		Frequency	Percent
Valid	Yes	91	27.1
	No	242	72.0
	3	1	.3
	4	2	.6

	Total	336	100.0
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O-If yes, why did you take language courses?

		Frequency	Percent
Valid	I liked it	70	20.8
	I need it for University	17	5.1
	For a job	28	8.3
	Total	115	34.2
Missing	System	221	65.8
Total		336	100.0

This output explains that the majority of the student did not take any language course. And those who took it, it was for their like i.e. without a goal. Less students took private language courses for a job and lesser for university purposes. Although, the majority of them could only communicate by one language.

P-My first language mark in the 12th grade was...

		Frequency	Percent
Valid	50-59	12	3.6
	60-69	55	16.4
	70-79	127	37.8
	80-89	104	31.0
	90-100	34	10.1
	Total	332	98.8
Missing	System	4	1.2
Total		336	100.0

This output indicates that the majority of the students according to the national examination measurement are good enough in their first language. It seems that they are in need of courses of academic Kurdish writing.

Q-My Arabic language mark in the 12th grade was

		Frequency	Percent
Valid	50-59	39	11.6
	60-69	81	24.1
	70-79	115	34.2
	80-89	72	21.4

	90-100	24	7.1
	Total	331	98.5
Missing	System	5	1.5
Total		336	100.0

This output shows that the students according to the national examination measurement are good enough in Arabic language. This indicates that they are in need of Arabic language courses as an academic language.

R-My English language mark in the 12th grade was

		Frequency	Percent
Valid	50-59	138	41.1
	60-69	79	23.5
	70-79	63	18.8
	80-89	26	7.7
	90-100	24	7.1
	Total	330	98.2
Missing	System	6	1.8
Total		336	100.0

This output explains that the students according to the national examination measurement are weak in English language.

The above outputs of the participant sociolinguistic background shows that they are linguistically diverse; there are suspicions of social in/equality in the university as an academic institutional setting.

The Factor Analyses of the Items

Here, the SPSS factor analysis of the items is presented in which it better explains the items of the questionnaire of the students' attitudes.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.728
Bartlett's Test of Sphericity	Approx. Chi-Square	482.091
	Degree of Freedom	Students Number= 120
	Significant	.000 =

This result shows that the students that have effects on the items are 120. And, the significant is less than 0,05 or %5, that is why it is suitable for factor analysis, additionally it shows that the null hypothesis can be rejected.

Total Variance Explained

Initial Eigenvalues					
Component	Total	% of Variance	Cumulative %	Total	% of Variance
1	3.060	19.123	19.123	3.060	19.123
2	1.655	10.344	29.468	1.655	10.344
3	1.431	8.942	38.410	1.431	8.942
4	1.178	7.364	45.774	1.178	7.364
5	1.000	6.249	52.023		
6	.958	5.986	58.010		
7	.907	5.670	63.679		
8	.880	5.500	69.179		
9	.759	4.741	73.921		
10	.735	4.593	78.513		
11	.698	4.361	82.874		
12	.643	4.017	86.891		
13	.598	3.739	90.630		
14	.517	3.233	93.863		
15	.502	3.139	97.002		
16	.480	2.998	100.000		

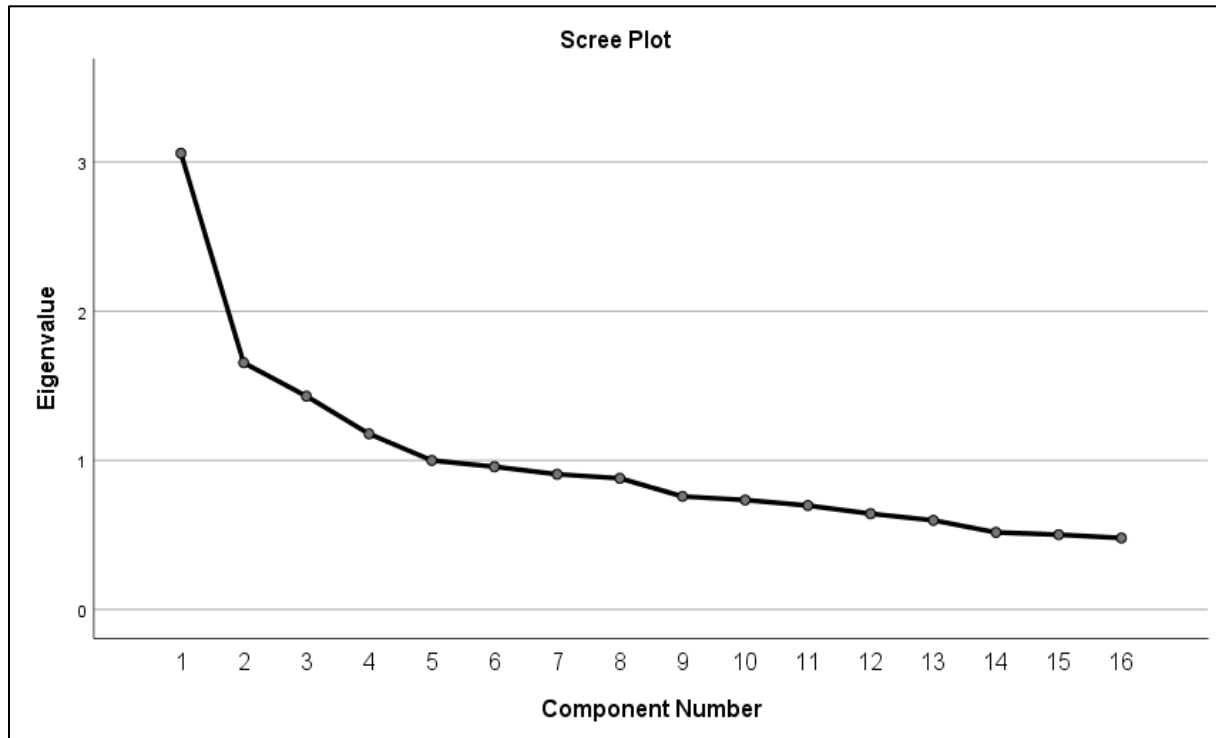
This output shows that there are five groups of items that their degree is more than 1, 1 or less than 1. In which four groups of items that are greater than 1 have more impacts. This indicates that these groups of items have the greater effects. While the rest of items have lesser effect.

Rotated Component Matrix^a = more than 0.5

	Components			
	1	2	3	4
1-I am proud of my mother tongue or first language.	.298	.144	.537	.300
2- read in first language L1 only.	.159	-.059	.108	.791
3-Students have equal opportunities in studying, participation and development.	.353	.169	.183	.245
4-Linguistic diversity i.e. different languages and varieties or dialects are accepted and respected in Kurdistan including my first language. i.e. I studied my L1 at school.	.167	.665	.089	.173
5-Linguistic diversity i.e. different languages and varieties or dialects are accepted and respected in Iraq including my first language. i.e. People study their L1 at school.	.155	.564	.106	.013

6-I think that linguistic diversity is not a problem. It is an advantage, a resource of power, i.e. all the different language speakers are powerful together and can develop learning and experience.	-.088	.404	.487	-.204
7-At university and in real life, other than academic languages such as Kurdish, Arabic, and English, we need to learn minority or less used languages such as Turkumani and Syriac for everyday communication and knowledge.	.037	.030	.716	-.073
8-Both theoretical and practical knowledge are taught and learnt together, i.e. we practice what language or the knowledge we learn; that is why I am very good in knowledge and languages.	.079	-.441	.434	.142
9-The means of researching (physical and digital libraries) are found and are in a good quality.	.564	-.233	.004	.057
10- In and out of university, There is no cultural discrimination on the basis of linguistic diversity i.e. people respect the speakers of different languages and varieties equally in action and everyday treatments or conduct.	.530	.338	.109	-.074
11-Whenever needed, the university provides me courses of my first language and other academic languages such as Arabic and English.	.475	-.447	.336	-.236
12-I can translate from my first language to other academic languages such as English.	.273	-.093	.216	-.689
13-Students-learning-centred approach is used i.e. all the students regardless of the language differences and diversities participated in classroom learning, decision making. i.e. curriculum and syllabus design and methods of teaching and learning.	.566	.079	.150	-.052
14-Students' identities are accepted and respected. i.e. there is no discrimination on the basis of languages, race, age, gender, economic, social and tribal backgrounds.	.576	.392	.003	-.092
15-I am free in thinking such as political ideology.	.512	.132	.193	.290
16-The stakeholders (decision makers, teachers and students) of educational process are cooperative, understanding each other, accept and respect each other in the classroom and institutional settings.	.661	.054	-.099	.013
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. ^a				

a. Rotation converged in 9 iterations.



The above tabulated output and graph show that there are four groups of items that have greater effects on the linguistic diversity, social equality and development positively. The first group is the items: 10, 13, 14, 15 and 16. The second group is item: 4 only. The third group is items: 1 and 4. The last group is the items: 2, and 12.

The Participants' Attitudes

The following are the tabulated outputs of the participants' attitudes sequenced according to factor analysis groups:

Group One: items 10, 13, 14, 15 and 16:

10- In and out of university, There is no cultural discrimination on the basis of linguistic diversity i.e. people respect the speakers of different languages and varieties equally in action and everyday treatments or conduct.

Mean=3.48 & Std. D=1.158	Frequency	Percent	Valid Percent
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Valid	Never	15	4.5	4.5
	Rarely	53	15.8	15.9
	Sometimes	104	31.0	31.2
	Often	78	23.2	23.4
	Always	83	24.7	24.9
	Total	333	99.1	100.0
Missing	System	3	.9	
Total		336	100.0	

The general mean is 3.48 while the mean of both Turkumani and Syriac participants is 3.44 and Arabs is 3. Also, the standard deviation of participants show that they positively and closely acknowledge that the people of KR culturally in and out of the university do not discriminate between individual speakers on the basis of linguistic diversity, i.e. different more or lesser used languages or varieties are highly respected.

13-Students-learning-centred approach is used i.e. all the students regardless of the language differences and diversities participated in classroom learning, decision making. i.e. curriculum and syllabus design and methods of teaching and learning.

Mean= 3.25& Std. D=1.142		Frequency	Percent	Valid Percent
Valid	Never	26	7.7	7.9
	Rarely	52	15.5	15.8
	Sometimes	118	35.1	35.9
	Often	80	23.8	24.3
	Always	53	15.8	16.1
	Total	329	97.9	100.0
Missing	System	7	2.1	
Total		336	100.0	

The mean and standard deviation of this output show that the Students-learning-centred is sometimes implemented. It indicates that the teachers are supposed to help the students to give the student's more classroom teaching and learning preparations in both theoretical and practical sides. In order the students have the ability and chance to manage their learning and development under the supervisor of the teachers.

14-Students' identities are accepted and respected. i.e. there is no discrimination on the basis of languages, race, age, gender, economic, social and tribal backgrounds.

Mean= 3.50& Std. D=1.214		Frequency	Percent	Valid Percent
Valid	Never	19	5.7	5.7
	Rarely	56	16.7	16.8
	Sometimes	89	26.5	26.7
	Often	79	23.5	23.7
	Always	90	26.8	27.0
	Total	333	99.1	100.0
Missing	System	3	.9	
Total		336	100.0	

This output explains that the students' identities whether it is their languages, race, gender or any other related aspects of identity is both accepted and respected. This indicates that the students can freely and without any hesitation develop themselves in the university community to be prepared for their future lifelong career.

15-I am free in thinking such as political ideology.

Mean= 3.63 & Std. D=1.261		Frequency	Percent	Valid Percent
Valid	Never	26	7.7	8.6
	Rarely	28	8.3	9.3
	Sometimes	77	22.9	25.5
	Often	73	21.7	24.2
	Always	98	29.2	32.5
	Total	302	89.9	100.0
Missing	System	34	10.1	
Total		336	100.0	

This output shows that the majority of participants acknowledge that free thinking and self-expressing are democratically realized. This provides the student as academicians social equality and development at university.

16-The stakeholders (decision makers, teachers and students) of educational process are cooperative, understanding each other, accept and respect each other in the classroom and institutional settings.

Mean= 3.29 & Std. D=1.073		Frequency	Percent	Valid Percent
Valid	Never	19	5.7	5.8
	Rarely	52	15.5	15.8
	Sometimes	118	35.1	35.9

	Often	94	28.0	28.6
	Always	46	13.7	14.0
	Total	329	97.9	100.0
Missing	System	7	2.1	
Total		336	100.0	

This output explains that the participants or stakeholders of education at university in general are cooperative enough, so that they understand what they want, need and required to for the purpose of higher education and development.

Group Two: Item 4 only:

4-Linguistic diversity i.e. different languages and varieties or dialects are accepted and respected in Kurdistan including my first language. i.e. I studied my L1 at school.

Mean= 4.15 & Std. D=1.174		Frequency	Percent	Valid Percent
Valid	Never	18	5.4	5.4
	Rarely	19	5.7	5.7
	Sometimes	42	12.5	12.7
	Often	69	20.5	20.8
	Always	184	54.8	55.4
	Total	332	98.8	100.0
Missing	System	4	1.2	
Total		336	100.0	

The great majority of the participants accept that the linguistic diversity is accepted and respected in Kurdistan Region. This provides the students social equality and linguistic security for the existent communities in the region. This indicates that the individual students have chance to learn and develop the first language which sets in the minds of the speakers. On this base, they can develop the required additional languages.

Group Three: Items 1 and 7:

1-I am proud of my mother tongue or first language.

Mean= 4.56 & Std. D=1.026		Frequency	Percent	Valid Percent
Valid	Never	17	5.1	5.1
	Rarely	7	2.1	2.1
	Sometimes	10	3.0	3.0

	Often	38	11.3	11.5
	Always	259	77.1	78.2
	Total	331	98.5	100.0
Missing	System	5	1.5	
Total		336	100.0	

It shows that the majority of the students are loyal to their first languages and they love them as their linguistic and national identity. This shows that the first language of the students as the language of understanding should be respected and more developed.

7- At university and in real life, other than academic languages such as Kurdish, Arabic, and English, we need to learn minority or less used languages such as Turkumani and Syriac for everyday communication and knowledge.

Mean= 3.28& Std. D=1.428		Frequency	Percent	Valid Percent
Valid	Never	58	17.3	17.5
	Rarely	39	11.6	11.7
	Sometimes	78	23.2	23.5
	Often	66	19.6	19.9
	Always	91	27.1	27.4
	Total	332	98.8	100.0
Missing	System	4	1.2	
Total		336	100.0	

This output shows that the majority of the participants feel that they need to learn Turkumani and Syriac for everyday communication and interaction. This indicates that the university have a duty to open the minority language courses for those who are interested to participate.

Group Four: Items Two and Twelve:

2- I read in first language L1 only.

Mean=3.63 & Std. D=1.353		Frequency	Percent	Valid Percent
Valid	Never	39	11.6	11.9
	Rarely	25	7.4	7.6
	Sometimes	75	22.3	22.9
	Often	70	20.8	21.3
	Always	119	35.4	36.3
	Total	328	97.6	100.0
Missing	System	8	2.4	

Total	336	100.0	
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Reading whether intensive or extensive is the best way for learning and developing the first and additional languages. This output shows that the majority of the participants read resources by their own language. However, the resources by the academic languages are available in both physical and digital libraries. This indicates that the teachers are supposed to give the students tasks in different required academic languages to help oblige the students use the languages.

12-I can translate from my first language to other academic languages such as English.

Mean= 2.55& Std. D=1.302		Frequency	Percent	Valid Percent
Valid	Never	87	25.9	27.6
	Rarely	74	22.0	23.5
	Sometimes	82	24.4	26.0
	Often	38	11.3	12.1
	Always	34	10.1	10.8
	Total	315	93.8	100.0
Missing	System	21	6.3	
Total		336	100.0	

Group Five: the least effective factors: 3, 5, 6, 8, 9, and 11:

3-Students have equal opportunities in studying, participation and development.

Mean= 2.89& Std. D=1.365		Frequency	Percent	Valid Percent
Valid	Never	63	18.8	20.0
	Rarely	64	19.0	20.3
	Sometimes	92	27.4	29.2
	Often	37	11.0	11.7
	Always	59	17.6	18.7
	Total	315	93.8	100.0
Missing	System	21	6.3	
Total		336	100.0	

The mean shows negative acknowledgment that is more participants feel that the students do not have chance in studying, participation and development. Although, the standard division shows that the students' attitudes are slightly far from each other. In this case, teachers and decision makers are supposed to find out what are the things that make the students feel inequality.

5-Linguistic diversity i.e. different languages and varieties or dialects are accepted and respected in Iraq including my first language. i.e. People study their L1 at school.

Mean= 3.65 & Std. D=1.322		Frequency	Percent	Valid Percent
Valid	Never	31	9.2	9.3
	Rarely	36	10.7	10.7
	Sometimes	77	22.9	23.0
	Often	66	19.6	19.7
	Always	125	37.2	37.3
	Total	335	99.7	100.0
Missing	System	1	.3	
Total		336	100.0	

This output shows that participants admit the linguistic diversity is also accepted and respected. This has a positive indication on linguistic diversity, learning and development.

6-I think that linguistic diversity is not a problem. It is an advantage, a resource of power, i.e. all the different language speakers are powerful together and can develop learning and experience.

Mean= 4.07 & Std. D=1.989		Frequency	Percent	Valid Percent
Valid	Never	10	3.0	3.0
	Rarely	28	8.3	8.4
	Sometimes	68	20.2	20.4
	Often	78	23.2	23.4
	Always	149	44.3	44.6
	34	1	.3	.3
	Total	334	99.4	100.0
Missing	System	2	.6	
Total		336	100.0	

This output shows that the great majority of the participants thinks and believes that linguistic diversity is power not weakness or problem. This indicates that the communities positively accept and respect the linguistic diversity, they believe in equality and coexistence. In which, this ideology or philosophy leads to real social coexistence in which in turn, it is supposed to lead to more development.

8-Both theoretical and practical knowledge are taught and learnt together, i.e. we practice what language or the knowledge we learn; that is why I am very good in knowledge and languages.

Mean=3.23 & Std. D=2.604		Frequency	Percent	Valid Percent
Valid	Never	33	9.8	10.1
	Rarely	66	19.6	20.2
	Sometimes	109	32.4	33.4
	Often	70	20.8	21.5
	Always	47	14.0	14.4
	45	1	.3	.3
	Total	326	97.0	100.0
Missing	System	10	3.0	
Total		336	100.0	

Although the participants positively acknowledged that the balance between theory and practice is balanced but the standard deviation shows that the participants are clearly far from their admittance. This indicates that the university decision makers and teachers fined appropriate techniques that better help teaching and learning in good practical way. So that, the students could practice the knowledge they learn theoretically in the classrooms.

9-The means of researching (physical and digital libraries) are found and are in a good quality.

Mean=3.08 & Std. D=1.216		Frequency	Percent	Valid Percent
Valid	Never	39	11.6	11.6
	Rarely	67	19.9	19.9
	Sometimes	108	32.1	32.1
	Often	71	21.1	21.1
	Always	51	15.2	15.2
	Total	336	100.0	100.0

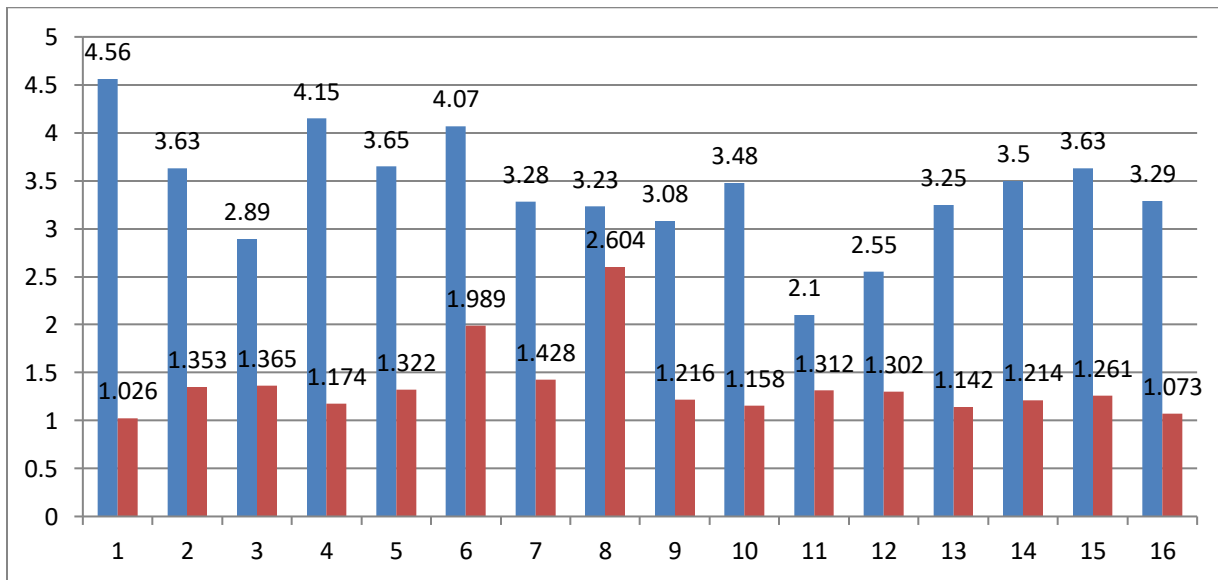
Researching as a technique of learning and teaching is crucial and significant at higher education. Because it the only best way that opens the doors of knowledge and information for both the students and the teachers. The mean here shows that the participants not strongly positively acknowledge the researching techniques. The university can again provide course of researching, provide modules in the curricula. And the teachers are required to give the students the tasks that can be conducted independently via library research.

11-Whenever needed, the university provides me courses of my first language and other academic languages such as Arabic and English.

Mean= 2.10& Std. D=1.312		Frequency	Percent	Valid Percent
Valid	Never	161	47.9	48.3
	Rarely	63	18.8	18.9
	Sometimes	49	14.6	14.7
	Often	35	10.4	10.5
	Always	25	7.4	7.5
	Total	333	99.1	100.0
Missing	System	3	.9	
Total		336	100.0	

Results

The following graph shows the results of the means and standard deviation of the items of the study.



Item one has the higher mean and close standard deviation while item 11 has the lower mean. The majority of the items are positively acknowledged except items 3, 8, 11 and 12 are negatively acknowledged.

17- The Students' Comments

The following are some comments of the students:

- “English language is needed to be studied during the four years of study in our department”.
- “Teachers only want to finish the contents, they do not focus on our learning”.
- “Arabic and English languages are neglected in our department”.
- “Linguistic diversity should be more taken in to consideration”.
- “The curriculum does not help learn the required languages, the students do not understand the contents properly, there should be a notable curriculum revision and development”.
- “Linguistic diversity implementation shows that there are diverse nations and religions, it should be developed, I prefer the balance between Kurdish, Arabic and English in the Curriculum”.
- “I hope the university provides adequate free language courses for students, theoretical knowledge is useless without practical knowledge, the ability to speak with the required languages is very important”.
- “I think the problem is not with the linguistic diversity or the contents of the curricula, it is with teaching”.
- “our curriculum is Arabic, we study it in Kurdish, and take test in Arabic”.
- “I hope language would not be a must in jobs”
- “We study and focus on Kurdish language in the curriculum, but it does not work when seeking jobs, we need to know other languages as well”.
- “English language should be balanced with Kurdish language at university”.
- “Kurdish is useful with other academic languages only”.
- “Our native language (Kurdish) should be used, but students need courses to learn Arabic and English languages so that they can use them easily and have job opportunities”.
- “Kurdish language is going to distinct, we need to take careful care of it, it is our honor”.
- “Arabic and English languages are taught in Kurdish in the basic and preparatory schools, teachers do not use them, when we enroll at university the Kurdish language is not of that important because the sources are not in Kurdish. The university instructors are also speak in Kurdish only. I hope this study will not only be conducted for personal purposes, the items should be taken in to consideration by the authorities”.
- “I hope the results of this work will be really implemented”.
- “The system of the study of Salahaddin university is not according to the needs”.

- “As a student, although I tried hard to learn other languages such as English language that can help find a job, but I could not, the curriculum is not helpful in this regard”.
- “Other languages should be really learnt not only as a passage for passing”.
- “There should be an optional module for learning international languages, so that the students who like or need it learn it”.
- “We did not see any difference between the college and school systems”.
- “Every English language teacher uses an accent, some use UK, some use USA, and others use Australian. We are confused”.
- “The means of instruction is English language in our department but we still cannot speak in English, the public university students have language problems”.
- “I hope Kurdish language will not be neglected, it is our identity”
- “Writing or rewriting lecture have to be banned”.
- “One problem is that the written presentation is in Arabic or in English while the spoken explanation is in Kurdish, we do not understand in this way”.
- “I hope to study all the modules practically”.
- “ I prefer the university opens language courses especially English language courses free or with low price for the student, also, I prefer a day of using English language used in debates between the students and the teachers”.
- “One great problem is translation, the contents of the modules are meaninglessly translated from Arabic or English to Kurdish in which the learning is not deep”.
- “linguistics diversity should be implemented at the higher education, we need to balance between Kurdish, Arabic and English”.
- “I hope the Arabic language be equally studied”.
- “ I did not face any problem related to linguistic diversity policy”.
- “The psychological and social problems made us not to make developments and less make use of the modern technologies”.
- “There should be at least one native English language teacher”.
- “These students’ rights are not found, the students neither know Arabic nor English”.

Findings

It has been found that the policy and practice of the linguistic diversity have greater role in the social equality at the level of the SUE, in which the results can be generalized. But the de jure or legislated laws to the policy of linguistic diversity and the de facto norms in the classroom and institutional settings need to be more developed.

Conclusions

It has been realized that the implementation of the linguistic diversity and the approaches is the significant aspect of the social justice and equality. In turn, it enhances the educational development at the higher education institutions. The humanity science departments are under claims and suspects of some educationalists because they cannot provide the graduates the standards of modern international abilities and capabilities. One very important aspect according to the study is academic linguistic diversity. Students study the contents and the languages, but they are not proficient enough in the required languages for both every day and academic long-life expertise. They cannot use the required languages for both verbal and written communications. They also do not the ability to fully understand or comprehend and apply what they have been taught and studied in the real life practica.

Learning via practicing is the accurate solution for the problems of the students of humanity science departments, in this regard, cooperative and independent techniques of learning via the researching as a technique and a process is the way that helps a way out of the obstacles.

The tests of language as measurement tools and debates or language use in real classroom contexts by the production of required language as assessment tools are very important as diagnostic evaluation of language proficiency to help develop the languages, learn the contents, and provide social equality for all the students.

The study is beneficial and advantageous for all the teachers, decision makers, and curriculum developers of the humanity sciences departments.

The study can be applied in the implementation of the approaches to the linguistic diversity to the students' social equality and justice. As well as, it can be applied in classroom problems of learning and developments in which it is the key idea and objectives of the education at the humanity sciences department for the preparation of graduates for the critical competition of marketing and businesses that can help the individual persons to actively and successfully enroll in their future careers.

It is better for the university to take careful care of the students' linguistic diversity and social equality and justice to ensure the required dynamic developments.

Recommendations

The following are some determined recommendations:

It is better the university provide the teachers and the students with information about the policy and practice of linguistic diversity in the curricula.

It is better the university opens free courses of Kurdish (especially written), Turkumani, Syriac, Arabic and Syriac courses for those students who are in need of it or like it.

It is better the university opens the department of translation between Kurdish, Arabic and Kurdish languages.

An organization for translation should be established at the university, so that the translation of the resources between Kurdish, Arabic and English could be conducted by a committee of translators. In order, the students and the instructors comprehend, analyze and apply the contents of the curricula and develop regularly.

It is better the university ask the students and the teachers feedback yearly and progress the regulations, interactions, theoretical and practical knowledge. So that the university could decrease the level of social inequality to its least level, because it is the heart of the linguistic diversity practice.

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