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Fostering Leadership Competencies in Non-English Speakers: Foundation for A Vocabulary Driven Program

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Abstract: The researcher assessed the leadership competencies of non-English speakers in Chinese schools as a basis for developing a vocabulary-driven program. The study examined respondents' profiles and their evaluations of vocabulary-driven interventions, explored the effectiveness of these interventions, and determined significant differences based on respondent profiles, ultimately proposing a program to enhance leadership competencies. The study used a descriptive-quantitative research design and utilized 500 students from selected five schools in China such as Guangdong University of Science and Technology, Dongguan City University, Guangdong Medical University, Gannan Normal University, and Hunan University. The study underscores the importance of vocabulary-driven interventions in developing leadership competencies among non-English speakers in Chinese schools, highlighting the need for tailored strategies based on gender, year level, and course. It calls for inclusive learning environments, personalized feedback, and culturally relevant pedagogy to enhance student engagement and leadership development.

Keywords: Leadership Competences; Non-English Speakers; Vocabulary Driven Program.

1. Introduction

Given the dynamic and evolving landscape of global education, nurturing the leadership competencies of Chinese students has emerged as a critical focus for both academic institutions and research communities. As China continues to play a significant role in shaping the world's economic, political, and social landscapes, it is essential that its future leaders possess not only technical expertise but also strong interpersonal skills, strategic thinking, and adaptability (Harvey, et. al., 2019). Hence, fostering leadership competencies among Chinese students, should be supported by educational practices and policy-making which makes the present study on a timely manner as it can provide insights helpful for educational institutions.

In China, non-English majors overcome the obstacle of English vocabulary learning has become an important issue. Mostly of interventions are related to vocabulary learning strategies through library research, books and videos, having positive behavior towards vocabulary learning, use of bilingual dictionaries, mechanical strategies, and cultural beliefs or values, self-reported use of vocabulary learning strategies (Fu, 2021; Hu, 2021). Hence, Chinese schools provide a range of intervention programs and strategies for non-English majors in China to improve their English vocabulary learning, including the use of vocabulary learning strategies, intensive language programs, conversation-based curricula, and cultural and linguistic bridges. These programs and strategies can help non-English majors in China overcome the obstacle of English vocabulary learning and improve their English communication skills. However, these programs and strategies mainly focuses on having knowledge on English language but not on how to use it to foster leadership skill. Programs and strategies form part of the curriculum or as needed in a subject or course but not as a unique or customized vocabulary driven program to include fostering leadership among the non-English speaking students.

The environment surrounding non-English Chinese speakers is influenced by various factors that shape their language learning experiences and proficiency levels. Non-English Chinese speakers often face challenges with language proficiency, which can affect their ability to access resources and services. Cultural differences can also pose challenges for non-English Chinese speakers. Chinese Mandarin is gaining popularity globally due to its perceived advantages in business, culture, and communication skills. The pandemic has affected English proficiency levels in China, potentially impacting the learning environment for non-English Chinese speakers as well. Within China, the best non-native English speakers are from Hong Kong was ranked first at 561 points, followed by Shanghai and Beijing, both at 549, Tianjin at 528 and Zhejiang at 509. (Shuo, 2023). China's exam-oriented English education system and the need for English teachers to adapt to global teaching methods can influence the proficiency levels of non-English Chinese speakers.

As Bahji, et. al. (2022) mentioned that English is only the native language of 7.3% of the world's population and less than 20% can speak the language, nearly 75% of all scientific publications are in English which means that the non-English-speaking world is significantly underrepresented in the scientific literature. Hence, the researcher is motivated to conduct this study to foster leadership using English language. Taking into consideration that research and development is a tool to foster leadership competencies.

2. Statement of the Problem

The researcher assessed the leadership competencies of non-English speakers among Chinese schools as a foundation for a vocabulary-driven program.

Specifically, it sought to answer the following questions;

1.What is the profile of the respondents in terms of;

1.1Sex;

1.2Year level and;

1.3Course?

2.What is the assessment of the respondents on the vocabulary-driven interventions initiated among Chinese schools to foster leadership competencies for non-English speakers as to;

2.1Performance Oriented;

2.2People Centered;

2.3Culturally Competent;

2.4Values Driven; and

2.5Strategically Integrative?

3.Is there a significant difference on the assessment of the respondents on the vocabulary-driven interventions initiated among Chinese schools to foster leadership competencies for non-English speakers when grouped according to profile?

4.What is the effectiveness of these vocabulary-driven interventions in fostering leadership competencies among non-English-speaking students in terms of;

4.1Affective strategy; and

4.2Social Strategy?

5.Is there a significant difference in the assessment of the respondents on the effectiveness of vocabulary-driven interventions initiated among Chinese schools to foster leadership competencies among non-English-speaking students when profile used as the test factor?

6.Based on the results of the study, what vocabulary-driven program can be designed to foster leadership competencies of non-English-speaking students?

3. Hypotheses

The following hypotheses were tested at .05 Level of Significance:

Ho1: There is no significant difference in the assessment of the respondents on the vocabulary-driven interventions initiated among Chinese schools to foster leadership competencies among non-English-speaking students when grouped according to profile.

Ho2: There is no significant difference in the assessment of the respondents on the effectiveness of vocabulary-driven interventions initiated among Chinese schools to foster leadership competencies among non-English-speaking students when profile used as the test factor

4. Scope and Delimitations

The study aims to assess leadership competencies among non-English speakers within Chinese schools as a precursor to developing a vocabulary-driven program. Specifically, the study aims to understand the profile of the respondents in terms of age, gender, year level and course/degree. Additionally, it examines the vocabulary-driven interventions implemented in Chinese schools to foster leadership competencies, focusing on performance orientation, people-centeredness, cultural competence, values-driven approaches, and strategic integration. Moreover, it evaluates the effectiveness of these interventions in fostering leadership competencies, considering affective and social strategies. Additionally, the study aims to determine if there is a significant difference in the assessment of interventions based on respondent profiles. It intends to propose a vocabulary-driven program tailored to the needs of non-English-speaking students based on study findings.

However, the scope of the study may be limited by factors such as the specific demographics and contexts of the Chinese schools involved, availability of data, and potential biases in respondent perceptions. These limitations should be carefully considered in the interpretation of results and generalizability of findings.

5. Research Design

This study used a descriptive research design, a technique for gathering, analyzing, classifying, and tabulating Information about present circumstances, practices, beliefs, procedures, trends, and cause-and-effect relationships and then making adequate and accurate interpretations with or without statistical methods. The researcher used the quantitative method because the primary source of information came from the self-made survey questionnaire, which will be more convenient for the respondents to provide the information needed in this study. Quantitative research entails acquiring data, converting it to a numerical form, and exposing it to statistical analyses. It addresses a problem by gathering data in numerical form and analyzing it using statistical or mathematical methods (Apuke, 2017).

6. RESULTS AND DISCUSSIONS

1.Profile of the Respondents

This section presents the profile of the respondents as to sex, year level and course.

Table 1 the profile of the respondents as to sex, year level and course.

As to sex. The results are as follows; for male respondents there are one hundred eighty-six (186) or 31.5% and female respondents were four hundred four (404) or 68.5%. Majority of the respondents were female.

The profile as to sex preferences has impact on how variations in mastering language learning strategy is preferred (Hashim, et. al, 2019; Tarayo, et. al., 2021). Integrating profile as to sex perspective into English language interventions can provide several benefits. It enhances critical thinking and promotes an inclusive and supportive learning environment. Fostering English language learning is generally linked to sex preference influencing both the dynamics of the learning environment and the outcomes for students. English language is used to develop leadership and communication skills where sex can significantly affect access to English language resources and participation in learning activities. Women often perceive English as a tool for empowerment, associating it with opportunities for education and career advancement.

As to year level. The results are as follows; first-year respondents were three hundred thirty-seven (337) or 57.1%; responses from the second-year level were one hundred sixty-four (164) or 27.8%; third-year level students were eighty-five (85) or 14.4% and the fourth-year respondents were four (4) or 0.7%. Majority of the respondents are from the first-year level.

Fostering English language skills in students is closely related to their year level, as language acquisition and proficiency develop through various stages of education (Wang & Zhan, 2020). Early exposure and rich language experiences are foundational, while later stages emphasize structured learning and application in academic contexts. Continuous support and appropriate instructional strategies tailored to each year enhance students' English language proficiency and overall academic success.

As to course. The results are as follows; majority were English courses with three hundred fifty-eight (358) responses or 60.7%; those taking accounting were thirteen (13)

or 2.2%; there were fifteen (15) or 2.5% from marketing; Sixty-one (61) or 10.3% from Engineering; Responses from big data management and application were fifteen (15) or 2.5%; Twelve (12) or 2% from computer science; one (1) or 0.2% from international economic and trade; there were four (4) or 0.7% from internet finance; twenty-one (21) or 3.6% are taking logistics management; one (1) or 0.2% from physical distribution management; Data Science or Big Data Technology with three (3) or 0.5% respondents; there were twenty (20) or 3.4% from new internet media; business administration were five (5) or 0.8% for railway traffic signal and control there were twenty-nine (29) or 4.09%; twelve (12) or 2.0% from signal control; and French courses there were nine (9) or 1.5%. Majority were taking English courses.

Table 1. Profile of the Respondents as to Sex, Year Level

SEX	FREQUENCY	PERCENTAGE
Male	186	31.5
Female	404	68.5
Total	590	100.0
YEAR LEVEL	FREQUENCY	PERCENTAGE
First Year	337	57.1
Second Year	164	27.8
Third Year	85	14.4
Fourth Year	4	.7
Total	590	100.0
COURSE	FREQUENCY	PERCENTAGE
English	358	60.7
Accounting	13	2.2
Marketing	15	2.5
Engineering	61	10.3
Big Data Management and Application	15	2.5
Computer Science	12	2.0
International Economics and Trade	1	.2
Internet Finance	4	.7
Logistic Management	21	3.6
Physical Distribution Management	1	.2
Data Science and Big Data Technology	3	.5
Digital Media Technology	8	1.4
Intelligence Science and Technology	3	.5
Internet and New Media	20	3.4
Business Administration	5	.8
Railway Traffic Signal and Control	29	4.9
Signal Control	12	2.0
French	9	1.5
Total	590	100.0

Non-native English speakers can greatly benefit from programs that connect them with experienced educators who understand the challenges of navigating language barriers as to their courses (Bruce, 2023). Guidance on language proficiency is needed to articulate ideas and leadership potential effectively. Continuous English language learning is crucial for non-native English speakers aiming to enhance their leadership competencies. This involves not only formal educational courses but also self-directed learning. Integrating language programs into their daily routines, students can steadily improve their proficiency vital for effective leadership and communication.

2.Assessment of the Respondents on the Vocabulary-Driven Interventions Initiated among Chinese Schools to Foster Leadership Competencies for Non-English Speakers

This section presents the assessment of the respondents on the vocabulary-driven interventions initiated among Chinese Schools to foster leadership competencies for non-English speakers as to performance oriented, people-centered, culturally competent, values driven and strategically integrative.

Table 2. Assessment of the Respondents on the Vocabulary-Driven Interventions Initiated among Chinese Schools to Foster Leadership Competencies for Non-English Speakers as to Performance Oriented

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Vocabulary-driven interventions are designed to improve students' ability to set and achieve goals.	4.27	0.80	Agree / Initiated	1
2. Vocabulary-driven intervention strategies help students develop a growth mindset and overcome obstacles to success.	4.24	0.82	Agree / Initiated	3
3. Availability of metrics to measure the effectiveness of vocabulary-driven interventions.	4.22	0.82	Agree / Initiated	4
4. Technology is used in vocabulary-driven interventions to enhance students' learning and performance outcomes.	4.26	0.77	Agree / Initiated	2
5. Accountability is valued among students in the implementation of vocabulary-driven program.	4.19	0.81	Agree / Initiated	5
Composite Mean	4.24	0.74	Agree / Initiated	

LEGEND: STRONGLY AGREE/HIGHLY INITIATED (=4.51-5.0); AGREE/INITIATED (=3.51-4.50); MODERATELY AGREE/MODERATE INITIATED (=2.51-3.50); DISAGREE/SLIGHTLY INITIATED (=1.51-2.50); STRONGLY DISAGREE/NOT INITIATED AT ALL (=1.0-1.50)

Table 2 exhibits the assessment of the respondents on the vocabulary-driven interventions initiated among Chinese Schools to foster leadership competencies for non-English speakers as to performance oriented. As organizations strive to develop effective leaders, it's crucial to consider the unique challenges faced by non-English speakers to improve their communication performance.

The results as to performance oriented includes "Vocabulary-driven interventions are designed to improve students' ability to set and achieve goals" ranked first with 4.27 mean, 0.80 standard deviation interpreted as agree or initiated. It is followed by "Technology is used in vocabulary-driven interventions to enhance students' learning and performance outcomes" with 4.26 mean, 0.77 standard deviation interpreted as agree or initiated. Third on the rank is "Vocabulary-driven intervention strategies help students develop a growth mindset and overcome obstacles to success" with 4.24 mean, 0.82 standard deviation interpreted as agree or initiated. The fourth indicator is "Availability of metrics to measure the effectiveness of vocabulary-driven interventions" with 4.22 mean, 0.82 standard deviation interpreted as agree or initiated. Last on the rank is "Accountability is valued among students in the implementation of vocabulary-driven program" with 4.19 mean, 0.81 standard deviation interpreted as agree or initiated. The overall assessment of the respondents on the vocabulary-driven interventions initiated among Chinese Schools to foster leadership competencies for non-English speakers as to performance oriented resulted to 4.24, 0.81 standard deviation interpreted as agree or initiated.

As reflected in the results on the study for performance oriented, the highest indicator is “Vocabulary-driven interventions are designed to improve students' ability to set and achieve goals” which means that educational institutions believe in having an environment that supports the leadership development of non-English speakers while maintaining a performance-oriented approach. Investing in students' growth and providing the necessary resources to help unlock the potential of diverse talent and build a strong pipeline of future leaders. However, the least indicator is “Accountability is valued among students in the implementation of vocabulary-driven program” which pertains that being accountable is not yet prioritized by educational institutions. Accountability is an important factor to consider when implementing vocabulary-driven programs for students given that it is a least indicator mostly of respondents still agree. Holding students accountable for repeatedly encountering and practicing new words is likely to improve outcomes. Extensive reading programs that require students to read a large volume of text at their level can facilitate this repeated exposure. Incorporating student perception surveys into accountability systems allows educational institutions to know how students feel about their learning whether valued or not and they are held accountable in which they may be more engaged and motivated.

The implications of this results may lead to creation of strategies to foster leadership competencies while addressing language barriers. Offering English language courses tailored to the specific needs of non-English speakers should focus on business communication, industry-specific terminology, and presentation skills that can make them better understand and express leadership concepts. Accountability is an important consideration in vocabulary programs because holding students accountable for learning target words, providing them opportunities for repeated practice, and incorporating their perceptions into the accountability system may all contribute to positive outcomes. However, such considerations should be done in a thoughtful way to avoid the pitfalls of over-testing.

Adopting an integrated performance-oriented perspective to prepare Chinese students should focus on achieving results and goals (University of Missouri, 2022) which requires a comprehensive approach that emphasizes achieving results and goals while addressing the unique challenges these students face in international educational contexts. An integrated performance-oriented perspective focuses on aligning educational practices with the goals of academic achievement and personal development for non-English speakers. This approach encourages not only academic excellence but also the development of critical thinking, communication, and social skills, which are essential for success in globalized environments. Fostering a results-oriented mindset, educators can motivate non-English speaking students to set clear objectives and pursue joining and appreciating vocabulary-driven programs effectively.

Performance-based assessment has been shown to be an

effective method for enhancing speaking skills among non-English students (Menggo & Gunas, 2022; Maier, et. al., 2020). It boosts ability, promotes a positive attitude, builds confidence, provides authentic assessment, and allows integrated evaluation. Implementing performance-based speaking tasks is beneficial for improving students' oral proficiency.

Performance-based assessments significantly enhance student accountability by promoting ownership of learning, developing higher-order thinking skills, providing real-world relevance, facilitating feedback and reflection, encouraging collaboration, and preparing non-English speaking students for future challenges. These elements work together to create a more engaged and responsible students ultimately leading to improved educational outcomes through vocabulary-driven initiatives.

7. Conclusion

Based on the results of the study, the following are the conclusions formulated;

The majority of respondents being female students in early stage of tertiary education indicates a significant opportunity for fostering leadership competencies in a demographic that may face unique challenges and motivations. Female students often cite a desire to improve their English skills for reasons related to family responsibilities and community engagement, which can serve as a foundation for developing leadership qualities. Non-native English speakers often experience barriers that is why taking English course is necessary. However, there are hindrance on personal, academic or professional success, such as difficulties in understanding course materials and participating in discussions. This disconnect can impact their confidence and willingness to take on leadership roles. Hence, improving English language skills is crucial for students to engage fully in academic settings and develop leadership competencies.

Vocabulary interventions not only enhance language skills but also empower students to articulate and pursue their academic and personal goals. The low prioritization of accountability suggests that educational institutions may not be fully leveraging its potential to enhance the effectiveness of vocabulary-driven programs. Accountability can foster a sense of ownership among non-English speaking students, encouraging them to take responsibility for their learning progress.

The lack of emphasis on creating a supportive environment suggests that many educational settings may overlook the importance of interpersonal relationships in enhancing learning outcomes. Promotion of effective communication and collaboration suggest that while collaborative learning is recognized as beneficial, its implementation may be insufficient, inconsistent or ineffective in practice. Factors such as lack of training, inadequate resources, or insufficient time may contribute to this issue.

There is a growing recognition of the importance of vocabulary-driven interventions in today's globalized world because it helps individuals better understand, empathize with, and adapt to different cultural norms, values, and communication styles using English language. It suggests that educational institutions may not be doing enough to actively promote cross-cultural understanding and respect among their non-English speaking student populations that may lead to lack of appreciation for diversity and potential conflicts arising from cultural misunderstandings. The low ranking implies that students may not be receiving adequate exposure to different cultures, perspectives, and worldviews that limits ability to develop the necessary skills. It points to a potential disconnect between the recognition of the importance of intercultural communication skills and the actual implementation of strategies to foster cross-cultural understanding and respect within educational settings.

Mindfulness and meditation practices play a significant role in enhancing students' values-driven leadership competencies in educational settings. Vocabulary-driven interventions designed to promote ethical leadership and social responsibility among students require more consideration and implementation in educational curricula. Hence, vocabulary-driven initiatives needed to have designed and evaluated the effectiveness of such interventions in fostering ethical leadership competencies.

Vocabulary-driven intervensions among Chinese schools reflects a strong recognition of its importance tailored educational practice. Schools are increasingly aware of the need to align educational interventions with broader strategic objectives. This alignment indicates a proactive approach to addressing the unique challenges faced in the educational landscape. The lower emphasis on interdisciplinary learning suggests that while educators recognize its importance, there may be barriers to effective implementation. This could include a lack of resources, training, or institutional support. The limitations in promoting cross-curricular learning may stem from traditional curriculum structures that prioritize subject-specific knowledge over integrated learning experiences.

The relationship between fostering English language learning along with sex orientation, year level and course are complexed with significant implications for learning outcomes. Acknowledging and addressing the dynamics of vocabulary-driven initiatives, educators can create more equitable and effective language learning environments that empower all students.

Personalized and tailored feedback not only enhances understanding but also builds confidence in non-English speaking students, allowing them to express themselves more freely and effectively given diverse population. The lack of effective strategies to incorporate emotionally engaging vocabulary may hinder non-English speaking students' motivation and connection to leadership concepts. There is an opportunity to enhance engagement by integrating emotionally resonant vocabulary into the curriculum, which could foster a deeper emotional connection to the English material or other vocabulary-driven initiatives.

Use of socially conscious vocabulary, which is closely linked to the development of cultural sensitivity and awareness among non-English speaking students aspiring to become leaders in diverse communities. Equipping students with the appropriate vocabulary can better navigate multicultural environments, enhancing ability to connect with diverse groups and lead effectively. The implementation of vocabulary-driven interventions can empower non-English speaking students in taking ownership of leadership development. However, the low rating may indicate that existing vocabulary-driven interventions are not adequately addressing the needs of non-English speaking students or that they lack practical application in real-world leadership scenarios.

The use of specific learning strategies based on sex orientation where significant differences do not translate into

significant disparities in overall effectiveness in vocabulary acquisition and leadership development. Students' progress in their education may become more adept at utilizing vocabulary-driven interventions to enhance their leadership competencies, likely due to increased maturity and experience in every year level of learning contexts. Different courses may emphasize varying aspects of language learning and leadership skills, which can lead to differences in how students engage with the material and apply their vocabulary in leadership. While gender does not significantly affect the outcomes of vocabulary-driven interventions, both the year level and the type of course are critical factors that educators should consider when designing and implementing vocabulary intervention programs in Chinese schools.

8. Recommendations

Based on the results and conclusions, the following are the recommendations;

1. Chinese schools or universities should consider creating a learning environment that values all sex orientation identities, encouraging participation from everyone while utilizing gender-sensitive materials. Implement strategies to ensure that all non-English speaking students, regardless of sex or gender, have equal opportunities to contribute to discussions and activities. Educators should be aware of their own biases and how these may affect their teaching practices, striving to create a supportive atmosphere for all students. Provide tailored English language support on different courses. Design leadership training that connects directly with students' motivations while encouraging peer support networks regardless of year level. Create opportunities for students to collaborate and support each other fostering a sense of community were sex, year level and courses are considered.

2. Integrating vocabulary development into broader educational strategies aimed at fostering student autonomy and motivation. To maximize the impact of vocabulary-driven interventions, Chinese schools or universities should consider implementing structures that promote accountability including regular progress assessments, peer evaluations, and self-reflection opportunities for non-English-speaking students. Institutions can create an environment that not only values vocabulary acquisition but also encourages students to actively engage in their learning journey. Educational institutions should prioritize the incorporation of vocabulary-driven interventions within their curricula, as these programs have the potential to positively influence students' goal-setting abilities.

Educational institutions should prioritize initiatives that promote cultural awareness and inclusivity through workshops, cultural exchange programs, and collaborative projects that celebrate diversity. Educators should focus on strategies that build a sense of community through team-building activities, peer mentorship programs, and regular feedback sessions that encourage open communication. By prioritizing inclusivity, schools can create a more conducive atmosphere for English learning and collaboration. Integrating structured collaborative tasks into the curriculum utilizing technology.

Educational institutions are likely placing a greater emphasis on cultivating intercultural communication skills prioritizing the development of cross-cultural understanding and respect preparing non-English speaking students thrive in an increasingly interconnected world.

Developing a strong ethical foundation and sense of social responsibility is crucial for values-driven leadership. Strategies to help non-English students to develop a sense of purpose and meaning in their lives should be given priority in educational settings. Educational institutions should prioritize implementing programs and activities that help students explore their values, set meaningful goals, and find purpose in their academic and personal pursuits through acquiring English language.

Actively seeking solutions that cater to the specific needs of students and the educational system can lead to positive trend towards aligning educational practices with strategic goals, particularly through vocabulary-driven interventions. However, the challenges associated with promoting interdisciplinary and cross-curricular learning indicate an area for growth.

Pair non-English speaking students with experienced mentors who are fluent in native language and English, allowing for effective communication and knowledge transfer. Organize leadership workshops that incorporate visual aids, interactive activities, technological solutions and group discussions designed to be accessible to non-English speakers. Encourage participation and create an inclusive environment where everyone feels comfortable contributing. Acknowledge the efforts and accomplishments of non-English speaking students who demonstrate leadership potential. Offer regular, constructive feedback focused on performance rather than language proficiency. Identify areas for improvement and provide specific, actionable steps for non-English speakers to enhance their leadership competencies. Avoid making language skills the primary focus of the feedback.

3. Chinese schools or universities should consider establishing strong, trusting relationships between non-English speaking students and educators is essential. Teachers who express care and support can significantly enhance students' motivation and sense of belonging regardless of sex orientation, year level, and courses.

4. Chinese schools or universities, educators and program developers should explore creative ways to utilize emotionally engaging vocabulary to inspire and motivate non-English speaking students, thereby enriching their leadership development experience. Institutions should consider integrating modules focused on socially conscious English language into their curricula to promote cultural sensitivity among future leaders. The necessity for more holistic approaches that not only focus on English vocabulary but also incorporate experiential learning, mentorship, and community engagement to foster a sense of accountability and ownership among students.

5. Implementing culturally relevant pedagogy helps students connect their learning to their personal experiences regardless of sex orientation, year level and courses. This approach not only fosters engagement but also promotes mutual respect among diverse non-English speaking student groups. An inclusive curriculum that reflects diverse identities and experiences can help all students feel represented and valued. This inclusivity is vital for creating a learning climate where all students can appreciate English language.

6. There is a need to have vocabulary-driven program necessary in equipping non-English speaking students as well as educators with the necessary skills. The creation of a supportive and inclusive learning environment is fundamental to fostering positive relationships while realizing the full

potential of English education.

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