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Understanding the Key Elements Affecting the Success of Diverse, Effective and Complete English Language Education

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Abstract

The application of diversity -- one of the most widely used institutional responses to this basic problem has been the implementation of English language training programs. There are numerous elements at play, including the training environment in the trainee group, the English teachers leading the sessions, and different approaches to support the flow of dialogue about inclusion, diversity, and accessibility. The best options for supporting English language learning are found as a result of this idea of how society can have an impact. Events' overall atmosphere, facilitators, and participants all directly affect how effective they are. We have to acknowledge that prejudice and stereotyping will always occur during the training process. This makes it seem like a difficult process to choose diversity training instructors, and it makes managers cautious about who they promote and hire. Furthermore, adopting competence development as a unique approach could assist participants in reaching behavioral objectives. This is significant because a genuine shift in their everyday perspectives and a fresh perspective are more crucial than raising public awareness of diversity-related issues. According to experts, effective English language training programs should aim to increase trainee effectiveness on both an individual and organizational level. The implicit implication of diversity-based English language instruction is that students ought to adopt useful cross-cultural behaviors.

Keywords: English Language; English Education; Training Programs.

1. Introduction

In higher education in the twenty-first century, the concerns of equity, diversity, and inclusion are more important than ever. With various approaches to acknowledge intersectionality and implement constructive change in work, research, teaching, and learning, those issues are being discussed, critiqued, and improved upon more and more. As a varied mosaic of cultures, abilities, disciplinary backgrounds, orientations, life stages, and classroom expectations, students arrive on campus. Whether involving all students and paying careful attention to diversity can be a part of the solution rather than part of the task overload is one of the most crucial questions to navigate. Could it be accomplished if the organizing principles of the educational institution once again placed a focus on creating a sense of community and emotional climate? When it comes time to talk about the challenges of diversity and multiculturalism in schools, these topics help educational leadership move forward. By taking action to initiate the dialogue about these important issues, society's future scholars will be able to accept diversity and multiculturalism as a way of life rather than as issues that need to be resolved. Faculty and students should routinely engage in the difficult task of confronting the instances of injustice, racism, and discrimination in their institution and embracing their responsibility for creating school cultures that respect, support, and sustain diversity as a welcomed aspect of school life when inclusion becomes a way of life in the classroom (King et al., 2015).

Establishing diversity English language training programs has been one of the most widely adopted institutional responses to this significant issue. According to statistics, diversity English language training is used by about two thirds of HR managers as a means of raising awareness and facilitating these crucial discussions (Brewis, 2019). Thus, how diversity English language training can be effectively leveraged is a crucial emerging question. It's true that, when it

comes to diversity in English language training, improper implementation can have the opposite effect of what is intended—that is, a rise in both implicit and explicit forms of prejudice. There are many variables, such as the teachers who help with the English language training, the atmosphere in the trainee group, and different ways to facilitate the flow of conversations about inclusion, diversity, and access. Therefore, the research's goal will be to look into the frequently asked but rarely addressed question: How can diverse English language training programs be created that work well?

2. Literature Review

The idea of a "role" that English language teachers have is defined by Dornyei and Murphey (2003) as the "shared expectation of how an individual should behave... what people are supposed to do." Language teachers can play a variety of roles, including facilitator, instructor, classroom manager, consultant, advisor, and communicator, as highlighted by Gardner (2001). Without a doubt, language instructors are vital to their students' academic success. The experts mentioned above all concur that teachers have responsibilities when it comes to teaching the language, which include having adequate proficiency in every area of language instruction. These include possessing the necessary education and language-teaching abilities. In addition to these, the guiding principles of the language teaching approach also include the expectations that teachers have of their students (Gass and Selinker, 2001).

According to Gardner (2001), attitudes toward the learning situation are directly impacted by the two categories of external influences (p. 7). "The extent to which the individual works or strives to learn the language because of a desire to learn the language and satisfaction experienced in this activity" is the definition of motivation in this model, according to Ushida (2005). Accordingly, a person who satisfies the following criteria is considered to be a "motivated learner": (a) eager to learn the language; (b) willing to put effort into the learning activity; and (c) willing to continue the learning activity (Ushida, 2005). Ushida went on to say that motivation is important in Gardner's Socio-Educational Model in three different ways. Firstly, any relationship between language attitudes and language achievement is mediated by motivation. Secondly, there is a causal connection between it and language anxiety. Thirdly, it plays a direct part in the informal learning environment, demonstrating the motivated learners' voluntary involvement in these informal L2 learning environments. Individual differences are things that set each person apart from the others, according to Dörnyei (2005). Dörnyei (2005) noted in his research that temperament, intelligence, attitudes, abilities, personality, mood, and motivation are the primary areas of interest for studies on individual differences. According to Norris-Holt (2001), the Gardner model's individual differences phase is thought to have the greatest impact on second language acquisition (Mantiri, 2015).

In higher education, equity, diversity, and inclusion are often discussed at the theoretical and conceptual levels. It is crucial for all leadership to translate these discussions into work for implementation and practice, including strategies for English language training that can help staff, administrators, and students better understand these concepts. Formal workshops and interventions are thought to be the most popular ways to promote equity, diversity, and inclusion, based on the research of scholars looking into changes in the diversity of university membership and the significance of inclusive teaching practices. Diversity English language training is one specific tactic that organizations use to help manage these differences. "As a distinct set of programs aimed at facilitating positive intergroup interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of people to interact with diverse others," is how Cherkowski (2010) defined diversity English language training (p. 223).

Variety English language training is a program that is offered to employees in organizations, but when we discuss educational organizations, we also need to keep in mind that students are the target audience. This process is tailored to meet specific English language training needs and incorporates diversity-related English language training activities connected to particular organizational goals. Even though they are valuable, it's still important to look into other, less formal factors like social influence. Intentional and inadvertent attempts to alter the attitudes, behaviors, or beliefs of another person are examples of social influence. What's particularly intriguing is that, in contrast to persuasion, social influence can happen accidentally or unintentionally, so we need to be mindful of what's going on in our institutions. Socialization and peer pressure are two examples of the many diverse ways that social influence occurs. According to research on social influence, people are more likely to conform in racially homogeneous groups than in diverse ones because they are more likely to be influenced by people who are similar to them than by people who are different from them, by members of their own group versus members of other groups, and by people who they more strongly identify with (Cheng et al., 2019). The concept of society's potential influence motivates research into the most effective means

of supporting English language instruction. The efficacy of the events is directly influenced by the attendees, the organizers, and the general atmosphere.

3. Methodology

The importance of beginning to outline the steps academic leaders must take to embrace diversity support cannot be overstated. According to Bezrukova's (2012) article, diversity English language training can have a positive effect on educational institutions; however, certain domains, such as an integrated approach to diversity English language training, where diversity English language training would seem to hold the most potential and impact, have been comparatively neglected. However, the review also shows that the efficacy and content of some diversity-focused English language training programs (like a stand-alone approach, focusing on particular groups like race, or employing a single mode of instruction like lecture) may be dubious. However, there is a growing need for diversity English language training due to significant organizational and societal trends (such as the globalization of businesses, shifting workforce demographics, and ongoing legal issues). This necessitates a better understanding of the kinds of programs that can influence how diversity is researched and taught (Salekhova et al., 2019).

4. Results

According to Garavan (1997), English language instruction is most successful when it is given over a long period of time, combined with other programs, and intended to raise awareness and skill levels. It didn't matter what kind of environment they were in—young people on college campuses or employees of different ages at university job sites. Although some researchers claim that mandatory English language training frequently backfires, an overall review of the literature found that neither voluntary nor mandatory English language training was clearly superior. Kulick and Roberson conducted a qualitative review in 2008 to examine the benefits of diversity education and the changes it makes to the system. The study's conclusion indicated that while encouraging diversity generally has a positive impact on people's attitudes, its effects on interactive workshops and real-world communication are significantly more extensive. The attempts to encourage new ways of diversity English language trainings cause some concern in theory and in practice, since the goal of diversity education initiatives is to improve attitudes and behaviors associated with diversity in order to help different people work in harmony with each other. When we talk about a more immediate objective, we shouldn't interpret it as merely emphasizing awareness and knowledge. Practitioners believe it is imperative to attempt to persuade people to alter their behavior, and inner motivation is essential to that. Enhancing people's drive to engage with people who are different from them is in fact one of the objectives stated in the definition of diversity in English language training.

It is crucial to comprehend the fundamentals of a novel approach to training culturally competent educational leaders. Selecting the best interactive options for an English language training session is not always simple, so it is crucial to look through all of the resources available and consider the benefits that each activity offers. There is a dearth of empirical research on the efficacy of diversity English language training programs as measured by improvements in trainee knowledge, attitudes, behaviors, or organizational outcomes (Dawson, 2015). Still, the researchers in this field have provided some recommendations on how to increase the range of facilitation techniques available. A needs assessment is one of the first things to take into account in order to create an effective English language training program. Prior to launching a diversity English language training program, organizations should conduct a needs analysis to help them determine what needs to be met for both the organization and its employees. The next thing to keep in mind is that successful English language training programs consider the environment in which they operate. Paying attention to participants and their preferences, designing English language trainings to be a part of larger strategic developments, enticing various levels of management to participate in the structuring of the program, and conducting long-term evaluations of English language training to ensure English language training transfer are some of the keys to success. Furthermore, offering competency development as a unique approach might assist participants in achieving behavioral objectives. This is significant because, in the end, what matters most is not a general understanding of diversity issues, but rather the real shift in their everyday perspectives and perspective. Professionals in the field concur that effective English language training programs should aim to increase trainee effectiveness on both an individual and organizational level. It is implied that trainees in diversity English language instruction should also participate in productive cross-cultural interactions.

While creating a successful engagement, there are additional options to take into account, such as offering voluntary diversity-focused English language training. We must take into account the fact that for certain employees,

English language instruction is only worthwhile when it fits into a particular organizational scenario. Utilizing contact theory is another tactic that works well. Permit workers with various roles, backgrounds, and ethnicities to collaborate. Role-playing, sims, and immersion activities are some of the most promising ways to encourage people to support a diverse workplace. They differ from other well-liked strategies for advancing diversity, inclusion, and access in that they are grounded in personal experience. Most effective diversity English language training programs, it is thought, involve their participants in behavioral exercises like role-plays and simulations. The opportunity to practice appropriate behaviors and the particular attention to skill development account for the effectiveness. We certainly anticipate that role-plays and simulations will result in behavioral changes that extend beyond the confines of the English language training session. In turn, immersion has a close relationship with the emotional component.

5. Discussion

As per the article, emotional intelligence (EI) encompasses a range of skills such as recognizing emotions in oneself and others, utilizing emotions to enhance performance, comprehending emotions and emotional knowledge, and controlling emotions in oneself and others. Taking a different, emotionally detached view of the diversity issues can be facilitated by being conscious of and in control of your emotional state. It is essential to hearing and comprehending other people's viewpoints. If you become overly involved in the matter, your viewpoint may become skewed. Emotional intelligence can be developed through the immersion method. Gaining insight into the viewpoints of others improves one's capacity to perceive the world from their perspective and feel their pain on a different level. Understanding others' emotional states can help to defuse tense situations, enhance mutual understanding, and improve communication. The aforementioned exercises alter your internal perspective of the situation under discussion by enabling participants to consider those situations and evaluate their own development, accomplishments, and shortcomings in terms of their attitudes. Getting mentors involved is an additional strategy for that. Allowing the institution's employees to educate one another is one of the effective mechanisms. Making the correct hiring decisions is also the first step towards implementing diversity practices. Putting targeted recruitment into practice is a big step. Find and interview a diverse pool of job candidates with line managers. It fosters contact, engagement, and commitment. We can see how the totals add up.

6. Conclusion

According to the research's findings, there are a number of factors that contribute to the success of diversity awareness campaigns and English language instruction. First and foremost, it is top management's support and dedication. The commitment of leaders in higher education affects how other people view the institution's approach to the problem. Facilitating conversations at all levels is crucial. Diversity must be integrated into the institutional strategic plan and tailored to the unique requirements of the university; it cannot exist as a stand-alone component. As was previously mentioned, programs ought to make use of certified trainers. Their decision might be influenced by the conversation's subject, the facilitator's ability to establish credibility, and the expectations of the target audience. It's also critical to keep in mind that English language instruction complements other diversity initiatives more effectively. An organization can do a lot more that would be a fantastic addition to the current programs. This planning component might seem apparent. But as we get ready for the English language classes, let's not forget that attendance is required. Participating in access, diversity, and inclusion requires dedication, and mastering those ideas requires perseverance. Naturally, developing inclusive programs and offering confidentiality and trust are among the tenets. If we can carry out an assessment following the sessions, the success will also be easier to measure. This will assist in creating future strategies that are more successful and in making the required adjustments when needed.

Acknowledgement

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