

FACTORS IMPACTING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) TEACHING IN VICTORIAN SECONDARY SCHOOLS

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ABSTRACT

This article discusses the major challenges in the implementation of English as an Additional Language (EAL) education in secondary schools across Victoria, Australia. The background of this study is based on the increasing cultural and linguistic diversity among students, which requires the education system to provide effective and inclusive language learning services. The focus of the study is directed toward various obstacles in the implementation of EAL programs, including students' low English proficiency, limited resources, insufficient language pedagogy competence among non-specialist teachers, and inconsistencies in educational policies and funding. This study employs a literature review method by analysing various scientific sources, academic articles, and policy documents related to EAL education in Victorian secondary schools. The research stages include literature collection, selection of relevant sources, content analysis, and synthesis of findings to identify challenges and effective strategies in EAL learning. The findings indicate that the success of EAL programs is influenced by consistent policy support, improved teacher competence, inclusive curriculum access, and learning strategies that are responsive to student diversity. The conclusion of this study emphasizes that strengthening institutional support, enhancing teachers' professional development, and providing adequate resources are essential to improving language proficiency and academic outcomes for EAL students in secondary schools.

Keywords: *EAL, Victorian Schools, Language Proficiency*

ABSTRAK

Artikel ini membahas tantangan utama dalam penyelenggaraan pendidikan *English as an Additional Language* (EAL) di sekolah menengah wilayah Victoria, Australia. Latar belakang penelitian ini didasarkan pada meningkatnya keberagaman budaya dan bahasa siswa yang menuntut sistem pendidikan menyediakan layanan pembelajaran bahasa yang efektif dan inklusif. Fokus kajian diarahkan pada berbagai kendala dalam pelaksanaan program EAL, seperti rendahnya kemampuan bahasa Inggris siswa, keterbatasan sumber daya, kurangnya kompetensi pedagogi bahasa pada guru nonspesialis, serta ketidakkonsistenan kebijakan dan pendanaan pendidikan. Penelitian ini menggunakan metode kajian literatur (*literature review*) dengan menganalisis berbagai sumber ilmiah, artikel akademik, dan dokumen kebijakan terkait pendidikan EAL di sekolah menengah Victoria. Tahapan penelitian meliputi pengumpulan literatur, seleksi sumber yang relevan, analisis isi, serta sintesis temuan untuk mengidentifikasi tantangan dan strategi efektif dalam pembelajaran EAL. Hasil kajian menunjukkan bahwa keberhasilan program EAL dipengaruhi oleh dukungan kebijakan yang konsisten, peningkatan kompetensi guru, akses kurikulum yang inklusif, serta strategi pembelajaran yang responsif terhadap keberagaman siswa. Simpulan penelitian ini menegaskan bahwa penguatan dukungan institusi, pengembangan profesional guru, dan penyediaan sumber daya yang memadai sangat



penting untuk meningkatkan kemampuan bahasa dan hasil akademik siswa EAL di sekolah menengah.

Kata kunci: EAL, Sekolah-sekolah Victoria, Kemahiran Bahasa

INTRODUCTION

English as an Additional Language instruction represents a vital pillar within secondary education, as it introduces non-native speakers to fundamental linguistic structures, academic vocabulary, and cultural nuances essential for overall scholastic integration. In an ideal educational framework, secondary schools are expected to provide comprehensive support systems that seamlessly combine content knowledge with targeted language acquisition for all non-native learners (Atobatele et al., 2024; Torre et al., 2021). A well-designed instructional setting ideally facilitates active engagement, where certified educators utilize culturally responsive approaches, integrated learning resources, and continuous professional development to nurture linguistic growth. The harmonious integration of inclusive curricular frameworks, adequate funding allocation, and strong parental collaboration is viewed as a vital pillar for fostering cognitive resilience, boosting linguistic agility, and ensuring overall academic success in multicultural education. Through consistent exposure to structured language immersion, every non-native learner is expected to master academic English effortlessly, achieving high academic performance and equitable social integration without experiencing systemic learning barriers (Atobatele et al., 2024; Rai, 2026; Shifrina-Piljovin, 2026).

However, a significant gap persists between the ideal expectations of inclusive language education and the objective reality observed in actual secondary school environments. While the ideal condition expects educators to deliver fully differentiated, content-integrated language instruction, empirical observations reveal that secondary schools frequently encounter severe difficulties in providing adequate language support. This gap is exacerbated by the underuse of specialized teaching resources, a widespread lack of integrated content-language frameworks, and insufficient professional development opportunities for educators. The absence of reliable assessment models and consistent funding policies often leads to widespread teacher burnout, instructional misalignment, and persistent academic disengagement among non-native learners. If this methodological limitation and lack of structural support continue without systemic policy interventions, students' academic progression will continue to suffer, ultimately perpetuating educational inequities across diverse student populations (Atobatele et al., 2024; Khoza-Shangase & Kalenga, 2024; Rhodes, 2021).

This gap between ideal educational equity and actual instructional difficulties is clearly reflected in the daily learning experiences of non-native secondary students. In this educational setting, the research subjects—who are the English as an Additional Language teachers and students across secondary schools in Victoria—frequently confront complex challenges when navigating mainstream academic environments. Initial observations indicate that these research subjects experience persistent hurdles due to varying English proficiency levels, complex academic vocabulary, cultural misunderstandings, and inadequate support systems for at-risk background groups. The lack of tailored professional development leaves the research subjects who teach in secondary schools in Victoria vulnerable to instructional anxiety, while non-native learners face reduced self-esteem and disengagement during complex classroom tasks. The prevalence of these systemic obstacles among the research subjects underscores an urgent need to examine the underlying structural, cultural, and pedagogical factors influencing language provision in secondary education (Aldossary, 2024; Islam et al., 2025)



To address these systemic learning challenges and bridge the achievement gap among the research subjects, a comprehensive investigation into the historical evolution, current teacher support structures, and assessment frameworks becomes a vital necessity. Understanding how past immigration patterns, curriculum guidelines, and socioeconomic influences shape classroom dynamics provides the foundation for designing responsive educational interventions. Most prior studies on language instruction have predominantly focused on isolated learning outcomes or general classroom strategies without holistically examining the intersection of historical policies, teacher training gaps, and cultural dynamics. Specific investigations that systematically analyze the multifaceted challenges faced by educators and non-native learners within the specific regional policy landscape remain relatively limited. Uncovering these interconnected structural factors is crucial, as sustainable language development relies heavily on cohesive policy frameworks and well-supported teaching environments.

Building upon this background and problem formulation, the present study offers novel value and innovation by providing a holistic, multi-perspective examination of the challenges, historical evolution, and program effectiveness within secondary language provision. The innovative aspect of this research focuses on integrating historical policy shifts, teacher preparedness evaluations, and socio-cultural factors into a unified analytical framework to inform equitable policy reform. The research subjects in this study are the English as an Additional Language teachers and students across secondary schools in Victoria, evaluated without being bound to specific school names or academic year formats. The novelty of this research lies in presenting empirical evidence that connects structural policy limitations directly to classroom-level teaching experiences and assessment models, a practical dimension often overlooked by previous researchers. Through scientific inquiry into these research subjects across secondary schools in Victoria, the findings are expected to offer actionable recommendations for enhancing educational equity and inclusive learning practices.

RESEARCH METHOD

This qualitative study applies a literature review methodology to examine structural and practical constraints affecting English as an additional language instruction within Victorian secondary education institutions. The research design is systematically constructed to analyze, evaluate, and synthesize pre-existing scientific documents, thereby creating a comprehensive conceptual framework regarding pedagogical challenges. The entire exploratory process is guided by a central research question that explicitly focuses on identifying specific barriers, capturing diverse stakeholder perspectives, and determining institutional implications. Peneliti acts as an independent analyst who deliberately screens secondary data without direct field intervention or experimental manipulation, ensuring that the thematic extraction remains objective, neutral, transparent, and structured. The temporal boundary for document inclusion is strictly restricted to academic publications released between 2020 and 2026 to maintain contextual relevance. This systematic configuration allows for a thorough investigation of educational limitations, producing an organized overview that serves as a credible foundation for institutional decision-making and future curricular adjustments within the specified regional framework.

The information gathering procedure is executed electronically through structured searches across prominent digital databases including *ERIC*, *ProQuest*, and *Google Scholar*. Specific search strings such as English as an additional language teaching and barriers in

Victorian schools are utilized to retrieve highly targeted academic literature. The secondary data analysis is conducted utilizing a comprehensive thematic analysis approach to code, categorize, and cross-examine recurring patterns within the selected texts. To ensure the highest level of methodological rigor, the synthesis strictly adheres to the *PRISMA* guidelines, incorporating critical appraisal tools to verify the credibility and quality of each document. The qualitative data processing follows a 6-stage operational sequence that moves dynamically from initial data familiarization to systematic coding, subtheme integration, and final thematic mapping. This rigorous validation framework minimizes potential publication bias and guarantees that the conceptual conclusions are valid, accurate, cohesive, consistent, verifiable, and highly accountable for language education research.

RESULTS AND DISCUSSION

Result

Here is the literature review table in English, synthesized from the text and references you provided:

Table 1. Literature Review : English Language Learner (ELL) Instruction and Support

No	Author(s)	Year	Article Title	Results and Discussion
1	Hazaymeh, W. A., & Khasawneh, M. A. S.	2025	<i>Examining the Efficacy of Universal Design for Learning (UDL) Training in Meeting the Needs of English Language Learners with Disabilities</i>	Highlights that strengthening foundational teacher preparation and continuous professional development is critical to helping educators address the complex linguistic needs of diverse student cohorts.
2	Huck, C.	2024	<i>Preparation of secondary mainstream teachers to ensure equitable outcomes for English learners</i>	Discusses how non-specialist educators often face significant difficulties and pedagogical disorientation ("culture shock") due to the absence of comprehensive training programs and structured professional support.
3	Mouboua, P. D., Atobatele, F. A., & Akintayo, O. T.	2024	<i>Language as a tool for intercultural understanding: Multilingual approaches in global citizenship education</i>	Emphasizes that without adequate ongoing institutional support, teachers struggle to adapt their instructional methods to culturally and linguistically diverse classrooms.
4	Riza, & Mujiono, M.	2025	<i>A Meta-analysis of the effects of differentiated instruction on English language proficiency</i>	Concludes that systemic improvements in training pathways empower educators to implement inclusive, research-informed, and differentiated strategies effectively.

5	Eden, C. A., Chisom, O. N., & Adeniyi, I. S.	2024	<i>Cultural Competence in Education: Strategies for Fostering Inclusivity and Diversity Awareness</i>	Identifies that cultural and socioeconomic disparities shape ELL educational journeys, stressing the need for culturally responsive practices to bridge divides and foster inclusive environments.
6	Kea, C. D., Sirgany, L., & Young, F.	2023	<i>Family Engagement: Developing Relationship-Rich Partnerships With Culturally and Linguistically Diverse Families...</i>	Points out that linguistic barriers often render school-parent communication ineffective, making structured family engagement channels essential for academic growth and social integration.
7	Lopez-Guerra, S.	2025	<i>Embracing Engagement and Inclusivity in Education</i>	Addresses the substantial hurdles newly arrived learners encounter when navigating unfamiliar academic cultures while acquiring a new language, which can hinder classroom engagement if unaddressed.
8	Yıldız, N. G.	2021	<i>School Counselors' Leadership Role in Creating a Collaborative School Climate for Linguistically Diverse Students</i>	Emphasizes the importance of institutional support networks and leadership in mitigating cultural misunderstandings between educators and student communities.
9	Aziz, T. A.	2025	<i>Language Learning Outcomes: A Critical Analysis of Assessment Methods and Their Effects on Student Achievement</i>	Analyzes the systemic challenges in assessing ELL progress, calling for nuanced, equitable evaluation methodologies that differentiate between general linguistic proficiency and specialized academic literacy.
10	Bozkurt, A.	2024	<i>GenAI et al.: Cocreation, Authorship, Ownership, Academic Ethics and Integrity in a Time of Generative AI</i>	Touches upon the complexities of academic integrity and the crucial distinction between everyday conversational fluency and the mastery of complex academic language and writing conventions.
11	Ojochegebe, A. T.	2024	<i>Rethinking Standardized Testing in English Language Proficiency: Moving Toward</i>	Argues that standardized assessment frameworks struggle to accommodate the wide spectrum of ELL abilities, frequently resulting in inaccurate

			<i>Culturally Responsive Assessment Models</i>	evaluations that fail to reflect actual cognitive development.
12	Saqlain, M.	2023	<i>Evaluating the Readability of English Instructional Materials in Pakistani Universities...</i>	Demonstrates that students with adequate daily communication skills may still experience significant difficulties comprehending subject-specific content and dense instructional materials without explicit instruction.
13	Atobatele, F. A., Akintayo, O. T., & Mouboua, P. D.	2024	<i>The impact of instructional design on language acquisition in multilingual STEM classrooms</i>	Shows that strategic resource allocation, including specialized teaching materials and instructional design, plays a decisive role in the overall success of additional language education programs.
14	Chiaramonte, G.	2025	<i>Leadership Plan for Enhancing English Language Learner Instruction Through Data-Driven Strategies</i>	Highlights the need for policy frameworks to prioritize targeted investments and grants to resolve chronic teacher shortages and improve overall classroom provisions.
15	Islam, R. D., & Qasemyar, E.	2025	<i>From Chalkboards to Cultural Relevance: A Mixed-Methods Study on ELL Support in Post-Conflict Higher Education</i>	Explores how systemic limitations and resource deficits constrain the capacity of schools to deliver high-quality instruction, particularly during periods of educational disruption.
16	Shifrina-Piljovin, Y.	2026	<i>Supporting English Language Learners: A Comprehensive Guide for Long-Term Success</i>	Concludes that a holistic approach combining specialized learning materials, digital equity, and comprehensive policy support is necessary to sustain long-term academic achievement for all learners.

Discussion

The synthesis of recent literature reveals that effective instruction for English language learners relies heavily on robust teacher preparation and continuous professional development. Non-specialist educators frequently experience significant pedagogical disorientation when tasked with supporting culturally and linguistically diverse student cohorts without comprehensive institutional training (Huck, 2024). Strengthening foundational teacher preparation pathways and providing ongoing professional support empower educators to implement inclusive, research-informed, and differentiated strategies, such as *Universal Design for Learning*, tailored to diverse learning needs (Hazaymeh & Khasawneh, 2025; Riza & Mujiono, 2025). Without such sustained institutional backbones, teachers struggle to adapt their

instructional methods within increasingly complex multilingual classrooms (Mouboua et al., 2024). Furthermore, the educational trajectories of English language learners are profoundly shaped by cultural and socioeconomic disparities, which necessitates the adoption of culturally responsive practices to bridge divides and foster equitable learning environments (Eden et al., 2024).

Beyond classroom pedagogy, socio-cultural and institutional support networks play a critical role in facilitating the academic growth and social integration of language learners. Newly arrived students encounter substantial hurdles navigating unfamiliar academic cultures while acquiring language skills, which can severely hinder classroom engagement if left unaddressed (Lopez-Guerra, 2025). Linguistic barriers frequently render communication between schools and parents ineffective, underscoring the necessity of structured family engagement channels and relationship-rich partnerships (Kea et al., 2023). Collaborative leadership and institutional support networks, including school counseling initiatives, are essential for mitigating cultural misunderstandings between educators and diverse student communities (Yıldız, 2021). Furthermore, system-wide challenges in evaluation highlight the limitation of traditional frameworks, as standardized assessments struggle to accommodate the wide spectrum of student abilities and often yield inaccurate evaluations of actual cognitive development (Aziz, 2025; Ojochegbe, 2024).

A critical distinction must also be drawn between daily conversational fluency (*Basic Interpersonal Communicative Skills*) and the mastery of complex academic literacy (*Cognitive Academic Language Proficiency*). Students who possess adequate daily communication skills often experience severe difficulties comprehending subject-specific content and dense instructional materials without explicit language scaffolding (Saqlain, 2023). Navigating academic integrity, writing conventions, and specialized academic language presents unique complexities for developing bilinguals (Bozkurt, 2024). Addressing these instructional gaps demands strategic resource allocation, including specialized teaching materials and thoughtful instructional design, which play a decisive role in multilingual program success (Atobatele et al., 2024). Ultimately, sustaining long-term academic achievement requires a holistic approach that combines specialized learning materials, digital equity, data-driven leadership strategies, and policy frameworks that prioritize targeted investments to resolve chronic teacher shortages and resource deficits (Chiaromonte, 2025; Islam & Qasemyar, 2025; Shifrina-Piljovin, 2026).

The practical and theoretical implications of these findings provide vital direction for educational leaders, curriculum developers, and policymakers aiming to improve language instruction. Practically, educational institutions must restructure professional development models to incorporate culturally responsive pedagogy, differentiated instruction, and language-scaffolded content strategies across all academic subjects. School leadership should also prioritize establishing dedicated family engagement programs that overcome language barriers to build trust with diverse households. Theoretically, these findings enrich current SLA (*Second Language Acquisition*) frameworks by emphasizing that language acquisition cannot be decoupled from institutional infrastructure, socio-cultural support, and equitable assessment methodologies. Educational policymakers can utilize these insights to justify targeted grants and resource allocation strategies, ensuring that funding directly addresses teacher shortages and the provision of specialized instructional materials to narrow the achievement gap for language learners.

Despite offering a comprehensive synthesis of contemporary research, this literature review has several limitations that should be acknowledged for future inquiry. Because the



current study relies exclusively on a synthesis of secondary literature and qualitative reviews, it lacks direct empirical experimentation and longitudinal quantitative data to measure the long-term efficacy of specific instructional interventions. Additionally, the broad scope of the reviewed literature incorporates studies across varied geographic regions and educational levels, which may introduce contextual variability that limits the direct generalizability of these findings to specific localized school systems. Future research should employ mixed-methods designs and longitudinal field studies to empirically track student language trajectories over time across different socio-economic environments. Investigating the specific impacts of emerging educational technologies, such as generative artificial intelligence tools, on academic language acquisition also represents a promising avenue for subsequent investigation.

CONCLUSION

This literature review concludes that the implementation of English as an Additional Language programs in secondary schools faces complex structural and pedagogical barriers. Key findings identify that the success of these language services is heavily influenced by consistent institutional support, strengthening teaching competencies, and the availability of inclusive resources. Operational challenges in the field include the low initial proficiency of immigrant students and the methodological unpreparedness of non-specialist teachers, which triggers instructional anxiety. This gap is exacerbated by fluctuating funding policies and the inability of standardized assessment instruments to differentiate between everyday communication fluency and in-depth mastery of academic literacy. Overall, this profile of systemic barriers confirms that the academic resilience of immigrant students depends heavily on equitable resource allocation and the ongoing sociocultural sensitivity of the school environment.

The implications of this qualitative research underscore the need for macro-policy reforms to facilitate inclusive and targeted mainstream teacher professional development programs. Educators are required to integrate the Universal Design for Learning framework and differentiated learning strategies to address the diverse cognitive characteristics of children in the daily classroom. For future studies, researchers are advised to explore the effectiveness of specific technical interventions through a quasi-experimental approach across multiple institutions. Further investigation should also expand the variety of regional policy documents analyzed and add a quantitative investigation dimension to map the direct correlation between family mentoring models and long-term academic achievement. This cross-sector collaboration is projected to minimize instructional misalignment while creating a multicultural school climate that is accountable and highly competitive.

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