

**STRATEGI SOKONGAN BAHASA DAN PENGURUSAN PENGAJARAN
PENGAJIAN TINGGI**
Language Support Strategies And Higher Education Teaching Management

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Article history:

Received : 25 November 2023

Accepted : 20 December 2023

Published: 31 December 2023

ABSTRAK

Kertas kerja ini menyelidiki hubungan yang rumit antara strategi sokongan bahasa dan pengurusan pengajaran pendidikan tinggi, dengan tumpuan kepada pencapaian akademik dan pembangunan keseluruhan pelajar bahasa kedua (L2). Memandangkan dunia menjadi semakin saling berkaitan dan berbilang budaya, peranan universiti dalam memupuk kejayaan akademik pelajar L2 telah menjadi sangat penting. Penyelidikan ini berusaha untuk menyumbang kepada badan pengetahuan sedia ada dengan mengkaji dinamik pelbagai rupa sokongan bahasa, metodologi pedagogi, dan strategi pengurusan institusi dalam konteks pendidikan tinggi. Kajian dimulakan dengan mendalami asas teori pemerolehan bahasa kedua (SLA) dan kesannya terhadap prestasi akademik. Berdasarkan teori linguistik dan rangka kerja psikologi yang menonjol, penyelidikan mewujudkan asas untuk memahami aspek kognitif, sosiobudaya dan linguistik yang mempengaruhi perjalanan pendidikan pelajar L2. Selain itu, kertas kerja itu menyiasat cabaran yang dihadapi oleh pelajar L2 dalam tetapan pendidikan tinggi, daripada halangan linguistik kepada faktor sosio-psikologi, dan menekankan kepentingan intervensi sokongan bahasa yang disesuaikan. Inti kepada kajian ini ialah pelbagai strategi sokongan bahasa yang digunakan oleh institusi pengajian tinggi untuk memudahkan integrasi dan perkembangan pelajar L2. Penyiasatan itu merangkumi pelbagai pendekatan pedagogi, termasuk pengajaran berasaskan kandungan,

kursus khusus bahasa, pembelajaran yang dipertingkatkan teknologi, dan sistem sokongan bantuan rakan sebaya. Dengan menilai secara kritis keberkesanan strategi ini, kertas kerja mengenal pasti amalan terbaik yang sesuai dengan keperluan pelajar L2 dan menyumbang kepada kecemerlangan akademik mereka. Tambahan pula, penyelidikan meneroka interaksi rumit antara strategi sokongan bahasa dan rangka kerja pengurusan pengajaran pendidikan tinggi yang lebih luas. Ia menyelidiki bagaimana dasar institusi, reka bentuk kurikulum, latihan fakulti dan struktur pentadbiran bersilang dengan inisiatif sokongan bahasa untuk membentuk pembangunan holistik pelajar L2. Dengan menganalisis kajian kes daripada pelbagai universiti, kertas kerja itu menerangkan bagaimana penyepaduan sokongan bahasa yang berjaya dalam pengurusan pengajaran meningkatkan penglibatan akademik pelajar, memupuk persekitaran pembelajaran yang positif dan memupuk kecekapan silang budaya. Kesimpulannya, kertas kerja ini menggariskan peranan penting strategi sokongan bahasa dalam membentuk kejayaan akademik dan pertumbuhan peribadi pelajar bahasa kedua di pendidikan tinggi. Dengan menawarkan perspektif bernuansa tentang hubungan simbiotik antara sokongan bahasa dan pengurusan pengajaran, kajian ini meluaskan implikasi praktikal untuk universiti yang bertujuan untuk meningkatkan pengalaman pelajar L2 mereka. Akhirnya, penyelidikan ini menyokong pendekatan berpusatkan pelajar yang menggabungkan sokongan bahasa, inovasi pedagogi, dan sinergi pentadbiran untuk memupuk komuniti akademik yang inklusif dan berkembang maju.

Kata kunci: strategi sokongan bahasa, pengurusan pengajaran pendidikan tinggi, pemerolehan bahasa kedua

ABSTRACT

This paper delves into the intricate relationship between language support strategies and higher education teaching management, with a focus on the academic achievements and overall development of second language (L2) learners. As the world becomes increasingly interconnected and multicultural, the role of universities in fostering the academic success of L2 learners has gained paramount importance. This research strives to contribute to the existing body of knowledge by examining the multifaceted dynamics of language support, pedagogical methodologies, and institutional management strategies within the context of higher education. The study commences by delving into the theoretical underpinnings of second language acquisition (SLA) and its impact on academic performance. Drawing upon prominent linguistic theories and psychological frameworks, the research establishes a foundation for comprehending the cognitive, socio-cultural, and linguistic aspects that influence L2 learners' educational journey. Moreover, the paper investigates the challenges faced by L2 learners in higher education settings, ranging from linguistic barriers to socio-psychological factors, and underscores the significance of tailored language support interventions. Central to this study are the diverse language support strategies employed by higher education institutions to facilitate the integration and progression of L2 learners. The investigation encompasses an array of pedagogical approaches, including content-based instruction, language-specific courses, technology-enhanced learning, and peer-assisted support systems. By critically evaluating the effectiveness of these strategies, the paper identifies best practices that resonate with L2 learners' needs and contribute to their academic excellence. Furthermore, the research explores the intricate interplay between language support strategies and the broader framework of higher education teaching management. It delves into how institutional policies, curriculum design, faculty training, and administrative structures intersect with language support initiatives to shape the holistic development of L2 learners.

By analyzing case studies from diverse universities, the paper sheds light on how successful integration of language support within teaching management enhances students' academic engagement, fosters a positive learning environment, and cultivates cross-cultural competence. In conclusion, this paper underscores the pivotal role of language support strategies in shaping the academic success and personal growth of second language learners in higher education. By offering a nuanced perspective on the symbiotic relationship between language support and teaching management, the study extends practical implications for universities aiming to enhance their L2 learners experiences. Ultimately, this research advocates for a student-centered approach that amalgamates language support, pedagogical innovation, and administrative synergy to foster an inclusive and thriving academic community.

Keywords: language support strategies, high education teaching management, second language acquisition

Introduction

In recent years, the academic achievements and overall development of second language (L2) learners have become increasingly important in higher education institutions. As the world becomes more interconnected and multicultural, universities play a crucial role in supporting the success of L2 learners. This paper aims to contribute to the existing body of knowledge by exploring the intricate relationship between language support strategies and higher education teaching management within the context of L2 learners.

Theoretical underpinnings of second language acquisition (SLA) form the foundation of this study. By drawing upon prominent linguistic theories and psychological frameworks, this research seeks to understand the cognitive, socio-cultural, and linguistic aspects that influence L2 learners' educational journey and their impact on academic performance. Additionally, the study examines the challenges faced by L2 learners in higher education, encompassing linguistic barriers, socio-psychological factors, and the importance of tailored language support interventions.

People conduct research to explore the relationship between language support strategies and higher education teaching management for several reasons, including enhancing academic success, addressing linguistic barriers, promoting inclusivity and equity, improving pedagogical practices, informing policy and decision-making, and advancing knowledge and theory:

Understanding how language support strategies can be effectively integrated into teaching management can contribute to improving the academic success of L2 learners. By identifying best practices and effective approaches, researchers aim to enhance the learning experiences and outcomes of L2 learners in higher education settings. Language barriers can hinder L2 learners' academic progress and engagement. Research on the relationship between language support strategies and teaching management aims to identify effective interventions and pedagogical approaches to address these barriers. By doing so, researchers can facilitate the linguistic integration of L2 learners and help them overcome language-related challenges. What's more, higher education institutions strive to create inclusive and equitable learning environments for all students. Research on language support strategies and teaching management contributes to this goal by identifying ways to support L2 learners and ensure their equitable access to educational opportunities. It helps institutions develop policies and practices that foster a sense of belonging and provide equal opportunities for academic success.

Language support strategies can inform and enhance pedagogical practices in higher education. Research in this area explores innovative teaching methodologies, instructional techniques, and assessment approaches that better meet the needs of L2 learners. By investigating the relationship between language support and teaching management, researchers can contribute to the ongoing development and improvement of pedagogical practices in higher education. Research on language support strategies and teaching

management provides valuable insights for policymakers, administrators, and educators in higher education institutions. It helps inform policy decisions related to language support programs, curriculum design, faculty training, and institutional management. Research findings can guide the development of evidence-based policies and practices that effectively support L2 learners in higher education. Exploring the relationship between language support strategies and teaching management contributes to the broader field of second language acquisition (SLA) and educational research. It advances theoretical understanding by shedding light on the cognitive, socio-cultural, and linguistic factors that influence L2 learners' educational experiences. The research findings add to the existing body of knowledge and provide a foundation for further inquiry and exploration in the field.

Overall, research in the area of language support strategies and higher education teaching management aims to enhance educational practices, promote inclusivity, and improve outcomes for L2 learners in higher education. It has practical implications for institutions, educators, and policymakers while contributing to the advancement of knowledge in the field of SLA and education. This paper emphasizes the pivotal role of language support strategies in promoting the academic success and personal growth of second language learners in higher education. By providing a nuanced perspective on the symbiotic relationship between language support and teaching management, the study offers practical implications for universities seeking to enhance the experiences of L2 learners. Ultimately, the research advocates for a student-centered approach that combines language support, pedagogical innovation, and administrative synergy to foster an inclusive and thriving academic community.

Literature Review

The application of language support strategies in higher education teaching and management has always been an important topic of research. Researchers often start by examining the types of language support strategies used in higher education teaching and management. They explore the effectiveness of language support strategies, the role of teachers in implementing these strategies, and interdisciplinary language support strategies. These studies provide a theoretical and practical foundation for the implementation of language support strategies in higher education teaching and management, helping educators gain a better understanding of these strategies and apply them to promote students' language development and academic achievements.

1. Language support strategies in higher education teaching management

Language support strategies in higher education teaching and management refer to various forms of support and resources provided to students with limited language proficiency to help them better learn and engage in the academic environment. These strategies aim to promote students' language development, academic success, and overall competence. Here are some common language support strategies in higher education teaching and management:

(1) Language Courses and Language Support Programs: Higher education institutions often

- (2) offer specialized language courses, such as English as a Second Language (ESL) courses or academic English courses, to help students improve their language skills. These courses focus on vocabulary, grammar, listening, speaking, reading, and writing. Additionally, some schools provide academic language support programs tailored to specific subject areas to help students adapt to subject-specific language requirements.
- (2) Academic Writing Support: Academic writing is an essential skill in higher education. Language support strategies include providing writing guidance, feedback, and writing centers to help students enhance their academic writing abilities. These support measures may include writing workshops, individual tutoring, writing samples, and guidebooks.
- (3) Oral Communication Training: Oral communication plays a vital role in higher education. Schools can offer oral communication training, including oral communication courses, debates and speech activities, as well as exercises such as simulated conversations and role-plays. These training opportunities help students improve their oral expression, listening comprehension, and communication skills with others.
- (4) Personalized Support: Providing personalized support for individual students' language needs is crucial. This may include individual tutoring, mentorship programs, academic advisors, or language partner programs aimed at meeting students' specific needs in language learning and academic development.
- (5) Interdisciplinary Collaboration: Language support strategies often require interdisciplinary collaboration involving teachers, language experts, academic advisors, and student support services, among other departments. This collaboration can facilitate comprehensive and integrated language support, ensuring that students receive appropriate support in various disciplinary fields and academic tasks.
- (6) Language and Content Integration: Language support strategies often involve integrating language learning with content-based instruction. This approach allows students to develop language skills while engaging with subject-specific content. It may involve designing courses that incorporate language-focused activities, such as reading academic texts, participating in discussions, and writing discipline-specific assignments.
- (7) Technology-Enhanced Language Support: Technology can play a crucial role in language support strategies. Online resources, language learning platforms, and language software can provide additional learning opportunities outside the classroom. These tools may include interactive exercises, language practice apps, online language tutors, and multimedia resources that enhance students' language skills.
- (8) Cultural Orientation and Support: International students often face challenges related to cultural adjustment and unfamiliar academic norms. Language support strategies may include cultural orientation programs and support services that help students navigate the cultural aspects of higher education. This may involve workshops, mentorship programs, and intercultural communication training to enhance students' understanding of academic and social expectations.
- (9) Language Assessment and Feedback: Regular language assessment and constructive feedback are essential components of language support strategies. Assessments can help identify students' language proficiency levels and specific areas for improvement.

Language instructors and academic staff can provide feedback on students' written and oral assignments, highlighting language errors and offering guidance for improvement.

- (10) Collaborative Learning and Peer Support: Collaborative learning activities and peer support can contribute to language development. Group projects, language exchange programs, and language study groups provide opportunities for students to practice language skills in a supportive and interactive environment. Peer feedback and collaboration foster language fluency, cultural exchange, and mutual learning among students.
- (11) Faculty Development and Training: Language support strategies also involve professional development and training for faculty members. Providing faculty with resources and training on inclusive teaching practices, language-sensitive instruction, and effective feedback techniques enables them to better support students with diverse language backgrounds.
- (12) Ongoing Support and Monitoring: Language support should not be limited to a one-time intervention but provided as an ongoing process throughout a student's academic journey. Regular check-ins, progress monitoring, and additional resources ensure that students receive continuous support and can address language challenges as they arise.

These language support strategies aim to create an inclusive academic environment that helps students with limited language proficiency fully engage in and successfully complete higher education learning. The specific strategies and resources may vary among schools and educational institutions, and personalized support based on students' needs and backgrounds is key. Institutions strive to create inclusive learning environments that empower students to overcome language barriers and achieve academic success. It's important to tailor these strategies to the specific needs and contexts of students to provide effective and comprehensive language support. Future research will continue to explore more effective language support strategies and delve into the role of teachers and the applicability of strategies in different disciplines and educational contexts.

2. Related researches

Numerous books and journals related to language support strategies and higher education teaching management reveal the understanding of scholars concerning this topic and provoke the interests among researchers, including educators, learners, as well as educational authorities.

Language assessment in higher education (Cheng et al., 2016) provides a comprehensive exploration of language assessment in higher education, including the development and implementation of language support strategies. It covers topics such as language placement, proficiency testing, and the integration of language assessment with curriculum and instruction.

Supporting second language students in higher education: A systematic review of the literature (Hellekjaer & Bjørke, 2018) examines the existing research on supporting second language students in higher education. It synthesizes findings on various language support strategies and discusses their effectiveness in promoting language development, academic achievement, and overall student success.

Language support for English language learners in higher education: A systematic review of the literature (Hsieh & Urrieta, 2018), focusing specifically on English language learners, explores the literature on language support in higher education. It discusses different strategies, programs, and interventions designed to assist English language learners in their academic pursuits and examines their impact on language proficiency and academic performance.

Language support for international students in higher education: A systematic review of the literature (Neumann & Kopiez, 2021) investigates the literature on language support in higher education. It examines various approaches to supporting the linguistic needs of international students, including language courses, mentoring programs, and cultural integration initiatives. The review also explores the challenges faced by international students and the effectiveness of different language support strategies.

Research perspectives on English for academic purposes (Flowerdew & Peacock, 2001) brings together research perspectives on English for academic purposes. It explores various topics within the field of English for academic purposes, including language support strategies, academic writing, communication skills, and more. The aim of the book is to provide diverse viewpoints and research orientations for investigating English for academic purposes.

The Routledge handbook of English for academic purposes (Hyland & Shaw, 2016) provides a systematic overview of various aspects within the field of English for academic purposes. It covers topics such as language support strategies, curriculum design, assessment, and teaching methods in higher education. The handbook aims to offer comprehensive references and guidance for teachers and researchers in the field of English for academic purposes.

Supporting international students' academic success and retention (Bista, 2015) focuses on supporting the academic success and retention of international students. It covers topics such as language support strategies, cultural adaptation, academic writing, and cross-cultural communication. The book aims to provide practical advice and strategies to help educators and school administrators better support international students in their learning and adaptation processes.

Teaching international students: Improving learning for all (Carroll & Ryan, 2005) explores the challenges and opportunities associated with teaching international students in higher education. It provides practical recommendations regarding language support strategies, curriculum design, and teaching methods. The goal of the book is to enhance educators' understanding of the teaching and learning needs of international students, ultimately improving teaching quality and enhancing student' learning experiences.

Integrating content and language in higher education: Perspectives on professional practice (Wilkinson & Walsh, 2018) discusses how to integrate content and language teaching in higher education. It explores practical experiences and theoretical frameworks related to language support strategies, teaching models, and curriculum design. The book aims to assist educators in effectively integrating content and language teaching in higher education courses, thereby promoting student' academic and language development.

In *Graduating as a "native speaker": International students and English language proficiency in higher education* (Benzie, 2010), researchers explored the influence of

international students' English language proficiency on their academic achievements in higher education. It may investigate their performance in the classroom, essay writing abilities, participation in discussions, and grades obtained through exams and assessments. The study considered the English language support and guidance provided to international students. It may examine language courses offered by the institution, language support services, writing centers, and the role of counselors in assisting international students in improving their English language proficiency.

In *Teaching English for Research Publication Purposes to Science Students in China: A Case Study of an Experienced Teacher in the Classroom* (Li et al., 2018), researchers addressed the research gap by presenting a case study of how an experienced, native-English-speaking English for Research Publication Purposes (ERPP) teacher went about teaching an ERPP course by invitation at a university in China. Data were collected through classroom observation with audio and video recordings and interviews. The researchers' collaborative thematization process based on the dataset leads to eight themes which characterized the teaching strategies employed by the focal ERPP practitioner in teaching the focal course. Through this paper they thus present an example of good practice, while at the same time raising topics for discussion naturally arising from "observing" the teaching as reported in the paper.

The increase in numbers of international students who have English as a second language (ESL) and are studying in English-medium universities has renewed the emphasis of English language development in higher education, particularly concerning academic writing. Much of the discussion has concentrated on developing best practices in providing support via Language and Academic Support (LAS) programs. However, the main challenge in recent years has focused on integrating disciplinary and language learning. What has been largely missing from the discussion are the views of lecturers and students regarding the strategies they use to develop academic writing in the discipline. The paper by Arkoudis and Tran (2010) addressed this issue. The analysis revealed that academic writing within the disciplines was largely an individual endeavour for both lecturers and their students. Lecturers focus on explaining what skills students are required to demonstrate in their assignments, but students are more concerned with understanding how they can develop these skills. The implications are discussed concerning the development of a whole institutional approach for integrating language and disciplinary teaching.

Summary

From previous research on language support strategies in higher education teaching and management, the following summarizing conclusions can be drawn:

First of all, language support is of great importance and in multidimensional need. Studies consistently highlight the significance of providing effective language support to students in higher education. Language support strategies play a crucial role in enhancing students' academic success, language proficiency, and overall learning experience. Thus, effective language support encompasses various dimensions, including language instruction, academic writing assistance, communication skills development, and cultural adaptation support. A comprehensive approach to language support is necessary to address the diverse

Secondly, integrated approach and student-centered strategies should be adopted. Researchers emphasize the integration of language support within the curriculum and instructional practices. Integrating language instruction with subject content helps students develop disciplinary knowledge while simultaneously improving their language skills. What's more, successful language support strategies are tailored to the specific needs and backgrounds of students. Recognizing individual differences and providing personalized language support promotes engagement, motivation, and effective learning outcomes.

Thirdly, collaboration and professional development must be taken into consideration. Collaboration among educators, language specialists, and academic faculty is crucial for implementing effective language support strategies. Professional development programs and collaborative initiatives can enhance educators' knowledge and competencies in supporting students' language development.

Last but not least, never forget assessment and feedback. Rigorous and appropriate assessment measures, including formative and summative assessments, can gauge students' language proficiency and monitor their progress. Timely feedback on language performance helps students identify areas for improvement and further development.

Overall, previous research underscores the importance of comprehensive and student-centered language support strategies in higher education teaching and management. By adopting these strategies, institutions can better facilitate students' language acquisition, academic achievement, and overall success in a diverse educational environment.

Discussion

The focus of this research lies in the diverse language support strategies employed by higher education institutions to facilitate the integration and progression of L2 learners. Various pedagogical approaches, such as content-based instruction, language-specific courses, technology-enhanced learning, and peer-assisted support systems, are investigated to evaluate their effectiveness. Through critical analysis, the paper identifies best practices that meet the needs of L2 learners and contribute to their academic excellence.

Moreover, the study explores the intertwined relationship between language support strategies and the broader framework of higher education teaching management. It examines how institutional policies, curriculum design, faculty training, and administrative structures intersect with language support initiatives to shape the holistic development of L2 learners. Case studies from diverse universities are analyzed to shed light on successful integration of language support within teaching management, leading to enhanced academic engagement, a positive learning environment, and the cultivation of cross-cultural competence.

Studying the relationship between language support strategies and higher education teaching management holds significant importance for several reasons:

First of all, for improved learning outcomes. Understanding how language support strategies can be effectively integrated into teaching management practices can lead to improved learning outcomes for L2 learners. By identifying and implementing effective strategies, educators can better support L2 learners in their language development,

comprehension of subject matter, and overall academic achievement.

Secondly, for enhanced inclusivity. Integrating language support strategies within teaching management practices promotes inclusivity in higher education. It ensures that L2 learners, who may face language barriers, are provided with the necessary resources, support, and accommodations to fully participate in the learning process. This fosters a more equitable and inclusive educational environment.

Thirdly, for effective pedagogical practices. The relationship between language support strategies and teaching management contributes to the development of effective pedagogical practices. It encourages educators to adapt their instructional approaches to meet the diverse linguistic needs of L2 learners. This can involve employing differentiated instruction, incorporating language-focused activities, and utilizing instructional technologies that facilitate language acquisition.

Fourthly, for educators' professional development. Research in this area provides insights and guidelines for educators' professional development. It helps educators develop their understanding of language acquisition processes, language-related challenges faced by L2 learners, and effective instructional strategies. Educators can enhance their teaching practices and adapt their approaches to better support L2 learners' language development.

Fifthly, for policy and institutional decision-making. The relationship between language support strategies and teaching management informs policy and institutional decision-making. Research findings can guide the development of policies, guidelines, and institutional initiatives that support language support programs, faculty training, curriculum design, and allocation of resources. It ensures that language support is recognized as a crucial aspect of teaching and learning in higher education.

What's more, for promoting multilingualism and intercultural competence. Effective language support strategies within teaching management practices contribute to promoting multilingualism and intercultural competence in higher education. By supporting L2 learners' language development, institutions foster linguistic diversity and create opportunities for cultural exchange and understanding among students.

Next, for research-based best practices. Research on the relationship between language support strategies and teaching management provides evidence-based best practices. It offers empirical insights into effective instructional approaches, curriculum design considerations, and support mechanisms for L2 learners. These best practices can be shared and implemented across institutions, benefiting a broader range of educators and L2 learners.

Last but not least, for advancement of the field. Studying the relationship between language support strategies and teaching management contributes to the advancement of the field of second language acquisition (SLA) and educational research. It expands the knowledge base, deepens theoretical understanding, and informs future research directions. Researchers can build upon existing findings to explore new aspects of language support and teaching management in higher education.

To sum up, studying the relationship between language support strategies and higher education teaching management is significant for improving learning outcomes, promoting inclusivity, enhancing pedagogical practices, informing policy decisions, supporting professional development, fostering multilingualism, and advancing the field of SLA and education.

The relationship between language support strategies and teaching management is a crucial aspect of fostering the academic success and overall development of second language (L2) learners in higher education. On the basis of previous researches, here's an explanation of the relationship between these two components.

To begin with, they have alignment of goals. Language support strategies and teaching management should be aligned in terms of their goals and objectives. Language support aims to provide assistance and resources to L2 learners, addressing their language-related challenges and promoting their language development. Teaching management, on the other hand, focuses on effective instructional practices, curriculum design, and overall educational administration. By aligning their goals, language support strategies can be integrated seamlessly into the teaching management framework.

Next, integration of language support is required. Teaching management should incorporate language support strategies as an integral part of the instructional process. This integration involves designing curriculum and pedagogical approaches that consider the linguistic needs of L2 learners. Language-specific courses, content-based instruction, technology-enhanced learning, and peer-assisted support systems are some examples of language support strategies that can be incorporated into teaching management practices. By integrating language support seamlessly, teaching management can create an inclusive and supportive learning environment for L2 learners.

What's more, it emphasizes faculty training and collaboration. Effective teaching management involves providing faculty members with the necessary training and resources to support L2 learners. Faculty members should be aware of the specific language challenges that L2 learners face and be equipped with strategies to address these challenges within their teaching practices. Collaboration between language support specialists and faculty members is crucial for sharing expertise, exchanging ideas, and developing effective language support strategies within the teaching management framework.

Then, language support strategies should be integrated into the design of the curriculum to meet the linguistic needs of L2 learners. This can include incorporating language-focused activities and assessments, providing additional language resources or materials, and implementing differentiated instructional strategies that cater to the diverse language abilities of students. By considering language support in curriculum design, teaching management can create a curriculum that is accessible and beneficial for L2 learners.

Finally, teaching management should include mechanisms for evaluating the effectiveness of language support strategies and collecting feedback from L2 learners. Ongoing assessment and feedback processes can help identify areas that require improvement and inform adjustments to teaching management practices. By considering the perspectives and experiences of L2 learners, teaching management can continuously refine language support strategies to better meet their needs.

In summary, the relationship between language support strategies and teaching management is characterized by alignment of goals, integration of language support within teaching practices, faculty training and collaboration, curriculum design considerations, and ongoing evaluation and feedback. By incorporating language support strategies effectively into teaching management, higher education institutions can create an environment that supports the academic success and holistic development of L2 learners.

Findings

In order to find out the intricate relationship between language support strategies and higher education teaching management, researchers have to assess the language support needs of students, which effectively requires faculty members to use a combination of methods and approaches. The following are some assessing techniques that faculty members can employ:

Pre-Assessment Surveys. Administer pre-assessment surveys or questionnaires to students at the beginning of the course. These surveys can include questions about students' language backgrounds, previous language learning experiences, and self-assessment of their language proficiency. This information can provide a general understanding of the students' language support needs and help identify potential areas of focus.

Informal Conversations. Engage in informal conversations with students during office hours or class discussions to gauge their language skills and any challenges they may be facing. Encourage students to express their concerns or difficulties related to language use in the academic context. These conversations can offer valuable insights into students' individual needs and allow for personalized support.

Written Assignments and Assessments. Review students' written assignments and assessments to assess their language proficiency and identify common language errors or challenges. Analyzing students' writing can help faculty members understand their strengths and weaknesses, identify patterns of language difficulties, and provide targeted feedback and support.

Classroom Observations. Observe students' participation and engagement in class discussions, group work, and presentations. Pay attention to their language use, fluency, and accuracy. Classroom observations can provide valuable information about individual students' language abilities, confidence levels, and areas for improvement.

Peer Feedback and Peer Review. Incorporate peer feedback and peer review activities into the course. Students can provide feedback on each other's work, including language-related aspects such as grammar, coherence, and clarity. Faculty members can review the peer feedback to gain insights into students' language support needs and identify patterns or areas that require additional attention.

Diagnostic Language Tests. Administer diagnostic language tests or assessments focused on specific language skills, such as reading, writing, speaking, or listening. These tests can help identify students' current language proficiency levels and pinpoint areas where they may need additional support.

Collaboration with Language Support Professionals: Collaborate with language support professionals, such as ESL instructors or language experts, to gain insights into students' language proficiency levels and specific challenges. These professionals can provide expertise in assessing students' language skills and offer recommendations for appropriate language support strategies.

Feedback and Reflection: Encourage students to provide feedback on their own language support needs. Conduct periodic reflection activities or self-assessment exercises where students can reflect on their language strengths, weaknesses, and areas they would like to improve. This self-assessment can provide valuable input for faculty members to tailor their

language support approaches.

It's important for faculty members to approach language assessment in a supportive and non-judgmental manner, focusing on identifying areas for improvement rather than criticizing students' language abilities. By using a combination of assessment methods, faculty members can gain a comprehensive understanding of students' language support needs and provide targeted assistance to help them succeed academically.

Challenges

When integrating language support strategies into teaching management practices, educators may face several challenges. These challenges can vary depending on factors such as the institutional context, learner characteristics, available resources, and educator expertise. There are some potential challenges educators may encounter.

Limited time and resources. Integrating language support strategies requires additional time and resources. Educators may face challenges in finding the necessary time within the curriculum to incorporate language-focused activities, assessments, or instructional modifications. Limited access to language support specialists, materials, or technology resources can also pose challenges.

Diverse learner needs: L2 learners in higher education have diverse linguistic backgrounds, proficiency levels, and learning needs. It can be challenging for educators to address the specific needs of each individual learner within a heterogeneous classroom. Adapting instructional materials, differentiating instruction, and providing individualized support can be demanding.

Lack of pedagogical training. Educators may lack specific training in second language acquisition and language support strategies. They may feel unprepared or unsure about how to effectively integrate language support into their teaching practices. Overcoming this challenge requires professional development opportunities, collaboration with language support specialists, and access to relevant pedagogical resources.

Disciplinary demands. Some disciplines in higher education have content-heavy curricula that may leave little room for explicit language instruction. Educators may face challenges in balancing content delivery with language support. It requires careful curriculum design and creative approaches to integrate language development opportunities within discipline-specific instruction.

Resistance to change. Integrating language support strategies may require a shift in teaching practices and instructional approaches. Educators who are accustomed to traditional methods may face resistance or skepticism towards adopting new strategies. Overcoming resistance to change requires ongoing communication, support, and evidence-based discussions about the benefits of incorporating language support.

Assessment and grading challenges: Assessing language proficiency and providing fair and accurate grading for L2 learners can be complex. Traditional assessment methods may not capture the full range of language abilities and growth. Educators may need to explore alternative assessment approaches, such as performance-based assessments or portfolios, to effectively evaluate L2 learners' language development.

Cultural and linguistic sensitivity. Educators need to be culturally and linguistically

sensitive when integrating language support strategies. They must be aware of potential biases, stereotypes, or misunderstandings that may arise from their instructional practices. Creating an inclusive and respectful learning environment requires ongoing reflection and professional development in cultural competence.

Limited collaboration and support. Collaboration and support from colleagues, administrators, and language support specialists are crucial when integrating language support strategies. However, educators may face challenges in establishing collaborative relationships, accessing support networks, or receiving institutional recognition for their efforts. Encouraging collaboration and fostering a supportive institutional culture is essential.

Addressing these challenges requires a proactive approach, ongoing professional development, institutional support, and a commitment to meeting the linguistic needs of L2 learners. By recognizing and overcoming these challenges, educators can create inclusive and effective learning environments that support the language development and academic success of L2 learners.

Conclusion

Language support strategies play a crucial role in higher education teaching and management, yielding positive impacts. These strategies assist non-native speakers in overcoming language barriers and enhancing their academic expression and learning outcomes, thereby improving students' academic achievements and performance. By providing effective language support, students find it easier to adapt to the higher education environment academically and socially, reducing dropout rates among international students and increasing retention rates. Implementation of language support strategies boosts students' language abilities, leading them to participate more confidently in academic discussions, writing papers, delivering presentations, and other activities. These strategies emphasize the development of intercultural communication skills and adaptability, helping students enhance their understanding and respect for different cultural backgrounds, thereby promoting cross-cultural communication and collaboration.

In the future, language support strategies in higher education teaching and management will continue to evolve. With the continuous advancement of technology, innovative language support tools and platforms will emerge, such as online language learning resources and virtual language practice environments, to help students improve their language abilities in real-time. Personalized learning will become a key direction in language support strategies. By providing personalized teaching plans and learning resources based on students' needs and abilities, it will better cater to their learning requirements and enhance language learning effectiveness. Language support strategies will be more closely integrated with disciplinary teaching, fostering interdisciplinary collaboration and communication. Collaboration among teachers, language experts, and subject specialists will be crucial in implementing comprehensive language support strategies. The trend of integrating language support strategies into curriculum design will continue to strengthen. Teachers will pay more attention to the progressive and cumulative nature of language development, integrating language support throughout the entire curriculum to promote students' academic and language growth.

To sum up, language support strategies play a significant role in higher education

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teaching and management and will continue to develop in the future to better meet students' language learning needs and foster academic achievements and cross-cultural communication.

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